



**BELMONT HIGH SCHOOL  
YEAR 10 ASSESSMENT  
BOOKLET 2021**

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## Introduction

The Belmont High School Assessment Procedures have been designed to ensure:

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

## Credentials

Courses studied in Year 10, and student achievement within these courses, are acknowledged on a student's Record of School Achievement (RoSA) which will be awarded when the student completes their secondary schooling. For some students this may be after the completion of Year 10 (students must be 17), but for many it may be at the completion of Year 11 or final attainment of the HSC.

The RoSA shows a student's comprehensive record of academic achievement up until the Higher School Certificate (HSC), which includes:

- Completed courses and the awarded grade or mark
- Courses a student has participated in but did not complete before leaving school
- Results of any minimum standard literacy and numeracy tests that may have been sat
- Date the student left school

It includes an A to E grade for all Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses, the student has satisfactorily completed. Grades are:

- Based on student achievement in their assessment work
- Submitted to NESA by the school in Term 4
- Monitored by NESA for fairness and consistency.

## Eligibility

To be eligible for the Record of School Achievement (RoSA) students must have:

- *Completed the mandatory curriculum requirements for Years 7 to 10;*
- *Attended a government school, an accredited non-government school or a recognised school outside NSW;*
- *Completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA;*
- *Complied with the requirements from the Education Act*
- *Completed Year 10*

To receive a RoSA, students must attend school until the final day of Year 10.

## Curriculum Requirements

The curriculum students will study in Year 10 has two components:

- **Compulsory Core Subjects** – English, Mathematics, Science, Geography, History, PDHPE (including planned weekly sport).
- **Elective Subjects** – Elective subjects make valuable contributions to a young person's education and social development. At Belmont High School students' study TWO elective subjects. Each of these two subjects will be studied for two years during Year 9 and 10 or students may study 100 hour courses across subjects during Year 9 and 10.

## Life Skills

Students with disability can complete the Life Skills curriculum option. Students who leave school before completing their HSC, but who have satisfactorily completed Year 10 or Year 11 Life Skills courses, can receive a RoSA.

For every satisfactorily completed Life Skills course an accompanying Profile of Student Achievement is included with the RoSA to provide students with more details of their achievements from each course.

## **Students who don't qualify for a RoSA**

Students who leave prior to the conclusion of their Year 10 studies, as defined by the principal of the school, will not have met the RoSA requirements and will not be issued with a RoSA credential. Students who leave prior to the end of Year 10 will receive a school report only.

If a student leaves school after Year 10 and still doesn't meet RoSA requirements they will be issued with a Transcript of Study. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.

## **Receiving the RoSA**

Schools are responsible for requesting a RoSA through 'Schools Online'. Once this has been completed students can then access their RoSA via their 'Students Online' account. Students cannot directly request a RoSA themselves. At any time, all students in Years 11 and 12 can access an online eRecord to provide potential employers when seeking casual work via their 'Students Online' account. Students who remain at school to complete their HSC will not receive a RoSA.

## **What happened to the School Certificate?**

The School Certificate was abolished by the NSW Government in 2011. The RoSA replaced the School Certificate in 2012. The RoSA is cumulative so it reports everything a student has completed from the end of Year 10 up until the date they leave school. This differs to the School Certificate where only achievements until the end of Year 10 were reported.

## **Course Assessment**

Schools are responsible for awarding each student who completes a Year 10 course (except Life Skills and VET courses) a grade to represent that student's achievement. The grade A, B, C, D or E is reported on the student's RoSA for each subject studied and completed.

During Year 10 students will be required to do a variety of tasks that are used for the purpose of school-based assessment. Tasks will vary from subject to subject and may be theoretical or practical, short or long term and individually or group achieved. A variety of assessment tasks will be administered so that students are given the opportunity to demonstrate their achievement of outcomes in an authentic manner. At Belmont High School, students are expected to complete all assessment tasks.

Teachers will make professional judgements to decide which grade description best matches the standards their students have achieved. A process of 'moderation' is followed to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E. The course grade is gained by a student in each course being studied. It is based on the student's performance on each of the formal internal assessment tasks scheduled for completion during the course and on performance in tasks given in class. Thus, performance over the entire year of study is used to calculate the final grade in each course.

Students in Year 10 will receive a half yearly and yearly report. Where students are not applying themselves diligently to their coursework, a letter of concern about pupil performance will be sent to the parents/caregiver as an initial contact.

## Assessment Overview

Through this booklet students are informed of:

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

The nature of the task will vary from faculty to faculty and a variety of assessment tasks will be administered to give students the opportunity to demonstrate their achievement of outcomes in an authentic manner. Individual academic faculties at Belmont High School develop separate assessment strategies according to syllabus requirements.

## Notice of Assessment

As well as the Year 10 Assessment Booklet, each faculty will inform students of upcoming tasks by issuing an Assessment Task Notification Sheet **at least two weeks prior to the due date**. Students will sign for receipt of this notification and this record will be retained by the classroom teacher. Each notification must contain:

- The task number
- The date and time the task is to be submitted
- The weighting of the task
- The nature of the task
- A clear explanation of the task requirements
- The outcomes addressed by the task
- The marking guidelines for the task
- The marking criteria used for the task

## Assessment Procedures

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

If tasks prepared at home are not submitted by the time stipulated on the due date they will be regarded as late unless a Misadventure/Illness Appeal Form is submitted.

Late submissions, or tasks without a successful Illness/Misadventure Application will result in a zero mark being awarded for the task.

Students may be called upon to re-submit a task or to provide photographic evidence that they have completed a task where assessment tasks are completed off-site or where malpractice is suspected. Students completing major works are advised to keep a photographic record and a document trail of the development of their major work. If a student cannot meet this condition they may be penalised.

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

## Course Completion Criteria

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

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

## Submission of Assessment Tasks

It is the responsibility of the student to ensure that they take assessment tasks at the scheduled time and date or that they complete assessment tasks satisfactorily and submit them at the designated time on or before the due date. Students are to sign and date the task notification sheet when they submit the task for marking, a record of which is to be retained by the classroom teacher.

Unless otherwise indicated on the Notice of Assessment, tasks will be accepted by the course teacher during the class period for that subject on the due date. If the teacher is absent or unavailable, tasks must be handed to the Head Teacher responsible for the administration of the course. Tasks submitted after the due date without a successful Illness/Misadventure Application will receive an automatic zero mark.

Tasks must never be left on a desk or table for collection by the teacher. If a student knows they are going to be absent for a task they must submit an Illness/Misadventure Application Form BEFORE the task is due. Tasks should be attempted PRIOR to an absence, when anticipated. For an unanticipated absence an Illness/Misadventure Application Form should be submitted on or within two days of return to school.

*(Refer to Appendix 2 for Illness / Misadventure Application Form)*

## 'N' Determination

An "N" warning letter may be generated in the following circumstances:

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

A minimum of two warning letters will be sent to parents before the school may recommend to NESAs that a student does not receive an award in a course. This is known as an 'N' Determination and it may result in the student not having the course counted in the students' pattern of study and may result in the student being ineligible for a RoSA credential.

The issuing of a warning letter is a serious matter undertaken by the school on the instruction of the NESAs. Students and parents should respond quickly to warnings and resolve the matter. To negate/resolve an 'N' Award warning the student must complete the outstanding work detailed in the 'N' Award warning letter by the indicated due date.

If a student is to be given an 'N' Determination in a course the principal must:

- Indicate the 'N' Determination to NESA
- Advise the student of the determination, its consequences and the student's right to a school review and subsequent appeal to NESA using the form supplied by NESA

An 'N' Determination will have the following consequences:

- If it is a **core subject** (English, Science, Geography, History, Mathematics, History, PDHPE/Sport) the student **will NOT qualify for the RoSA**
- It may be deemed the student cannot progress into a Year 11 pattern of study
- If it is an elective subject the course will not appear on their RoSA or Transcript of Study

## Malpractice in an Assessment Task

Work submitted for assessment tasks must be the student's own work. Behaving dishonestly to gain unfair advantage in assessment tasks is malpractice or cheating. Any form of malpractice, including plagiarism, is unacceptable. It includes, but is not limited to:

- Copying part or all of someone else's work and presenting it as your own
- Using material directly from books, journals, CDs, or the internet without giving its source
- Building on someone else's ideas without giving their source
- Buying, stealing or borrowing someone else's work and presenting it as your own
- Submitting work that someone else e.g. a parent, tutor or subject expert, substantially contributed to
- Using someone else's words, ideas, designs or work in projects and performance tasks without giving their source
- Paying someone to write or prepare material
- Not acknowledging any work completed by others for your submitted work or performance
- Breaching school exam rules
- Using non-approved aids in an assessment task
- Giving false reasons for not handing in work by the due date
- Offering false documentation or explanations in support of an appeal/non-serious attempt in an exam or assessment task
- Assisting another student to engage in malpractice
- Refusing to attempt a task or submitting a non-serious attempt. A teacher may deem a task non-serious in consultation with the Faculty Head Teacher in circumstances where the student has failed to demonstrate course outcomes to the point where no serious effort is evident. A non-serious attempt will be treated identically as if the student did not complete/submit the task at all.
- Malpractice will result in the student's name being submitted to the NESA Malpractice Register

*(refer to Appendix 1 for more details on Malpractice and how to avoid it)*

## Malpractice will render a task a 'zero' score

Where the teacher responsible for a task has reason to suspect malpractice, this must be brought to the attention of the Head Teacher. If both are in agreement then the student will be awarded a 'zero' mark for the task. Further disciplinary action may occur in consultation with the relevant Deputy Principal.

In the event of an application being declined, a student may appeal the decision using the procedures existing within the school. In all cases, the student must appeal in writing to the Assessment Review Panel (ARP), to be formed by the Principal or delegate. This application must be made with **two** days of receiving the decision.

## **The Assessment Review Panel (ARP)**

The ARP is comprised of the Deputy Principal, and two Head Teachers. The ARP will consider all disputes regarding dispute over the rejection of an Illness/Misadventure Appeal or cases of Academic Misconduct. A decision will be made after careful examination and consideration of the evidence provided both by the student and the faculty. Each party will be notified in writing of the decision made by the ARP. Where a decision cannot be reached, the ARP will submit the appeal to the Principal for a final determination.

If the decision of the ARP is to reject the Illness/Misadventure Application then the student will receive a zero and the task must still be submitted to satisfy completion of course outcomes or award of the RoSA and progression into Year 11 may be in jeopardy.

## **Unacceptable Grounds for Appeal**

- Attendance at a sporting or cultural event, or family holiday where approval has not been granted by the Principal or Nominee
- Alleged deficiencies in tuition or long term matters relating to loss of preparation time
- Disabilities for which NESAs has already granted special provisions, unless an unforeseen episode occurs during the test, or further difficulties which are supported by the supervising teacher and school
- Long term illness, such as glandular fever, asthma, epilepsy, unless the student has suffered a 'flare up' of the condition during the test
- Matters avoidable by the student (e.g. misreading of timetable or exam instructions, misinterpretation of assessment task)
- Technological failure e.g. lost USB, computer or printer malfunction. Students are expected to always back up their work

## **Rules for In School Assessment Tasks at Belmont High School**

- Students must only have the necessary pens, pencils, rulers on their desk – no pencil cases are permitted
- All mobile and electronic devices (including Smart Watches) must be switched off and placed in school bags before the exam/assessment commences
- Bags will be placed at the front of the classroom
- Watches must be removed and placed in clear view on the desk
- Water bottles should be clear and not have labels
- Students may not speak once the first exam or assessment paper has been distributed by the teacher. If a student needs to ask a question about the paper they may raise their hand and WAIT for the teacher to attend to them.
- Students must not include frivolous or objectionable material in the assessment task/examination
- Students must not be affected by alcohol or illegal drugs
- Students must not eat unless approved by the school (e.g. if you have diabetes)
- Students must not write on your body (e.g. arms, thighs), tissues or material that is not assessment/exam material
- Students who do not adhere to these requirements or who disrupt the task by arguing with the teacher about the requirements will be awarded zero. The student may complete the task and will receive written feedback and the mark they would have been awarded if they had completed the task under the correct exam conditions.

It is important that all students work in a quiet classroom without disruption. All students have the right to a 'level playing field' such that no other student has an unfair advantage.

## Minimum Standards Online Tests

For students sitting their HSC exams in or after 2021 you will need to meet a minimum standard of literacy and numeracy to receive your Higher School Certificate.

Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means you will have a level of skills necessary for success after school. Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN.

Students' master basic skills at different stages so there are multiple opportunities available for students to understand what to expect and pass the minimum standard online tests, from Year 10 until a few years after Year 12.

Some students will be eligible for disability provisions for the minimum standard tests, or an exemption from the HSC minimum standard requirement.

### What will the online tests involve?

- Minimum Standard Reading Test – 45 multiple choice questions
- Minimum Standard Numeracy Test – 45 multiple choice questions
- Minimum Standard Writing Test – one question based on a visual or text prompt with up to a 500 word-response

### When will the tests be sat?

Students can take the tests from Year 10 until up to five years after starting their first HSC course. Students will have two opportunities a year in Years 10, 11 or 12 to pass any tests needed. Students master basic skills at different stages, so they can decide with their teacher when the time is right for them to take each test needed, and they don't have to sit or pass all tests at once. Once a student passes an online test, they don't have to sit it again. In Year 10, BHS students will sit the Minimum Standards Testing during the Transition to Senior School Program run in late Term 4.

Schools will enrol students to attempt the test on specific days. Students will be notified in advance of their test date. They will also be able to access practice tests beforehand, guided by their classroom teachers. Students planning to leave school before completing their HSC may choose to take these tests to show their level of literacy and numeracy skills for employers or other education services.

### What will I need to achieve?

You need to meet the HSC minimum standard to receive the HSC. To show you meet the standard you need to:

- Achieve Level 3 or 4 in the online reading test and
- Achieve Level 3 or 4 in the online writing test and
- Achieve Level 3 or 4 in the online numeracy test.

### What happens if I don't meet the HSC Minimum Standard?

From 2020 onwards, only students who meet the HSC minimum standard will receive a HSC credential. Students do not need to meet the HSC minimum standard to:

- Study HSC courses
- Sit HSC exams
- Receive HSC assessment and exam results
- Receive an ATAR
- Receive a Record of School Achievement

## **When will results be released?**

After a student completes an online test, the school and student will receive a results report. Students will be able to view their progress towards meeting the three areas of the HSC minimum standard via their Students Online account.

## **What if students don't pass the tests by Year 12?**

Students will have many opportunities to meet the HSC minimum standard, even after they finish Year 12. But it is important to note, students have five years from the year they start their first HSC course to meet the HSC minimum standard, so can take the online tests after they leave school. Students will be able to sit their HSC exams and receive their HSC results regardless of whether they attain the HSC minimum standard. However, without the minimum standard, they will not receive the Higher School Certificate.

Students who do not meet the HSC minimum standard will receive a Record of School Achievement (RoSA) which contains a student's record of academic achievement up until the date they leave school.

The HSC is not required to receive an Australian Tertiary Admission Rank (ATAR). This means students who don't meet the HSC minimum standard will still be able to apply to university, provided they meet all other ATAR requirements.

Further information about the minimum standard online tests can be found at:

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

## ***A Final Note***

If you have any concerns about the progress or learning of your son or daughter, or any problems relating to attendance or other matters which may affect his or her eligibility or success, do not hesitate to contact the Year Adviser or relevant Deputy Principal so that solutions can be found.

# **SUBJECT ASSESSMENT SCHEDULES**

## **MANDATORY COURSES**

## YEAR 10 2021 ENGLISH ASSESSMENT SCHEDULE

<b>Areas for Assessment</b> ↓	<p><b><u>Task:</u></b> Close Study of Poetry</p> <p><b><u>Date:</u></b> Term 1 Week 7</p> <p><b><u>Outcomes:</u></b> 5-3B, 5-6C, 5-7D</p>	<p><b><u>Task 2:</u></b> Voices of Influence</p> <p><b><u>Date:</u></b> Term 2 Week 3</p> <p><b><u>Outcomes:</u></b> 5-1A, 5-2A, 5-4B</p>	<p><b><u>Task 3:</u></b> Novel Study</p> <p><b><u>Date:</u></b> Term 3 Week 3</p> <p><b><u>Outcomes:</u></b> 5-3B, 5-5C, 5-8D</p>	<p><b><u>Task 4:</u></b> Portfolio</p> <p><b><u>Date:</u></b> Term 4 Week 2</p> <p><b><u>Outcomes:</u></b> 5-4B, 5-9E</p>
<b>Type of Task</b>	Multiple Choice/Short Answer	Persuasive Multimodal	Analytical Response	Formative Task & Reflection
<b>Weightings</b>	<b>10</b>	<b>25</b>	<b>25</b>	<b>40</b>

### **Outcomes**

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

## YEAR 10 2021 GEOGRAPHY ASSESSMENT SCHEDULE

<b>Areas for Assessment</b> ↓	<p><b>Task 1:</b> Human Wellbeing</p> <p><b>Date:</b> Term 1 Week 8</p> <p><b>Outcomes:</b> GE5-1, GE5-6</p>	<p><b>Task 2:</b> Human Wellbeing</p> <p><b>Date:</b> Term 2 Week 4</p> <p><b>Outcomes:</b> GE5-7, GE5-8</p>	<p><b>Task 3:</b> Environmental Change &amp; Management</p> <p><b>Date:</b> Term 3 Week 7</p> <p><b>Outcomes:</b> GE5-2, GE5-7, GE5-8</p>	<p><b>Task 4:</b> Environmental Change &amp; Management</p> <p><b>Date:</b> Term 4 Week 2</p> <p><b>Outcomes:</b> GE5-3, GE5-4, GE5-5</p>
<b>Type of task</b>	Research Task	Written Task – Extended Response	Fieldwork/Brochure Task	Skills Test
<b>Weightings</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

### Outcomes

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

## YEAR 10 2021 HISTORY ASSESSMENT SCHEDULE

Areas for Assessment ↓	<b>Task 1:</b> Source based task  <b>Date:</b> Term 1 Week 9  <b>Outcomes:</b> HT5.1, HT5.6, HT5.9	<b>Task 2:</b> Class task  <b>Date:</b> Term 2 Week 5  <b>Outcomes:</b> HT5.2, HT5.5, HT5.9	<b>Task 3:</b> Class task  <b>Date:</b> Term 3 Week 8  <b>Outcomes:</b> HT5.3, HT5.8, HT5.10	<b>Task 4:</b> Research and Power point presentation  <b>Date:</b> Term 4 Week 3  <b>Outcomes:</b> HT5.4, HT5.7, HT5.10
Historical knowledge and understanding	15	15	5	10
Skills in the process of historical enquiry			10	15
Communication	10	10	10	
<b>Weightings</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

### Outcomes

A student:

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

## YEAR 10 MATHEMATICS STAGE 5.3 ASSESSMENT SCHEDULE 2021

Areas for Assessment ↓	Task 1: Test  <u>Date:</u> Term 1, Week 8  <u>Outcomes:</u> MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-5NA, MA5.3-6NA, MA5.3-7NA	Task 2: Test  <u>Date:</u> Term 2, Week 4  <u>Outcomes:</u> MA5.2-14MG, MA5.2-17SP, MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-16MG	Task 3: Financial Assignment  <u>Date:</u> Term 2, Week 9  <u>Outcomes:</u> MA5.1-4NA, MA5.2-4NA MA5.3-1WM, MA5.3-2WM, MA5.3-3WM	Task 4: Test  <u>Date:</u> Term 3, Week 5  <u>Outcomes:</u> MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-13MG, MA5.3-14MG, MA5.3-15MG	Task 5: Test  <u>Date:</u> Term 4, Week 4  <u>Outcomes:</u> MA5.1-12SP, MA5.2-15SP, MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-8NA, MA5.3-9NA, MA5.3-18SP, MA5.3-19SP
Concepts, Skills and Techniques	10	10	10	10	10
Reasoning and Communication	10	10	10	10	10
<b>Weightings</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>

<u>Outcomes</u>	A student:
MA5.1-4NA	solves financial problems involving earning, spending and investing money
MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.2-4NA	solves financial problems involving compound interest
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments
MA5.3-1WM	uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
MA5.3-2WM	generalises mathematical ideas and techniques to analyse and solve problems efficiently
MA5.3-3WM	uses deductive reasoning in presenting arguments and formal proofs
MA5.3-5NA	selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3-6NA	performs operations with surds and indices
MA5.3-7NA	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
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
MA5.3-9NA	sketches and interprets a variety of non-linear relationships
MA5.3-13MG	applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
MA5.3-14MG	applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
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
MA5.3-16MG	proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
MA5.3-18SP	uses standard deviation to analyse data
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 MATHEMATICS STAGE 5.2 ASSESSMENT SCHEDULE 2021

Areas for Assessment ↓	Task 1: Test  <u>Date:</u> Term 1, Week 8  <u>Outcomes:</u> MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-6NA, MA5.2-7NA, MA5.2-8NA	Task 2: Test  <u>Date:</u> Term 2, Week 4  <u>Outcomes:</u> MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-14MG, MA5.2-17SP	Task 3: Financial Assignment  <u>Date:</u> Term 2, Week 9  <u>Outcomes:</u> MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.1-4NA, MA5.2-4NA	Task 4: Test  <u>Date:</u> Term 3, Week 6  <u>Outcomes:</u> MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-11MG, MA5.2-12MG, MA5.2-13MG, MA5.3-15MG	Task 5: Test  <u>Date:</u> Term 4, Week 4  <u>Outcomes:</u> MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.1-12SP, MA5.2-9NA, MA5.2-10NA, MA5.2-15SP, MA5.2-16SP, MA5.3-18SP
Concepts, Skills and Techniques	10	10	10	10	10
Reasoning and Communication	10	10	10	10	10
<b>Weightings</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>

<u>Outcomes</u>	A student:
MA5.1-4NA	solves financial problems involving earning, spending and investing money
MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.2-1WM	selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM	interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2-3WM	constructs arguments to prove and justify results
MA5.2-4NA	solves financial problems involving compound interest
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-9NA	uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-10NA	connects algebraic and graphical representations of simple non-linear relationships
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP	investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments
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
MA5.3-18SP	uses standard deviation to analyse data

## YEAR 10 MATHEMATICS STAGE 5.1 ASSESSMENT SCHEDULE 2021

Areas for Assessment ↓	Task 1: Test	Task 2: Test	Task 3: Financial Assignment	Task 4: Test	Task 5: Test	Task 6: Test
	<b>Date:</b> Term 1, Week 8	<b>Date:</b> Term 2, Week 4	<b>Date:</b> Term 2, Week 9	<b>Date:</b> Term 3, Week 4	<b>Date:</b> Term 3, Week 10	<b>Date:</b> Term 4, Week 5
	<b>Outcomes:</b> MA4-8NA, MA4-10NA, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM	<b>Outcomes:</b> MA5.1-11MG, MA5.1-13SP, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM	<b>Outcomes:</b> MA5.1-4NA, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM	<b>Outcomes:</b> MA4-14MG, MA5.1-8MG, MA5.1-10MG, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM	<b>Outcomes:</b> MA5.1-6NA, MA5.1-7NA, MA5.1-9NA, MA5.1-9MG, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM	<b>Outcomes:</b> MA5.1-12SP, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM
Concepts, Skills and Techniques	10	10	5	10	10	5
Reasoning and Communication	10	10	5	10	10	5
<b>Weightings</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>20</b>	<b>20</b>	<b>10</b>

### Outcomes

A student:

MA4-8NA	generalises number properties to operate with algebraic expressions
MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations
MA4-14MG	uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
MA5.1-1WM	uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.1-2WM	selects and uses appropriate strategies to solve problems
MA5.1-3WM	provides reasoning to support conclusions that are appropriate to the context
MA5.1-4NA	solves financial problems involving earning, spending and investing money
MA5.1-5NA	operates with algebraic expressions involving positive integer and zero indices, and establishes the meaning of negative indices
MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-7NA	graphs simple non-linear relationships
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG	interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-11MG	describes and applies the properties of similar figures and scale drawings

## YEAR 10 2021 PDHPE ASSESSMENT SCHEDULE

Areas for Assessment ↓	<b>Task 1</b> Dance assessment	<b>Task 2</b> Relationship task	<b>Task 3</b> Risky Business (Road Safety)	<b>Task 4</b> Terms 2-3 Practical activities	<b>Task 5</b> Gymnastics practical	<b>Task 6</b> Personal Interest Project
	<p><b>Date:</b> Ongoing – in class Term 1 then performance in class Term 1, Week 8</p> <p><b>Outcomes:</b> PD5-1, PD5-4, PD5-5, PD5-9, PD5-10, PD5-11</p>	<p><b>Date:</b> Term 2 Week 8</p> <p><b>Outcomes:</b> PD5-1, PD5-3, PD5-5, PD5-9, PD5-10</p>	<p><b>Date:</b> Term 3 Weeks 8-10</p> <p><b>Outcomes:</b> PD5-1, PD5-2, PD5-9, PD5-10</p>	<p><b>Date:</b> Term 2: Week 5 to Term 3: Week 5 (ongoing)</p> <p><b>Outcomes:</b> PD5-4, PD5-5, PD5-6, PD5-8,</p>	<p><b>Date:</b> Term 3 Weeks 6-10</p> <p><b>Outcomes:</b> PD5-4, PD5-5, PD5-6, PD5-11</p>	<p><b>Date:</b> Term 4 Weeks 1-5</p> <p><b>Outcomes:</b> PD5-2, PD5-3, PD5-5, PD5-7, PD5-9, PD5-10</p>
Knowledge, understanding and skills	15	10	10	10	15	5
Values and attitudes	10	5	5	5	5	5
<b>Weighting</b>	<b>25</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>20</b>	<b>10</b>

### Outcomes:

A student

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

## YEAR 10 2021 SCIENCE ASSESSMENT SCHEDULE

Areas for Assessment ↓	<b>Task 1:</b> Independent Research Task  <b>Date:</b> Term 1 Week 7  <b>Outcomes:</b> SC5-1VA, SC5-2VA, SC5-3VA, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-9WS	<b>Task 2:</b> Test  <b>Date:</b> Term 2 Week 4  <b>Outcomes:</b> SC5-10PW, SC5-15LW, SC5-14LW	<b>Task 3:</b> Practical Skills Test  <b>Date:</b> Term 3 Week 10  <b>Outcomes:</b> SC5-4WS, SC5-WS SC5-8WS, SC5-9WS	<b>Task 4:</b> Yearly Examination  <b>Date:</b> Term 4 Week 2  <b>Outcomes:</b> SC5-17CW, SC5-16CW, SC5- 15LW, SC5-14LW, SC5-13ES, SC5-12ES, SC5-10PW
Knowledge & understanding	5	15	5	25
Skills	15	5	25	5
<b>Weightings</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>

### Outcomes

A student:

- SC5-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
- SC5-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
- 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
- SC5-4WS develops questions or hypotheses to be investigated scientifically
- SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
- SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
- SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
- SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
- SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
- SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion
- SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
- SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
- SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
- SC5-14LW analyses interactions between components and processes within biological systems
- SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
- SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
- SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

# **SUBJECT ASSESSMENT SCHEDULES**

## **ELECTIVE COURSES**

## YEAR 10 2021 CHILD STUDIES ASSESSMENT SCHEDULE

Areas for Assessment ↓	<b><u>Task 1:</u></b> Practical & Research Task: Mobile  <b><u>Date:</u></b> Term 1 Week 10  <b><u>Outcomes:</u></b> CS5-4, CS5-5	<b><u>Task 2:</u></b> Children’s Literature Task: Health & Safety Storybook  <b><u>Date:</u></b> Term 2 Week 3  <b><u>Outcomes:</u></b> CS5-2, CS5-4	<b><u>Task 3:</u></b> Journal Activities  <b><u>Date:</u></b> Term 3 Week 8  <b><u>Outcomes:</u></b> CS5-1, CS5-2, CS5-6, CS5-11, CS5-12	<b><u>Task 4:</u></b> Yearly Exam  <b><u>Date:</u></b> Term 4 Week 4  <b><u>Outcomes:</u></b> CS5-1 to CS5-12
Knowledge, understanding & skills	15	10	15	20
Values and attitudes	10	15	10	5
<b>Weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

### **Outcomes**

A student:

- CS5-1 identifies the characteristics of a child at each stage of growth and development
- CS5-2 describes the factors that affect the health and wellbeing of the child
- CS5-3 analyses the evolution of childhood experiences and parenting roles over time
- CS5-4 plans and implements engaging activities when educating and caring for young children within a safe environment
- CS5-5 evaluates strategies that promote the growth and development of children
- CS5-6 describes a range of parenting practices for optimal growth and development
- CS5-7 discusses the importance of positive relationships for the growth and development of children
- CS5-8 evaluates the role of community resources that promote and support the wellbeing of children and families
- CS5-9 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
- CS5-10 demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
- CS5-11 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- CS5-12 applies evaluation techniques when creating, discussing and assessing information related to child growth and development

## YEAR 10 2021 COMMERCE ASSESSMENT SCHEDULE

Areas for Assessment ↓	<b><u>Task 1:</u></b> Research Task  <b><u>Date:</u></b> Term 1 Week 8  <b><u>Outcomes:</u></b> COM5-2, COM5-9	<b><u>Task 2:</u></b> In Class Task  <b><u>Date:</u></b> Term 2 Week 7  <b><u>Outcomes:</u></b> COM5-3	<b><u>Task 3:</u></b> Research Task  <b><u>Date:</u></b> Term 3 Week 4  <b><u>Outcomes:</u></b> COM5-6, COM5-9	<b><u>Task 4:</u></b> In Class Task  <b><u>Date:</u></b> Term 4 Week 2  <b><u>Outcomes:</u></b> COM5-1, COM5-5
<b>Weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

### **Outcomes**

A student:

- COM5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
- COM5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
- COM5-3 examines the role of law in society
- COM5-4 analyses key factors affecting decisions
- COM5-5 evaluates options for solving problems and issues
- COM5-6 develops and implements plans designed to achieve goals
- COM5-7 researches and assesses information using a variety of sources
- COM5-8 explains information using a variety of forms
- COM5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes

## YEAR 10 2021 DANCE ASSESSMENT SCHEDULE

Areas for Assessment ↓	<b>Task 1:</b> Peer Warm Up (in pairs)  <b>Date:</b> Term 1 Weeks 2-6 (ongoing)  <b>Outcomes:</b> 5.1.1, 5.4.1	<b>Task 2:</b> Anatomy & Body Mechanics  <b>Date:</b> Term 2 Week 3  <b>Outcomes:</b> 5.1.1, 5.4.1	<b>Task 3:</b> Group Performance  <b>Date:</b> Term 2 Weeks 1-5 (ongoing)  <b>Outcomes:</b> 5.1.1, 5.1.2, 5.1.3	<b>Task 4:</b> Composition Solo  <b>Date:</b> Term 2 Week 10  <b>Outcomes:</b> 5.1.2, 5.1.3, 5.2.1, 5.2.2	<b>Task 5:</b> Appreciation Essay  <b>Date:</b> Term 3 Week 5  <b>Outcomes:</b> 5.3.1, 5.3.2, 5.3.3	<b>Task 6:</b> Dance in Film  <b>Date:</b> Term 4 Week 4  <b>Outcomes:</b> 5.2.2, 5.3.1, 5.3.3
Performance (40)	10	15	15			
Composition (40)				25		15
Appreciation (20)					15	5
<b>Weighting</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>25</b>	<b>15</b>	<b>20</b>

### Outcomes

A student:

- 5.1.1 demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
- 5.1.2 demonstrates enhanced dance technique by manipulating aspects of the elements of dance
- 5.1.3 demonstrates an understanding and application of aspects of performance quality and interpretation through performance
- 5.2.1 explores the elements of dance as the basis of the communication of ideas
- 5.2.2 composes and structures dance movement that communicates an idea
- 5.3.1 describes and analyses dance as the communication of ideas within a context
- 5.3.2 identifies and analyses the link between their performances and compositions and dance works of art
- 5.3.3 applies understanding and experiences drawn from their own work and dance works of art
- 5.4.1 contributes to lifelong learning

## YEAR 10 2021 FOOD TECHNOLOGY ASSESSMENT SCHEDULE

Areas for Assessment ↓	<b>Task 1:</b> Design & Practical: Food Product Development  <b>Date:</b> Term 1 Week 9  <b>Outcomes:</b> FT5-5, FT5-11, FT5-12	<b>Task 2:</b> Design & Practical: Food Service & Catering  <b>Date:</b> Term 3 Week 4  <b>Outcomes:</b> FT5-1, FT5-2, FT5-11	<b>Task 3:</b> Yearly Exam  <b>Date:</b> Term 4 Week 3  <b>Outcomes:</b> FT5-5, FT5-12, FT5-13
Food Product Development	35		
Food Service and Catering		40	
Food for Special Occasions			25
<b>Weightings</b>	<b>35</b>	<b>40</b>	<b>25</b>

### Outcomes

A student:

- FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product
- FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- FT5-3 describes the physical and chemical properties of a variety of foods
- FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage
- FT5-5 applies appropriate methods of food processing, preparation and storage
- FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- FT5-7 justifies food choices by analysing the factors that influence eating habits
- FT5-8 collects, evaluates and applies information from a variety of sources
- FT5-9 communicates ideas and information using a range of media and appropriate terminology
- FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes
- FT5-12 examines the relationship between food, technology and society
- FT5-13 evaluates the impact of activities related to food on the individual, society and the environment

## YEAR 10 2021 GRAPHICS TECHNOLOGY ASSESSMENT SCHEDULE

Areas for Assessment ↓	<b>Task 1:</b> Report & power point  <b>Date:</b> Term 1 Week 8  <b>Outcomes:</b> GT5-1, GT5-3, GT5-11	<b>Task 2:</b> Engineering Drawings  <b>Date:</b> Term 2 Week 4  <b>Outcomes:</b> GT5-2, GT5-5, GT5-10	<b>Task 3:</b> Computer Aided Drawings  <b>Date:</b> Term 3 Week 9  <b>Outcomes:</b> GT5-3, GT5-7	<b>Task 4:</b> Minor Project- Graphic Design  <b>Date:</b> Term 4 Week 4  <b>Outcomes:</b> GT5-1, GT5-4, GT5-7, GT5-12
Instrument Drawing		20		15
Computer Aided Design (CAD)	10		30	5
Architectural Drawing	20			
<b>Weightings</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>

### Outcomes

A student:

- 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 2021 INDUSTRIAL TECHNOLOGY – TIMBER ASSESSMENT SCHEDULE

Areas for Assessment ↓	<b>Task 1:</b> Work Cover  Assignment  <b>Date:</b> Term 1 Week 8  <b>Outcomes:</b> IND5-1	<b>Task 2:</b> Practical Exam  Theory  <b>Date:</b> Term 2 Week 6  <b>Outcomes:</b> IND5-3	<b>Task 3:</b> Project 1& Folio    <b>Date:</b> Term 3 Week 4  <b>Outcomes:</b> IND5-3, IND5-4, IND5-5, IND5-8	<b>Task 4:</b> Practical & Written Exam    <b>Date:</b> Term 3 Week 9  <b>Outcomes:</b> IND5-1, IND5-7	<b>Task 5:</b> Project 2 & Folio    <b>Date:</b> Term 4 Week 5  <b>Outcomes:</b> IND5-3, IND5-6
WHS and risk management	5	5	5	5	5
Properties and applications of materials				10	5
Industrial Technology and society	5			5	
Designing, communicating & evaluating			15		
Producing quality projects		10	10		15
<b>Weightings</b>	<b>10</b>	<b>15</b>	<b>30</b>	<b>20</b>	<b>25</b>

### **Outcomes**

A student:

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

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 2021 JAPANESE ASSESSMENT SCHEDULE

Areas for Assessment ↓	<b>Task 1:</b> Flatmates Project	<b>Task 2:</b> In class task	<b>Task 3:</b> Itinerary Project	<b>Task 4:</b> In class task
	<b>Date:</b> Term 1 Week 10	<b>Date:</b> Term 2 Week 6	<b>Date:</b> Term 3 Week 10	<b>Date:</b> Term 4 Week 4
	<b>Outcomes:</b> LJA5-4C, LJA5-6U	<b>Outcomes:</b> LJA5-3C	<b>Outcomes:</b> LJA5-1C, LJA5-5U	<b>Outcomes:</b> LJA5-2C, LJA5-3C
Communicating	15	10	20	10
Understanding	15	10	10	10
<b>Weightings</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>

### Outcomes

A student:

- 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 2021 MUSIC ASSESSMENT SCHEDULE

Areas for Assessment ↓	<b>Task 1:</b> Part A - Composition & Performance Part B – Individual Performance  <b>Due Date:</b> Term 1 Week 8  <b>Outcomes:</b> 5.1, 5.2, 5.4, 5.5, 5.6, 5.9, 5.10	<b>Task 2:</b> Listening Exam  <b>Due Date:</b> Term 2 Week 6  <b>Outcomes:</b> 5.7, 5.8, 5.9, 5.10	<b>Task 3:</b> Individual Performance of <b>TWO</b> pieces (one own choice the other from current topic – Musical Theatre)  <b>Due Date:</b> Term 3 Week 6  <b>Outcomes:</b> 5.1, 5.2, 5.3, 5.12	<b>Task 4:</b> Listening – Viva Voca presentation  <b>Due Date:</b> Term 4 Week 4  <b>Outcomes:</b> 5.7, 5.8, 5.9, 5.10, 5.11
Composition	20 (Part A)			
Listening		15		15
Performance	10 (Part B)		40	
<b>Weightings</b>	<b>30</b>	<b>15</b>	<b>40</b>	<b>15</b>

### Outcomes

A student:

- 5.1 Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of 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 music selected for study
- 5.6 Uses different forms of technology in the composition process
- 5.7 Demonstrates an understanding of the 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 the musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
- 5.9 Demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
- 5.10 Demonstrates an understanding of the influence and impact of technology on music
- 5.11 Demonstrates an appreciation, tolerance and respect for the aesthetic value, of music as an artform
- 5.12 Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

## YEAR 10 2021 PHYSICAL ACTIVITY SPORT STUDIES (PASS) ASSESSMENT SCHEDULE

Areas for Assessment ↓	<b>Task 1:</b> Sports Coaching Task  <b>Date:</b> Term 1 Weeks 6-10 (ongoing)  <b>Outcomes:</b> PASS5-5, PASS5-7, PASS5-8, PASS5-9, PASS5-10	<b>Task 2:</b> Leisure, Lifestyle and Recreation assessment  <b>Date:</b> Term 2 Week 6  <b>Outcomes:</b> PASS5-3, PASS5-4, PASS5-7, PASS5-8	<b>Task 3:</b> Term 2 Practical Assessment  <b>Date:</b> Term 2 Weeks 1-7 (ongoing)  <b>Outcomes:</b> PASS5-5, PASS5-7, PASS5-8, PASS5-9	<b>Task 4:</b> Technology, Participation and Performance  <b>Date:</b> Term 3 Week 10  <b>Outcomes:</b> PASS5-1, PASS5-5, PASS5-6	<b>Task 5:</b> Term 3 Practical Assessment  <b>Date:</b> Term 3 Weeks 1-10 (ongoing)  <b>Outcomes:</b> PASS5-5, PASS5-8, PASS5-9	<b>Task 6:</b> Term 4 Practical Assessment  <b>Date:</b> Term 4 Weeks 1-5 (ongoing)  <b>Outcomes:</b> PASS5-5, PASS5-8, PASS5-9
Knowledge, understanding & skills	15	10	10	5	10	10
Values and attitudes	10	5	5	10	5	5
<b>Weighting</b>	<b>25</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>

### Outcomes

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 enjoyable participation and skilful performance
- PASS5-6 Evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
- PASS5-7 Works collaboratively with others to enhance participation, enjoyment and performance
- PASS5-8 Displays management and planning skills to achieve personal and group goals
- PASS5-9 Performs movement skills with increasing proficiency
- PASS5-10 Analyses and appraises information, opinions and observations to inform physical activity and sport decisions

## YEAR 10 2021 VISUAL ARTS ASSESSMENT SCHEDULE

Areas for Assessment ↓	<u>Task 1</u> Metamorphosis Critical & Historical Studies	<u>Task 2</u> Metamorphosis Artmaking	<u>Task 3</u> Appropriation The Frames Critical & Historical Studies	<u>Task 4</u> Appropriation Artmaking
	<b>Date:</b> Term 2 Week 3	<b>Date:</b> Term 2 Week 4	<b>Date:</b> Term 3 Week 2	<b>Date:</b> Term 4 Week 4
	<b>Outcomes:</b> 5.7, 5.8, 5.10	<b>Outcomes:</b> 5.1, 5.2, 5.3, 5.4, 5.5, 5.6	<b>Outcomes:</b> 5.7, 5.8, 5.10	<b>Outcomes:</b> 5.1, 5.2, 5.3, 5.4, 5.5, 5.6
Critical & Historical	20		20	
Artmaking		25		25
VAPD		5		5
<b>Weighting</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>

### **Outcomes**

A student:

- 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 frames affect meaning
- 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts
- 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks
- 5.6 demonstrates developing technical accomplishment and refinement in making artworks
- 5.7 applies their understanding of aspects of practice to critically 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

# Appendix 1: Malpractice

## 1. Plagiarism

The following information was downloaded from the site [http://www.lc.unsw.edu.au/onlib/plag\\_3.html](http://www.lc.unsw.edu.au/onlib/plag_3.html) Although produced to assist university students in understanding plagiarism, it is very relevant and readable for students in Stage 6 of their learning.

### What is Plagiarism?

**Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.**

Whenever you use the words or ideas of another person in your work, you must acknowledge where they came from. You can avoid plagiarism by following the suggestions outlined in this guide.

One of the contradictions of academic writing is that while you are expected to read, research and refer to experts and authorities, you are also expected to produce 'original' work. However, it is important to recognise that all scholarship involves understanding, researching, and expanding on the work of others to some degree. Most of the academic work undergraduate students do at university will be based on the words, information and ideas of other writers. In this case, an original contribution might consist mainly of selecting, ordering, summarising and interpreting what others have said. So, it is important to learn how to reference properly – that is, how to specify clearly and exactly what your debts are and how to acknowledge them. Then your own contribution can be clearly identified and appreciated.

### Common Forms of Plagiarism

**Downloading an assignment from an online source and submitting it as your own work.**

**Buying, stealing or borrowing an assignment and submitting it as your own work.**

**Copying a section of a book or an article and submitting it as your own work.**

Quoting from a source 'word for word', without using quotation marks is plagiarism.

**Copying, cutting and pasting text from an electronic source and submitting it as your own work.**

**Using the words of someone else and presenting them as your own.**

**Using significant ideas from someone else and presenting them as your own.**

Putting someone else's ideas into your own words and not acknowledging the source of the ideas is plagiarism.

**Copying the written expressions of someone else, even with proper acknowledgement.**

Lifting sentences or paragraphs from someone else, even with proper acknowledgement, gives the impression that the idea or information comes from the source cited, but that the phrasing, the choice of words to express it, is your own contribution.

### **Relying too much on other people's material**

Avoid repeated use of long quotations. Too many direct quotations (even with quotation marks and with proper acknowledgement) result in your sources speaking for you, meaning your own contribution is minimal. Use your own words more and rely less on quotations.

### **Plagiarism and the Internet**

The internet can be a great source of information and an effective research tool. However, just because electronic information is easily available does not mean it is 'free'. Remember that the information you find online should be referenced, just like any other source. Online sources should be used with care, fully acknowledged and evaluated in the same way you would any print-based source of information.

## **Warning!**

There are an increasing number of websites that feature HSC assignments that students can access and download. Downloading an assignment from one of these sites and submitting it as your own is plagiarism and carries heavy penalties. Teachers are aware of these 'cheat' sites and have developed strategies to identify internet plagiarists. (Remember, if you found the paper, so can your teacher)

Resist the temptation to 'cut and paste' text directly from an electronic resource into your assignment. You should rewrite any information in your own words. When using the internet, cite the source of anything that you borrow, including material from web pages, email, and newsgroups. These materials are the words and ideas of people who deserve to be given credit. For referencing purposes, always make a note of the 'address' or URL of web pages and the date you accessed the material. If possible, print out the webpages.

## **How to Avoid Plagiarism**

### **Be Aware of What Constitutes Plagiarism**

Plagiarism is using the words or ideas of others and presenting them as your own. Many students plagiarise unintentionally. Unintentional plagiarism can result from not knowing how to acknowledge or incorporate sources of information, or from careless note-taking or 'cutting and pasting' of electronic sources. Both intentional AND unintentional plagiarism is a violation of assessment rules.

### **Plan Your Work**

Plan ahead and begin writing your assignments well before they are due. Leaving work until the last minute doesn't give you enough time to read, digest, form your own ideas and write information in your own words. When students rush to meet a tight deadline, they are more likely to plagiarise unintentionally or succumb to the temptation to 'cut and paste' information directly from electronic resources.

### **Learn How to Acknowledge your Sources of Information**

#### **The Golden Rule: Make sure your assignments are referenced correctly.**

Referencing allows you to acknowledge the contribution of other writers in your work. Whenever you use words, ideas or information from other sources in your assignments, you must cite and reference those sources.

#### **Why Reference?**

Inaccurate references or, worse still, no references at all can be regarded as plagiarism. All university assignments must contain references; an unreferenced assignment implies every work, idea and fact is your own work. Referencing is a way to provide evidence to support the assertions and claims in your own assignments. By citing experts in your field, you are demonstrating the extent of your reading and research. Referencing is also a way to give credit to the writers from whom you have borrowed words and ideas.

References should always be accurate, allowing your readers to trace the sources of information you have used. The best way to make sure you reference accurately is to keep a record of all sources you used when reading and researching for an assignment.

#### **Referencing Methods**

There are several different referencing methods. Short referencing guides for three commonly used styles; the [Oxford \(footnote/bibliography\)](#)

the [Harvard \(in-text\) method](#)

the [APA \(American Psychological Association\)](#)

Commonwealth Style Guides for other referencing systems are available at many libraries and bookshops.

#### **Acknowledge ALL Your Sources**

Academic books are not the only sources that required acknowledgement. ANY words, ideas or information taken from ANY source requires reference.

## What kind of Information Should I Reference?

Referencing when you are using words or ideas from:	No need to reference:
<ul style="list-style-type: none"> <li>• Books and journal articles;</li> <li>• Newspapers and magazines;</li> <li>• Pamphlets or brochures;</li> <li>• Films, documentaries, television programs or advertisements;</li> <li>• Web pages or computer-based resources;</li> <li>• Letters or emails;</li> <li>• Personal interviews;</li> <li>• Lecturers or tutors (this isn't always necessary, but check with your lecturer or tutor about their preferences before you draw on their ideas);</li> <li>• Reference when you reprint any diagrams, illustrations, charts or pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• When you are writing your own observations or experiment results (for example, a report on a field trip)</li> <li>• When you are writing about your own experiences (for example, a reflective journal)</li> <li>• When you are writing your own thoughts, comments or conclusions in an assignment;</li> <li>• When you are evaluating or offering your own analysis;</li> <li>• When you are using 'common knowledge' (facts that can be found in numerous places and are likely to be known by a lot of people) or folklore'</li> <li>• When you are using generally accepted facts or information (this will vary in different disciplines of study. If in doubt, ask your tutor).</li> </ul>

### Learn how to incorporate the work of others into your own work

In addition to knowing the rules for referencing your sources, and knowing what to reference, you also need to understand how to effectively integrate material in your writing. Knowing how to quote correctly from a source, and how to paraphrase and summarise the words and ideas of others can help you avoid plagiarism.

### Writing in your own words: Summarising and Paraphrasing

You can integrate evidence/source material into your assignments by summarising and paraphrasing. Summaries and paraphrases offer alternatives to using direct quotations.

- A summary is an overview of a source, condensing it to its most important ideas.
- A paraphrase is usually a short section of text. It retains the meaning but uses different words.

Summarise or paraphrase in your own words and sentence patterns. Follow with a reference. However, just changing one or two words does not make a paraphrase, you must digest the ideas, understand them, and write them in your own words and phrasing.

### Why writing in 'your own words' is important

Expressing information or ideas in your own words (by paraphrasing or summarising) demonstrates that you have understood, absorbed, and interpreted information. It also helps you to develop your writing style. If your work is only made up from copied material you are likely to be penalised by your lecturers.

### Use Quotations

A quotation is an exact reproduction of spoken or written words. When you want to reproduce someone's exact words in your work:

1. Present them between quotation marks and follow them with a citation.
2. Use quotation marks even when you borrow a phrase of a single, special word from another source
3. Always include page number in your reference.

It can be helpful to introduce a quotation or paraphrase by using the author's name. This is known as Strong Author Referencing. For example, you can write, "According to White", followed by a quotation from White or your paraphrase or summary of White's ideas.

### Learn to make effective notes from sources

Students often plagiarise unintentionally when they take 'word-for-word' notes from sources and then simply reproduce these in their assignments. To make sure that you don't accidentally plagiarise, take notes carefully. Develop a system to distinguish between what you have copied directly from a source, what you have noted in your own words, and your own comments about the material.

When you take notes from a source of information, use the split-page method:

- Write the notes from a source in the **first** column
- Record the page number(s) in the **second** column
- The third column is where you write your comments, questions or ideas about the information. This allows you to distinguish between your ideas and the author's.

**Example: Page Layout for Note taking**

Bibliographic Details of the Source		
Your notes from the source	Page no.	Your comments, questions or ideas about the information

Before you begin to take notes, record the bibliographic information for the source at the top of the page. Carefully note which source the material comes from and all the information needed for referencing that source. You won't want to try to retrace your path to an Internet site or run back to the library the night before your paper is due just because you forgot to write down the necessary information the first time!

When taking notes from a source, try to write in your own words. Cover the original source, then relying on your memory, write a summary or paraphrase. Check your version with the original for accuracy and any phrases you may have accidentally reproduced. Put any unique words or phrases that you can't change into quotation marks. If you copy down the exact words from a source, make sure they are between quotation marks.

Use 'in-text' referencing in your notes. During note-taking, develop the habit of concluding each paragraph with the author's name and the page number between brackets. This will help you reference the information when you use it in an assignment.

**References**

Carroll, J., A Handbook for deterring Plagiarism in Higher Education, 2002, Oxford centre for staff and Learning Development, Oxford.

Davis, U.C., University of Southern California, Avoiding Plagiarism: Mastering the Art of Scholarship <http://sja.ucdavis.edu/avoid.htm> 25 October, 2001.

Northedge, A., The Good Study Guide, 1988, Open University Press, Milton Keynes.

Purdue University Online Writing Lab, Avoiding Plagiarism [http://owl.english.purdue.edu/handouts/research/r\\_plagiar.html](http://owl.english.purdue.edu/handouts/research/r_plagiar.html)

Westphal, D., Plagiarism, St. Cloud University, St. Cloud <http://leo.stcloudstate.edu/research/plagiarism.html> 10 August, 2000.

**2. Cheating**

This is copying another student's work during an exam task or bringing material into an exam to aid in answering the paper. Students caught cheating will receive no marks for their work. Parents will be informed of the reason for the penalty.

Students are expected to work in such a way that their work is not obvious to another student. Students who allow another student to copy their work are given the same penalty as the person cheating.

**3. Disruption to Exams and Assessment Tasks**

Students are expected to work on their task or exam in such a way that the learning of others is not disrupted. Actions such as – making noises, tapping pens, asking to leave the exam room and talking are examples of inappropriate behaviour. Such actions are likely to result in a zero grade for the task due to malpractice.

**BELMONT HIGH SCHOOL**  
**ILLNESS AND MISADVENTURE APPEAL FORM**



**Note: The following checklist must be completed prior to submission to relevant Head Teacher. This form must be submitted no later than 2 days after return to school. In cases of prolonged absence contact with the school is to be made via phone.**

**See over for details of what constitutes valid illness or misadventure.**

**Student Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Teacher:** \_

**THIS FORM WILL NOT BE ACCEPTED UNLESS ALL BOXES ARE TICKED.**

- |   |   |
|---|---|
| <input type="checkbox"/> Course, subject, name of task and due date completed   | <input type="checkbox"/> Parental/Guardian signature and date completed       |
| <input type="checkbox"/> Classroom teacher comment completed                    | <input type="checkbox"/> Student signature and date completed                 |
| <input type="checkbox"/> Reason for request for Special Consideration completed | <input type="checkbox"/> Doctor's Certificate/Statutory Declaration attached. |

**Course:** HSC       RoSA  (Tick One)

**Subject:** \_\_\_\_\_ **Task Name:** \_\_\_\_\_ **Due**

**Date:** \_\_\_\_\_

**Reason for Appeal:**      Illness       Misadventure  (Tick One)

**Details:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Teacher Comment:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Documentation Attached:**      Doctor's Certificate       Statutory Declaration   
 (Tick One)

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**HT's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Appeal Upheld:** Yes       No

**Deputy Principal's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### What Is Illness and Misadventure?

NESA (NSW Education Standards Authority) will only consider awarding special consideration in cases of **illness and misadventure**. These may be defined as follows:

**Illness:** Any sickness or injury that prevents a student from attending school. It is expected that a Doctor's Certificate would be acquired in such a case. If this is not possible the parent/guardian must contact the school by phone on the day of the task.

**Misadventure:** Any unforeseen circumstance or incident that prevents a student from attending school. It is expected that the parent/guardian would contact the school on the day of the task and provide a Statutory Declaration outlining the circumstances of the misadventure.

**Note:** Absence on the date of notification of a task does not warrant special consideration unless in cases of confirmed illness or misadventure.

These **do not** include:

- Sports representation (unless in special cases approved by the Principal)
- Work placement or job experience
- Other extracurricular activities (eg Starstruck)
- Technical failure (eg computer/printer).

If an Illness and Misadventure Appeal is rejected a mark of '0' will be awarded. A student may further appeal this decision via a panel to be convened by the Principal.

If an Illness and Misadventure Appeal is approved the student will either:

- Complete a like task based on the same outcomes

In completing and submitting this form those lodging the appeal agree to the conditions and policies above.

## ASSESSMENT CALENDAR FOR YEAR 10 RoSA 2021

Week	Term 1	Term 2	Term 3	Term 4
<b>1</b>		Dance (ongoing Wk 1-5) PASS (ongoing Wk 1-7)	PASS (ongoing Wk 1-10)	PASS (ongoing Wk 1-5) PDHPE (ongoing Wk 1-5)
<b>2</b>	Dance (ongoing Wk 2-6)		Visual Arts	Commerce English Geography Science
<b>3</b>		Child Studies Dance English Visual Arts	English	Food Technology History
<b>4</b>		Geography Graphics Maths 5.3 Maths 5.2 Maths 5.1 Science Visual Arts	Commerce Food Technology IT Timber Maths 5.1	Child Studies Dance Graphics Japanese Maths 5.3 Maths 5.2 Music Visual Arts
<b>5</b>		History PDHPE - Prac (ongoing Wk5 to Wk5 T3)	Dance Maths 5.3	IT Timber Maths 5.1
<b>6</b>	PASS (ongoing Wk 6- 10)	IT Timber Japanese Music PASS	Maths 5.2 Music PDHPE Prac (ongoing Wk 6- 10)	

## ASSESSMENT CALENDAR FOR YEAR 10 RoSA 2021

Week	Term 1	Term 2	Term 3	Term 4
<b>7</b>	English Science	Commerce	Geography	
<b>8</b>	Commerce Geography Graphics Maths 5.3 Maths 5.2 Maths 5.1 Music PDHPE IT Timber	PDHPE	Child Studies History PDHPE-Weeks 8-10	
<b>9</b>	Food Technology History	Maths 5.3 Maths 5.2 Maths 5.1	Graphics IT Timber	
<b>10</b>	Child Studies Japanese	Dance	Japanese Maths 5.1 PASS Science	
<b>11</b>				