

STAGE 5 NESAC COURSE
Assessment Information
&
School Assessment Policy

YEAR 10 2020



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RECORD OF SCHOOL ACHIEVEMENT (RoSA) - OVERVIEW

Issue of credentials

The **Record of School Achievement (RoSA)** will be awarded to eligible students who leave school after completing Year 10 but before receiving the Higher School Certificate (HSC). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Year 11) courses completed during secondary education.

Reporting measures

For a student who has completed Year 10 and is leaving school, the Record of School Achievement will show a grade of A to E for all courses a student has satisfactorily completed. These grades will be:

- (a) based on how a student has performed in assessment tasks.
- (b) monitored by the NSW Education Standards Authority (NESA).
- (c) submitted by the school to NESA by the end of November, as stipulated specifically and annually, for every Year 10 student.

The general grades are:

A	Excellent Achievement
B	High Level of Achievement
C	Substantial Achievement
D	Satisfactory Achievement
E	Elementary Achievement

A - E Grades ('N' for unsatisfactory or non-completion) are awarded for **all subjects** studied at school, (except the General Experience Courses and Life Skills). These grades will be awarded on the basis of **Course Performance Descriptors** issued by NESA for each course.

Course Performance Descriptors are a series of statements for each specific course issued by NESA that summarise the observable and measurable features of student achievement and assist in the award of grades to students based on levels of achievement.

Each student's achievement is compared against the Descriptors and not with the rest of the group studying the course. There is no fixed proportion of students who will receive any particular grade.

The Course Performance Descriptors describe the main features of a typical student's performance at each level of achievement in a given course of study.

The Performance Descriptors for each of the courses of study are available from NESA site: <http://arc.boardofstudies.nsw.edu.au/>

Assessing and grading student achievement for the Record of School Achievement

Student achievement will be measured by **assessment** strategies throughout Year 10 (and in Year 9 for any 100 hour courses). A student's grades will be based on the school's **assessment** of a student's performance against the *Descriptors* in particular courses.

Assessing student achievement is the process of collecting information on student performance in relation to the *objectives* and *outcomes* of a Course.

Assessment Tasks set by the school are used to provide data to assist teachers determine which *description* best reflects the level of achievement in the course obtained by each student at the end of Year 10 for courses studied over Years 9 and 10. Similarly, for those courses studied only in Year 9.

Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a Course. In Mathematics, grades have been further differentiated to nine levels: A10, A9, B8, B7, C6, C5, D4, D3, and E2.

Where activities or Assessment Tasks are scheduled throughout a course, greater weighting would generally be given to those activities or tasks towards the end of a course.

Students should be given the opportunity to demonstrate their maximum level of achievement relative to the Course Performance Descriptors.

A teacher will make the final judgement (in judgement-meetings with the Key Learning Area Coordinator (KLA Coordinator) of the most appropriate grade on the basis of available assessment information and with reference to the Course Performance Descriptors. The grades awarded should reflect the relative emphasis placed on the assessable objectives of school programmes and the syllabus.

Making an on-balance professional judgement

When making a judgement of the grade to be awarded, a teacher needs to note the following points:

- (a) The teacher will arrive at judgements by taking into account strengths and weaknesses in performance across a range of contexts and over a period of time, gathering evidence on a number of assessment activities.
- (b) When deciding the number and type of assessment activities, the emphasis should be on the nature and quality rather than on the amount of evidence.
- (c) Assessment Tasks should give students opportunities to show what they know and can do.
- (d) The teacher should provide opportunities for students to display their achievements in different ways and to work in a range of situations.
- (e) A single piece of work will not cover all aspects of a grade description.
- (f) Each grade description should be considered alongside descriptions for adjacent grades.

Model for grade judgement

There are many suitable models that may be used to support teacher judgement. The model used at Christian Brothers' High School Lewisham is outlined:

- (a) An assessment programme is established that consists of a number of assessment tasks (see Assessment Handbook).
- (b) Ensure that the assessment activities cover the full range of outcomes – see each Key Learning Area (KLA) Scope and Sequence.
- (c) Determine the weightings or relative importance of each activity.
- (d) Award marks for each completed activity.
- (e) Combine the marks awarded in each activity to obtain a total mark for each group.
- (f) On the basis of these marks, determine the order of merit for the group.
- (g) Refer to the Course Performance Descriptors to relate the order of merit to grades awarded.
- (h) In Key Learning Area (KLA) judgement meetings, review the grade awarded to each student to make sure that no anomaly has occurred. Individual student's overall performance should be considered using all available information. The order of merit obtained by the summation of marks may require adjustment after consideration of students' achievement at or near each grade cut-off in the judgement meetings.

ASSESSMENT HANDBOOK

Individual courses are listed further in this booklet with two pages dedicated to each course. The first part of each Course lists the Assessment Tasks and their timing with the percentage weighting. The second part outlines the standard that will be assessed against in both **knowledge and understanding** and **skills** associated with the Course syllabus.

The final page of the booklet is a copy of the Illness/Misadventure Form (school-based) to be used if a student is absent from an assessment task or for some valid reason is late in handing in an assessment task.

ASSESSMENT PROGRAMME

Students should be aware of the importance of making a serious attempt at all assessment activities in Years 9 – 10.

Each student should refer to the following pages in the handbook to become acquainted with the details of the tasks used in each course of study that will be used to determine their final grades.

The advice on these pages in the handbook shows:

- (a) the nature of the assessment tasks;
- (b) outcomes to be assessed;
- (c) their relative importance in the programme; and
- (d) an indication of when the assessment tasks will be given.

ASSESSMENT PROCEDURE FOR YEARS 10-12

Student responsibilities when submitting assessments tasks

It is the responsibility of the student to be present for and to hand in assessment tasks at the required time.

If this is impossible for some reason (such reasons must be of an urgent nature and able to be substantiated) it is the responsibility of the student to seek alternative arrangements.

What to do if you are not at school on the day an assessment task is to be submitted/sat

Advise the Assistant Principal – Curriculum of your absence by 10:00 am of the day the task is due by phone or email

(Telephone: +61 2 8585 1713; Email: monica.obrien@cbhslewisham.nsw.edu.au).

In all cases of absence, you must submit the original medical certificate or other relevant documentation to the Assistant Principal - Curriculum before the commencement of your first period on the day of your return to school. The medical certificate/documentation should cover you for the entire period of the absence

A completed Illness/Misadventure Form (school-based) must accompany the documentation. This form is found in the School Student Diary, on page 32 of this document and is available on the school website.

Keep a copy of the medical certificate/documentation for your own record.

If the reason for missing an assessment task is accepted, you will be asked to sit or submit the Assessment Task on the **first day** of your return to school.

If your absence occurs during an examination period you must return on the first day after the expiry of the period covered by the certificate or documentation regardless of whether you have a scheduled examination on that day or not.

It is a requirement of NESA that all assessment tasks are attempted in order to show that students have met the outcomes of the course

ONLY in exceptional circumstances will an estimated mark be awarded.

SBAT/EVET Work Placement

- (a) If the assessment task is due while you are on work placement then you must submit the task electronically by the due date.
- (b) If the task is an in-class assessment task, you must see the Assistant Principal - Curriculum prior to your work placement with the relevant documentation and Illness/Misadventure Form (school-based).
- (c) Any new assessment task communicated to students while you are on work placement will be sent electronically to your school email address.

Acceptable reasons for non-attendance at/late submission of assessment tasks

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

- (a) Illness on the day the task is sat or submitted. This needs to be evidenced by a medical certificate (specific illness must be stated) or relevant documentation. This evidence needs to be submitted to the Assistant Principal - Curriculum on the first day of return to School;
- (b) Leave granted by the Principal well before the date of the assessment task; or

- (c) Misadventure (accidents or extreme non-medical problems that can be documented). Documentation may include police reports, funeral notices, and major transport delays that can be verified.

Unacceptable reasons for non-attendance at/late submission of assessment tasks

The following are not acceptable reasons for non-attendance at, or late submission of, assessment tasks:

- (a) Any type of computer/printer malfunction;
- (b) Early/late holidays without Principal consent;
- (c) Loss of task;
- (d) Absence from school on the day a task was distributed/notification given; and
- (e) An extension/permission to be absent granted by anyone other than the Assistant Principal - Curriculum.

Special Leave

- (a) A student will receive a zero grade for an assessment task if the student takes leave without school granted permission;
- (b) A student requiring Special Leave must obtain written permission from the Principal before the taking of the leave. Special leave circumstances will be determined by the Principal; and
- (c) This must be presented to the Assistant Principal - Curriculum before the leave is taken.

Extensions

- (a) Extensions can only be granted by the Assistant Principal – Curriculum; or
- (b) Extensions for assessment tasks will only be granted in exceptional cases. Extensions will only be granted if the student negotiates a suitable date for submission PRIOR to the due date of the assessment task.

Penalties

- (a) Students submitting an assessment task **one day late** (with no acceptable reason) will receive a **penalty of 25%** of the maximum marks allocated for the task; and
- (b) Students submitting an assessment task **more than one day late** (with no acceptable reason) will be **awarded ZERO** for the task.

Assessment tasks awarded a zero score MUST still be completed to ensure that the student satisfies the minimum outcomes and so completes the course.

Malpractice in assessments tasks and examinations

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

- (a) Behaviour that adversely affects the performance of other students during the sitting of an Assessment Task or examination;
- (b) Cheating in any form (including having someone such as a tutor complete a take home task);
- (c) Plagiarism- from the Internet, books or other sources, from another person's work, including peers;
- (d) Providing a false explanation of why work was not handed in by the due date; and
- (e) Submitting an altered medical certificate.

If a student is deemed to be guilty of malpractice, a zero award may be given for the entire assessment task.

If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, then an alternative assessment task may be given - at the discretion of the Assistant Principal – Curriculum.

Zero awards

Zero awards may be given in the following circumstances:

- (a) A student is absent from an assessment task and has not provided acceptable evidence to justify that absence on the first day of return to School.
- (b) A student is found to be cheating in an assessment task.
- (c) A student has plagiarised work from any source, without providing appropriate acknowledgement of the use of another's work.
- (d) A student has provided a false explanation for the late submission of an assessment task.
- (e) A student submits an altered medical certificate.
- (f) A student has behaved in a manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination.
- (g) A student has made a non-serious attempt at an Assessment Task or examination.
- (h) Proof by the teacher of non-submission by the student.

If a zero mark is awarded, a letter of notification will be sent to the student's parent/guardian by the KLA Coordinator.

Examination room and classroom assessment tasks

- (a) If a student is caught cheating during an Assessment Task or examination his paper will be automatically cancelled and he will receive a score of zero marks for that assessment task.
- (b) **At Home Assessment Tasks**

Some assessment tasks may be completed in the student's private study time at home. In such forms of assessment, students who submit tasks that indicate collusion will be reported initially to the Key Learning Area (KLA) Coordinator, to the Pastoral Coordinator and the Assistant Principal - Curriculum. The penalty for this collusion may be cancellation of papers for the assessment task and the student will receive for that task a score of zero marks.
- (c) Some students may be unsure about how much help they can be given with their assessment tasks or submitted projects. Generally speaking, it is a good idea to seek advice and feedback on a work in progress, or to discuss ideas with your teacher, your parents, your friends or a tutor. However, it is plagiarism if you claim someone else's work as your own, and that could have serious consequences. Where a student has not acknowledged the work of another person or source and plagiarism can be proved to have occurred, that assessment task will be given a score of zero. Where a student continues to plagiarise, he may in be jeopardy of an N-award that could have consequences for the award of the Record of School Achievement.
- (d) A *viva voca* will be used in any form of suspected cheating.

Students advantaging themselves

A student who is found to actively advantage himself relative to other students on an assessment task, may be given a score of zero on this assessment task. A student who absents himself prior to an assessment task, without adequate reason, may be seen to actively advantage himself. NESAs actively encourages schools to administer this in their School Assessment Policy.

Assessment tasks and the use of Turnitin

In response to a mandatory directive from NESA regarding the monitoring of malpractice in Assessment tasks and a second requirement that each School in NSW maintain a Register of Malpractice, Christian Brothers' High School Lewisham has employed the use of software to maintain equity in assessing students especially in the HSC year, whereby Assessment accounts for fifty percent of the HSC and in the calculation of the student's ATAR. This software is named "Turnitin". Students in Years 7-12 will have their assessment tasks monitored to assist their training in the appropriate use of sourced material for ethical and good practice. The training in the junior years will prepare them in the expectations of society and increase their readiness for HSC Assessment.

Turnitin is an internet-based platform for evaluating student learning. It provides a plagiarism - prevention service which checks individual documents for unoriginal content and is a deterrent to plagiarism. The results generated by Turnitin of plagiarism (expressed as a percentage) identify similarities to existing sources.

Students in Years 7-12 will be required to submit all assessment tasks (where applicable and stated on formal assessment task notifications to students) via Turnitin for teacher marking. As a result, all assessment tasks submitted by students to Turnitin for teacher marking must now have a generated score (of plagiarism) of 20% or below. The 20% leeway will ensure students are not penalised for rewriting the assessment task question, direct quotations from sources and listed titles in the bibliography. These details will be clearly explained to all students.

All assessment policies at Christian Brothers' High School Lewisham clearly state that a student who is found to have plagiarised is awarded a zero mark for the particular assessment task.

The use of Turnitin supports the **NESA HSC: All My Own Work** program which assists Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

NESA decided to implement a Register of Malpractice in HSC Assessment tasks in Term 4 with the 2015 HSC cohort and for all following HSC cohorts. The decision to create this new measure was initiated by an Independent Commission against Corruption (ICAC) investigation, which required NESA to develop a new register for incidents of malpractice by students undertaking HSC school assessment tasks.

Student responsibilities in general

Students in Year 10 will be responsible for:

- (a) completing each assessment task to the best of their ability so that they demonstrate their maximum level of achievement;
- (b) ensuring that any questions they have about the marks/grades/comments awarded for an individual piece of work are resolved at the time the work is handed back; and
- (c) demonstrating that through effort and achievement they have met all the requirements of the course.

It should be noted that the responsibilities listed above are not new responsibilities. They have always been integral to sound assessment programmes.

SPECIFIC COURSE ASSESSMENT DETAILS

COMMERCE

COMMERCE YEAR 10 ASSESSMENT SCHEDULE				
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	WEIGHTING %
Task 1	Research Task - Law and Society	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	Term 1 Week 10	25
Task 2	Semester One Examination - Law & Society/Our Economy	5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.9	Term 2, Week 6-7	25
Task 3	Research – Political Issues	5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	Term 3 Week 9	25
Task 4	Semester Two Examination - Employment Issues/Political Involvement/Global Links	5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.9	Term 4, Week 6-7	25
TOTAL				100
<p>In addition to these formal tasks listed above, informal activities during the semester will help the student attain the necessary knowledge objectives and skill objectives to obtain his grade.</p> <p><i>“Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgement. Grades for all your courses in Year 10 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school” (NSW Board of Studies, 2012).</i></p>				

STAGE 5 OUTCOMES - COMMERCE

Assessment of student achievement will be based on the extent to which a student:

- 5.1 Applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
- 5.2 Analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
- 5.3 Examines the role of law in society
- 5.4 Analyses key factors affecting commercial and legal decisions
- 5.5 Evaluates options for solving commercial and legal problems and issues
- 5.6 Monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues
- 5.7 Researches and assesses commercial and legal information using a variety of sources
- 5.8 Explains commercial and legal information using a variety of forms
- 5.9 Works independently and collaboratively to meet individual and collective goals within specified timelines

ENGLISH

ENGLISH YEAR 10 ASSESSMENT SCHEDULE				
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	WEIGHTING %
Task 1	Oral/Visual/ICT Task	EN5-1A, EN5-3B, EN5-6C, EN5-8D, EN5-9E	Term 1 Week 8	20
Task 2	Reading/Writing Task	EN5-1A, EN5-2A, EN5-4B, EN5-5C	Term 2 Week 4	20
Task 3	Semester One Examination - Reading/Writing/Literacy	EN5-5C, EN5-6C, EN5-7D, EN5-8D	Term 2, Week 6-7	20
Task 4	Reading/Writing/Listening Task	EN5-1A, EN5-2A, EN5-3B, EN5-5C, EN5-6C, EN5-8D	Term 3 Week 8	20
Task 5	Semester Two Examination - Reading/Writing/Literacy	EN5-1A, EN5-3B, EN5-4B, EN5-5C, EN5-7D, EN5-8D	Term 4, Week 6-7	20
TOTAL %				100
<p>In addition to these formal tasks listed above, informal activities during the semester will help the student attain the necessary knowledge objectives and skill objectives to obtain his grade.</p> <p><i>“Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgement. Grades for all your courses in Year 10 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school” (NSW Board of Studies, 2012).</i></p>				

STAGE 5 OUTCOMES - ENGLISH

Assessment of student achievement will be based on the extent to which a student:

- EN5-1A** Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN5-2A** Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
- EN5-3B** Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
- EN5-4B** Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
- EN5-5C** Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
- EN5-6C** Investigates the relationships between and among texts
- EN5-7D** Understands and evaluates the diverse ways texts can represent personal and public worlds
- EN5-8D** Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
- EN5-9E** Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

GEOGRAPHY

GEOGRAPHY YEAR 10 ASSESSMENT SCHEDULE				
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	WEIGHTING %
Task 1	Research Task via Oral Presentation	GE5.1, GE5.2, GE5.3, GE5.4, GE5.5, GE5.7, GE5.8	Term 1 Week 9	25
Task 2	Semester One Examination	GE5.3, GE5.4, GE5.5, GE5.6, GE5.7, GE5.8	Term 2 Week 6-7	25
Task 3	Research Task via Oral Presentation	GE5.1, GE5.2, GE5.3, GE5.4, GE5.5, GE5.7, GE5.8	Term 3 Week 8	25
Task 4	Semester Two Examination	GE5.3, GE5.4, GE5.5, GE5.6, GE5.7, GE5.8	Term 4 Week 6-7	25
TOTAL %				100
<p>In addition to these formal tasks listed above, informal activities during the semester will help the student attain the necessary knowledge objectives and skill objectives to obtain his grade.</p> <p><i>“Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgement. Grades for all your courses in Year 10 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school” (NSW Board of Studies, 2012).</i></p>				

STAGE 5 OUTCOMES - GEOGRAPHY

Assessment of student achievement will be based on the extent to which a student:

- GE5.1** Explains the diverse features and characteristics of a range of places and environments
- GE5.2** Explains processes and influences that form and transform places and environments
- GE5.3** Analyses the effect of interactions and connections between people, places and environments
- GE5.4** Accounts for perspectives of people and organisations on a range of geographical issues
- GE5.5** Assesses management strategies for places and environments for their sustainability
- GE5.6** Analyses differences in human wellbeing and ways to improve human wellbeing
- GE5.7** Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- GE5.8** Communicates geographical information to a range of audiences using a variety of strategies

GRAPHICS TECHNOLOGY

GRAPHICS TECHNOLOGY YEAR 10 ASSESSMENT SCHEDULE				
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	WEIGHTING %
Task 1	Drawing Portfolio 1	5.1.1, 5.1.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.6.1	Term 1 Week 10	20
Task 2	Semester One In-class Examination	5.2.2, 5.3.1	Term 2 Week 4	15
Task 3	Drawing Portfolio 2	5.2.1, 5.3.1, 5.3.2, 5.4.1, 5.6.1	Term 2 Week 10	25
Task 4	Drawing Portfolio 3	5.1.1, 5.1.2, 5.2.1, 5.3.1, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.6.2	Term 3 Week 10	25
Task 5	Semester Two In-class Examination	5.2.2, 5.3.1	Term 4 Week 4	15
TOTAL %				100
<p>In addition to these formal tasks listed above, informal activities during the semester will help the student attain the necessary knowledge objectives and skill objectives to obtain his grade.</p> <p><i>"Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgement. Grades for all your courses in Year 10 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school"</i> (NSW Board of Studies, 2012).</p>				

STAGE 5 OUTCOMES - GRAPHICS TECHNOLOGY

Assessment of student achievement will be based on the extent to which a student:

- 5.1.1** Communicates ideas graphically using freehand sketching and accurate drafting techniques
- 5.1.2** Analyses the nature of information and intended audience to select and develop appropriate presentations
- 5.2.1** Designs and produces a range of graphical presentations
- 5.2.2** Evaluate the effectiveness of different modes of graphical communications for a variety of purposes
- 5.3.1** Identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communication
- 5.3.2** Manages the development of graphical presentations to meet project briefs and specifications
- 5.4.1** Manipulates and produces images using computer-based drafting and presentation technologies
- 5.4.2** Designs, produces and evaluates multimedia presentations
- 5.5.1** Identifies, assesses and manages relevant OHS factors to minimise risks in the work environment
- 5.5.2** Demonstrates responsible and safe work practices for self and others
- 5.6.1** Demonstrates the application of graphics to a range of industrial, commercial and personal settings
- 5.6.2** Evaluates the impact of graphics on society, industry and the environment

HISTORY

HISTORY YEAR 10 ASSESSMENT SCHEDULE				
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	WEIGHTING %
Task 1	Source Based Skills Test	HT5-1, HT5-3, HT5-4, HT5-5, HT5-6, HT5-7, HT5-8, HT5-9, HT5-10	Term 1 Week 9	25
Task 2	Semester One Examination	HT5-2, HT5-3, HT5-4, HT5-6, HT5-7, HT5-8, HT5-9, HT5-10	Term 2 Week 6-7	25
Task 3	Source Based Skills Test	HT5-1, HT5-3, HT5-4, HT5-5, HT5-6, HT5-7, HT5-8, HT5-9, HT5-10	Term 3 Week 8	25
Task 4	Semester Two Examination	HT5-2, HT5-3, HT5-4, HT5-6, HT5-7, HT5-8, HT5-9, HT5-10	Term 4 Week 6-7	25
TOTAL %				100
<p>In addition to these formal tasks listed above, informal activities during the semester will help the student attain the necessary knowledge objectives and skill objectives to obtain his grade.</p> <p><i>“Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgement. Grades for all your courses in Year 10 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school” (NSW Board of Studies, 2012).</i></p>				

STAGE 5 OUTCOMES - HISTORY

Assessment of student achievement will be based on the extent to which a student:

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

HISTORY ELECTIVE

HISTORY ELECTIVE YEAR 10 ASSESSMENT SCHEDULE				
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	WEIGHTING %
Task 1	Source Based Skills Test	E5.1, E5.2, E5.6, E5.7, E5.8	Term 1 Week 9	20
Task 2	Research/Writing/Presentation Task	E5.1, E5.2, E5.6, E5.7, E5.8	Term 2 Week 8	20
Task 3	Research/Writing Task	E5.1, E5.2, E5.6, E5.7, E5.8	Term 3 Week 9	30
Task 4	Semester Two Examination	E5.1, E5.5, E5.6, E5.8, E5.9, E5.10	Term 4 Week 6-7	30
TOTAL %				100
<p>In addition to these formal tasks listed above, informal activities during the semester will help the student attain the necessary knowledge objectives and skill objectives to obtain his grade.</p> <p><i>"Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgement. Grades for all your courses in Year 10 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school"</i> (NSW Board of Studies, 2012).</p>				

STAGE 5 OUTCOMES - HISTORY ELECTIVE

Assessment of student achievement will be based on the extent to which a student:

- E5.1** Applies an understanding of history, heritage, archaeology and the methods of historical inquiry
- E5.2** Examines the ways in which historical meanings can be constructed through a range of media
- E5.3** Sequences major historical events or heritage features, to show an understanding of continuity, change and causation
- E5.4** Explains the importance of key features of past societies or periods, including groups and personalities
- E5.5** Evaluates the contribution of cultural groups, sites and/or family to our shared heritage
- E5.6** Identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process
- E5.7** Explains different contexts, perspectives and interpretations about the past
- E5.8** Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- E5.9** Applies a range of relevant historical terms and concepts when communicating an understanding of the past
- E5.10** Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

INFORMATION AND SOFTWARE TECHNOLOGY

INFORMATION SOFTWARE AND TECHNOLOGY YEAR 10 ASSESSMENT SCHEDULE				
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	WEIGHTING %
Task 1	Internet and Website Development Project	5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.5.1, 5.5.2	Term 2 Week 2	25
Task 2	Semester One Examination	5.1.1, 5.1.2, 5.2.3, 5.3.1, 5.4.1, 5.5.3	Term 2 Week 6-7	25
Task 3	Software Development Project	5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.5.1, 5.5.2	Term 3 Week 5	25
Task 4	Digital Media Project	5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.5.1, 5.5.2	Term 4 Week 4	25
TOTAL %				100
<p>In addition to these formal tasks listed above, informal activities during the semester will help the student attain the necessary knowledge objectives and skill objectives to obtain his grade.</p> <p><i>"Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgement. Grades for all your courses in Year 10 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school"</i> (NSW Board of Studies, 2012).</p>				

STAGE 5 OUTCOMES - INFORMATION SOFTWARE AND TECHNOLOGY

A student:

- 5.1.1** Selects and justifies the application of appropriate software programs to a range of tasks
- 5.1.2** Selects, maintains and appropriately uses hardware for a range of tasks
- 5.2.1** Describes and applies problem-solving processes when creating solutions
- 5.2.2** Designs, produces and evaluates appropriate solutions to a range of challenging problems
- 5.2.3** Critically analyses decision-making processes in a range of information and software solutions
- 5.3.1** Justifies responsible practices and ethical use of information and software technology
- 5.3.2** Acquires and manipulates data and information in an ethical manner
- 5.4.1** Analyses the effects of past, current and emerging information and software technologies on the individual and society
- 5.5.1** Applies collaborative work practices to complete tasks
- 5.5.2** Communicates ideas, processes and solutions to a targeted audience
- 5.5.3** Describes and compares key roles and responsibilities of people in the field of information and software technology

INDUSTRIAL TECHNOLOGY - ENGINEERING

INDUSTRIAL TECHNOLOGY – ENGINEERING YEAR 10 ASSESSMENT SCHEDULE				
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	WEIGHTING %
Task 1	Control Technology Design Challenge 1	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1, 5.7.2	Term 2 Week 1	20
Task 2	Semester One Examination	5.5.1, 5.6.1, 5.7.1, 5.7.2	Term 2 Week 6-7	15
Task 3	Control Technology Design Challenge 2	5.1.1, 5.1.2, 5.2.2, 5.4.2, 5.5.1, 5.6.1, 5.7.1	Term 3 Week 3	15
Task 4	Alternative Energy Design Challenge 3	5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1, 5.7.2	Term 4 Week 4	35
Task 5	Semester Two Examination	5.5.1, 5.6.1, 5.7.1, 5.7.2	Term 4 Week 6-7	15
TOTAL %				100
<p>In addition to these formal tasks listed above, informal activities during the semester will help the student attain the necessary knowledge objectives and skill objectives to obtain his grade.</p> <p><i>“Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgement. Grades for all your courses in Year 10 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school” (NSW Board of Studies, 2012).</i></p>				

STAGE 5 OUTCOMES - INDUSTRIAL TECHNOLOGY: ENGINEERING

Assessment of student achievement will be based on the extent to which a student:

- 5.1.1 Identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes
- 5.1.2 Applies OHS practices to hand tools, machine tools, equipment and processes
- 5.2.1 Applies design principles in the modification, development and production of projects
- 5.2.2 Identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- 5.3.1 Justifies the use of a range of relevant and associated materials
- 5.3.2 Selects and uses appropriate materials for specific applications
- 5.4.1 Selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- 5.4.2 Works cooperatively with others in the achievement of common goals
- 5.5.1 Applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects
- 5.6.1 Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- 5.7.1 Describes, analyses and uses a range of current, new and emerging technologies and their various applications
- 5.7.2 Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

INDUSTRIAL TECHNOLOGY - TIMBER

INDUSTRIAL TECHNOLOGY – TIMBER YEAR 10 ASSESSMENT SCHEDULE				
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	WEIGHTING %
Task 1	Research Task	5.3.1, 5.3.2, 5.4.1	Term 1 Week 9	15
Task 2	Semester One Examination	5.1.1, 5.3.1, 5.5.1	Term 2 Week 6-7	20
Task 3	Practical Task 1 and Folio	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1, 5.7.2	Term 3 Week 10	40
Task 4	Semester Two Examination	5.1.1, 5.3.1, 5.5.1	Term 4 Week 6-7	25
TOTAL %				100
<p>In addition to these formal tasks listed above, informal activities during the semester will help the student attain the necessary knowledge objectives and skill objectives to obtain his grade.</p> <p><i>“Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgement. Grades for all your courses in Year 10 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school” (NSW Board of Studies, 2012).</i></p>				

STAGE 5 OUTCOMES - INDUSTRIAL TECHNOLOGY: TIMBER

Assessment of student achievement will be based on the extent to which a student:

- 5.1.1 Identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes
- 5.1.2 Applies OHS practices to hand tools, machine tools, equipment and processes
- 5.2.1 Applies design principles in the modification, development and production of projects
- 5.2.2 Identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- 5.3.1 Justifies the use of a range of relevant and associated materials
- 5.3.2 Selects and uses appropriate materials for specific applications
- 5.4.1 Selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- 5.4.2 Works cooperatively with others in the achievement of common goals
- 5.5.1 Applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects
- 5.6.1 Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- 5.7.1 Describes, analyses and uses a range of current, new and emerging technologies and their various applications
- 5.7.2 Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

ITALIAN

ITALIAN YEAR 10 ASSESSMENT SCHEDULE				
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	WEIGHTING %
Task 1	Speaking Task	LIT5-4C, LIT5-5U, LIT5-8U	Term 1, Week 9	20
Task 2	Semester One Examination – Writing, Reading and Responding	LIT5-2C, LIT5-3C, LIT5-4C, LIT5-6U, LIT5-7U	Term 2, Week 6-7	30
Task 3	Listening and Speaking Task	LIT5-1C, LIT5-2C, LIT5-3C, LIT5-4C	Term 3, Week 9	20
Task 4	Semester Two Examination Reading, Writing & Listening	LIT5-2C, LIT5-3C, LIT5-4C, LIT5-6U, LIT5-7U, LIT5-8U	Term 4, Week 6-7	30
TOTAL %				100
<p>In addition to these formal tasks listed above, informal activities during the semester will help the student attain the necessary knowledge objectives and skill objectives to obtain his grade.</p> <p><i>“Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgement. Grades for all your courses in Year 10 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school” (NSW Board of Studies, 2012).</i></p>				

STAGE 5 OUTCOMES - ITALIAN OUTCOMES

Assessment of student achievement will be based on the extent to which a student:

Objective		A student:
Interacting	LIT5-1C	Manipulates Italian in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
Accessing and Responding	LIT5-2C	Identifies and interprets information in a range of texts
	LIT5-3C	Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
Composing	LIT5-4C	Experiments with linguistic patterns and structures to compose texts in Italian, using a range of formats for a variety of contexts, purposes and audiences
Systems of Language	LIT5-5U	Demonstrates how Italian pronunciation and intonation are used to convey meaning
	LIT5-6U	Analyses the function of complex Italian grammatical structures to extend meaning
	LIT5-7U	Analyses linguistic, structural and cultural features in a range of texts
The role of language and culture	LIT5-8U	Explains and reflects on the interrelationship between language, culture and identity

MARINE AND AQUACULTURE TECHNOLOGY

MARINE AND AQUACULTURE TECHNOLOGY YEAR 10 ASSESSMENT SCHEDULE				
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	WEIGHTING %
Task 1	Practical	5.2.1, 5.4.1, 5.4.2, 5.5.1, 5.5.2, 5.6.1, 5.7.1	Term 1 Week 10	25
Task 2	Semester One Examination	5.1.2, 5.4.1, 5.5.1, 5.5.2, 5.6.1, 5.6.2, 5.7.1, 5.7.2	Term 2, Week 6-7	25
Task 3	Marine Mammals and Antarctic Ecosystem Examination	5.1.1, 5.1.2, 5.4.1, 5.6.1, 5.7.2	Term 3 Week 9	25
Task 4	Personal Interest Project	5.1.1, 5.1.2, 5.2.1, 5.3.2, 5.6.1, 5.7.1, 5.7.2	Term 4 Week 4	25
TOTAL %				100
<p>In addition to these formal tasks listed above, informal activities during the semester will help the student attain the necessary knowledge objectives and skill objectives to obtain his grade.</p> <p><i>"Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgement. Grades for all your courses in Year 10 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school"</i> (NSW Board of Studies, 2012).</p>				

STAGE 5 OUTCOMES - MARINE AND AQUACULTURE TECHNOLOGY

A student:

- 5.1.1** Identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships
- 5.1.2** Identifies, describes and evaluates the social and economic importance of marine ecosystems
- 5.2.1** Identifies, describes and evaluates the effects humans have had on the marine environment
- 5.2.2** Explains why aquaculture provides an economically sustainable source of food
- 5.3.1** Assesses the potential of aquaculture to sustain wild fish stocks and the aquatic environment
- 5.3.2** Evaluates the economic and environmental sustainability of aqua cultural pursuits
- 5.4.1** Identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment
- 5.4.2** Identifies, describes and evaluates policies for monitoring and conserving the marine environment
- 5.5.1** Selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings
- 5.5.2** Demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations
- 5.6.1** Identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits
- 5.6.2** Identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment
- 5.7.1** Collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information
- 5.7.2** Recalls aspects of the marine environment using relevant conventions, terminology and symbols.

MATHEMATICS

MATHEMATICS YEAR 10 ASSESSMENT SCHEDULE

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	WEIGHTING %
Task 1	Foundation Examination (Stage 5.1)	MA5.1-4NA, MA5.1-6NA	Term 1, Week 10	25
	Common Examination (Stage 5.1/5.2)	MA5.1-4NA, MA5.1-6NA, MA5.2-4NA, MA5.2-9NA, MA5.2-10NA		
	Additional Examination (Stage 5.2/5.3)	MA5.2-4NA, MA5.2-9NA, MA5.2-10NA, MA5.3-6NA, MA5.3-8NA		
Task 2	Foundation Semester One Examination (Stage 5.1)	MA5.1-4NA, MA5.1-6NA	Term 2, Week 6-7	25
	Common Semester One Examination (Stage 5.1/5.2)	MA5.1-4NA, MA5.1-6N, MA5.2-4NA, MA5.2-9NA, MA5.2-10NA		
	Additional Semester One Examination (Stage 5.2/5.3)	MA5.2-4NA, MA5.2-9NA, MA5.2-10NA, MA5.3-6NA, MA5.3-8NA		
Task 3	Foundation Examination (Stage 5.1)	MA4-10NA, ,MA5.1-7NA, MA5.1-12SP	Term 3, Week 9	25
	Common Examination (Stage 5.1/5.2)	MA5.2-5NA, MA5.2-8NA, MA5.2-10NA, MA5.2-15SP, MA5.2-16SP		
	Additional Examination (Stage 5.2/5.3)	MA5.3-4NA, MA5.3-7NA, MA5.3-11NA, MA5.3-18SP, MA5.3-19SP		
Task 4	Foundation Assignment (Stage 5.1)	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-10MG	Term 4, Week 4	10
	Common Assignment (Stage 5.1/5.2)	MA5.2-1WM, MA5.2-2WM, MA5.23WM, MA5.2-13MG		
	Additional Assignment (Stage 5.2/5.3)	MA5.3.1-WM, MA5.3-2WM, MA5.3-3WM, MA5.3-15MG		
Task 5	Foundation Semester Two Examination (Stage 5.1)	MA5.1-13SP, MA5.1-10MG	Term 4, Week 6-7	15
	Common Semester Two Examination (Stage 5.1/5.2)	MA5.2-8NA, MA5.2-13MG		
	Additional Semester Two Examination (Stage 5.2/5.3)	MA5.3-9NA, MA5.3-15MG		
			TOTAL %	100

STAGE 5 OUTCOMES – MATHEMATICS

In addition to the formal tasks listed in the table above, informal activities during the semester will help the student attain the necessary knowledge objectives and skill objectives to obtain his grade. "Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgement. Grades for all your courses in Year 10 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school" (NSW Board of Studies, 2012).

	STAGE 5.1	STAGE 5.2	STAGE 5.3
WORKING MATHEMATICALLY			
Communicating	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
Problem Solving	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
Reasoning	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
NUMBER AND ALGEBRA			
Financial Mathematics	MA5.1-4NA Solves financial problems involving earning, spending and investing money	MA5.2-4NA Solves financial problems involving compound interest	
Ratios and Rates		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
Indices	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
Equations		MA5.2-8NA Solves linear and simple quadratic equations, linear inequalities and linear simultaneous	MA5.3-7NA Solves complex linear, quadratic, simple cubic and

	STAGE 5.1	STAGE 5.2	STAGE 5.3
		equations, using analytical and graphical techniques	simultaneous equations, and rearranges literal equations
Linear Relationships	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
Non-Linear Relationships	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 nonlinear relationships
Polynomials			MA5.3-10NA recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
Logarithms			MA5.3-11NA Uses the definition of a logarithm to establish and apply the laws of logarithms
Functions and Other Graphs			MA5.3-12NA Uses function notation to describe and sketch functions
MEASUREMENT AND GEOMETRY			
Area and Surface Area	MA5.1-8MG Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms	MA5.2-11MG Calculates the surface areas of right prisms, cylinders and related composite solids	MA5.3-13MG Applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
Volume		MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders	MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids

	STAGE 5.1	STAGE 5.2	STAGE 5.3
Numbers of Any Magnitude	MA5.1-9MG Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures		
Right-Angled Triangles (Trigonometry)	MA5.1-10MG Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression	MA5.2-13MG Applies trigonometry to solve problems, including problems involving bearings	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
Properties of Geometrical Figures	MA5.1-11MG describes and applies the properties of similar figures and scale drawings	MA5.2-14MG Calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar	MA5.3-16MG Proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
Circle Geometry			MA5.3-17MG applies deductive reasoning to prove circle theorems and to solve related problems
STATISTICS AND PROBABILITY			
Single Variable Data Analysis	MA5.1-12SP Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media	MA5.2-15SP Uses quartiles and box plots to compare sets of data, and evaluates sources of data	MA5.3-18SP Uses standard deviation to analyse data
Bivariate Data Analysis		MA5.2-16SP Investigates relationships between two statistical variables, including their relationship over time	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
Probability	MA5.1-13SP Calculates relative frequencies to estimate probabilities of simple and compound events	MA5.2-17SP Describes and calculates probabilities in multi-step chance experiments	

MUSIC

MUSIC YEAR 10 ASSESSMENT SCHEDULE				
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	WEIGHTING %
Task 1	Composition - <i>Music of a Culture</i>	5.4, 5.5, 5.6, 5.11	Term 1 Week 9	25
Task 2	Semester One Examination Performance - <i>Rock Music</i>	5.1, 5.2, 5.3, 5.12	Term 2 Week 6-7	15
	Semester One Examination Aural - <i>Music of a Culture/ Rock Music</i>	5.7, 5.8, 5.9	Term 2 Week 6-7	10
Task 3	Musicology - <i>Music for Radio, Film, Television, and Multimedia</i>	5.7, 5.9, 5.10	Term 3 Week 7	20
Task 4	Semester Two Examination Aural and Musicology - <i>All Topics</i>	5.8, 5.9, 5.11	Term 4 Week 6-7	20
	Semester Two Examination Performance - <i>All Topics</i>	5.1, 5.2, 5.3, 5.12	Term 4 Week 6-7	10
TOTAL %				100
<p>In addition to these formal tasks listed above, informal activities during the semester will help the student attain the necessary knowledge objectives and skill objectives to obtain his grade.</p> <p><i>"Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgement. Grades for all your courses in Year 10 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school"</i> (NSW Board of Studies, 2012).</p>				

STAGE 5 OUTCOMES - MUSIC

Assessment of student achievement will be based on the extent to which a student:

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

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE) YEAR 10 ASSESSMENT SCHEDULE				
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	WEIGHTING %
Task 1	Practical Task	PD5-4, PD5-5, PD5-11	Term 1 Week 7-10	25
Task 2	Semester One Examination	PD5-1, PD5-2, PD5-3, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10	Term 2 Week 6-7	25
Task 3	Practical Task	PD5-4, PD5-5, PD5-11	Term 3 Week 3-7	25
Task 4	Semester Two Examination	PD5-1, PD5-2, PD5-3, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10	Term 4 Week 6-7	25
TOTAL %				100
<p>In addition to these formal tasks listed above, informal activities during the semester will help the student attain the necessary knowledge objectives and skill objectives to obtain his grade.</p> <p><i>"Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgement. Grades for all your courses in Year 10 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school"</i> (NSW Board of Studies, 2012).</p>				

STAGE 5 OUTCOMES - PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Assessment of student achievement will be based on the extent to which a student:

Students:

- 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 relationship
- PD5-4** Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- PD5-5** Appraises and justifies choices of actions when solving complex movement challenges
- PD5-6** Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- PD5-7** Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
- PD5-8** Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
- PD5-9** Assesses and applies self-management skills to effectively manage complex situations
- PD5-10** Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
- PD5-11** Refines and applies movement skills and concepts to compose and perform innovative movement sequences

PHOTOGRAPHIC AND DIGITAL MEDIA

PHOTOGRAPHIC AND DIGITAL MEDIA YEAR 10 ASSESSMENT SCHEDULE				
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	WEIGHTING %
Task 1	Critical and Historical Studies - Research Task	5.1, 5.3, 5.5	Term 1 Week 9	20
Task 2	Artmaking - Body of Work Portfolio	5.7, 5.9	Term 2 Week 8	30
Task 3	Critical and Historical Studies - In class Examination	5.2, 5.4, 5.6	Term 3 Week 8	20
Task 4	Artmaking - Body of Work	5.8, 5.10	Term 4 Week 4	30
TOTAL %				100
<p>In addition to these formal tasks listed above, informal activities during the semester will help the student attain the necessary knowledge objectives and skill objectives to obtain his grade.</p> <p><i>"Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgement. Grades for all your courses in Year 10 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school"</i> (NSW Board of Studies, 2012).</p>				

STAGE 5 OUTCOMES - PHOTOGRAPHIC AND DIGITAL MEDIA

A student:

Making

- 5.1 Develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
- 5.2 Makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
- 5.3 Makes artworks informed by an understanding of how the frames affect meaning
- 5.4 Investigates the world as a source of ideas, concepts and subject matter in photographic and digital works
- 5.5 Makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
- 5.6 Selects appropriate procedures and techniques to make and refine photographic and digital works

Historical and Critical Interpretations

- 5.7 Applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
- 5.8 Uses their understanding of the function of and relationship between artist – artwork – world – audience in critical and historical interpretations of art
- 5.9 Demonstrates how the frames provide different interpretations of photographic and digital works
- 5.10 Constructs different critical and historical accounts of photographic and digital works

PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS) YEAR 10 ASSESSMENT SCHEDULE				
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	WEIGHTING %
Task 1	Practical Task	PASS5-5, PASS5-9	Term 1 Week 7-10	25
Task 2	Semester One Examination	PASS5-1, PASS5-2, PASS5-3, PASS5-4, PASS5-5, PASS5-7, PASS5-8, PASS5-9, PASS5-10	Term 2 Week 6-7	25
Task 3	Practical Task	PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10	Term 3 Week 3-7	25
Task 4	Semester Two Examination	PASS5-1, PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10	Term 4 Week 6-7	25
TOTAL %				100
<p>In addition to these formal tasks listed above, informal activities during the semester will help the student attain the necessary knowledge objectives and skill objectives to obtain his grade.</p> <p><i>“Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgement. Grades for all your courses in Year 10 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school” (NSW Board of Studies, 2012).</i></p>				

STAGE 5 OUTCOMES - PHYSICAL ACTIVITY & SPORTS STUDIES (PASS)

Assessment of student achievement will be based on the extent to which a student:

- PASS5-1** Discusses factors that limit and enhance the capacity to move and perform
- PASS5-2** Analyses the benefits of participation and performance in physical activity and sport
- PASS5-3** Discusses the nature and impact of historical and contemporary issues in physical activity and sport
- PASS5-4** Analyses physical activity and sport from personal, social and cultural perspectives
- PASS5-5** Demonstrates actions and strategies that contribute to active participation and skillful performance
- PASS5-6** Evaluates the characteristics of participation and quality performance in physical activity and sport
- PASS5-7** Works collaboratively with others to enhance participation, enjoyment and performance
- PASS5-8** Displays management and planning skills to achieve personal and group goals
- PASS5-9** Performs movement skills with increasing proficiency
- PASS5-10** Analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

RELIGIOUS EDUCATION

RELIGIOUS EDUCATION YEAR 10 ASSESSMENT SCHEDULE				
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	WEIGHTING %
Task 1	Investigation & Research ICT Report via Turnitin: The Gospels	A10-2.2, A10-3.1, A10-3.2, A10-3.3.	Term 1 Week 7	20
Task 2	Portfolio: Working for Justice	E10-3.2, E10-3.3	Term 2 Week 6	30
Task 3	Group Presentation: Personal Moral Responsibility	E9-2.2, E9-3.2, E10-3.4	Term 3 Week 6	20
Task 4	Semester Two Examination: Ecumenism and Interfaith Dialogue	C10-1.2, C10-1.3, C10-2.3	Term 4 Weeks 6-7	30
TOTAL %				100
<p>In addition to these formal tasks listed above, informal activities during the semester will help the student attain the necessary knowledge objectives and skill objectives to obtain his grade.</p> <p><i>“Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgement. Grades for all your courses in Year 10 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school” (NSW Board of Studies, 2012).</i></p>				

STAGE 5 OUTCOMES - RELIGIOUS EDUCATION

Students deepen their understanding of the Gospels by:

A10-2.2 Examining the principal themes, structural features and textual elements.

Students engage in Christological enquiry by:

A10-3.1 Examining the different portraits of Jesus contained in the Gospels.

A10-3.2 Examining depictions of Jesus through art and literary forms.

A10-3.3 Reflecting on and responding to Jesus’ question, ‘Who do you say that I am’?

Students deepen their engagement in and critique approaches to ‘faith in action’ by:

E10-3.2 Researching the Catholic Church’s response to social justice concerns in Australian society.

E10-3.3 Proposing ways in which contemporary social justice concerns might be addressed from a Christian perspective.

Students deepen their engagement in and critique approaches to ‘faith in action’ by:

E10-3.4 Considering how they might respond to the ‘social demands’ of faith and contribute to the social mission of the Church.

Students deepen their understanding of the Christian Tradition by:

C10-1.2 Identifying and appreciating what the major Christian denominations share in common

C10-1.3 Investigating and identifying the principal beliefs, practices, and religious and social structures associated with various denominations.

Students deepen their understanding of the nature of religion by:

C10-2.3 Exploring the principal beliefs, and the place of religious rituals and Sacred texts, in the Abrahamic faith traditions.

SCIENCE

SCIENCE YEAR 10 ASSESSMENT SCHEDULE				
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	WEIGHTING %
Task 1	Practical Examination	SC5-17CW, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Term 1 week 8	25
Task 2	Semester One Examination	SC5-17CW, SC5-10PW, SC5-11PW, SC5-7WS, SC5-5WS	Term 2 Week 6-7	25
Task 3	Open Ended Investigation Task Student Research Project	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-9WS	Term 3 Week 5	25
Task 4	Semester Two Examination	SC5-12ES, SC5-14LW, SC5-15LW, SC4-7WS	Term 4 Week 6-7	25
TOTAL %				100
<p>In addition to these formal tasks listed above, informal activities during the semester will help the student attain the necessary knowledge objectives and skill objectives to obtain his grade.</p> <p><i>"Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgement. Grades for all your courses in Year 10 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school"</i> (NSW Board of Studies, 2012).</p>				

STAGE 5 OUTCOMES - SCIENCE

Values and Attitudes *A Student:*

SC4-IVA, SC5-IVA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them

SC4-2VA, SC5-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures

SC4-3VA, 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

Skills *A Student:*

SC5-4WS develops questions or hypotheses to be investigated scientifically

SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively

SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively

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

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

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

Knowledge and Understanding *A Student:*

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

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

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

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

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

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

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

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

VISUAL ARTS

VISUAL ARTS YEAR 10 ASSESSMENT SCHEDULE				
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	WEIGHTING %
Task 1	Critical and Historical Studies	5.1, 5.3, 5.5	Term 1 Week 9	20
Task 2	Artmaking - Body of Work and Visual Arts Process Diary	5.7, 5.9	Term 2 Week 8	30
Task 3	Critical and Historical Studies	5.2, 5.4, 5.6	Term 3 Week 8	20
Task 4	Artmaking -Body of Work and Visual Arts Process Diary	5.8, 5.10	Term 4 Week 4	30
TOTAL %				100
<p>In addition to these formal tasks listed above, informal activities during the semester will help the student attain the necessary knowledge objectives and skill objectives to obtain his grade.</p> <p><i>“Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgement. Grades for all your courses in Year 10 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school”</i> (NSW Board of Studies, 2012).</p>				

STAGE 5 OUTCOMES - VISUAL ARTS

Assessment of student achievement will be based on the extent to which a student:

Artmaking

- 5.1 Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.2 Makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
- 5.3 Makes artworks informed by an understanding of how the frames affect meaning
- 5.4 Investigates the world as a source of ideas, concepts and subject matter in the visual arts
- 5.5 Makes informed choices to develop and extend concepts and different meanings in their artworks
- 5.6 Demonstrates developing technical accomplishment and refinement in making artworks

Critical and Historical Studies

- 5.7 Applies their understanding of aspects of practice to critical and historical interpretations of art
- 5.8 Uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
- 5.9 Demonstrates how the frames provide different interpretations of art
- 5.10 Demonstrates how art criticism and art history construct meanings

HONESTY IN HSC ASSESSMENT - THE STANDARD

This standard sets out The NSW Education Standards Authority (NESA) requirements concerning students submitting their own work in HSC assessment. Candidates for the Higher School Certificate, as well as their teachers and others, who may guide them, are required to comply with the standard.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

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 the Board's subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. The NSW Education Standards Authority treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, the NSW Education Standards Authority will report matters to the Independent Commission against Corruption.

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. They include:

- [Rules and Procedures for Higher School Certificate Candidates](#)
- [Assessment Certification and Examination Manual](#)
- [HSC Assessments and Submitted Works-Advice to Students](#)
- [HSC Assessments and Submitted Works-Advice to Parents](#)
- [HSC Assessments and Submitted Works-Advice to Teachers](#)
- [HSC: All My Own Work](#)
- [HSC assessment in a standards-referenced framework - A Guide to Best Practice.](#)



ASSESSMENT TASK COVER SHEET

STUDENT NAME: _____

COURSE: _____

TEACHER: _____

ASSESSMENT TASK: _____

I certify that that work in this assessment task is all my own work YES NO

If you have been given some assistance to complete this task complete the following:

PERSON GIVEN ASSISTANCE: _____

RELATIONSHIP TO YOU: _____

PERCENTAGE OF ASSESSMENT TASK THAT WAS NOT YOUR OWN WORK: _____ %

GIVE DETAILS OF THE SECTION OF TASK THAT WAS NOT YOUR OWN WORK: _____

STUDENT'S SIGNATURE

KEY LEARNING AREA (KLA) COORDINATOR'S SIGNATURE



THIS SECTION MUST BE RETAINED BY THE STUDENT AFTER IT HAS BEEN SIGNED BY THE TEACHER

STUDENT NAME: _____

COURSE: _____

ASSESSMENT TASK: _____

TEACHER'S SIGNATURE: _____ DATE: / /



ILLNESS/MISADVENTURE FORM

YEAR 10 ONLY

This **Illness/Misadventure Form** is to be used by a student who suffers unexpected illness, accident or misadventure prior to or during the course of the examinations or assessment tasks set by the school or who, for reasons they consider valid, are unable to complete the assessment task.

The student will need to:

- Photocopy this **Illness/Misadventure Form** and complete Section I.
- Personally hand the completed form, together with supporting documentation, to the Assistant Principal – Curriculum prior to the date that the assessment task is due (the form must not be left with anyone else, nor placed under the office door of the Assistant Principal – Curriculum). After discussing the matter with the student, the Assistant Principal – Curriculum will authorise the appropriate process.
- Attach the authorised **Illness/Misadventure Form** to the actual assessment task when submitting to the relevant Key Learning Area (KLA) Coordinator.

SECTION I (TO BE COMPLETED BY STUDENT)

NAME: _____

ADDRESS: _____

CONTACT: TEL (H) _____ MOB: _____ YEAR LEVEL: 10

I hereby request approval to sit a substitute assessment task/submit a late assessment task. I realise a score of ZERO will be awarded for this assessment task if it is not submitted.

DATE FORM ISSUED: ___ / ___ / ___

SUBJECT: _____

TEACHER: _____

DATE TASK ISSUED: ___ / ___ / ___ DATE TASK DUE: ___ / ___ / ___ TERM NO. ___ WEEK NO. ___

REASON(S) FOR CONSIDERATION: _____

I have attached (where applicable) medical certificates or statements from:

DOCTOR: _____

(PARENT SIGNATURE)

(STUDENT SIGNATURE)

DATE: ___ / ___ / ___

SECTION II (MEASURES TAKEN BY THE ASSISTANT PRINCIPAL – CURRICULUM)

REASON(S): VALID INVALID

ALTERNATIVE TASK SET: ___ / ___ / ___ PERIOD: _____

EXTENSION GRANTED: ___ / ___ / ___

AN ESTIMATE TO BE AUTHORISED BY PRINCIPAL: YES NO

ASSISTANT PRINCIPAL – CURRICULUM: _____ DATE: ___ / ___ / ___

KLA COORDINATOR: _____ DATE: ___ / ___ / ___