ORAN PARK HIGH SCHOOL

STAGE 5 - YEAR 10 ASSESSMENT BOOKLET

ORAN PARK HIGH SCHOOL
2023

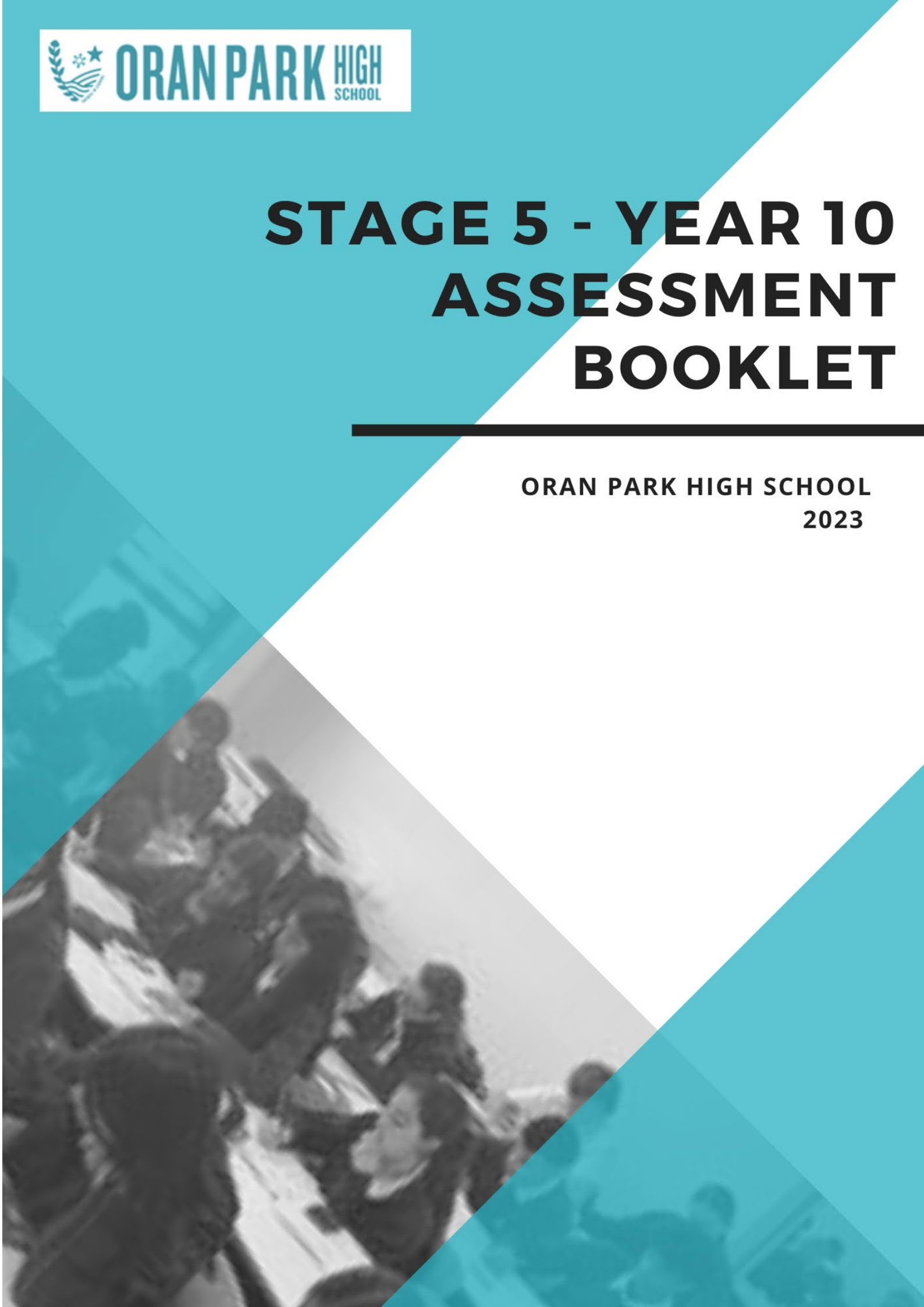


Table of Contents

Information for parents and students

This booklet outlines assessment procedures being followed at *Oran Park High School* in **Stage 5 – Year 10**. These procedures are consistent with the General Guidelines issued by the NSW Education Standards Authority (NESA) and represent minimum requirements.

The NSW Record of School Achievement

The NSW Record of School Achievement (ROSA) is a credential from NESA.

This credential will:

- be a record of achievement for students who leave school before completing the HSC
- report results of moderated, school-based assessment (not external tests)
- be cumulative and recognise a student's achievements until the point they leave school
- show a result for all courses completed in Year 10 and Year 11
- be able to be reliably compared between students across NSW
- give students the opportunity to take online literacy and numeracy tests
- be comprehensive and easy to interpret

School-based grades

General Performance Descriptors will be reported with the gradings A, B, C, D or E for all subjects, **except** Mathematics, where the gradings are A10, A9, B8, B7, C6, C5, D4, D3, E2. Students' grades will be based on the school's assessment of a student's performance against Course Performance Descriptors in each subject.

GRADE	General Performance Descriptors
A	The student has an **extensive** knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a **thorough** knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a **sound** knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D	The student has a **basic** knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an **elementary** knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Assessment at Oran Park High School

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

In alignment with the directions of the Department of Education and Training and NESA, Oran Park High School uses three forms of assessment. These three forms are:

- Assessment 'for' learning
- Assessment 'of' learning
- Assessment 'as' learning

Assessment 'of' learning

Assessment 'of' learning often takes the form of in-class tests, examinations, and assignments. Students will be provided with grades and feedback that indicate their level of achievement after each of these tasks. When students are set this type of assessment, they will be issued with a formal notification. **The majority of this booklet relates to this type of assessment.**

Assessment 'for' learning

Assessment 'for' learning reflects the idea that learning is an ongoing process, and this type of assessment allows for students to receive timely and ongoing feedback throughout their learning so that this can inform their next steps. This type of assessment usually takes place in lessons.

Assessment 'as' learning

Assessment 'as' learning encourages students to take responsibility for their learning and can also include inquiry-based approaches to learning.

How can assessment help a student's learning?

It allows:

- teachers to gather evidence about student achievement in relation to course outcomes
- students with the ability to demonstrate what they know and can do

- clarification of a student's understanding of concepts and promotes deeper understanding

Why have school assessments?

- It allows students to be given credit for developing skills and knowledge over a period of time.
- It allows for evaluation of a student's achievement in those parts of courses, such as field and practical work, which are difficult to examine formally.
- It provides teachers accurate information across multiple assessment tasks, rather than a single examination result in order to allocate a grade for students per course for their ROSA.

What is the nature of assessment activities issued?

Assessment activities should:

- be valid and based on syllabus outcomes
- include criteria of learning being assessed
- enable students to demonstrate their learning in a range of different contexts
- be reliable, be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills.
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive and accessible to all students
- be part of an ongoing process where progress is monitored over time.

What types of tasks might be issued?

Some or all of the following forms may be issued in formal assessments:

- Oral/aural tests
- Reports
- Essays
- Research assignments
- Submitted practical work
- Field work
- Written reports
- Oral submissions (sometimes recorded)
- Practical performances
- Portfolios
- Formal examinations

It should be understood that, while certain tasks are nominated as counting towards assessment, this does not mean that other tasks completed in class do not count and so can be neglected by

students. These tasks could well be, for example, practice tasks which are the basis of student learning and critical preparation for the final assessment tasks. Students who do not complete all classwork could be viewed as not having satisfactorily completed the course.

Consistency and marking of assessments

To ensure consistency in marking, teachers will:

- explain the task to students and provide opportunities to ask clarifying questions
- discuss with other teachers and collaborate on the marking of tasks to ensure consistency in marking standards
- provide feedback on task submissions that outlines; areas of strength, areas for improvement and strategies to improve

Students with disability

Some students with disability may require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. Students with disability may be able to present their work in an alternative format, have fewer questions or scaffolds. The type of adjustments will depend on each individual student and their needs. This will be based on consultation between the student, their family and the school.

Life Skills

Years 7–10 courses based on Life Skills outcomes and content provide options for students with disability who cannot access the regular course outcomes, particularly students with an intellectual disability.

Assessment for students accessing Life Skills courses should provide opportunities for students to demonstrate achievement in relation to the selected outcomes. It can occur via a range of strategies and in a range of situations.

Students may achieve Life Skills outcomes either independently or with support. An assessment mark or grade is not reported for these courses.

Assessment procedures for Year 10

The Assessment Process:

- at commencement of each school year, students will be issued with this assessment booklet that outlines the guidelines for assessment in each course
- at the commencement of each school year, students will receive an assessment schedule and requirements for each course
- 2 weeks prior to an assessment task due date, written notification will be issued to each student (See Appendix 1)

  The Assessment Notification proforma will be used for all subjects and will include:
  - clear indications of the outcomes being addressed in the assessment task
  - clear instructions to allow the assessment task to be understood and completed
  - marking criteria that clearly states, “You will be assessed on how well you…”
  - marking guidelines that state the relationship between the work submitted and the grade that will be issued
  - clear submission instructions (this will include how to submit and where)
  - clearly stated due date
- prompt feedback on each assessment task will be provided
- students will be required to sign registers when they receive their assessment notifications and when they submit their task

As part of the Assessment Process, students are required to:

- complete all tasks to the best of their ability
- complete and submit all tasks by the due date
- submit work that is their own and no one else’s
- following the correct procedures if they are absent for any reason when the task notification is distributed or when the assessment task is due (see below).

Non-submission of a formal assessment task:

- If a student does not complete a task by the due date, the grade for that task will be an "NS".
- If the student submits the task late, their final assessment grade will be an "NS" and the late submission will be marked and feedback given.
- Students are required to submit **all** tasks even if though they are going receive an "NS" grade. Failure to submit a task will result in an N Determination Warning letter being sent home to parents/carers.

Assessment procedures apply to the following:

- **if a student is absent on the day of an 'in class' task**:
  The student will need to complete and submit an Illness/Misadventure application (on the portal) accompanied by a Medical Certificate that covers the due date of the task and or/ any other relevant evidence to support the appeal. This appeal will then be reviewed by Head Teachers and the Deputy Principal in charge of Year 10; an opportunity to do the task will be provided and a grade awarded if the appeal is successful.
- **If a student is absent or partially absent on the day of a 'hand in' task:**
  The student will need to complete and submit an Illness/Misadventure application (on the portal) accompanied by a Medical Certificate that covers the day of submission and any other days leading up to the task that have been affected.
  This appeal needs to be submitted within seven days of the task's due date. The student's entire absence should be covered by the medical certificate. This appeal will then be reviewed by Head Teachers and the Deputy Principal in charge of Year 10; an opportunity to submit the task will be provided and a grade awarded if the appeal is successful.
- **if a student is absent immediately prior to the due date of a 'hand in' task:**
  The student will need to complete and submit an Illness/Misadventure form accompanied by a Medical Certificate that covers the day of submission and any other days leading up to the task that have been affected. This is to prevent students gaining an unfair advantage in completing tasks by staying at home to work on them.
- **If a student is absent when the task is distributed**
  It is the student's responsibility to ask the teacher for the task. Students will not be given an extension of time *except* where the absence is for an extended period of time and the reason is deemed acceptable by the Head Teacher in consultation with the Deputy Principal in charge of Year 10.
- **If s student is required to submit an assignment**
  Tasks are to be submitted as per the instructions on the task notification

- **if a student is required to sit for examinations**
  Examination or test style tasks will be undertaken on the specified date and time given in the notification.
- **if a student does not submit their task by the due date**
  Students who do not submit by the time specified, will be recorded as a “Non-submission” and a Non-submission letter will be sent home. Students are required to meet with their teacher to discuss the circumstances around their non-submission and to plan for the late submission of the task. The Head teacher will decide whether the same or an alternative task is to be completed.
- **if a student is deemed to have an acceptable reason for an extension of an assessment task**
  Acceptable reasons for an extension of a task may include; illness supported by a Medical certificate or evidence of exceptional circumstances. This evidence along with the Application for Illness/Misadventure is to be provided to the Head Teacher of the faculty at least seven days prior to the task’s due date. The Head Teacher and Deputy Principal of Year 10 will determine if the reason is valid and provide feedback to the student.
- **if a student has a technological failure**
  Technological failure is not reason for an extension, students are encouraged to keep back-ups of their work. If a student is having difficulty printing they should speak to their teacher before the due date. Students should work from their OneDrive at all times.
- **if a student submits a task that does not meet the outcomes**
  If a student submits a task that does not meet the outcomes, an “NS” grade will be awarded and a negotiated resubmission date may be issued by the Head Teacher.
- **if a student submits work that is not their own**
  Students should submit only work that is completed by them. If a student submits the work of another person, copies from the internet or a published document without appropriate referencing, they will receive an “NS” grade for the task and will be required to resubmit. Students who knowingly allow another student to copy and submit their work may also receive an “NS” grade.

Satisfactory completion of courses

A course has been satisfactorily completed when a student has:

- **Followed** the course developed/endorsed by the NSW Educational Standards (NESA)
- **Applied** himself/herself with **diligence and sustained** effort to set tasks and experiences provided in the course.
- **Achieved** some or all of the course outcomes.

N-Warnings

- Students who do not satisfactorily complete the required class work, homework and assessment tasks will receive a letter warning of an N-Determination, commonly called an N Warning letter.
- Students with any aspect of their work incomplete will receive a N Warning letter that outlines what they need to do to have satisfactory completion of a course. This letter will give the student 2 weeks to complete work that is outstanding.
- Students who have 2 N-Warning letters of work that is outstanding within a course could be considered for a Final N Determination in that course.

Malpractice

Malpractice includes:

- plagiarism
- copying of another student's work
- having someone else significantly contribute to the task
- falsifying any documentation
- cheating in a test situation
- not following published examination rules
- being deemed to have gained an unfair advantage

This will apply to individual students, or to two or more students, if something unethical occurs between them. Assessments in which **Malpractice** is an issue may receive an "NS" grade and an N Warning Letter.

Non-Serious attempt

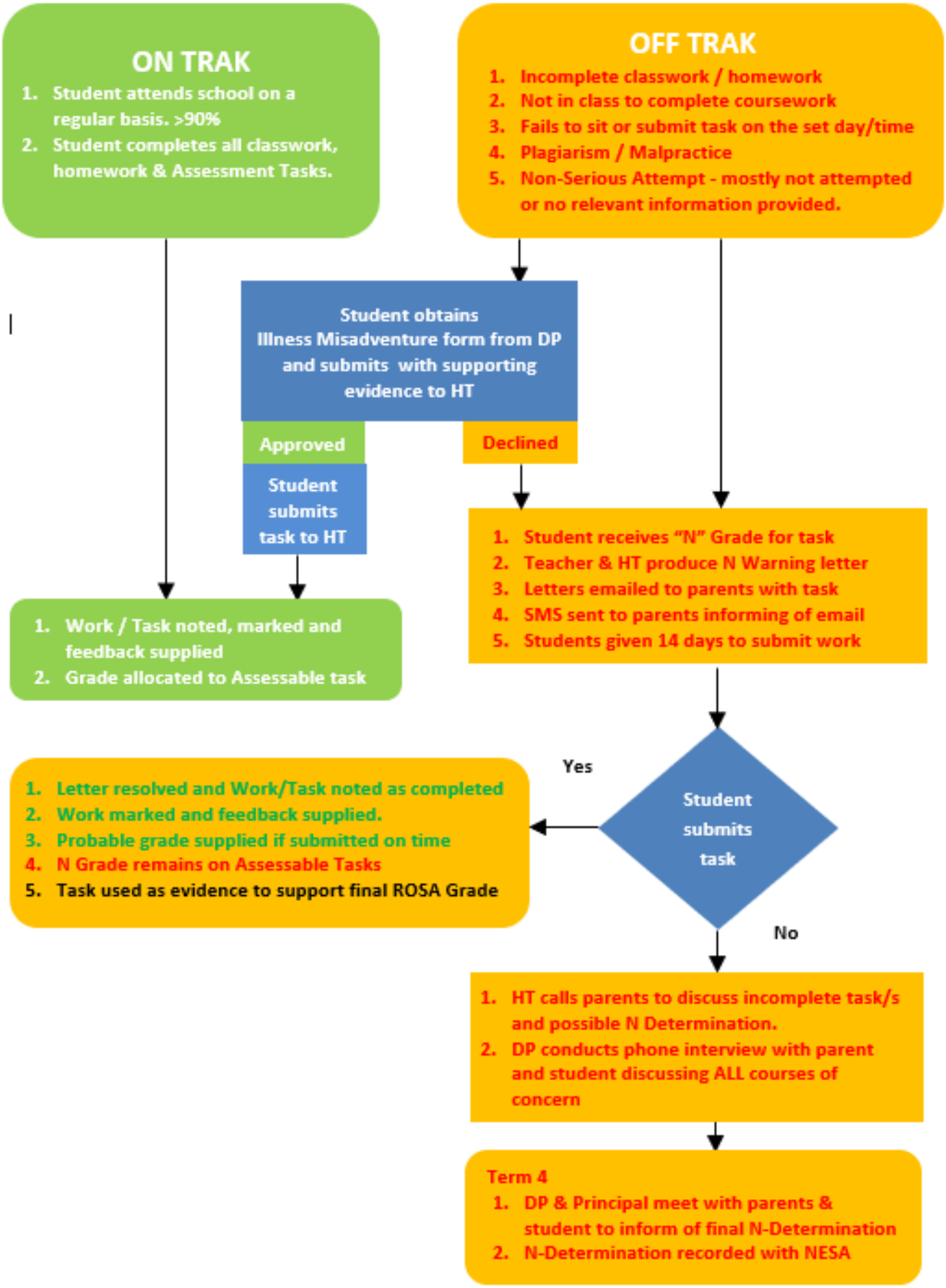
A "Non-serious attempt" may include only completing one section of the examination or not making a genuine attempt to complete all sections of an assessment task. Students who are deemed to have made a **Non-serious attempt** at any assessment task will be awarded an "NS" grade for that task.

Students need to protect themselves against technological failure. Technological failure may result in an "NS" grade. Consideration may be given in relation to technological failures only in **exceptional circumstances**. In these cases, students should submit evidence of completed work. This may include:

- draft work
- work saved to removable device in the case of a printer failure
- emailed submission

All assessments requiring the research of information should include referenced sources correctly presented (based on either the Harvard System or APA)

Warning of N-Determination Flowchart



Minimum Standard Online Tests

Minimum Standard is part of an effort to improve the literacy and numeracy outcomes for students.

In order to receive the Higher School Certificate, students need to meet the minimum standard requirements in Literacy and Numeracy. Failure to complete the minimum standard will result in students receiving a Record of Student Achievement (RoSA) only.

Students need to achieve a level three or four in short online reading, writing and numeracy tests to meet the HSC minimum standard. Students have two chances a year to sit each of the tests from Year 10, up to five years after starting their first HSC course. Dates and times will be advertised throughout each year.

Students planning to leave school before completing their HSC may choose to take these tests to show their level of literacy and numeracy skills. Please refer to the NESA site for more information regarding the HSC minimum standard. https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/online-tests

Where a student is at risk of a non-completion determination, the school will warn the student and advise the parent in writing. In the case where a student is awarded an “NS” grade in an assessment task, this warning and advice will be given. Students whose attendance is poor may not satisfy course completion criteria. The Principal is the final arbitrator on any matters that arise regarding the final assessments.

It is the responsibility of the student to ensure they take up the opportunities available to them to complete the minimum standards.

Requirements for the award of the ROSA

The NSW Record of School Achievement (Stage 5 RoSA) is generally awarded to eligible students after four years of secondary school. In Years 7 to 10, students study a variety of courses to qualify for the award of the NSW Record of School Achievement. As well as taking the necessary combination of courses, they are also required to apply themselves satisfactorily to their studies.

Eligibility requirements

To be eligible for the award of the NSW Stage 5 RoSA, students are required to attend a government school or an accredited non-government school. This is usually for a period of four years between the ages of 11 and 16 years. Students should follow and complete the pattern of courses required by NESA.

To complete a course of study for the NSW Record of School Achievement, a student should have a satisfactory record of application (effort).

While formal Stage 5 RoSA credentials are only for school leavers, all Year 10 students will be able to access their results electronically and print a transcript.

Only students who leave school and who satisfy eligibility requirements for the Stage 5 RoSA will receive the formal credential. Students who leave school and who are not eligible for the Stage 5 RoSA will be able to receive a Transcript of Study at their time of departure. The Transcript of Study will contain the same information as the Stage 5 RoSA for courses satisfactorily completed.

All students will also have access to a record of their grades through Students Online.

Students who receive their HSC will be able to receive a Stage 5 RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

Course requirements

Over the four years leading up to the Stage 5 RoSA, students need to have studied the following courses:

- English - studied substantially in each of Years 7-10 with 400 hours to be completed by the end of Year 10.
- Mathematics - studied substantially in each of Years 7-10 with 400 hours to be completed by the end of Year 10.
- Science - studied substantially in each of Years 7-10 with 400 hours to be completed by the end of Year 10.
- Human Society and Its Environment- studied substantially in each of Years 7-10 with 400 hours to be completed by the end of Year 10. Included in this requirement is at least 100 hours of Australian History and 100 hours of Australian Geography.

- Creative Arts - studied for 200 hours and comprising the 100-hour courses in each of Visual Arts and Music.
- Technological and Applied Studies - studied for 200 hours and consisting of the Technology Mandatory course. At least 50 hours of the course should be devoted to learning about and using computers.
- Personal Development, Health and Physical Education - studied in each of Years 7-10 with 300 hours to be completed by the end of Year 10.
- Languages - studied for at least 100 hours, to be completed in one language over one continuous 12-month period between Years 7 and 10 but preferably in Years 7-8.

N.B. 100 hours is roughly equivalent to 5 periods per fortnight over 40 weeks.

Key Word Definitions

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

Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

Frequently asked questions

Q. What happens when a student is sick or cannot attend school on the day of the assessment?

If a student has a valid reason for late submission, such as illness, they are required to submit an Illness/Misadventure application (on the portal) to the Head Teacher of the subject. This document is to be accompanied by a Medical certificate OR parent explanation. This will be reviewed by the Deputy Principal and Head Teacher and a decision made about when the student is to submit their task.

Q. What if a student is absent when the Assessment Notification is distributed?

It is the student's responsibility to ask the teacher for the notification of the task. Students will not be given an extension of time *except* where the absence is for an extended period of time and the reason is deemed acceptable by the Deputy Principal in charge of Year 10.

NB: Copies of all issued Assessment Notifications can be accessed on our closed Facebook groups.

Q. What happens when a student does not submit their task by the due date?

Students who do not submit by the due date, will be recorded as an "NS" grade and an N-Warning letter will be sent home. Students are required to meet with the Head Teacher of the faculty to discuss the circumstances around their non-submission and to plan for the late submission of the task. The Head Teacher will decide whether the same or an alternative task is to be completed.

Q. What happens when an assessment is late because of technological failure?

Technological failure is not reason for an extension, students are encouraged to keep back-ups of their work. If a student is having difficulty printing they should speak to their teacher before the due date.

Q. What happens if a student submits work that is not their own?

Students should submit only work that is completed by them.

If a student in Year 10 submits the work of another person, copies from the internet or a published document without appropriate referencing they will receive a "NS" grade for the task and will be required to resubmit.

Students who knowingly allow another student to copy and submit their work may also receive an "NS" grade.

Q. What happens when a student believes that they need an extension?

Acceptable reasons for an extension of a task may include

- illness supported by a medical certificate
- evidence of exceptional circumstances

This evidence along with an Illness/Misadventure application (on the portal) is to be provided to the Deputy Principal on the first day back at school. The Deputy Principal and Head Teacher will then determine if the reason is valid and decide on the submission of the task.

Q. What happens when a submitted task does not meet the outcomes?

If a student submits a task that does not meet the outcomes, an “NS” grade will be awarded. If the task is deemed to be a non-serious attempt, then a negotiated resubmission date may be issued by the Head Teacher.

Q. What happens if a student is involved in a school organised event that prevents them from submitting their task on the due date?

Students should inform the teacher as soon as they become aware of the event and negotiate for the submission of the task.

Informing the teacher after the event, will result in the student receiving an “NS” grade for this task.

Q. What happens if a student is involved in a non-school organised event that prevents them from submitting their task on the due date?

Students should provide the teacher with written supporting evidence of the event, giving at least two weeks’ notice of the activity. As soon as students are aware of the activity, they should discuss this with their teacher so that arrangements for their task can be made.

Q. What happens if the student is away on a family holiday?

The Department of Education does not encourage travel during school terms. If the travel is necessary, students should obtain an *Application for Extended Leave* form which needs to be submitted to the school office for the Principal to review.

If the application is approved, the student needs to identify any tasks that will be missed and to make alternative arrangements with the Head Teacher of the faculty. Parents will be contacted in regard to these arrangements prior to the leave

Overview of assessment task dates – 2023

Semester 1		Child Studies	Commerce	Design and Technology	English	Food Technology	HSIE	Ind. Tech. Engineering	Ind. Tech. Multimedia	Ind. Tech. Timber	iSTEM	Korean	Maths	Music	Photographic and Digital Media	PASS	PDHPE	Science	Visual Arts
Term 1	Week 1-2																		
	Week 3																		
	Week 4																		
	Week 5																		
	Week 6																		
	Week 7																		
	Week 8																		
	Week 9																		
	Week 10																		
	Week 11																		
Term 2	Week 1																		
	Week 2																		
	Week 3																		
	Week 4																		
	Week 5																		
	Week 6																		
	Week 7																		
	Week 8																		
	Week 9																		
	Week 10																		

Semester 2		Child Studies	Commerce	Design and Technology	English	Food Technology	HSIE	Ind. Tech. Engineering	Ind. Tech. Multimedia	Ind. Tech. Timber	iSTEM	Korean	Maths	Music	Photographic and Digital Media	PASS	PDHPE	Science	Visual Arts
Term 3	Week 1																		
	Week 2																		
	Week 3																		
	Week 4																		
	Week 5																		
	Week 6																		
	Week 7																		
	Week 8																		
	Week 9																		
	Week 10																		
Term 4	Week 1																		
	Week 2																		
	Week 3																		
	Week 4																		
	Week 5																		
	Week 6																		
	Week 7																		
	Week 8																		
	Week 9																		
	Week 10																		
	Week 11																		

Child Studies

Year 10 assessment task grid 2023

Task	Syllabus Outcomes												Date Due
	CS5-1	CS5-2	CS5-3	CS5-4	CS5-5	CS5-6	CS5-7	CS5-8	CS5-9	CS5-10	CS5-11	CS5-12	
21st Century children **Presentation**									X				Term 1, Week 6
Food and nutrition **Infographic**		X									X		Term 3, Week 6
All units **Examination**		X	X				X		X	X			Term 4, Week 2

Outcome	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

Commerce

Year 10 assessment task grid 2023

Task	Syllabus Outcomes									Date Due
	COM5-1	**COM5-2**	**COM5-3**	**COM5-4**	**COM5-5**	**COM5-6**	**COM5-7**	**COM5-8**	**COM5-9**	
Promoting and selling **Advertisement task**	X					X		X		Term 1, Week 10
Law in action *Civil/Criminal Law* **Research task**		X	X				X			Term 2, Week 4
Travel **Itinerary task**	X			X		X				Term 3, Week 7
Running a business **Business plan task**					X			X	X	Term 4, Week 4

Outcome	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

Design and technology

Year 10 assessment task grid 2023

Task	Syllabus Outcomes										Date Due
	DT5-1	DT5-2	DT5-3	DT5-4	DT5-5	DT5-6	DT5-7	DT5-8	DT5-9	DT5-10	
Design processes **Practical and evaluation**	X			X						X	Term 2, Week 3
Activity of designers **Practical and portfolio**		X				X	X				Term 3, Week 8
Overview **Examination**	X		X		X				X		Term 4, Week 2

Outcome	A student…
DT5-1	analyses and applies a range of design concepts and processes
DT5-2	applies and justifies an appropriate process of design when developing design ideas and solutions
DT5-3	evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments
DT5-4	analyses the work and responsibilities of designers and the factors affecting their work
DT5-5	evaluates designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design
DT5-6	develops and evaluates creative, innovative and enterprising design ideas and solutions
DT5-7	uses appropriate techniques when communicating design ideas and solutions to a range of audiences
DT5-8	selects and applies management strategies when developing design solutions
DT5-9	applies risk management practices and works safely in developing quality design solutions
DT5-10	selects and uses a range of technologies competently in the development and management of quality design solutions

English

Year 10 assessment task grid 2023

Task	Syllabus Outcomes									Date Due
	EN5-1A	EN5-2A	EN5-3B	EN5-4B	EN5-5C	EN5-6C	EN5-7D	EN5-8D	EN5-9E	
Close study of a novel **In-class response to stimulus**	X	X	X		X					Term 1, Week 10
War poetry **Analytical essay**	X		X		X		X			Term 2, Week 8
Macbeth: Conflict **Multimodal representation and reflection**				X				X	X	Term 3, Week 9
All topics studied **Yearly examination**	X	X	X			X				Term 4, Week 2

Outcome	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

Food Technology

Year 10 assessment task grid 2023

Task	Syllabus Outcomes													Date Due
	FT5-1	FT5-2	FT5-3	FT5-4	FT5-5	FT5-6	FT5-7	FT5-8	FT5-9	FT-10	FT-11	FT5-12	FT-13	
Food trends **Report and practical task**	X				X		X			X	X	X		Term 1, Week 10
Food trends **Topic test**		X	X										X	Term 2, Week 3
Food service and catering **Research task**				X				X	X					Term, 3, Week 6
Food product development **Research and practical task**					X		X	X			X		X	Term 4, Week 2

Outcome	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

HSIE

Year 10 assessment task grid 2023

Task	Syllabus Outcomes																	Date Due
	HT5-1	HT5-2	HT5-3	HT5-4	HT5-5	HT5-6	HT5-7	HT5-8	HT5-9	HT5-10	GE5-1	GE5-2	GE5-3	GE5-4	GE5-5	GE5-6	GE5-7	GE5-8	
Task 1 - History: *Rights and freedoms* **In-class task**	X					X		X		X									Term 1, Week 9
Task 2 - History: *The Holocaust* **Source-based task**					X	X			X										Term 2, Week 3
Task 1 - Geography: *Environmental change and management* **Research task**											X	X			X		X		Term 3, Week 8
Task 2 – Geography: *Human wellbeing* **Topic test**											X	X					X	X	Term 4, Week 3

Geography	
Outcome	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

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

Industrial Technology: Engineering

Year 10 assessment task grid 2023

Task	Syllabus Outcomes										Date Due
	IND5-1	IND5-2	IND5-3	IND5-4	IND5-5	IND5-6	IND5-7	IND5-8	IND5-9	IND5-10	
Alternative energy **Research report**		X	X		X						Term 2, Week 2
Control systems **Practical and Portfolio**	X						X	X	X		Term 3, Week 7
Control systems **Examination**				X					X	X	Term 4, Week 2

Outcome	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

Industrial Technology: Multimedia

Year 10 assessment task grid 2023

Task	Syllabus Outcomes										Date Due
	IND5-1	**IND5-2**	**IND5-3**	**IND5-4**	**IND5-5**	**IND5-6**	**IND5-7**	**IND5-8**	**IND5-9**	**IND5-10**	
WHS Presentation **Presentation and report**	X					X					Term 1, Week 8
Game design **Practical project and research report**	X		X		X		X	X		X	Term 2, Week 6
Virtual reality **Practical project and portfolio**	X	X		X	X		X	X	X		Term 3, Week 8
Overview **Examination**	X			X		X	X		X	X	Term 4, Week 2

Outcome	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

Industrial Technology: Timber

Year 10 assessment task grid 2023

Task	Syllabus Outcomes										Date Due
	DT5-1	**DT5-2**	**DT5-3**	**DT5-4**	**DT5-5**	**DT5-6**	**DT5-7**	**DT5-8**	**DT5-9**	**DT5-10**	
Holistic approach to design **Practical and evaluation**						X	X			X	Term 2, Week 3
Design processes **Practical and portfolio**		X			X	X		X			Term 3, Week 8
Overview **Examination**	X		X	X	X				X		Term 4, Week 2

Outcome	A student…
DT5-1	analyses and applies a range of design concepts and processes
DT5-2	applies and justifies an appropriate process of design when developing design ideas and solutions
DT5-3	evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments
DT5-4	analyses the work and responsibilities of designers and the factors affecting their work
DT5-5	evaluates designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design
DT5-6	develops and evaluates creative, innovative and enterprising design ideas and solutions
DT5-7	uses appropriate techniques when communicating design ideas and solutions to a range of audiences
DT5-8	selects and applies management strategies when developing design solutions
DT5-9	applies risk management practices and works safely in developing quality design solutions
DT5-10	selects and uses a range of technologies competently in the development and management of quality design solutions

iSTEM

Year 10 assessment task grid 2023

Task	Syllabus Outcomes										Date Due
	ST5-1	**ST5-2**	**ST5-3**	**ST5-4**	**ST5-5**	**ST5-6**	**ST5-7**	**ST5-8**	**ST5-9**	**ST5-10**	
Need for speed **Practical and portfolio**	X	X	X	X	X	X		X	X		Term 1, Week 10
STEM Major design project **Practical and portfolio**	X	X	X	X		X	X	X			Term 3, Week 10
End of course examination					X			X	X	X	Term 4, Week 2

Outcome	A student…
ST5-1	designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems
ST5-2	demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts
ST5-3	applies engineering design processes to address real-world STEM-based problems
ST5-4	works independently and collaboratively to produce practical solutions to real-world scenarios
ST5-5	analyses a range of contexts and applies STEM principles and processes
ST5-6	selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems
ST5-7	selects and applies project management strategies when developing and evaluating STEM-based design solutions
ST5-8	uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences
ST5-9	collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions
ST5-10	analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment

Korean

Year 10 assessment task grid 2023

Task	Syllabus Outcomes									Date Due
	LKO5-1C	**LKO5-2C**	**LKO5-3C**	**LKO5-4C**	**LKO5-5U**	**LKO5-6U**	**LKO5-7U**	**LKO5-8U**	**LKO5-9U**	
Tourism and shopping **Survival guide**				X		X			X	Term 1, Week 11
A day out with friends **Role play**	X				X					Term 2, Week 4
Neighbourhood and houses **In-class test**		X					X	X		Term 3, Week 9
Future aspirations **Reading and writing assessment**			X	X						Term 4, Week 4

Outcome	A student…
LKO5-1C	manipulates Korean in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
LKO5-2C	identifies and interprets information in a range of texts
LKO5-3C	evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
LKO5-4C	experiments with linguistic patterns and structures to compose texts in Korean, using a range of formats for a variety of contexts, purposes and audiences
LKO5-5U	demonstrates how Korean pronunciation and intonation are used to convey meaning
LKO5-6U	demonstrates understanding of how Korean writing conventions are used to convey meaning
LKO5-7U	analyses the function of complex Korean grammatical structures to extend meaning
LKO5-8U	analyses linguistic, structural and cultural features in a range of texts
LKO5-9U	explains and reflects on the interrelationship between language, culture and identity

Mathematics 5.1/5.2

Year 10 assessment task grid 2023

Task	Syllabus Outcomes																								Date Due
	MA5.1-1WM	MA5.1-2WM	MA5.1-3WM	MA4-7NA	MA4-8NA	MA4-10NA	MA5.1-4NA	MA5.1-5NA	MA5.1-6NA	MA5.1-7NA	MA5.2-4NA	MA5.2-5NA	MA5.2-6NA	MA5.2-7NA	MA5.2-8NA	MA4-17MG	MA5.1-8MG	MA5.1-9MG	MA5.1-10MG	MA5.2-12MG	MA5.2-13MG	MA4-20SP	MA5.1-12SP	MA5.1-13SP	MA5.2-16SP	MA5.2-17SP	
In-class written examination (open book)	X	X	X	X	X			X	X			X		X												Term 1 Week 9
Investigation/assessment	X	X	X				X				X							X				X	X	X	X	X	Term 2 Week 9
In-class written examination (with summary sheet)	X	X	X			X									X		X		X	X	X						Term 3 Week 7
In-class written examination	X	X	X						X	X						X			X		X						Term 4 Week 2

Outcome	A student…
MA5.1-1WM	selects appropriate notations and conventions to communicate mathematical ideas and solutions
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
MA4-7NA	operates with ratios and rates, and explores their graphical representation
MA4-8NA	generalises number properties to operate with algebraic expressions
MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations
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 for numerical bases
MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships

MA5.1-7NA	graphs simple non-linear relationships
MA5.2-4NA	solves financial problems involving compound interest
MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving direct proportion
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
MA4-17MG	classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
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
MA5.2-12MG	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
MA4-20SP	analyses single sets of data using measures of location, and range
MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events
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

Mathematics 5.3

Year 10 assessment task grid 2023

Task	Syllabus Outcomes																	Date Due
	MA5.3-1WM	MA5.3-2WM	MA5.3-3WM	MA5.2-4NA	MA5.3-5NA	MA5.3-7NA	MA5.3-8NA	MA5.3-9NA	MA5.3-11NA	MA5.3-12NA	MA5.3-13MG	MA5.3-14MG	MA5.3-15MG	MA5.3-16MG	MA5.3-17MG	MA5.2-16SP	MA5.2-17SP	MA5.3-19SP	
In-class task examination (open book)	X	X	X	X	X	X													Term 1, Week 9
Investigation/assessment	X	X	X										X						Term 2, Week 9
In-class written examination (with summary sheet)	X	X	X				X	X									X	X	Term 3, Week 7
In-class written examination	X	X	X			X		X	X	X	X	X		X	X	X			Term 4, Week 2

Outcome	A student…
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
MA5.2-4NA	solves financial problems involving compound interest
MA5.3-5NA	selects and applies appropriate algebraic techniques to operate with algebraic expressions
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 nonlinear relationships
MA5.3-11NA	uses the definition of a logarithm to establish and apply the laws of logarithms
MA5.3-12NA	uses function notation to describe and sketch functions
MA5.3-13MG	uses 24-hour time and am and pm notation in real-life situations, and constructs timelines; 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 dimension
MA5.3-16MG	measures and constructs angles, and applies angle relationships to find unknown angles
MA5.3-17MG	locates and describes position on maps using a grid reference system
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
MA5.3-19SP	investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

Music

Year 10 assessment task grid 2023

Task	Syllabus Outcomes												Date Due
	5.1	**5.2**	**5.3**	**5.4**	**5.5**	**5.6**	**5.7**	**5.8**	**5.9**	**5.10**	**5.11**	**5.12**	
Classical music **Performance task**		X	X								X	X	Term 1, Week 10
Music in advertising **Jingle Composition**				X	X	X							Term 2, Week 10
Music for TV and video games **Performance task**	X		X								X	X	Term 3, Week 8
Australian music **Examination**							X	X	X	X			Term 4, Week 2

Outcome	A student…
5.1	performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
5.2	performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
5.3	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
5.4	demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
5.5	notates own compositions, applying forms of notation appropriate to the music selected for study
5.6	uses different forms of technology in the composition process
5.7	demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
5.8	demonstrates an understanding of musical concepts through aural identification, discrimination, 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

Photographic and Digital Media
Year 10 assessment task grid 2023

Task	Syllabus Outcomes										Date Due
	5.1	**5.2**	**5.3**	**5.4**	**5.5**	**5.6**	**5.7**	**5.8**	**5.9**	**5.10**	
It's a small world **Series of photoshop images: Photographic journal**	X			X		X					Term 1, Week 8
Painting with light **Curated photograph critical study**		X	X						X		Term 2, Week 6
Stitch in time **Series of photographs: Photographic journal**					X		X			X	Term 3, Week 7
Hidden Faces **Series of photoshop images Yearly examination**	X				X			X			Term 4, Week 2

Outcome	A student…
5.1	Develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
5.2	Makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
5.3	Makes photographic and digital works informed by an understanding of how the frames affect meaning
5.4	Investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
5.5	Makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
5.6	Selects appropriate procedures and techniques to make and refine photographic and digital works
5.7	Applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
5.8	Uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works

5.9	Uses the frames to make different interpretations of photographic and digital works
5.10	Constructs different critical and historical accounts of photographic and digital works

Physical Activity and Sports Science (PASS)
Year 10 assessment task grid 2023

Task	Syllabus Outcomes										Date Due
	PASS5-1	PASS5-2	PASS5-3	PASS5-4	PASS5-5	PASS5-6	PASS5-7	PASS5-8	PASS5-9	PASS5-10	
Just do it **Written task**	X					X				X	Term 1, Week 9
It's a knockout **Group ICT task**					X			X		X	Term 2, Week 9
Coaching **Lesson plan\practical coaching**					X	X		X	X		Term 4, Week 2
AFL, Badminton, Netball, Athletics, Tennis, Cricket, Golf, European handball **Practical skills and decision making**					X		X		X		Ongoing assessment throughout the topics

Outcome	A student…
PASS5-1	discusses factors that limit and enhance the capacity to move and perform
PASS5-2	analyses the benefits of participation and performance in physical activity and sport
PASS5-3	discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4	analyses physical activity and sport from personal, social and cultural perspectives
PASS5-5	demonstrates actions and strategies that contribute to active participation and skilful performance
PASS5-6	evaluates the characteristics of participation and quality performance in physical activity and sport
PASS5-7	works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8	displays management and planning skills to achieve personal and group goals

PASS5-9	performs movement skills with increasing proficiency
PASS5-10	analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

PDHPE

Year 10 assessment task grid 2023

Task	Syllabus Outcomes											Date Due
	PD5-1	**PD5-2**	**PD5-3**	**PD5-4**	**PD5-5**	**PD5-6**	**PD5-7**	**PD5-8**	**PD5-9**	**PD5-10**	**PD5-11**	
On the road again **Article analysis**						X	X					Term 1, Week 10
Too smart to start **Short answer**		X										Term 3, Week 5
All units **Examination**	X		X					X	X	X		Term 4, Week 2
Initiative games, Dance, International games, Popular Workouts, Striking and Fielding games, Old Games New Rules **Practical skills and decision making**				X	X						X	Ongoing assessment throughout the topics

Outcome	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

Science

Year 10 assessment task grid 2023

Task	Syllabus Outcomes												Date Due
	SC5-2VA	SC5-4WS	SC5-5WS	SC5-6WS	SC5-7WS	SC5-8WS	SC5-9WS	SC5-10PW	SC5-13ES	SC5-14LW	SC5-15LW	SC5-17CW	
The Fast and The Furious **PBL practical skills and knowledge of Physics**	X					X	X	X					Term 1, Week 10
Snap Crackle Pop **Literacy and knowledge in-class task**					X	X		X				X	Term 2, Week 2
Scientific method **Individual practical investigation take-home task**		X	X	X	X	X	X						Term 3, Week 2
Working Scientifically, Snap Crackle Pop and Jurassic Park **Yearly examination in class**					X		X			X	X		Term 4, Week 2

Outcome	A student…
SC5-2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
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	follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
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
SC5-13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
SC5-14LW	analyses interactions between components and processes within biological systems
SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17CW	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

Visual Arts

Year 10 assessment task grid 2023

Task	Syllabus Outcomes										Date Due
	5.1	**5.2**	**5.3**	**5.4**	**5.5**	**5.6**	**5.7**	**5.8**	**5.9**	**5.10**	
Urban/Suburban landscapes **Artmaking:** Digital, mixed media, VAPD	X	X	X	X		X					Term 1, Week 10
Urban/Suburban landscapes **Critical/Historical:** Written response							X	X	X		Term 2, Week 3
Off the walls **Artmaking:** *Skate deck*	X		X	X	X	X					Term 3, Week 3
Hybrid forms **Artmaking:** Ceramic masks **Critical/Historical:** Written response				X	X	X		X	X	X	Term 3, Week 10

Outcome	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 the frames affect meaning
5.4	investigates the world as a source of ideas, concepts and subject matter in the visual arts
5.5	makes informed choices to develop and extend concepts and different meanings in their artworks
5.6	demonstrates developing technical accomplishment and refinement in making artworks
5.7	applies their understanding of aspects of practice to critical and historical interpretations of art
5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
5.9	demonstrates how the frames provide different interpretations of art
5.10	demonstrates how art criticism and art history construct meanings

Appendix 1

Faculty

Year 10 Assessment Task 1

Term 1 2022

STUDENT NAME	CLASS

DETAILS	
Topic:	
Due date:	Date of issue:
Type of task:	

TASK DESCRIPTION

NESA TERMINOLOGY

MARKING CRITERIA
You will be assessed on how well you:

OUTCOMES TO BE ASSESSED

SUBMISSION INSTRUCTIONS

What do I do if I am absent?

MARKING GUIDELINES

Outcome	Grade	Performance Descriptor
	A	
	B	
	C	
	D	
	E	
	A	
	B	
	C	
	D	
	E	
	A	
	B	
	C	
	D	
	E	

FEEDBACK
Areas where you have performed well: • • •
Areas where you need to improve: • • •
Strategies to help you improve: • • •