



Assessment Handbook 2024

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Purpose of the Assessment Handbook

This booklet will assist you to keep track of when your major assessments and examinations are due for all your courses. Completing assessments and examinations is a compulsory part of your studies in High School.

Your course assessment schedule outlines the nature and components of the assessment, including task details, its weighting, the outcomes and marking criteria you are being assessed against in the task.

Issuing Assessment Tasks

You will be given a **written Assessment Task notification via Google Classroom** outlining the details of the task and the due date for all components of the task. This will be issued at least **2 weeks** before the due date listed in the assessment schedule. You may also be given a physical copy of the notification in some subjects.

Assistance with Assessment Tasks

If you need support with your assessment tasks, please speak to your class teacher for the course, the Head Teacher of the subject, the Head Teacher Learning and Support, a member of the Learning and Support Team, or the Librarian. You can also talk to your SP Mentor or another teacher who you feel comfortable with.

Completing and backing up copies of Assessment Tasks

Students should only use the free Office 365 or the apps in G-Suite located on their portal to ensure the teacher can access the documents for marking.

Students should keep a copy of all tasks on their hard drive or in hard copy in case there is an issue later.

Disability provisions

Students with additional needs or temporary disabilities like an injury, may require support with their assessment tasks. Suitable modifications may be made prior to tasks being issued to ensure the student has equitable access to the assessment task.

At times, students may need to apply for Disability Provisions to be eligible to receive additional support during examinations and in-class assessments. The Disability Provisions Policy and application are located on the school website.

Students need to complete the current Disability Provisions application at least three weeks prior to the assessment due date. Approval is granted by the Principal in consultation with the Head Teacher Learning and Support. Approval must be in place before students access provisions.

These provisions may include but are not limited to assistive technology (not including computers or laptops unless under exceptional circumstances), reader or writer, additional time, coloured paper, and different sized font.

Unsuccessful applicants may speak to their Learning and Support Teacher to lodge an appeal.

Extensions for Assessment Tasks

To seek an extension of your due date, your parents need to complete an Extension Request form and submit it to the faculty Head Teacher for consideration at least one week in advance of the due date of the task.

Each extension request is judged on an individual basis and approval is at the Head Teacher's discretion.

Extension applications are available from the Front Office or located on the school's website under the Assessment and Reporting Tab. A sample is located at the end of the assessment handbook.

Submitting Assessment Tasks

You **must submit tasks on the due date** established for each task. Please talk to your teacher early if you are having problems with the task so they can assist you.

Hard copies of assessments are to be handed to your teacher **during class time** on the day it is due to support the teachers marking the task. Printing facilities are available in the library at recess and lunch.

If the task states you can submit a soft copy, this is to be completed via your Google Classroom page only. USBs will not be accepted by your teacher.

Technology issues including printing, file corruption or empty document files, and email issues do not constitute a reason for an Extension or Illness/Misadventure request.

Students who cannot submit their task during class time need to discuss this with their teacher to negotiate a time for when this is to be submitted without penalty.

You will be required to sign a register to indicate you have submitted the task on the due date.

Late policy

Year 10-12 students will receive a **zero** for failing to submit an assessment task on the due date unless they have an approved Illness/Misadventure application, including a Doctor's Certificate, or an approved Extension application. This policy complies with NESAs Assessment Certification Examination (ACE) Policy.

If you are absent on the due date, you must submit the assessment task with a completed Illness/Misadventure Form and a doctor's certificate on the first day that you return to school, whether you have the class or not. Failure to supply a doctor's certificate may result in a zero being awarded for the task.

An N Award Warning letter will be sent home for every missed assessment task to indicate the penalty incurred by missing the due date and the new due date. **Students will still be required to submit a satisfactory attempt at the task, even if they are given a zero.**

Students may also be placed on a Program of Improvement and the Loss of Privilege list, which may impact on their ability to attend excursions, school events like Formals and sporting competitions.

Illness/Misadventure Applications

It is important you attempt to meet your deadlines. If you know you are going to be away, submit your task the day before it is due or negotiate with your teacher to have it submitted online by the due date.

If you are absent on the due date, you must complete an Illness/Misadventure application and submit it to your teacher with the completed task on the first day you return to school, even if you do not have their class that day. Failure to do this may result in you receiving a late penalty.

Illness/Misadventure applications are available from the Front Office or located on the school's website under the Assessment and Reporting Tab. A sample is located at the end of the assessment handbook.

Receiving an estimate for an assessment task

Due to extenuating circumstances listed in an Illness/Misadventure application, Head Teachers, in consultation with the Senior Executive, may deem it appropriate to issue an estimate for a missed assessment task.

An estimate will be calculated at the end of the course and will be based on the student's average performance across their other assessment tasks. Ordinarily, only one estimate can be given during an academic year for each course.

Non-serious or unsatisfactory attempts at assessment tasks

All assessment tasks are designed so that all students should be able to achieve at least 50% of the marks assigned in the assessment task.

Modifications are also made for students with additional needs to ensure they can complete the assessment.

If a submission is deemed to be a non-serious or unsatisfactory attempt, the teacher will issue you with a penalty which may include receiving a zero. You will still be required to make a satisfactory attempt at the assessment.

Malpractice in Assessment Tasks

Students must demonstrate ethical scholarship and complete their own assessment tasks.

Malpractice may include plagiarism, cheating and collusion. Teachers need to prove incidents of malpractice before a mark reduction can occur.

Students will receive marks on their own work and not the sections that have been plagiarised or there is evidence that someone else has completed the task.

Students who have completely plagiarised their assessment may receive a zero.

Students engaging in malpractice will have a Letter of Concern sent home indicating the penalty incurred.

N Awards and N Determination Notifications

An N Award Notification letter will be sent home to every missed assessment task to indicate the penalty incurred by missing the due date and the new due date. A phone call will also be made to your parent or carer to discuss this matter.

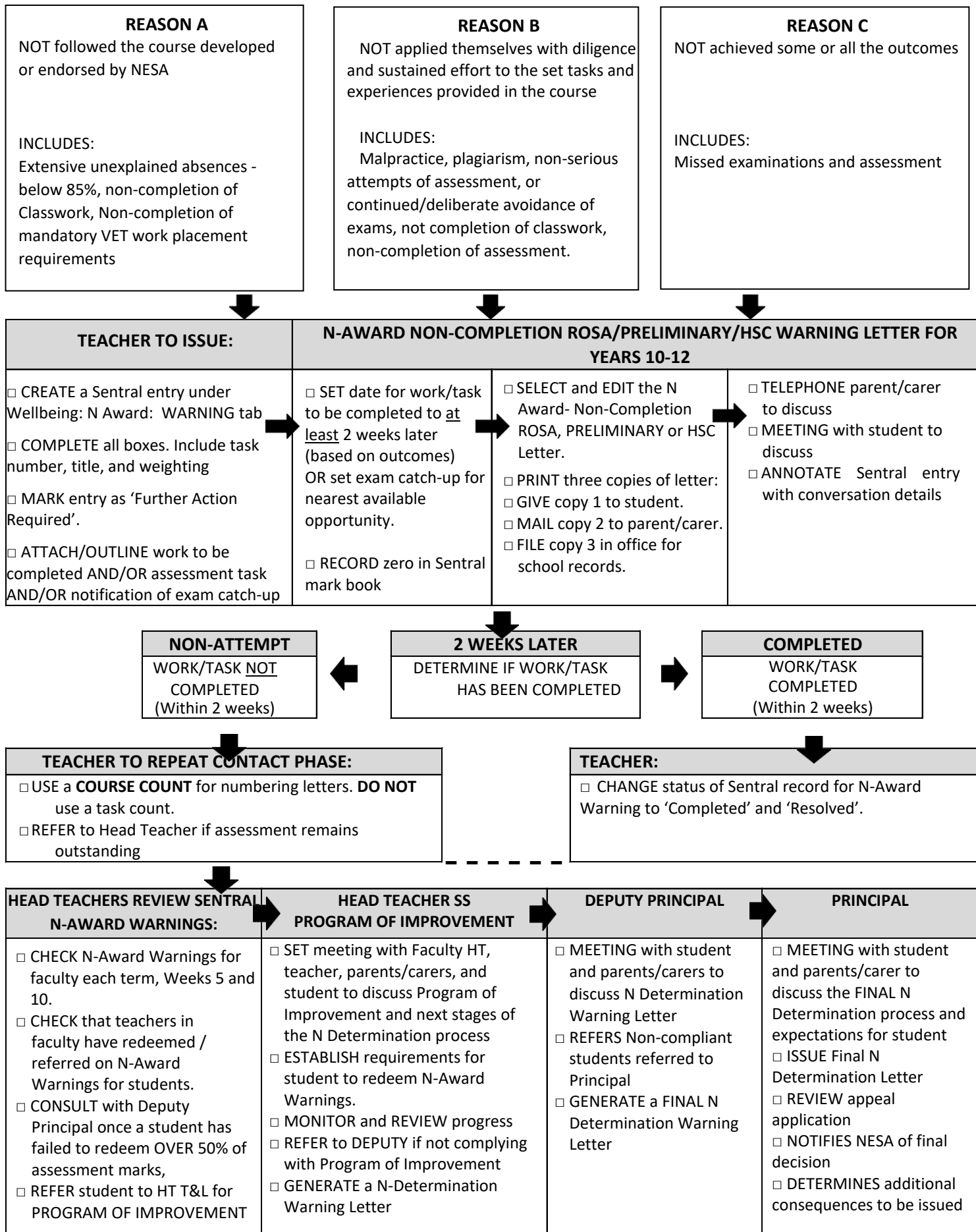
Once a student has failed to submit over 50% of the course assessment, an N Determination Warning letter will be issued.

This may be followed up with a final N Determination Notification letter if assessment tasks continue to remain outstanding.

Please see the N Award Flowchart page 4 for the full procedure.

Students may also be placed on the Loss of Privilege list, which may impact on their ability to attend excursions, school events like Formals and sporting competitions.

GLENMORE PARK HIGH SCHOOL: N-AWARDS FLOWCHART



Electronic devices during examinations and in class assessment tasks

Students are not to bring or access electronic devices during examinations and in-class assessment tasks, unless with prior approval from the class teacher, or the Learning and Support Team in consultation with the faculty Head Teacher or prescribed in the assessment. At times, this may include calculators.

Misbehaviour during in-class assessment tasks

All students have the right to a quiet classroom during in-class assessments to allow them to do their best. Students need to learn to manage their behaviour for the duration of the task. Spending time reviewing and editing responses will assist students to do this. Ask for some scrap paper as a distraction or bring something to read you are interested in (check with your teacher to confirm this is permitted). Students disrupting assessments will receive appropriate consequences. Misbehaving students may be ejected from the classroom and not given an opportunity to finish their task.

Examination or in-class assessment Rules

Examination may occur in the classroom, computer labs or the hall. Students must ensure they follow the rules set out for examinations or in-class assessment tasks. See the Misbehaviour during an assessment task section.

For formal examinations and in-class assessments:

- you must be in complete school uniform – dress appropriately for the weather and the space your examination will be held in.
- Be on time for the examination or assessment– go to the toilet before the examination commences.
- Inform the Head Teacher of the subject if you will be absent by submitting an Extension request at least one week in advance to arrange an alternative time to complete the task.
- Inform the Head Teacher of the subject if you are away on the morning of an examination. Submit an Illness/Misadventure form to justify all absences from scheduled examinations on the first day you return to school to avoid a possible penalty.
- For examinations in the hall, assemble ten minutes before the commencement of the examination.
- Follow all instructions both inside and outside the examination area.
- Leave bags and personal belongings in the allocated space for the examination.
- Turn off unapproved electronic devices and put away all study notes.
- Do not talk once you enter the examination space.
- Have approved materials including your writing equipment visible on your desk for the examiners to review. This includes approved ALARM scaffolds and a clear unlabelled bottle of water.
- At all times, respect the rights of others by behaving appropriately.
- You will be expected to stay in the examination room until the end of the scheduled period for your assessment.

Invalidating Assessment Tasks

An assessment task may be declared invalid if it can be clearly demonstrated that either one or more students were given an unfair advantage; a task was disrupted due to an unforeseen circumstance with an emergency evacuation or network malfunction, or the task produced results that are significantly different to those to be expected to be produced by the cohort. Students or parents who feel that an assessment task meets one or more of these criteria to be considered an invalid assessment need to raise the issue with the class teacher and the faculty Head Teacher.

The faculty Head Teacher will investigate the claim and in consultation with Senior Executive will make a final determination on the validity of the claim.

In the event the assessment task is deemed invalid, all students affected will be issued with a suitable replacement assessment task with a minimum of two weeks' notice for the new due date.

Misplaced or corrupted assessment tasks and files

Very rarely, issues arise where a student's assessment task or digital copy has been lost or corrupted after submission. Students will be asked to submit another copy of their assessment task in the appropriate format.

If a copy cannot be provided and there is clear evidence on the assessment register that the student submitted the assessment task on time, the student will receive an estimate for the task based on their average performance on the rest of their assessment tasks.

Students are reminded to keep a copy of the assessment task.

School based appeal requests

Appeal requests may be submitted when you have sought and been denied an Illness/Misadventure Request, an Extension Request, a Disability Provisions application, issued a Letter of Concern, or N Award Warning, N Determination Warning or N Determination notification or failed to complete a Program of Improvement.

Appeal request forms are found on the school website and must be submitted to the Principal within 48 hours of receiving a rejection, letter, or notification. You must include a copy of your completed Illness/Misadventure or Extension Request form, your Disability Provisions application, or relevant notification documentation.

Appeal requests should only be made in circumstances where you truly believe the Head Teacher, Deputy Principal or Principal has not considered all the facts in your case. The Principal reserves the right to uphold or reject your appeal after careful consideration of all the circumstances of your situation.

Glossary of Key Terms

HSC subject syllabuses, school internal assessment tasks and examination questions have key words that state what students are expected to be able to do in examinations and assessment tasks. It is important to note that examination questions for the HSC will continue to use self-explanatory terms such as 'how', or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject- based questions in examination papers.

Key Term	Definition
Account	Account for: state reasons for, report on. Give an account of, narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts, or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

Year 10 2024 Assessment Calendar

Term 1	Semester One
Week 1-4	
Week 5	Music Task 1
Week 6	
Week 7	Specialist Maths Task 1, Work Education Task 1
Week 8	Food Technology Task 1, Geography Task 1, Mathematics Task 1, PDHPE Task 1
Week 9	PASS Task 1, Science Task 1, Child Studies Task 1
Week 10	Dance Task 1, English Task 1, Photography Task 1, Visual Arts Task 1
Week 11	Commerce Task 1
Term 2	Tasks Due
Week 1	Geography Task 2, Engineering Task 1, Timber Task 1, Metals Task 1
Week 2	Assessment Free Week
Week 3-4	Examination week – Week 3-4 for some subjects only – see each schedule for clarification. Commerce Task 2, English Task 2, Food Technology Task 2, Geography Task 3, Mathematics Task 2, PDHPE Task 2, Science Task 2, Specialist Maths Task 2, Visual Arts Task 2, Work Education Task 2, Dance Task 2a
Week 5	Music Task 2
Week 6	PASS Task 2, Engineering Task 2, Timber Task 2, Metals Task 2, Child Studies Task 2
Week 7	
Week 8	
Week 9	Music Task 3, Visual Arts Task 3
Week 10	Dance Task 2b, Photography Task 2
Term 3	Semester Two
Week 1	
Week 2	
Week 3	
Week 4	Mathematics Task 3
Week 5	Music Task 4, Specialist Maths Task 3
Week 6	Commerce Task 3, Science Task 3
Week 7	Dance Task 3
Week 8	History Task 1, PDHPE Task 3, Work Education Task 3
Week 9	Food Technology Task 3, PASS Task 3, Child Studies Task 3
Week 10	English Task 3, Photography Task 3, Visual Arts Task 4, Dance Task 4
Term 4	Tasks Due
Week 1	History Task 2, Metals Task 3, Timber Task 3, Photography Task 4, Visual Arts Task 5, Engineering Task 3
Week 2	Assessment Free Week
Week 3-4	Examination week – Week 3-4 for some subjects only – see each schedule for clarification. NESA N-Determination to be issued. Commerce Task 4, English Task 4, Food Technology Task 4, History Task 3, Metals Task 4, Timber Task 4, Mathematics Task 4, Music Task 5, PDHPE Task 4, PASS Task 4, Science Task 4, Specialist Mathematics Task 4, Work Education Task 4, Engineering Task 4, Child Studies Task 4, Dance Task 5
Week 5-10	Assessment free weeks

My Year 10 2024 Assessment Calendar

Term 1	Semester One
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Term 2	Tasks Due
Week 1	
Week 2	Assessment Free Week
Week 3	Half Yearly Examination week – Week 3-4 for some subjects only – see each schedule for clarification.
Week 4	Half Yearly Examination week - Week 3-4 for some subjects only - see each schedule for clarification
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Term 3	Semester Two
Week 1	
Week 2	
Week 3	

Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Term 4	Tasks Due
Week 1	
Week 2	Assessment Free Week
Week 3	Yearly Examination week – Week 3-4 for some subjects only – see each schedule for clarification. <i>NESA N Determination to be issued</i>
Week 4	Yearly Examination week - Week 3-4 for some subjects only - see each schedule for clarification
Week 5-10	Assessment free weeks

OBJECTIVES	OUTCOMES
<p>Students</p> <p>Knowledge, understanding and skills.</p> <ul style="list-style-type: none"> Knowledge and understanding of child development from preconception to and including the early years Knowledge and understanding and skills required to positively influence the growth, development, and wellbeing of children Knowledge and understanding of external factors that support the growth, development, and wellbeing of children Skills in researching, communicating and evaluating issues related to child development. 	<p>A student:</p> <p>CS5-1- identifies the characteristics of a child at each stage of growth and development.</p> <p>CS5-2- describes the factors that affect the health and wellbeing of the child.</p> <p>CS5-3- analyses the evolution of childhood experiences and parenting roles over time.</p> <p>CS5-4- plans and implements engaging activities when educating and caring for young children within a safe environment.</p> <p>CS5-5- evaluates strategies that promote the growth and development of children.</p> <p>CS5-6- describes a range of parenting practices for optimal growth and development.</p> <p>CS5-7- discusses the importance of positive relationships for the growth and development of children.</p> <p>CS5-8- evaluates the role of community resources that promote and support the wellbeing of children and families.</p> <p>CS5-9- analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing.</p>
<p>Values and attitudes</p> <ul style="list-style-type: none"> the role positive parenting and caring has on a child’s sense of belonging and their health and wellbeing. the positive impact that significant others play in the growth and development of children. 	<p>CS5-10- demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts.</p> <p>CS5-11- analyses and compares information from a variety of sources to develop an understanding of child growth and development.</p> <p>CS5-12- applies evaluation techniques when creating, discussing and assessing information related to child growth and development.</p>

YEAR 10 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4	PROGRESSIVE
DATE DUE		Term 1 Week 9	Term 2 Week 6	Term 3 Week 9	Term 4 Week 3-4	Ongoing
OUTCOMES		All	All	All	All	All
Syllabus Components	Component Weighting	Task 1	Task 2	Task 3	Yearly Examination	Ongoing
TOTAL	100%	15%	15%	15%	35%	20%

OBJECTIVES	OUTCOMES
Students will develop: Knowledge and understanding of: consumer, financial, economic, business, legal, political and employment matters	A student: COM5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts COM 5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts COM5-3 examines the role of law in society
Skills in: decision- making and problem- solving in relation to consumer, financial, economic, business, legal, political and employment issues	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
Skills in effective research and communication	COM5-7 researches and assesses information using a variety of sources COM5-8 explains information using a variety of forms
Skills in working independently and collaboratively	COM5-9 works independently and collaboratively to meet individual and collective goals within specified timelines

YEAR 10 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4
DATE DUE		Term 1 Week 11	Term 2 Week 3-4	Term 3 Week 6	Term 4 Week 3-4
OUTCOMES		COM5-1, COM5-2 COM5-3, COM5-4 COM5-7, COM5-8 COM5-9	COM5-1, COM5-2 COM5-5, COM5.8	COM5-1, COM5-2 COM5-3, COM5-4 COM5-7, COM5-8 COM5-9	COM5-1, COM5-2 COM5-3, COM5-4 COM5-5, COM5-6 COM5-8
Syllabus Components	Component Weighting	Research Task	Half Yearly Examination	Research Task	Yearly Examination
Knowledge and Understanding	35%	10%	10%	5%	10%
Decision making & problem solving	25%		5%	10%	10%
Research and Communication	30%	10%	10%	10%	5%
Working collaboratively and in groups	10%	5%			
TOTAL	100%	25%	25%	25%	25%

OBJECTIVES	OUTCOMES
1. develop knowledge, understanding and skills about dance as an artform through dance performance as a means of developing dance technique and performance quality to communicate ideas	5.1.1 demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances 5.1.2 demonstrates enhanced dance technique by manipulating aspects of the elements of dance 5.1.3 demonstrates an understanding and application of aspects of performance quality and interpretation through performance
2. develop knowledge, understanding and skills about dance as an artform through dance composition as a means of creating and structuring movement to express and communicate ideas	5.2.1 explores the elements of dance as the basis of the communication of ideas 5.2.2 composes and structures dance movement that communicates an idea
3. develop knowledge, understanding and skills about dance as an artform through dance appreciation as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context	5.3.1 describes and analyses dance as the communication of ideas within a context 5.3.2 identifies and analyses the link between their performances and compositions and dance works of art 5.3.3 applies understandings and experiences drawn from their own work and dance works of art
4. value and appreciate their engagement in the study of dance as an artform	5.4.1 values and appreciates their involvement as a dance performer, and composer and audience member and how their involvement contributes to lifelong learning

Year 10 Assessment		Task 1	Task 2	Task 3	Task 4	Task 5
Date Due		Term 1 Week 10	Term 2 Weeks 4 & 10	Term 3 Week 7	Term 3 Week 10	Term 4 Week 4
Outcomes		5.2.1-2, 5.3.1-2	5.1.1-2, 5.3.1, 5.4.1	5.2.1-2, 5.4.1	5.1.1-3, 5.3.2	5.3.1-3, 5.4.1
Syllabus Component	Component Weighting	Dance & Technology	Performance: Jazz Dance	Composition Solo/Duo	Performance: Contemporary Dance	Dance Analysis
Performance	30%		15%		15%	
Composition	40%	20%		20%		
Appreciation	30%	5%	5%		5%	15%
TOTAL	100%	25%	20%	20%	20%	15%

OBJECTIVES	OUTCOMES
<p><i>Through responding and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:</i></p> <p>A. Communicate through speaking, listening, reading, writing, viewing, and representing.</p>	<p>A student: EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies</p>
<p>B. Use language to shape and make meaning according to purpose, audience, and context.</p>	<p>EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts</p>
<p>C. Thinks in ways that are imaginative, creative, interpretative. and critical.</p>	<p>EN5-5C thinks imaginatively, creatively, interpretatively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts EN5-6C investigates the relationship between and among texts</p>
<p>D. Express themselves and their relationships with other and their world</p>	<p>EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning</p>
<p>E. Learn and reflect on their learning through their study of English</p>	<p>EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness</p>

YEAR 10 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4
DATE DUE		Term 1 Week 10	Term 2 Week 3-4	Term 3 Week 10	Term 4 Week 3-4
OUTCOMES		EN5-4B EN5-5C	EN5-3B EN5-7D	EN5-1A EN5-2A EN5-8D	EN5-6CA EN5-9E
Syllabus Components	Component Weighting	Author Mentor: Novel Study. Assessment	Shakespeare Macbeth Half Yearly Examination	Digital Worlds. Speech.	Communicating Cultural Identity Through Film. Yearly Examination
TOTAL	100%	25%	20%	25%	30%

Year 10 Food Technology

Head Teacher: Mr Kotyk

OBJECTIVES	OUTCOMES
Students will develop: knowledge, understanding and skills related to food hygiene, safety and the provision of quality food	A student: FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality 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
knowledge and understanding of nutrition and food consumption, and the consequences of food choices on health	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
skills in researching, evaluating and communicating issues in relation to food	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
skills in designing, producing and evaluating solutions for specific food purposes	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
knowledge and understanding of the significant role of food in society	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		TASK 1	TASK 2	TASK 3	TASK 4
DATE DUE		Term 1 Week 8	Term 2 Week 3-4	Term 3 Week 9	Term 4 Week 3-4
OUTCOMES		FT5-7, FT5-8 FT5-12	FT5-3, FT5-6 FT5-7, FT5-10	FT5-1, FT5-9 FT5-11, FT5-12	FT5-3, FT5-7 FT5-13
Syllabus Components	Component Weighting	Food Service and Catering	Half Yearly Examination 20% Ongoing Practicals 10%	Food Development Project	Yearly Examination 25% Ongoing Practicals 10%
TOTAL	100%	15%	30%	20%	35%

Year 10 Geography

Head Teacher: Mr Lester

This is a semester-based course.

OBJECTIVES	OUTCOMES
<p>Students: develop knowledge and understanding of the features and characteristics of places and environments across a range of scales</p> <p>develops knowledge and understanding of interactions between people, places and environments</p>	<p>A Student</p> <p>GE5-1 explains the diverse features and characteristics of a range of places and environments</p> <p>GE5-2 explains processes and influences that form and transform places and environments</p> <p>GE5-3 analyses the effect of interactions and connections between people, places and environments</p> <p>GE5-4 accounts for perspectives of people and organisations on a range of geographical issues</p> <p>GE5-5 assesses management strategies for places and environments for their sustainability</p> <p>GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing</p>
<p>apply geographical tools for geographical inquiry</p> <p>develop skills to acquire, process and communicate geographical information</p>	<p>GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry</p> <p>GE5-8 communicates geographical information to a range of audiences using a variety of strategies</p>

YEAR 10 ASSESSMENT		TASK 1	TASK 2	TASK 3
DATE DUE		Term 1 Week 8	Term 2 Week 1	Term 2 Week 3-4
OUTCOMES		5-6, 5-7	5-7, 5-8	5-2, 5-6, 5-7
Syllabus component	Component Weighting	Human wellbeing research	Portfolio/skills	Semester Examination
Acquiring geographical information	30%	10%	10%	10%
Processing Geographical information	35%	15%	5%	15%
Communicating geographical information	35%	15%	5%	15%
TOTAL	100%	40%	20%	40%

Year 10 History

Head Teacher: Mr Lester

This is a semester-based course.

OBJECTIVES	OUTCOMES
Students: develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia.	A student: HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia
develop skills to undertake the process of historical inquiry.	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
develop skills to communicate their understanding of history.	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

YEAR 10 ASSESSMENT		TASK 1	TASK 2	TASK 3
DATE DUE		Term 3 Week 8	Term 4 Week 1	Term 4 Week 3-4
OUTCOMES		5-2, 5-4, 5-6	5-6, 5-8, 5-9 5-10	5-2, 5-4, 5-6
Syllabus Components	Component Weighting	Artefact museum task	Portfolio/skills	Semester Examination
Historical Tools	25%	10%	5%	10%
Source Material	20%	10%		10%
Collecting, analysing, and organising historical information	30%	10%	10%	10%
Communication	25%	10%	5%	10%
TOTAL	100%	40%	20%	40%

OBJECTIVES	OUTCOMES
Students will develop: knowledge of and capability in applying Work Health and Safety and risk management procedures and practices.	A student: IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.
knowledge and skills in the design and production of practical projects.	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.
knowledge and understanding of the relationship between the properties of materials and their applications.	IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications
skills in communicating ideas, processes and technical information with a range of audiences.	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.
understanding to transfer knowledge and skills to other experiences.	IND5.7 applies, and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects.
knowledge and understanding to critically evaluate manufactured products in order to become a discriminating consumer.	IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.
knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment.	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 Engineering		TASK 1	TASK 2	TASK 3	TASK 4
Date due		Term 2 Week 1	Term 2 Week 6	Term 4 Week 1	Term 4 Week 4
Outcomes		IND5-1, IND5-2 IND5-3, IND5-6 IND5-7	IND5-1, IND5-3, IND5-5, IND5-4 IND5-10	IND5-1, IND5-3 IND5-7, IND5-9 IND5-8	IND5-1, IND5-3 IND5-5, IND5-6
Syllabus Component	Component Weighting	Research with practical project	Half Yearly Examination	Research with practical project	Yearly Examination
Total	100%	25%	25%	25%	25%

OBJECTIVES	OUTCOMES
Students will develop: knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices.	A student: IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.
knowledge and skills in the design and production of practical projects.	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.
knowledge and understanding of the relationship between the properties of materials and their applications.	IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications
skills in communicating ideas, processes and technical information with a range of audiences.	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.
understanding to transfer knowledge and skills to other experiences.	IND5.7 applies, and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects.
knowledge and understanding to critically evaluate manufactured products in order to become a discriminating consumer.	IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.
knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment.	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 Metals		TASK 1	TASK 2	TASK 3	TASK 4
Date due		Term 2 Week 1	Term 2 Week 6	Term 4 Week 1	Term 4 Week 4
Outcomes		IND5-1, IND5-2 IND5-4, IND5-8 IND5-10	IND5-1, IND5-3 IND5-4	IND5-1, IND5-4 IND5-7, IND5-6	IND5-1, IND5-8 IND5-9, IND5-5
Syllabus Component	Component Weighting	Research with practical project	Half Yearly Examination	Research with practical project	Yearly Examination
Total	100%	25%	25%	25%	25%

OBJECTIVES	OUTCOMES
Students will develop: knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices.	A student: IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.
knowledge and skills in the design and production of practical projects.	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.
knowledge and understanding of the relationship between the properties of materials and their applications.	IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications
skills in communicating ideas, processes and technical information with a range of audiences.	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.
understanding to transfer knowledge and skills to other experiences.	IND5.7 applies, and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects.
knowledge and understanding to critically evaluate manufactured products in order to become a discriminating consumer.	IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.
knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment.	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 Timber		TASK 1	TASK 2	TASK 3	TASK 4
Date due		Term 2 Week 1	Term 2 Week 6	Term 4 Week 1	Term 4 Week 4
Outcomes		IND5-1, IND5-2 IND5-3, IND5-6 IND5-7	IND5-1, IND5-3, IND5-4 IND5-5 IND5-8	IND5-1, IND5-3 IND5-7, IND5-10	IND5-1, IND5-3 IND5-5, IND5-6 IND5-9
Syllabus Component	Component Weighting	Research with practical project	Half Yearly Examination	Research with practical project	Yearly Examination
Total	100%	25%	25%	25%	25%

Year 10 Mathematics

Head Teacher: Mrs Graham

Students will be placed in a Mathematics 5.1, 5.2 or 5.3 class for Mathematics in Year 9 and 10, taking achievement in Year 7 and 8 into account. Students studying at 5.1 and 5.2 levels will not necessarily address all listed outcomes.

OBJECTIVES		OUTCOMES
Students will: Working Mathematically develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematics concepts, choosing and applying problem solving skills and mathematical techniques, communication and reasoning	Communicating Problem Solving Reasoning	Student: MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions MA5.3-1WM uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures (5.3 only) MA5.1-2WM selects and uses appropriate strategies to solve problems MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems MA5.3-2WM generalises mathematical ideas and techniques to analyse and solve problems efficiently (5.3 only) MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context MA5.2-3WM constructs arguments to prove and justify results MA5.3-3WM uses deductive reasoning in presenting arguments and formal proofs (5.3 only)
Number and Algebra Develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisations	Financial Mathematics Algebraic Expressions and Algebraic Fractions Indices and Surds Linear Relationships Linear Equations, Formulas, Inequalities and Simultaneous Equations Quadratic Expressions and Equations Non-Linear Relationships, Functions and their Graphs	MA3-4NA: operates with fractions, decimals and percentages MA4-6NA: solves financial problems involving purchasing goods MA5.1-4NA: solves financial problems involving earning, spending and investing money MA5.2-4NA: solves financial problems involving compound interest MA4-8NA generalises number properties to operate with algebraic expressions MA5.2-6NA simplifies algebraic fractions MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions (5.3 only) MA5.1-9MG uses scientific notation, and rounds to significant figures MA4-9NA operates with positive-integer and zero indices of numerical bases MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices MA5.3-6NA performs operations with surds and indices (5.3 only) MA4-11NA creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships MA5.3-8NA uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line (5.3 only) MA5.2-5NA recognises direct proportion, and solves problems involving direct proportion MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations (5.3 only) MA5.2-6NA expands and factorises quadratic expressions MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions (5.3 only) MA5.1-7NA graphs simple non-linear relationships MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationships MA5.3-9NA sketches and interprets a variety of non-linear relationships (5.3 only) MA5.2-5NA recognises direct and indirect proportion, and solves problems involving direct proportion MA5.3-4NA draws, interprets and analyses graphs of physical phenomena (5.3 only)

OBJECTIVES	OUTCOMES	
<p>Students will Measurement and Geometry Identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems</p>	<p>Measurement</p> <p>Geometrical Figures including Circles</p> <p>Right angled triangles and further Trigonometry</p>	<p>Students</p> <p>MA5.1-9MG interprets very small and very large units of measurement</p> <p>MA4-12MG calculates the perimeters of plane shapes and the circumferences of circles</p> <p>MA4-13 MG uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area</p> <p>MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms</p> <p>MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids</p> <p>MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids (5.3 only)</p> <p>MA4-14 MG uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume</p> <p>MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders</p> <p>MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids (5.3 only)</p> <p>MA4-18MG identifies and uses angle relationships, including those related to transversals on sets of parallel lines</p> <p>MA4-17 MG classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles</p> <p>MA5.1-11MG describes and applies the properties of similar figures and scale drawings</p> <p>MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar</p> <p>MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals (5.3 only)</p> <p>MA4-16MG applies Pythagoras’ theorem to calculate side lengths in right- angled triangles, and solves related problems</p> <p>MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression</p> <p>MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings</p> <p>MA5.3-15MG applies Pythagoras’ theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions (5.3 only)</p>
<p>Statistics and Probability Collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgments</p>	<p>Probability</p> <p>Single Variable and Bivariate Statistics</p>	<p>MA4-21SP represents probabilities of simple and compound events</p> <p>MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events</p> <p>MA5.2-17SP describes and calculates probabilities in multi-step chance experiments</p> <p>MA4-19SP collects, represents and interprets single sets of data, using appropriate statistical displays</p> <p>MA4-20SP analyses single sets of data using measures of location, and range</p> <p>MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media</p> <p>MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data</p> <p>MA5.3-18SP uses standard deviation to analyse data (5.3 only)</p> <p>MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time</p> <p>MA5.3-19SP investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision- making processes (5.3 only)</p>

YEAR 10 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4
DATE DUE		Term 1 Week 8	Term 2 Week 3-4	Term 3 Week 4	Term 4 Week 3-4
OUTCOMES		MA5.1-4NA, MA5.2-4NA, MA5.2-6NA, MA5.3-5NA*, MA5.3-7NA*, MA5.1-8MG, MA5.1-9MG, MA5.2-11MG, MA5.2-12MG, MA5.3-13MG*, MA5.3-14MG*	MA5.1-4NA MA5.2-4NA MA5.1-9MG MA5.1- 8MG MA5.2-11MG MA5.3-13MG* MA5.2-12MG MA5.3-14MG* MA5.2-6NA, MA5.3-5NA* MA5.3- 7NA*MA5.3- 7NA* MA5.1-9MG* MA5.1-5NA* MA5.2-7NA MA5.3-6NA* MA5.1-13SP* MA5.2-17SP*	MA4-10NA, MA5.1-6NA, MA5.2-5NA, MA5.2-8NA, MA5.2-9NA, MA5.3-8NA*, MA5.1-10MG, MA5.2-13MG MA5.1-12SP, MA5.2-15SP, MA5.2-16SP, MA5.3-18SP*, MA5.3-19SP*	All outcomes may be assessed in this task
Syllabus Components	Component Weighting	Class Test	Half-Yearly Examination	Released Test	Yearly Examination
Concepts Skills and Techniques	50%	7.5%	15%	12.5%	15%
Reasoning and Communication	50%	7.5%	15%	12.5%	15%
TOTAL	100%	15%	30%	25%	30%

* Outcomes marked with an asterisk appear only in the 5.3 Examination (but be aware that some of them may be examined later in the year at 5.1 and 5.2 level).

Stage 4 outcomes may also be assessed for 5.1 students who are working towards achieving Stage 5 outcomes.

Year 10 Music

Head Teacher: Mr Namdar

OBJECTIVES	OUTCOMES
Students will: develop knowledge, understanding and skills in the musical concepts through performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques	A student 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts 5.2 performs repertoire in a range of styles and genres demonstrating 5.3 interpretation of musical notation and the application of different types of technology performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
develop knowledge, understanding and skills in the musical concepts through composing as a means of self-expression, musical creation and problem-solving	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
develop knowledge, understanding and skills in the musical concepts through listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts	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
value and appreciate the aesthetic value of all music and the enjoyment of engaging in performing, composing and listening	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		TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
DATE DUE		Term 1 Week 5	Term 2 Week 5	Term 2 Week 9	Term 3 Week 5	Term 4 Week 3-4
OUTCOMES		5.1, 5.2, 5.8	5.7, 5.9	5.1, 5.2, 5.4, 5.5, 5.6	5.3, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.5, 5.7, 5.8
Syllabus Components	Component Weighting	Performance & Listening Task	Listening Task	Composition & Performance Task	Viva Voce & Performance Task	Yearly Examination & Performance Task
Performance	35%	5%		10%	10%	10%
Composition	30%			20%		10%
Listening	35%	5%	10%		10%	10%
TOTAL	100%	10%	10%	30%	20%	30%

OBJECTIVES	OUTCOMES
Students: demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships	A student: PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges PD5-2 researches and appraises the effectiveness of health information and support services available in the community PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships PD5-9 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
demonstrate an understanding of movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts	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
Understand the significance of contextual factors that influence health, safety, wellbeing and participation in physical activity	PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
enact and strengthen health, safety, wellbeing and participation in physical activity	PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
Skills develop and use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others	PD5-9 assesses and applies self-management skills to effectively manage complex situations
develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity	PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
move with confidence, competence and creativity within and across various physical activity contexts	PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

YEAR 10 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4	PROGRESSIVE
DATE DUE		Term 1 Week 8	Term 2 Week 4	Term 3 Week 8	Term 4 Week 3-4	Ongoing
OUTCOMES		All	All	All	All	All
Syllabus Components	Component Weighting	Task 1	Topic Test	Task 3	Yearly Examination	Ongoing Practical
TOTAL	100%	20%	20%	20%	20%	20%

Artmaking

OBJECTIVES	AREA OF CONTENT	OUTCOMES
Students will: Develop knowledge and understanding and skills to make photographic and digital works informed by their understanding of practice, the conceptual framework and the frames	Practice	A student: 5.1. develops range and autonomy in selecting and applying photographic and digital conversations and procedures to make photographic and digital works
	Conceptual framework	5.2 makes photographic and digital works informed by their understanding of the function and relationships between artist-artwork-world-audience
	Frames	5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning
	Representation	5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
	Conceptual strength and meaning	5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
	Resolution	5.6 selects appropriate procedures and techniques to make and refine photographic and digital works

Critical and Historical Studies

OBJECTIVES	AREA OF CONTENT	OUTCOMES
Students will: develop knowledge, understanding and skills to critically and historically interpret photographic and digital works informed by their understanding of practice, the conceptual framework and the frames	Practice	A student: 5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
	Conceptual framework	5.8 uses their understanding of the function of and relationships between artist–artwork–world–audience in critical and historical interpretations of photographic and digital works
	Frames	5.9 uses the frames to make different interpretations of photographic and digital works
	Representation	5.10 constructs different critical and historical accounts of photographic and digital works

YEAR 10 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4
DATE DUE		Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	Term 4 Week 1
OUTCOMES		All	All	All	All
Syllabus Components	Component Weighting	Task 1	Task 2	Task 3	Task 4
TOTAL	100%	20%	20%	20%	60%

Year 10 Physical Activity and Sports Science (PASS) Head Teacher: Mr Panaioli

OBJECTIVES	OUTCOMES
Students 1. develop a foundation for efficient participation and performance in physical activity and sport	A student: PASS5-1 discusses factors that limit and enhance the capacity to move and perform PASS5-2 analyses the benefits of participation and performance in physical activity and sport
2. develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing	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
3. enhance the participation and performance of themselves and others in physical activity and sport	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
4. develop the personal skills to participate in physical activity and sport with confidence	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		TASK 1	TASK 2	TASK 3	TASK 4	PROGRESSIVE
DATE DUE		Term 1 Week 9	Term 2 Week 6	Term 3 Week 9	Term 4 Week 3-4	Ongoing
OUTCOMES		All	All	All	All	All
Syllabus Components	Component Weighting	Task 1	Task 2	Task 3	Yearly Examination	Ongoing
TOTAL	100%	15%	15%	15%	35%	20%

OBJECTIVES	OUTCOMES
<p>Values and Attitudes</p> <p>Students will</p> <p>develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future</p> <p>develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens</p> <p>develop interest and positive, informed values and attitudes towards science and technology</p> <p>recognise the importance and relevance of science and technology in their lives now and for their future</p>	<p>A Student</p> <p>SC5-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them.</p> <p>SC5-2VA shows a willingness to engage in finding solutions to science -related personal, social and global uses, including shaping sustainable futures.</p> <p>SC5-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations</p>
<p>Skills</p> <p>Students will:</p> <p>develop knowledge, understanding of and skills in applying the processes of Working Scientifically</p> <p>develop knowledge, understanding of and skills in applying the processes of working technologically.</p>	<p>SC5-4WS develops questions or hypothesis to be investigated scientifically</p> <p>SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p>SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively</p> <p>SC5-7WS processes, analyses and evaluates data from first hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p>SC5-8WS applies, scientific understanding and critical thinking skills to suggest possible solutions to identified problems</p> <p>8C5-9WS presented science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p>
<p>Knowledge and Understanding</p> <p>Students will:</p> <p>develop knowledge of the physical world, earth, space, living world, chemical; world, and understanding about the nature, development, use and influence of science.</p> <p>develop knowledge of the natural environment through understanding the physical world, earth and space and the living world.</p> <p>develop knowledge and understanding of the natural environment and the made environment through the material world.</p> <p>develop knowledge and understanding of the made environment through built environments, information and products</p>	<p>SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion</p> <p>SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applies in systems</p> <p>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</p> <p>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</p> <p>SC5-14LW analyses interactions between components and processes within biological systems</p> <p>SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society</p> <p>SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available</p> <p>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</p>

YEAR 10 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4
DATE DUE		Term 1 Week 7	Term 2 Week 3-4	Term 3 Week 4	Term 4 Week 3-4
OUTCOMES		SC5-4WS, SC5-5WS SC5-6WS, SC5- 7WS SC5-8WS, SC5- 9WS	SC5- 5WS, SC5- 7WS SC5- 8WS, SC5- 15LW	SC5-10PW, SC5-8WS SC5- 9WS	SC5- 7WS, SC5- 8WS SC5- 10PW, SC5- 12ES, SC5- 16CW, SC5- 17CW
Syllabus Components	Component Weighting	Student Research Project Depth Study	Half Yearly Examination	Research Task	Yearly Examination
Skills in Working Scientifically	50%	10%	10%	25%	5%
Knowledge And Understanding	50%	10%	10%	5%	25%
TOTAL	100%	20%	20%	30%	30%

OBJECTIVES		OUTCOMES
Number and Algebra Describe relationships and apply algebraic techniques and generalisations	Algebraic Expressions and Algebraic Fractions Quadratic Expressions and Equations Non-Linear Relationships, Functions and their Graphs Logarithms and Polynomials	5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions 7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations 9NA sketches and interprets a variety of non-linear relationships 4NA draws, interprets and analyses graphs of physical phenomena 12NA uses function notation to describe and sketch functions 11NA uses the definition of a logarithm to establish and apply the laws of logarithms 10NA recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
Measurement and Geometry Identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems	Circle Geometry Right angled triangles and further Trigonometry	17MG applies deductive reasoning to prove circle theorems and to solve related problems () 15MG applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions

YEAR 10 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4
DATE DUE		Term 1 Week 7	Term 2 Week 3-4	Term 3 Week 5	Term 4 Week 3-4
OUTCOMES		4NA, 5NA, 7NA, 9NA	4NA, 5NA, 7NA, 9NA, 10NA, 11NA, 12NA	15MG, 17MG	4NA, 5NA, 7NA, 9NA, 10NA, 11NA, 12NA, 15MG, 17MG
Syllabus Components	Component Weighting	Open-Book Test	Half-Yearly Examination	Investigation	Yearly Examination
Concepts Skills and Techniques	50%	7.5%	15%	12.5%	15%
Reasoning and Communication	50%	7.5%	15%	12.5%	15%
TOTAL	100%	15%	30%	25%	30%

Year 10 Visual Arts

Head Teacher: Mr Namdar

OBJECTIVES	Area of Content	OUTCOMES
<p><i>Students will:</i></p> <p>1. develop knowledge, understanding and skills to make artworks informed by their understanding of practice, the conceptual framework and the frames</p>	Practice	<p><i>A student:</i></p> <p>5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks</p>
	Conceptual framework	5.2 makes artworks informed by their understanding and function of relationships between artist-world-audience
	Frames	5.3 makes artworks informed by an understanding of how the frames affect meaning
	Representation	5.4 investigates the world as a source of ideas, concepts and subject matter in visual arts
	Conceptual strength and meaning	5.5 makes informed choices to develop and extend concepts and different meanings in their artworks
	Resolution	5.6 demonstrates developing technical accomplishment and refinement in making artworks
<p>Critical and historical studies</p> <p><i>Students will:</i></p> <p>2. develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames</p>	Practice	<p><i>A student:</i></p> <p>5.7 applies their understanding of aspects of practice in critical and historical interpretations of art</p>
	Conceptual framework	5.8 uses their understanding of the function of and relationships between the artist-artwork-world- audience in critical and historical interpretations of art
	Frames	5.9 demonstrates how the frames provide different interpretations of art
	Representation	5.10 demonstrates how art criticism and art history construct meanings

YEAR 10 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
DATE DUE		Term 1 Week 10	Term 2 Week 3-4	Term 2 Week 9	Term 3 Week 10	Term 4 Week 1
OUTCOMES		5.1-5.6	5.7-5.10	5.1-5.6	5.7-5.10	5.1-5.6
Syllabus Components	Component Weighting	Body of Work and VAPD	Half Yearly Examination	Body of Work and VAPD	Research Task	Body of Work and VAPD
Practice	60%	20%		20%		20%
Critical/ Historical study	40%		20%		20%	
TOTAL	100%	20%	20%	20%	20%	20%

Year 10 Work Education

Head Teacher: Mr Lester

OBJECTIVES	OUTCOMES
Students will develop knowledge and understanding of: the world of work	A student: WE5.1 analyses employment trends and changes in the nature of work WE5.2 analyses current workplace issues and their implications
roles of individuals and diverse organisations within the local and Australian community	WE5.3 examines the roles of diverse organisations within the Australian community WE5.4 evaluates the roles and responsibilities of individuals within the Australian community
the role of education, employment and training in planning and managing transitions	WE5.5 explains the roles of education, employment and training organisations WE5.6 assesses personal goals, attributes and values in the context of education, training and employment
skills related to workplace contexts, entrepreneurship and managing transitions	WE5.7 explains skill, attitudes and entrepreneurial behaviours in a range of contexts WE5.8 assesses options for career development and managing transitions
research and communication that relate to the world of work	WE5.9 selects and analyses relevant information from a variety of sources WE5.10 selects and uses appropriate forms to communicate information about the world of work for different audiences

YEAR 10 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4	PROGRESSIVE
DATE DUE		Term 1 Week 7	Term 2 Week 3-4	Term 3 Week 8	Term 4 Week 3-4	Progressive
OUTCOMES		WE5.1 WE5.2 WE5.7 WE5.9 WE5.10	ALL	WE5.3 WE5.4 WE5.5 WE5.6 WE5.9 WE5.10	ALL	ALL
Syllabus Components	Component Weighting	Skills Portfolio	Half Yearly Examination	Research Task	Yearly Examination	Bookwork/ Class Participation
The world of Work	20%	5%	5%		5%	5%
Role of people and organisations in the community	25%	5%	5%	5%	5%	5%
Role of education, training and life transitions	20%		5%	5%	5%	5%
Skills, values and attitudes that relate to the world of work	35%	5%	10%	5%	10%	5%
Total	100%	15%	25%	15%	25%	20%



Glenmore Park High School

Glenmore Parkway
Glenmore Park NSW 2745
Ph: 02 4733 0155
Fax: 02 4733 0984

Email: glenmore-h.school@det.nsw.edu.au

Application for school-based Illness-Misadventure

If you are unable to complete an assessment task due to an illness or misadventure on or before the due date the school must be advised immediately. Where possible, it is best the school is notified before the due date.

Students seeking an extension or special consideration on the grounds of illness and/or misadventure must submit this completed application with a copy of the relevant documentation (e.g. Doctor's certificate) **on the first day of returning to school.**

PART A: Student and parent request section.

This section must be completed by the student **BEFORE** presenting this form to your subject teacher.

Student's Name: _____ Year: _____

Course Name: _____ Class Teacher: _____

Task: _____

Date Set: _____ Date Due: _____

Date school advised of illness/misadventure: _____ Person advised: _____

Student signature: _____

Parent Signature: _____ Date: _____

PART B: Class teacher section

This section must be completed by the class teacher **BEFORE** presenting this form to the subject Head Teacher.

Class Teacher Recommendation (Tick one)

I recommend this application be upheld: I recommend this application not be upheld:

Comment:

Signature of Class Teacher: _____ Date: _____

PART C: Head Teacher section

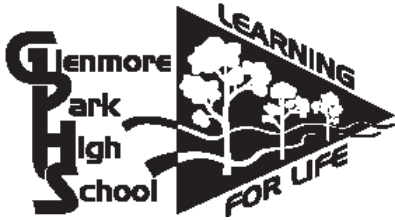
Action to be taken by the class teachers.

Provide an estimate based on all other assessment task Student required to complete an alternate task

Extension granted until _____ Zero mark to be awarded for late submission

Other action: _____

Signature of Head Teacher: _____ Date: _____



Glenmore Park High School

Glenmore Parkway
Glenmore Park NSW 2745
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Application for an Extension

Students seeking an extension must submit this completed application with a copy of the relevant documentation, a minimum of one week prior to the due date to the Head Teacher of the relevant faculty.

PART A: Student and parent request section.

This section must be completed by the student **BEFORE** presenting this form to your subject teacher.

Student's Name: _____ Year: _____

Course Name: _____ Class Teacher: _____

Task: _____

Date Set: _____ Date Due: _____

Date school advised of extension request: _____ Person advised: _____

Student signature: _____

Parent Signature: _____ Date: _____

Reason for the extension request:

PART B: Head Teacher section

This section must be completed by the class teacher **BEFORE** presenting this form to the subject Head Teacher.

Head Teacher Recommendation

I recommend this application be upheld I recommend this application not be upheld

Comment:

Signature of Class Teacher: _____ Date: _____

PART C: Class Teacher Action

Action to be taken by the class teachers.

Provide an estimate based on all other assessment task Student required to complete an alternate task

Extension granted until _____

Other action: _____

Signature of Head Teacher: _____ Date: _____



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Glenmore Park NSW 2745
Ph: 02 4733 0155
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Email: glenmore-h.school@det.nsw.edu.au

Application for an Appeal

This form must be submitted within **48 hours** of receiving a denial for an Illness-Misadventure or after receiving an N Determination Warning letter. Attach a copy of your original Illness-Misadventure request form and supporting documentation.

PART A: Student and parent request section.

This section must be completed by the student **BEFORE** presenting this form to your subject teacher.

Student's Name: _____ Year: _____

Course Name: _____ Class Teacher: _____

Task: _____

Date Set: _____ Date Due: _____

Grounds for an Appeal: Tick the appropriate category

- Denied an Illness-Misadventure Request
- Issued with a N Determination Warning letter
- Issued with a final N Determination in Course letter

Clearly state the reasons for seeking an appeal:

PART B: Deputy Principal/Principal section

Things to consider: (Tick all that apply)

- Has the student submitted the appeal within 48 hours?
- Student has a pattern of not meeting deadlines.
- Documentation to support application is attached
- There were reasonable grounds for request denial

Decision

- Uphold the appeal
- Reject the appeal

Reason:

Signature of Deputy Principal/Principal: _____

Date: _____