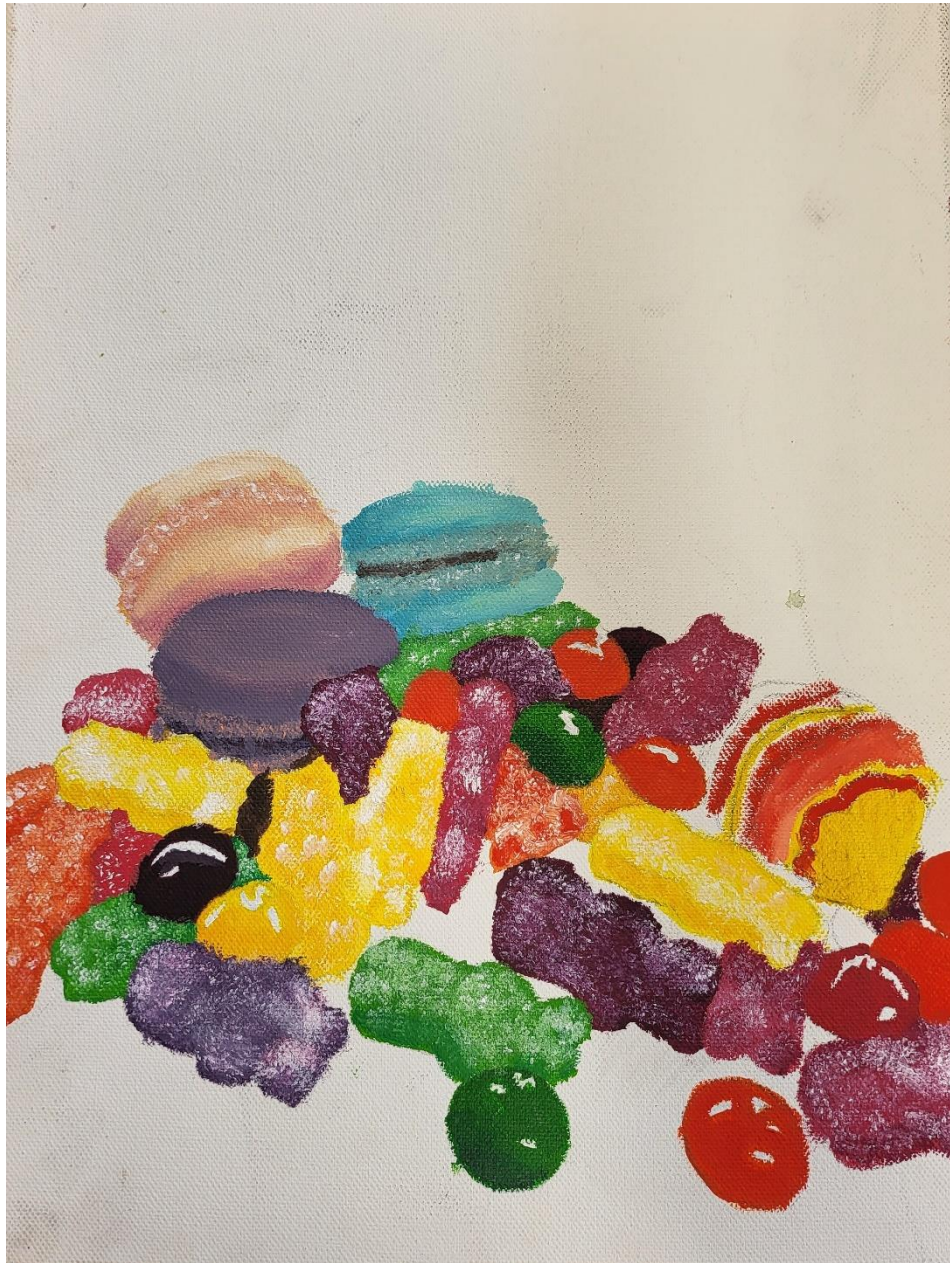


# **PITTWATER HIGH SCHOOL**



**YEAR 10 (ROSA) ASSESSMENT GUIDE  
2023**

**Front cover by**

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**Year 10**

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# ASSESSMENT FOR YEAR 10 2023

As students enter Year 10, we put into place activities and processes that will begin to orient and prepare them for the demands of the senior school. This includes now wearing the senior uniform, stepping up expectations in regard to quality and quantity of work and the introduction of a senior support study skills program. Pivotal to this is an assessment schedule, including formal exams in core subjects in Term 4 and summative and formative assessments embedded throughout the year.

## PURPOSE OF ASSESSMENT

The purpose of school assessment is to:

- Assist student learning
- Evaluate and improve teaching and learning programs
- Provide information on student learning
- Provide evidence of satisfactory completion of courses
- Provide multiple opportunities for students to demonstrate their achievements

Overall assessment grades are awarded against each of the outcome statements on the school report for each subject studied. For Semester Two reports this will be extended to include an examination grade for English, Maths, Science and HSIE (History or Geography).

These grades are determined by not only the assessments outlined in this book, but also through ongoing course work and formative assessment tasks. Formative assessment tasks include milestones for major assessments, in class and homework tasks.

The award of the Year 10 ROSA – Record of school achievement grade is dependent on the satisfactory progress and completion of course work and assessment tasks.

More information can be found at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

## REQUIREMENTS OF STUDENTS

It is expected that:

- Student attendance, conduct and progress will be satisfactory, with attendance not falling below 85% for each subject.
- Students who are absent from school for any reason are to catch up on any missed work in a timely manner.
- Students will complete their class work, homework, assigned work and set tasks to each faculty's requirements.
- Students will make serious attempts in all tasks and participate in all learning experiences.
- Students will apply themselves with diligence and sustained effort throughout the course.

## COMPLETION OF ASSESSMENT TASKS

Assessment tasks must be submitted on time. If students are unable to submit a task by the due date and have a reasonable explanation, they must complete an illness misadventure form to be submitted with accompanying required documentation. For illness this will include a medical certificate. Lack of organisation, preparation or failure of technology will not be an acceptable reason. Failure to complete work or assessment tasks will lead to an N-Award warning for that subject which could impact on the student being eligible for a Year 10 ROSA and moving forward into Year 11.

## ALL MY OWN WORK (AMOW)

Teachers and Head teachers must be satisfied that the work is the student's own. Plagiarism and malpractice include copying someone else's work in part or in whole and presenting it as your own, cheating in a test or exam, and submitting work which another person such as a parent, coach or subject expert has prepared. Plagiarism will lead to an N-Award warning and the work will have to be resubmitted. The AMOW program must be completed by end of Term 2.

## STUDY SKILLS PROGRAM

All year 10 will be involved in 2 days of studies skills during Semester 1. More information will follow.

## WORK EXPERIENCE

Work experience is a valuable activity. Not only does it help to prepare students for future employment, but it is an excellent opportunity for students to begin to create a vision for their future careers.

Work experience in Year 10 is encouraged at Pittwater High School but is not compulsory. Students are to seek their own work experience as this is good practice and a skill needed for seeking future employment. Our Careers Adviser, Ms Rixon, is also there for advice. Year 10 students are able to choose any week of the year for work experience; however, it is expected that they avoid exam periods and catch up on missed schoolwork and any assessments. Students who wish to do work experience must discuss this with Ms Rixon and complete the relevant paperwork and seek approval before they go.

# ASSESSMENT CALENDAR 2023

Year 10 Term 1 2023									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
NO ASSESSMENT TASKS	NO ASSESSMENT TASKS	IT -Timber	Musical Theatre	Drama History (part A) Mathematics 5.1 Mathematics 5.2 Mathematics 5.3 IT - Multimedia Visual Arts	Agriculture Forensic Science & Archaeology	History Textiles	Commerce IT -Engineering Food Technology Geography Graphics Technology Musical Theatre PDHPE	Commerce Drama Food Technology Mathematics 5.1 Mathematics 5.2 Mathematics 5.3 PASS	Agriculture Drama English French Japanese Mathematics 5.1 Mathematics 5.2 Mathematics 5.3 PASS PDHPE Visual Arts Hospitality

# ASSESSMENT CALENDAR 2023

Year 10 Term 2 2023									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
NO ASSESSMENT TASKS	PDHPE Science IT-Multimedia Accelerated	Musical Theatre	History Mathematics 5.1 Mathematics 5.2 Mathematics 5.3	PASS Visual Arts	Commerce Forensic Science & Archaeology Geography PASS PDHPE	PASS PHPE	Drama English Graphics Technology IT-Engineering Food Technology Mathematics 5.1 Mathematics 5.2 Mathematics 5.3 Musical Theatre IT-Timber Textiles Technologies	French Japanese Textiles	Food Technology IT-Multimedia Visual Arts

# ASSESSMENT CALENDAR 2023

Year 10 Term 3 2023									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
NO ASSESSMENT TASKS	NO ASSESSMENT TASKS	IT-Multimedia Accelerated PDHPE	PDHPE	Mathematics 5.1 Mathematics 5.2 Mathematics 5.3 PASS PDHPE IT-Timber Visual Arts	Agriculture Forensic Science & Archaeology Hospitality Musical Theatre Science	Drama Food Technology History IT-Timber Textiles	Commerce Engineering Geography Graphics Technology Multimedia Accelerated PASS Textiles Technologies	French Japanese Mathematics 5.1 Mathematics 5.2 Mathematics 5.3 Multimedia Accelerated	English Mathematics 5.1 Mathematics 5.2 Mathematics 5.3 Visual Arts

# ASSESSMENT CALENDAR 2023

Year 10 Term 4 2023									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Hospitality	PASS PDHPE Hospitality	Musical Theatre IT-Timber	History PDHPE PASS Visual Arts	PDHPE Visual Arts	Drama Forensic Science & Archaeology French Geography Japanese PASS Textiles	Exam Period Mathematics 5.1 Mathematics 5.2 Mathematics 5.3 Science English	Commerce IT-Engineering Graphics Technology IT-Multimedia IT-Timber	NO ASSESSMENT TASKS	NO ASSESSMENT TASKS



# ASSESSMENT SCHEDULES

# YEAR 10 AGRICULTURE

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Focus Outcomes	Task Description
Term 1, Week 6 & 10	AG5-1, AG5-3, AG5-4, AG5-8, AG5-10	Research task- Edible insects
Term 3 Week 6	AG5-6, AG5-9, AG5-11, AG5-12	Practical Assessment Task
Year 10 Exam period: Term 4	AG5-1, AG5-2, AG5-3, AG5-4, AG5-5, AG5-6, AG5-7, AG5-8, AG5-9, AG5-10, AG5-11, AG5-12, AG5-13, AG5-14, AG5-15	Yearly exam

## OUTCOMES

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

# YEAR 10 CERAMICS

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term		Task Description	Components	
Term 1 Week 10	5.1, 5.2, 5.3, 5.4 5.5, 5.6, 5.7, 5.8, 5.9	<b>Semester One Assessment</b> - Body of Work Submissions - Ceramicist Case Studies - Practical E-Portfolio	A	B
Term 2 Week 10	5.1, 5.2, 5.3, 5.4 5.5, 5.6, 5.7, 5.8, 5.9		Art Making	Art History and Criticism
Term 3 Week 10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.10	<b>Semester Two Assessment</b> - Body of Work Submissions - Ceramicist Case Studies - Practical E-Portfolio	Art Making	Art History and Criticism
Term 4 Week 10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.10			
COMPONENTS			WEIGHTINGS	

A. Art Making

60%

B. Art History and Criticism

40%

OBJECTIVES	OUTCOMES
develop knowledge, understanding and skills to make visual design artworks informed by their understanding of practice, the conceptual framework and the frames	5.1 develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks
	5.2 makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
	5.3 makes visual design artworks informed by an understanding of how the frames affect meaning
	5.4 investigates and responds to the world as a source of ideas, concepts, and subject matter for visual design artworks
	5.5 makes informed choices to develop and extend concepts and different meanings in their visual design artworks
	5.6 selects appropriate procedures and techniques to make and refine visual design artworks
develop knowledge, understanding and skills to critically and historically interpret visual design artworks informed by their understanding of practice, the conceptual framework, and the frames	5.7 applies their understanding of aspects of practice to critically and historically interpret visual design artworks
	5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of visual design artworks
	5.9 uses the frames to make different interpretations of visual design artworks
	5.10 constructs different critical and historical accounts of visual design artworks

# YEAR 10 COMMERCE

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Focus Outcomes	Task Description
Term 1 Week 9	5.1, 5.2, 5.5, 5.8	Economic/Business Event, Topic Test
Term 2 Week 6	5.2, 5.3, 5.7, 5.9	Law Society & Political Involvement Report
Term 3 Week 8	5.1, 5.2, 5.7, 5.9	Employment & Work Futures HR Report & Resume
Term 4 Week 8	5.1, 5.2, 5.3, 5.5, 5.3, 5.8	Year 10 Final ROSA Examination

## OUTCOMES

**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

# YEAR 10 DRAMA

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Focus Outcomes	Task Description
Term 1 Week 5 & 9	5.1.3	Improvisation: "Status" & "Making a Transition" + Term Summary
Term 2 Week 8	5.3.3	Live Performance Review
Term 3 Week 7	5.1.1	Group Performance/s
Term 4 Week 6	5.2.2	Monologue: "Family Values" + Portfolio

## OUTCOMES

**5.1.1** Manipulates the elements of drama to create belief, clarity and tension in character, role, situation, and action

**5.1.3** Devises, interprets, and enacts drama using scripted and unscripted material or text

**5.2.2** Selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience

**5.3.3** Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

# YEAR 10 INDUSTRIAL TECHNOLOGY ENGINEERING

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Focus Outcomes	Task Description
Term 1 Week 8	5-2, 5-3, 5-4, 5-5, 5-6, 5-8	Trebuchet
Term 2 Week 8	5-1, 5-2, 5-3, 5-5, 5-6, 5-7, 5-8	Hydraulic Arm
Term 3 Week 8	5-5, 5-6, 5-8, 5-9, 5-10	Lego Robot
Term 4 Week 8	5-1, 5-2, 5-3, 5-5, 5-6, 5-7, 5-8	Rube Goldberg Machine

## OUTCOMES

**IND5-1** identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

**IND5-2** applies design principles in the modification, development and production of projects

**IND5-3** identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

**IND5-4** selects, justifies and uses a range of relevant and associated materials for specific applications

**IND5-5** selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

**IND5-6** identifies and participates in collaborative work practices in the learning environment

**IND5-7** applies and transfers skills, processes and materials to a variety of contexts and projects

**IND5-8** evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

**IND5-9** describes, analyses and uses a range of current, new and emerging technologies and their various applications

**IND5-10** describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

# YEAR 10 ENGLISH

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Focus Outcomes	Task Description
Term 1 Week 10	5.1, 5.3, 5.4, 5.8, 5.9	Close study of a novel - essay
Term 2 Week 8	5.1, 5.3, 5.9	Imaginative Writing
Term 3 Week 10	5.3, 5.4, 5.5, 5.7	Tragic Hero representation and rationale
Term 4 Week 7	5.1, 5.2, 5.6	Short answer exam

## OUTCOMES

**5.1** responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure

**5.2** 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

**5.3** 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

**5.4** effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

**5.5** 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

**5.6** investigates the relationships between and among texts

**5.7** understands and evaluates the diverse ways texts can represent personal and public worlds

**5.8** questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

**5.9** purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

# YEAR 10 FOOD TECHNOLOGY

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Focus Outcomes	Task Description
Term 1 Week 8	5.3.1 5.6.1	Food service catering
Term 2 Week 8	5.1.1 5.1.2	Food for special needs
Term 3 Week 9	5.4.1 5.4.2 5.5.2	Food product development
Term 4 Week 8	5.1.1 5.3.2	Food for special occasions

## OUTCOMES

5.1.1 demonstrates hygienic handling of food to ensure a handling of food to ensure a safe and appealing product

5.1.2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

5.2.1 describes the physical and chemical properties of a variety of foods

5.2.2 accounts for changes to the properties of food which occur during food processing, preparation and storage

5.2.3 applies appropriate methods of food processing, preparation and storage

5.3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities

5.3.2 justifies food choices by analysing the factors that influence eating habits

5.4.1 collects, evaluates and applies information from a variety of sources

5.4.2 communicates ideas and information using a range of media and appropriate terminology

5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes

5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes

5.6.1 examines the relationship between food, technology and society

5.6.2 evaluates the impact of activities related to food on the individual, society and the environment



# YEAR 10 FORENSIC SCIENCE AND ARCHAEOLOGY

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Focus Outcomes	Task Description
Term 1 Week 6	FSA 1, FSA3, FSA4, FSA5 HTE5 -1, HTE5 - 5, HTE5 – 6, HTE5- 8	Portfolio of work check in incorporating relevant class work and case studies.
Term 2 Week 6	FSA 1, FSA3, FSA4, FSA5 HTE5 -1, HTE5 - 5, HTE5 – 6, HTE5- 8	Portfolio of work check in incorporating relevant class work and case studies.
Term 3 Week 6	FSA 1, FSA3, FSA4, FSA5 HTE5 -1, HTE5 - 5, HTE5 – 6, HTE5- 8	Portfolio of work check in incorporating relevant class work and case studies.
Term 4 Week 6	FSA 1, FSA3, FSA4, FSA5 HTE5 -1, HTE5 - 5, HTE5 – 6, HTE5- 8	Portfolio of work check in incorporating relevant class work and case studies.

OUTCOMES
FSA1 – Safely conducts firsthand investigations to collect primary data
FSA3 – Evaluates primary and secondary data to develop evidence-based arguments and conclusions
FSA4 – Explains how a range of scientific tests/techniques can be used to collect and analyse forensic data
FSA5 – Explains how society's knowledge of crime and history has changed over time as a result of technological improvements to forensics
HTE5-1 applies an understanding of history, heritage, archaeology, and the methods of historical inquiry
HTE5-5 – evaluates the contribution of cultural groups, sites and/or family to our shared heritage
HTE5-6 – explains different contexts, perspectives, and interpretations of the past
HTE5-8 – selects and analyses a range of historical sources to locate information relevant to historical inquiry

# YEAR 10 FRENCH

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Focus Outcomes	Task Description
Term 1 Week 10	LFR5-1C LFR5-4C	Slides presentation – Introducing a friend (Composing and interacting)
Term 2 Week 9	LFR5-2C	In-class test (accessing & responding)
Term 3, Week 9	LFR5-1C LFR5-4C LFR5-5U	Digital - Diary + Interview
Term 4, Week 6	LFR5-1C LFR5-2C LFR5-4C LFR5-5U	Job Interview (Interacting and Accessing and Responding)

## OUTCOMES

**LFR5-1C**- Manipulates French in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

**LFR5-2C**- Identifies and interprets information in a range of texts

**LFR5-3C**- Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

**LFR5-4C**- Experiments with linguistic patterns and structures to compose texts in French, using a range of formats for a variety of contexts, purposes and audiences

**LFR5-5U**- Demonstrates how French pronunciation and intonation are used to convey meaning

**LFR5-6U**- Analyses the function of complex French grammatical structures to extend meaning

**LFR5-7U**- Analyses linguistic, structural and cultural features in a range of texts

**LFR5-8U**- Explains and reflects on the interrelationship between language, culture and identity

# YEAR 10 GEOGRAPHY

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Focus Outcomes	Task Description
Term 1 & 3 Week 8	5.1, 5.2, 5.5, 5.7, 5.8	Environmental Change and Coastal Management – Geographical Report
Term 2 & 4 Week 8	5.2, 5.5, 5.6, 5.8	Geography Exam

## OUTCOMES

<b>5.1</b> explains the diverse features and characteristics of a range of places and environments
<b>5.2</b> explains processes and influences that form and transform places and environments
<b>5.3</b> analyses the effect of interactions and connections between people, places and environments
<b>5.4</b> accounts for perspectives of people and organisations on a range of geographical issues
<b>5.5</b> assesses management strategies for places and environments for their sustainability
<b>5.6</b> analyses differences in human wellbeing and ways to improve human wellbeing
<b>5.7</b> acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
<b>5.8</b> communicates geographical information to a range of audiences using a variety of strategies

# YEAR 10 GRAPHICS TECHNOLOGY

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Focus Outcomes	Task Description
Term 1 Week 8	GT5-1 GT5-3 GT5-5 GT5-7	Option Module 7: Graphic Design and Communication
Term 2 Week 8	GT5-2 GT5-4 GT5-8 GT5-11	Option Module 5: Computer Animation
Term 3 Week 8	GT5-1 GT5-3 GT5-4 GT5-6	Option Module 1: Architectural Drawing
Term 4 Week 8	GT5-3 GT5-5 GT5-6 GT5-11	Option Module 8: Landscape drawing

## OUTCOMES

**GT5-1** communicates ideas graphically using freehand sketching and accurate drafting techniques

**GT5-2** analyses the context of information and intended audience to select and develop appropriate presentations

**GT5-3** designs and produces a range of graphical presentations

**GT5-4** evaluates the effectiveness of different modes of graphical communications for a variety of purposes

**GT5-5** identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications

**GT5-6** manages the development of graphical presentations to meet project briefs and specifications

**GT5-7** manipulates and produces images using digital drafting and presentation technologies

**GT5-8** designs, produces and evaluates multimedia presentations

**GT5-9** identifies, assesses and manages relevant WHS factors to minimise risks in the work environment

**GT5-10** demonstrates responsible and safe work practices for self and others

**GT5-11** demonstrates the application of graphics to a range of industrial, commercial and personal settings

**GT5-12** evaluates the impact of graphics on society, industry and the environment

# YEAR 10 HISTORY

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Focus Outcomes	Task Description
Term 1 & 3 Week 5 & 7	5.1, 5.7, 5.8, 5.10	The Holocaust – Historical Source Analysis and Essay (Part A Week 5) (Part B Week 7)
Term 2 & 4 Week 4	5.5, 5.6, 5.7, 5.8	In class topic-based test

## OUTCOMES

<b>5.1</b> explains and assesses the historical forces and factors that shaped the modern world and Australia
<b>5.2</b> sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
<b>5.3</b> explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
<b>5.4</b> explains and analyses the causes and effects of events and developments in the modern world and Australia
<b>5.5</b> identifies and evaluates the usefulness of sources in the historical inquiry process
<b>5.6</b> uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
<b>5.7</b> explains different contexts, perspectives and interpretations of the modern world and Australia
<b>5.8</b> selects and analyses a range of historical sources to locate information relevant to an historical inquiry
<b>5.9</b> applies a range of relevant historical terms and concepts when communicating an understanding of the past
<b>5.10</b> selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

# YEAR 10 JAPANESE

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Focus Outcomes	Task Description
Term 1 Week 10	LJA5-1C LJA5-4C LJA5-6U	Slides presentation – Introducing a friend (Composing and interacting)
Term 2 Week 9	LJA5-2C	In-class test (Assessing and responding)
Term 3 Week 9	LJA5-1C LJA5-4C LJA5-5U	Digital Diary and Interview (Composing and interacting)
Term 4 Week 6	LJA5-1C LJA5-2C LJA5-4C LJA5-5U	Job interview (Interacting and Accessing and Responding)

## OUTCOMES

**LJA5-1C-** Manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

**LJA5-2C-** Identifies and interprets information in a range of texts

**LJA5-3C-** Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

**LJA5-4C-** Experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences

**LJA5-5U-** Demonstrates how Japanese pronunciation and intonation are used to convey meaning

**LJA5-6U-** Demonstrates understanding of how Japanese writing conventions are used to convey meaning

**LJA5-7U-** Analyses the function of complex Japanese grammatical structures to extend meaning

**LJA5-8U-** Analyses linguistic, structural and cultural features in a range of texts

**LJA5-9U-** Explains and reflects on the interrelationship between language, culture and identity

# YEAR 10 MATHEMATICS 5.1

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Focus Outcomes	Task Description
Term 1 Week 5		Topic Test
Term 1 Week 9	Refer to Exam notification	Term 1 Exam
Term 1 Week 10	Numeracy	ROSA Exam
Term 2 Week 4		Topic Test
Term 2 Week 8	Refer to Exam notification	Term 2 Exam
Term 3 Week 5		Topic Test
Term 3 Week 9	Refer to Exam notification	Term 3 Exam:
Term 3 Week 10	Numeracy	ROSA Exam
Term 4 Week 7	Refer to Exam notification	Term 4 Exam in Hall

## OUTCOMES

<b>Communicating</b> MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts
<b>Problem Solving</b> MA5.1-2WM selects and uses appropriate strategies to solve problems
<b>Reasoning</b> MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context
<b>Financial Mathematics</b> MA5.1-4NA solves financial problems involving earning, spending and investing money
<b>Indices</b> MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
<b>Linear Relationships</b> MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships
<b>Non-Linear Relationships</b> MA5.1-7NA graphs simple non-linear relationships
<b>Area and Surface Area</b> MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
<b>Numbers of Any Magnitude</b> MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
<b>Right-Angled Triangles (Trigonometry)</b> MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
<b>Properties of Geometrical Figures</b> MA5.1-11MG describes and applies the properties of similar figures and scale drawings
<b>Single Variable Data Analysis</b> MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
<b>Probability</b> MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events

# YEAR 10 MATHEMATICS 5.2

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Focus Outcomes	Task Description
Term 1 Week 5		Topic Test
Term 1 Week 9	Refer to Exam notification	Term 1 Exam
Term 1 Week 10	Numeracy	ROSA Exam
Term 2 Week 4		Topic Test
Term 2 Week 8	Refer to Exam notification	Term 2 Exam
Term 3 Week 5		Topic Test
Term 3 Week 9	Refer to Exam notification	Term 3 Exam
Term 3 Week 10	Numeracy	ROSA Exam
Term 4 Week 7	Refer to Exam notification	Term 4 Exam in Hall

## OUTCOMES

<b>Communicating</b> MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions
<b>Problem Solving</b> MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
<b>Reasoning</b> MA5.2-3WM constructs arguments to prove and justify results
<b>Financial Mathematics</b> MA5.2-4NA solves financial problems involving compound interest
<b>Ratios and Rates</b> MA5.2-5NA recognises direct and indirect proportion, and solves problems involving direct proportion
<b>Algebraic Techniques</b> MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions
<b>Indices</b> MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices
<b>Equations</b> MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
<b>Linear Relationships</b> MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships
<b>Non-Linear Relationships</b> MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationships
<b>Area and Surface Area</b> MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids
<b>Volume</b> MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
<b>Right-Angled Triangles (Trigonometry)</b> MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings
<b>Properties of Geometrical Figures</b> MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
<b>Single Variable Data Analysis</b> MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data
<b>Bivariate Data Analysis</b> MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time



# YEAR 10 MATHEMATICS 5.3

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Focus Outcomes	Task Description
Term 1 Week 5		Topic Test
Term 1 Week 9	Refer to Exam notification	Term 1 Exam:
Term 1 Week 10	Numeracy	ROSA Exam
Term 2 Week 4		Topic Test
Term 2 Week 8	Refer to Exam notification	Term 2 Exam
Term 3 Week 5		Topic Test
Term 3 Week 9	Refer to Exam notification	Term 3 Exam
Term 3 Week 10	Numeracy	ROSA Exam
Term 4 Week 7	Refer to Exam notification	Term 4 Exam in Hall

## OUTCOMES

<b>Communicating</b> MA5.3-1WM uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
<b>Problem Solving</b> MA5.3-2WM generalises mathematical ideas and techniques to analyse and solve problems efficiently
<b>Reasoning</b> MA5.3-3WM uses deductive reasoning in presenting arguments and formal proofs
<b>Financial Mathematics</b> MA5.2-4NA solves financial problems involving compound interest
<b>Ratios and Rates</b> MA5.2-5NA recognises direct and indirect proportion, and solves problems involving direct proportion
<b>Ratios and Rates</b> MA5.3-4NA draws, interprets and analyses graphs of physical phenomena
<b>Algebraic Techniques</b> MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions
<b>Surds and Indices</b> MA5.3-6NA performs operations with surds and indices
<b>Equations</b> MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
<b>Linear Relationships</b> 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
<b>Non-Linear Relationships</b> MA5.3-9NA sketches and interprets a variety of non-linear relationships
<b>Polynomials</b> MA5.3-10NA recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
<b>Logarithms</b> MA5.3-11NA uses the definition of a logarithm to establish and apply the laws of logarithms
<b>Functions and Other Graphs</b> MA5.3-12NA uses function notation to describe and sketch functions
<b>Area and Surface Area</b> MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
<b>Volume</b> MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
<b>Trigonometry and Pythagoras' Theorem</b> 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
<b>Properties of Geometrical Figures</b> MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
<b>Single Variable Data Analysis</b> MA5.3-18SP uses standard deviation to analyse data
<b>Bivariate Data Analysis</b> MA5.3-19SP investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

# YEAR 10 INDUSTRIAL TECHNOLOGY MULTIMEDIA ACCELERATED

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 2 Week 2	<b>Assessment task 1</b> Industry case study	P1.1, P1.2, P5.1, P.6.2 P7.1, P7.2	10	10	20
Term 3 Week 3	<b>Assessment task 2</b> Project and portfolio	P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2, P6.1	10	30	40
Term 3 Week 8 & 9	<b>Assessment task 3</b> Year 11 Examination	P1.1, P1.2, P2.1, P3.3, P4.3, P5.1, P6.1, P6.2, P7.1, P7.2	20	20	40
<b>Total</b>			<b>40</b>	<b>60</b>	<b>100</b>

### COMPONENTS & WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	40
<b>B</b>	Knowledge and skills in the management, communication and production of projects	60

### OUTCOMES

P1.1	Describes the organisation and management of an individual business within the focus area industry
P1.2	Identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
P2.1	Describes and uses safe working practices and correct workshop equipment maintenance techniques
P2.2	Works effectively in team situations
P3.1	Sketches, produces and interprets drawings in the production of projects
P3.2	Applies research and problem-solving skills
P3.3	Demonstrates appropriate design principles in the production of projects
P4.1	Demonstrates a range of practical skills in the production of projects
P4.2	Demonstrates competency in using relevant equipment, machinery and processes
P4.3	Identifies and explains the properties and characteristics of materials/components through the production of projects
P5.1	Uses communication and information processing skills
P5.2	Uses appropriate documentation techniques related to the management of projects
P6.1	Identifies the characteristics of quality manufactured products
P6.2	Identifies and explains the principles of quality and quality control
P7.1	Identifies the impact of one related industry on the social and physical environment
P7.2	Identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

# YEAR 10 INDUSTRIAL TECHNOLOGY MULTIMEDIA

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Focus Outcomes	Task Description
Term 1 Week 5	IND5-9 IND5-10	Industry Study Links to Industry Website
Term 2 Week 10	IND5-2 IND5-3 IND5-4	Weird and Wonderful World Of 3D Animation
Term 4 Week 8	IND5-1 IND5-3 IND5-4 IND5-5 IND5-7 IND5-8	Choose Your Own Adventure (Year 10 Major Project)

## OUTCOMES

**IND5.1** identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.

**IND5.2** applies design principles in the modification, development and production of projects.

**IND5.3** identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects.

**IND5.4** selects, justifies and uses a range of relevant and associated materials for specific applications.

**IND5.5** selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.

**IND5.6** identifies and participates in collaborative work practices in the learning environment.

**IND5.7** applies and transfers skills, processes and materials to a variety of contexts and projects.

**IND5.8** evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.

**IND5.9** describes, analyses and uses a range of current, new and emerging technologies and their various applications.

**IND5.10** describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

# YEAR 10 MUSICAL THEATRE

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Task Description	Component		
		A	B	C
Term 1 Week 4 & 8	Musical Analysis: 1. <i>Jesus Christ Superstar</i> 2. <i>Joseph &amp; the Technicolor Dreamcoat</i>			10 10
Term 2 Week 3 & 8	Musical Performances Pre-1980's 1980's	5 5	10 10	
Term 3 Week 6	'The Greatest Show, Man' PowerPoint Presentation			20
Term 4 Week 3 & 7	Musical Performances 1990's 2000's+	5 5	10 10	

## COMPONENTS

A. Making.....20%

B. Demonstrating.....40%

C. Appreciating.....40%

**Practical (60%) and Written (40%)**

## OUTCOMES

DATE	TASK	AIM TO:
<b>Term One</b>	Musical Analysis	Develop an appreciation of Musical Theatre.
<b>Term Two</b>	Musical Performances	Applies performance techniques expressively and collaboratively to communicate musicality.
<b>Term Three</b>	PowerPoint Presentation	Presents a demonstration of deep knowledge and understanding of the criteria for a successful musical.
<b>Term Four</b>	Musical Performances	Applies performance techniques expressively and collaboratively to communicate musicality.

# YEAR 10 PDHPE

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Task Description	Outcomes	Weighting
Term 1 Week 8-10	<b>Task 1</b> Striking Sports - Practical skills	PD5-4; PD5-5; PD5-10; PD5-11	20%
Term 2 Week 2	<b>Task 2</b> "My Personal Fitness Plan" Written Task	PD5-6; PD5-7; PD5-8	20%
Term 2 Week 6-7	<b>Task 3</b> Invasion Games - Practical Skills	PD5-4; PD5-5 PD5-10; PD5-11	20%
Term 4 Week 2-5	<b>Task 4</b> Staying Safe - Presentation	PD5-1; PD5-2; PD5-3; PD5-10	20%
Term 4 Weeks 4-5	<b>Task 5</b> Dance practical (Cha Cha)	PD5-4; PD5-10; PD5-11	20%

## OUTCOMES

<b>PD5-1</b> assesses their own and others' capacity to reflect on and respond positively to challenges
<b>PD5-2</b> researches and appraises the effectiveness of health information and support services available in the community
<b>PD5-3</b> analyses factors and strategies that enhance inclusivity, equality and respectful relationships
<b>PD5-4</b> adapts & improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
<b>PD5-5</b> appraises and justifies choices of actions when solving complex movement challenges
<b>PD5-6</b> critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
<b>PD5-7</b> plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
<b>PD5-8</b> designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
<b>PD5-10</b> critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
<b>PD5-11</b> refines and applies movement skills and concepts to compose and perform innovative movement sequences

# YEAR 10 PASS

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Task Description	Outcomes	Weighting
Term 1 Week 9-10	<b>Task 1</b> Contemporary Issues in Sport (Pair Research Project & Presentation)	PASS5-3; PASS5-4	25%
Term 2 Week 6	<b>Task 2</b> Training, Performance and Sports Medicine (Quiz)	PASS5-1; PASS5-6; PASS5-7; PASS5-10	25%
Term 3 Week 6-8	<b>Task 3</b> Sports Coaching (Plan and Coach)	PASS5-5; PASS5-7 PASS5-8	25%
Term 4 Week 2-4	<b>Task 4</b> Lifelong Physical Activity (Practical)	PASS5-1; PASS5-2; PASS5-5; PASS5-7; PASS5-8; PASS5-9	25%

## OUTCOMES

<b>PASS5-1</b> discusses factors that limit and enhance the capacity to move and perform
<b>PASS5-2</b> analyses the benefits of participation and performance in physical activity and sport
<b>PASS5-3</b> discusses the nature and impact of historical and contemporary issues in physical activity and sport
<b>PASS5-4</b> analyses physical activity and sport from personal, social and cultural perspectives
<b>PASS5-5</b> demonstrates actions and strategies that contribute to active participation and skillful performance
<b>PASS5-6</b> evaluates the characteristics of participation and quality performance in physical activity and sport
<b>PASS5-7</b> works collaboratively with others to enhance participation, enjoyment and performance
<b>PASS5-8</b> displays management and planning skills to achieve personal and group goals
<b>PASS5-9</b> performs movement skills with increasing proficiency
<b>PASS5-10</b> analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

# YEAR 10 SCIENCE

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Focus Outcomes	Task Description
Term 2 Week 2	SC5-4,6,7,8,9WS	Practical Exam
Term 3 Week 6	SC5-4,5,6,7,8,9WS	Depth Study/Student Research Project
Term 4 Week 7	ALL Content SCWS7,8,9	Yearly Exam

## OUTCOMES

### Working Scientifically Outcomes (WS)

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

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

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

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

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

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

### Content Outcomes

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

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

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

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

**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

# YEAR 10 TEXTILES TECHNOLOGIES

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Focus Outcomes	Task Description
Term 1 Week 7	TEX5-1 TEX5-4 TEX5-8	Terrific Trends Portfolio
Term 2 Week 9	TEX5-2 TEX5-9 TEX5-10 TEX5-11	Terrific Trends- Final Project Submission
Term 3 Week 7	TEX5-1 TEX5-4 TEX5-5 TEX5-8	Textile Art Portfolio
Term 4 Week 6	TEX5-1 TEX5-9 TEX5-10	Textile Art Project Submission

## OUTCOMES

**TEX5-1** explains the properties and performance of a range of textile items

**TEX5-2** justifies the selection of textile materials for specific end uses

**TEX5-3** explains the creative process of design used in the work of textile designers

**TEX5-4** generates and develops textile design ideas

**TEX5-5** investigates and applies methods of colouration and decoration for a range of textile items

**TEX5-6** analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use

**TEX5-7** evaluates the impact of textiles production and use on the individual consumer and society

**TEX5-8** selects and uses appropriate technology to creatively document, communicate and present design and project work

**TEX5-9** critically selects and creatively manipulates a range of textile materials to produce quality textile items

**TEX5-10** selects appropriate techniques and uses equipment safely in the production of quality textile projects

**TEX5-11** demonstrates competence in the production of textile projects to completion

**TEX5-12** evaluates textile items to determine quality in their design and construction



# YEAR 10 INDUSTRIAL TECHNOLOGY TIMBER

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Focus Outcomes	Task Description
Term 1 Week 3	IND5-1	Work, Health and Safety tests
Term 2 Week 8	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6	Specialised Timber Module: Bedside Table with Design folio (Milestone 1)
Term 3 Week 5	IND5-5, IND5-8, IND5-9, IND5-10	Specialised Timber Module: Bedside tabletop and Drawer with Production and Evaluation Folio (Milestone 2)
Term 4 Week 3	IND5-9, IND5-10	Industry Study (Booklet)
Term 4 Week 8	IND5-1, IND5-3 IND5-4, IND5-5 IND5-7, IND5-8	Specialised Timber Module: Laminated Skateboard Deck with Design & Production Folio

OUTCOMES
<b>IND5.1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.
<b>IND5.2</b> applies design principles in the modification, development and production of projects.
<b>IND5.3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects.
<b>IND5.4</b> selects, justifies and uses a range of relevant and associated materials for specific applications.
<b>IND5.5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.
<b>IND5.6</b> identifies and participates in collaborative work practices in the learning environment.
<b>IND5.7</b> applies and transfers skills, processes and materials to a variety of contexts and projects.
<b>IND5.8</b> evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.
<b>IND5.9</b> describes, analyses and uses a range of current, new and emerging technologies and their various applications.
<b>IND5.10</b> describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

# YEAR 10 VISUAL ARTS

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Focus Outcomes	Task Description
Term 1 Week 5	5.7, 5.8, 5.9, 5.10	Artist Case Study #1
Term 1 Week 10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	E-portfolio and Visual Arts Process Diary
Term 2 Week 5	5.7, 5.8, 5.9, 5.10	Artist Case Study #2
Term 2 Week 10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Print making portfolio – final etching / lino prints and documentation
Term 3 Week 5	5.7, 5.8, 5.9, 5.10	Artist Case Study #3
Term 3 Week 10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	E-portfolio and Visual Arts Process Diary
Term 4 Week 4	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Design Portfolio – final work and documentation
Term 4 Week 5	5.7, 5.8, 5.9, 5.10	Artist Case Study #4

## OUTCOMES

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

# YEAR 10 WORK EDUCATION

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Week & Term	Focus Outcomes	Task Description
Term 1 Week 9	WE5-1, WE5-2, WE5-3, WE5-4, WE5-5, WE5-6, WE5-7, WE5-8, WE5-9, WE5-10	<b>Assessment Task 1</b>
Term 2 Week 8	WE5-1, WE5-2, WE5-3, WE5-4, WE5-5, WE5-6, WE5-7, WE5-8, WE5-9, WE5-10	<b>Assessment Task 2</b>
Term 3 Week 9	WE5-1, WE5-2, WE5-3, WE5-4, WE5-5, WE5-6, WE5-7, WE5-8, WE5-9, WE5-10	<b>Assessment Task 3</b>
Term 4 Week 6	WE5-1, WE5-2, WE5-3, WE5-4, WE5-5, WE5-6, WE5-7, WE5-8, WE5-9, WE5-10	<b>Assessment Task 4</b>

## OUTCOMES

<b>WE5-1</b>	analyses employment trends and changes in the nature of work
<b>WE5-2</b>	analyses current workplace issues and their implications
<b>WE5-3</b>	examines the roles of diverse organisations in the Australian community
<b>WE5-4</b>	evaluates the roles and responsibilities of individuals within the Australian community
<b>WE5-5</b>	explains the roles of education, employment, and training organisations
<b>WE5-6</b>	assesses personal goals, attributes, and values in the context of education, training and employment
<b>WE5-7</b>	explains skills, attributes, and entrepreneurial behaviours in a range of contexts
<b>WE5-8</b>	assesses options for career development and managing transitions
<b>WE5-9</b>	selects and analyses relevant information from a variety of sources
<b>WE5-10</b>	selects and uses appropriate forms to communicate information about the world of work for different audiences

## Higher School Certificate (HSC) minimum standard

### Information for parents and carers

#### What is the HSC minimum standard?

The HSC minimum standard was created to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020.

The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application

or understanding a mobile phone plan.

The standard is assessed through online tests across three areas: reading, writing and numeracy.

The minimum standard online tests are 45 minutes long and include a multiple-choice reading test, a multiple-choice numeracy test and a short writing test based on a choice between a visual or written prompt.

Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Practice tests are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard.

#### Who needs to complete HSC minimum standard online tests?

##### Students who complete the HSC in 2020:

To show a student meets the HSC minimum standard the student needs to have

- achieved Band 8 or above in reading in Year 9 NAPLAN in 2017 or achieved level 3 in the HSC minimum standard online reading test and
- achieved Band 8 or above in writing in Year 9 NAPLAN in 2017 or achieved level 3 in the HSC minimum standard online writing test and
- achieved Band 8 or above in numeracy in Year 9 NAPLAN in 2017 or achieved level 3 in the HSC minimum standard online numeracy test.

Students who have not met the standard by 2020 may sit the tests during the first few years after school.

#### Students who complete the HSC in 2021 and beyond:

All students must sit the NESA HSC minimum standard online tests in reading, writing and numeracy.

#### When can students take the HSC minimum standard online tests?

Students will have four opportunities per year to sit the HSC minimum standard online tests in each area of reading, numeracy and writing, in Year 10, 11 and 12.

Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests.

#### Disability provisions and exemptions:

Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC. Parents should contact the school to find out more information.

Life Skills courses are designed to provide an equitable pathway to the HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Please contact your school for more information.

#### Telephone Interpreter Service

If you need an interpreter to assist you to contact the school, please call the Telephone Interpreter Service on 13 14 50 and ask for an interpreter in your language. Tell the operator the phone number you want to call and the operator will get an interpreter on the line to assist you with the conversation. You will not be charged for this service.

#### Further information

NSW Education Standards Authority (NESA)

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

School Name: Pittwater High School

Assessment Schedule 2023

COURSE: STAGE 5 - Hospitality

Assessment Events for Certificate I in Hospitality SIT10216		Cluster A	Cluster B	Cluster C	Cluster D
		Getting Ready for Work	Prepare and Serve Espresso Coffee	Well Catered For	Spice of Life
		Week:10 Term:1	Week:3 Term: 4	Week:6 Term:3	Week:2 Term:4
Code	Unit of Competency				
SITXWHS001	Participate in safe work practices	X			
SITXFSA001	Use hygienic practices for food safety	X			
SITHFAB005	Prepare and serve espresso coffee		X		
TLIE1005	Carry out basic workplace calculations			X	
SITHCCC003	Prepare sandwiches			X	
BSBWOR203	Work effectively with others			X	
SITXCCS001	Provide customer information and assistance				X

**N.B. Competency outcomes must be entered onto Schools Online by the due date. All Cluster tasks must be completed, and assessed by Term 4 Week 5.**

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate I in Hospitality SIT10216 or a Statement of Attainment towards a Certificate I in Hospitality SIT10216.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. In addition to Assessment Events, some assessment may occur in an informal setting in the classroom. Competency assessment is graded as "Achieved" or "Not Achieved". This means a course mark is not allocated.



# PITTWATER HIGH SCHOOL

## ILLNESS, MISADVENTURE OR LATE SUBMISSION APPEAL

Submit this form to the Head Teacher of the subject concerned by roll call on the first day back following the illness, misadventure or late submission. Complete one form for each subject.

### SECTION A (STUDENT TO COMPLETE)

<b>Student Full Name</b>	<b>Appeal Type</b> (Tick one) <input type="checkbox"/> Illness <input type="checkbox"/> Misadventure <input type="checkbox"/> Late Submission Appeal
<b>Date &amp; Time of Appeal Submission</b>	<b>Course Level</b> (Tick one) <input type="checkbox"/> ROSA <input type="checkbox"/> Year 11 <input type="checkbox"/> Year 12

<b>Subject</b>	<b>Assessment Task Title</b>		<b>Weighting</b>
<b>Teacher</b>	<b>Original Due Date</b>	<b>Date Submitted</b>	
<b>Reason for appeal</b> – Briefly state the reason for your appeal			
<b>Supporting documentation</b> – List the documentation that you have attached in support of your appeal			
<b>Student Signature</b>	<b>Parent Print Name</b>	<b>Parent Signature</b>	<b>Date</b>

### SECTION B (HEAD TEACHER AND CLASS TEACHER TO COMPLETE)

Student phoned school before 9am to advise of illness, misadventure or late submission	YES <input type="checkbox"/> NO <input type="checkbox"/>
o Office to enter initial details on Sentral	
Student submitted form on the first day of return and either submitted task OR made arrangements to complete the task in class	YES <input type="checkbox"/> NO <input type="checkbox"/>
<b>Teacher Comment</b>	<b>Teacher Signature</b>
<b>Head Teacher Recommendation</b>	<b>Head Teacher Signature</b>
<b>Appeal Panel Recommendation</b>	<b>Delegate Signature</b>
<b>Student advised by</b>	<b>Date</b>

Office to enter illness, misadventure or late submission into Sentral once form has been completed. Keep a copy of this form and any supporting documents in the relevant RoSA, Year 11 or Year 12 Monitoring folder; give the original to your Head Teacher.

## ILLNESS, MISADVENTURE OR LATE SUBMISSION CHECKLIST

If a student has a valid reason for not submitting an assessment task or not completing an in-class assessment task on the due date, the following procedure is to be followed.

### ***If you know before the due date:***

1. Complete the Illness, Misadventure or Late Submission appeal as soon as you know there is a problem or no later than the day before the due date for all affected tasks.
2. Submit the form to the Head Teacher no later than the day before the due date.
3. Head Teacher will arrange an alternative date and/or refer to the Assessment Review Panel.

### ***If you DO NOT know before the due date:***

1. **Phone the school before 9:00am** on the day the task is scheduled or due, providing the following details:
  - Name
  - Subject and type of assessment task
  - Class teacher
  - Brief detail of the Illness / Misadventure / late submission
2. **For illness see a doctor** for a medical certificate (NB doctor's will not postdate certificates and post-dated certificates will not be considered)
3. **Complete the Illness, Misadventure or Late Submission Appeal form.**
4. The first day the student returns to school, **report to the Head Teacher immediately**
5. **Submit the completed form to Head Teacher** attaching the medical certificate or other documentation.
6. **Hand in the assessment task OR arrange a time to complete the task.**  
Be prepared to complete the task on the first day of your return to school.
7. Head Teacher will submit their recommendation to the Principal who will decide and/or consult with the Assessment Review Panel.

