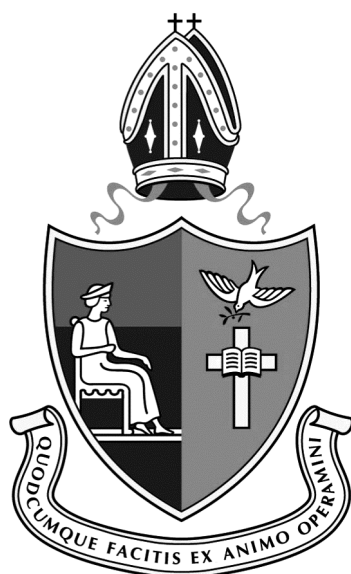


New England Girls' School

Year 10 Assessment Booklet

2016



NEGS

Name: _____

Rights and Responsibilities of Year 10 Students

- * Doing each Assessment Task to the best of their ability.

- * Ensuring that any questions they have about the marks/grades/ comments awarded for an individual piece of work are resolved at the time the work is handed back.

- * Demonstrating that through effort and achievement they have met all of the requirements of the course.

NEW ENGLAND GIRLS' SCHOOL

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

- The ROSA has been created for students who leave school after completing Year 10, but before receiving their HSC
- While there are no tests at the end of Year 10, teachers still need to enter grades for Year 10 students using the results of school-based assessments
- Students are expected to maintain a satisfactory attendance record.

The ROSA will:

- Record grades for courses students complete in Year 10 and Year 11
- Report results of moderated, school-based assessment

THE YEAR 10 ASSESSMENT PROGRAM

Assessing student achievement is the process of collecting information on student performance in certain tasks in relation to the objectives of a course. This allows teachers to build a profile on the achievement of each student in relation to the Course Performance Descriptors.

In order to determine Year 10 grades, teachers will be required to:

- * Devise and administer a variety of Assessment Tasks that address the knowledge and skills objectives and outcomes of the syllabus.
- * Observe and record assessment judgements (e.g. marks, grades, comments).
- * Use assessment information to make a summative judgement of each student's overall level of achievement at the end of the course.
- * Refer to the Course Performance Descriptors (CPD's) to award a grade that most appropriately describes a student's achievement.

Teachers should interpret the CPD's in terms of achievement which can be demonstrated within the bounds of the syllabus by students at the end of Stage 5.

ASSESSMENT PROCEDURE

Students commencing Year 10 studies will be presented with a Year 10 Assessment Booklet (also available on the School website) containing the following information:

1. An Assessment Policy Statement.
2. Procedures for lodging an Appeal.
3. A schedule of Assessment Tasks for each Year 10 subject.
4. A sample warning letter for non-completion of a Year 10 course.

It is anticipated that the schedule of tasks provided for students will see the assessment period terminate after Week 6 of Term 4, when results for the entire assessment period will be collated, the CPD's applied and each KLA's grading advice passed onto the Director of Studies ready for in-school monitoring prior to submission to the NSW Board of Studies (BOSTES). At NEGS both Geography and History will be presented to students as mandatory 100 hour courses throughout Years 9 and 10.

Teachers will endeavour to use a number of different Assessment Tasks in order to ensure that student achievement in all the knowledge and skills objectives is assessed. Values and attitudes should not be included in assessment.

STUDENT TRANSFERS DURING STAGE 5

Where a NEGS student leaves the school at the conclusion of Year 9 (or changes an elective), the Course Performance Descriptors (CPD) for the elective undertaken in Year 9 will need to be used in conjunction with statistical evidence provided by Year 9 Examination results, to determine a grade for 100 hours of study in that Elective. This grade will be required by the school enrolling the student for Year 10. To this end, pen and paper examinations set for Year 9 should assess outcomes consistent with the syllabus in each subject.

Similarly, where a student joins the NEGS community at the beginning of Year 10, information on Elective Courses completed during Year 9 that cannot be continued at NEGS will be required from the previous school to credential that student for the Record of Achievement, and any new Electives undertaken at NEGS will be registered as 100 hour courses, but will be evaluated using the Year 10 Schedule of Assessment Tasks and application of CPD's.

Students joining the Year 10 group late will not be required to undertake Assessment Tasks already completed, provided there is at least one major task remaining to evaluate that student's abilities. This is also applicable to students who undertake an exchange during Year 10.

MANDATORY REQUIREMENTS FOR YEAR 10

Students at NEGS will qualify for grades in the following by virtue of having completed the requisite number of hours mandated by the Board of Studies and a schedule of Assessment Tasks during Year 10:

- English
- Mathematics
- Science
- History and Geography
- Additional Elective Subjects (100 and 200 hour courses)
- PD/Health/PE

Selected students may be given exemption from an Elective Subject for the purposes of acceleration, remedial tutoring in a core subject, or in order to satisfy exceptional demands placed upon them by Co-Curricula programs in Music, Drama or Riding. Also, students enrolling in Year 10 who cannot match all their subjects at NEGS with those undertaken at the previous school may be exempt from one Elective Line.

In addition to those subjects deriving a grade, students whose attendance and application is considered acceptable during Stage 4/5 will qualify for a satisfactory result on their Record of Achievement for the mandated General Experience subjects as follows:

Design and Technology	200 hours	Stage 4
100 hours continuous Language (French)	100 hours	Stage 4
Visual Arts	100 hours	Stage 4
Music	100 hours	Stage 4
PD/Health/PE	300 hours	Stages 4/5
History	100 hours	Stage 4

ACCELERANTS

Students from Stage 4 or Year 9 Stage 5 undertaking a course in Year 10 who wish to be considered eligible for the award of a grade in that course for the ROSA, must undertake the same assessment program as all Year 10 students enrolled in that course. They will complete the assessments within the same time-frame, be subject to the same conditions of administration and be considered part of the Year 10 class group when the CPD's are being applied for the determination of grades.

ABSENCE, MALPRACTICE AND LATE SUBMISSION

With both in class assessments and long term tasks teachers are required to handout an assessment sheet at least two weeks before the task is due. The assessment sheet outlines the nature of the task, the weight, the due date and time, outcomes to be covered, and the marking criteria.

Students absent for an **in-class** task will be awarded a zero result pending the submission of an Appeal. Where the student can prove a legitimate absence due to illness, misadventure or on compassionate grounds, the Appeal will be upheld and students will be allowed to undertake **the same task** at a time convenient to both the student and classroom teacher, as soon as possible after their return to school. Where this is not possible, the use of an estimate or an alternative task evaluating similar outcomes could be substituted by the teacher.

Students guilty of any malpractice with regard to Year 10 Assessment will be deemed to have failed to demonstrate competence in the outcomes being measured and will be awarded a zero result and considered at risk of being awarded an "N" result for that subject for the ROSA, subject to correspondence between the Principal, the student and the student's parents warning the student of this prospect. Malpractice will include:

- * any form of cheating in examinations
- * plagiarism - taking someone else's work or ideas and passing them off as their own. i.e. copying information and graphics from books and electronic sources without editing it or acknowledging the sources in a detailed bibliography.
- * abuse of the Appeals process
- * conduct impacting on the performance of other students in assessment.

Late submission of a **long term task** may also result in a zero mark being recorded. Tasks need to be submitted in hard copy by the due date and time. If a time is not given on the assessment sheet the student has until 12 pm to submit the task. It is recommended that teachers record when tasks are submitted and note the time. If a hard copy cannot be submitted the student may send the task by email, e.g. if a student is sick on the day a task is due and she is unable to have the task handed in by a third party. There are dangers associated with email and students should only use this as a last resort. Students should keep a record in their sent box to verify the time and also ask the teacher for confirmation that the task has been received. If zero is given for a task that is submitted late students may lodge an appeal and where a legitimate reason is given the appeal may be upheld.

Teachers have a responsibility to ensure they monitor the progress of students during the time allocated for long-term Assessment Tasks to validate that the work being undertaken is that of the student, and to help the Appeals Committee decide on the authenticity of an appeal. Generally, an appeal is only likely to be upheld if a student has been unable to complete the task because of an extended absence due to legitimate illness or injury, or because of a physical impairment extending over a significant proportion of the time allocated to the task. Extensions of time are not given for

long-term tasks unless the appeal committee upholds an appeal. If upheld, an “in lieu of” will be granted, so that the student may compete on an equal footing with cohorts. Teachers cannot apply mark penalties to long-term assessments that are not submitted on the due date.

It is expected that students given long-term tasks would undertake such tasks over the full term of the assessment and not solely in the days immediately preceding submission. Students are encouraged to seek regular guidance and assistance with the planning of long-term tasks if necessary to ensure an even workload. It is most important to submit work by the due date and time even if incomplete

To avoid an unfair advantage, students who are absent on the day of a submission of a long-term task should contact the school concerning their absence and obtain a Doctor’s certificate or other evidence to verify that the absence is a genuine one and not for the purpose of completing the task. Students need to indicate how the work is to be submitted, e.g., through a third party or by email.

If the student is **representing the school** at an approved event, e.g. sports competition, music/drama/public speaking, excursion etc., arrangements need to be made with the relevant subject teacher to undertake the task prior to the event or at the earliest convenient time upon the student’s return to classes. Such instances do not require the lodging of an appeal.

If parents apply to the Principal for their daughters to take **leave** at the time an assessment task is due it is the student’s responsibility to inform her parents and the Principal that a task is due. If leave is granted the student needs to negotiate with the teacher before the leave is taken. In most instances long term tasks will need to be submitted in advance and any in class tasks will need to be completed as soon as possible after her return.

APPEALS AGAINST A ZERO AWARD

Where a student is unable to attend an assessment in class or submit a long term task on the due date due to a legitimate absence, the student may appeal against the zero result awarded by the class teacher. The appeal must be supported by appropriate evidence i.e. illness authenticated by a Medical Certificate, misadventure supported by documentation.

Appeal forms must be picked up by the student from the Director of Studies within 48 hours of the student’s return to school. A further 48 hours will be granted to complete the form and return it to the Director of Studies. Generally, a ruling upholding the Appeal may be made by the Director of Studies which will support the classroom teacher’s recommendations to administer the same task or a substitute task as soon as possible. If the Appeal is contentious or unsupported by the correct documentation (i.e. Medical Certificate), it may need to be directed to an Appeals Committee meeting for further consideration. If the Appeal is not upheld, the zero result will hold and the student will be given an explanation about the Committee’s decision. A warning letter will be sent to parents to notify them of the zero result. A student must still complete the task to fulfill course requirement. Two warning letters may result in an ‘N’ award, or non-completion of a course.

REPORTING AND RECORDING RESULTS

Separate class groups within the same course must be treated equitably both in terms of the information they receive about the task prior to its administration and when results are reported back to the class groups. To this end, the class groups are to be assessed as a single group, given a common notification of task information sheet, an opportunity to complete the task simultaneously, and a common marking situation (i.e. single marker for the entire group, single markers for various sections of the task, or double marking of the entire task). Where it is impossible, due to timetable restrictions, to assess all students in different groups simultaneously, teachers should endeavour to

test all groups on a day when lessons follow each other for each class group.

A single mark (or grade) devoid of any comment is inappropriate as feedback for students endeavouring to attain a best result on Year 10 Assessment Tasks. Teachers should endeavour to provide students with an interpretation of their results in accordance with the outcomes being measured and how these results might translate to a grade using the Course Performance Descriptors. Students may only query a result at the time of its return from the teacher.

Results for all Assessment Tasks, whether in the form of a statistical mark or a grade, should be recorded for each student by the classroom teacher and a duplicate of these results maintained in a central register of marks by the Head of Department. These records will be required by the Head of Department to oversee and justify the final grades awarded by teachers using the CPD's.

The results of each student should not be made available to other students via publication of a group's overall results and the results recorded by teachers in their markbooks must remain confidential.

GRADING AND THE APPLICATION OF COURSE PERFORMANCE DESCRIPTORS

Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement at the end of a course in Stage 5. Earlier performance in a course should be used only as a means of increasing the accuracy of the final assessment (or for allocating grades to students transferring from NEGS who want accreditation for 100 hour courses).

The choice of a particular grade should be made because it relates to the best overall description of the student's achievement. Also, the grades awarded should reflect the relative emphasis placed on the assessable objectives of school programs and the syllabus. For example, where a school has placed considerable emphasis on the development of research skills within a subject, that emphasis should be reflected in the assessment program.

Course Performance Descriptors are provided for all subjects to assist teachers in allocating grades to students whose assessment demonstrates their competence in accordance with the range of descriptors associated with each grade. Each teacher, in consultation with their Head of Department, having ranked their class group on the basis of their accumulated assessment marks, must apply the Performance Descriptors to each class group to determine where the cut-off points are for each grade.

RESOURCES FOR ASSESSMENT TASKS

The school is responsible to ensure that a suitable level of resources are provided to enable each student to achieve the Assessment Task outcomes. However, some students will obtain access to additional resources from outside the school, such as privately owned laptops, extra software, reference items, use of the U.N.E. Library and even additional financial resources. Day Students also have the advantage of parental support. Whilst the school cannot prevent students from taking advantage of these additional resources, for tasks undertaken outside the classroom over an extended period, the format sheet for these tasks may require specific parameters to be determined by the teacher to allow a monitoring process to take place, and to free a student from any suspicion of malpractice. Should a student then not abide by the parameters for the completion of the task (e.g. assembly of Design and Technology projects must take place at school under the supervision of the teacher, or Art Major Works cannot be taken home for completion) then a mark penalty can be imposed as part of the assessment procedure.

THE USE OF COMPUTERS

Many students use computers to complete tasks prior to submission, whether it be for word processing of their research or using graphics to dress-up presentation or present statistical data. Often these final drafts are undertaken very close to the submission date, and students encounter problems with recovery of data, computer or printing malfunction, or no accessibility to the school's computer room. Students are reminded to always save or print a hard copy of an assessment every time they enter new work onto the computer because:

Under no circumstances can computer or printing problems be accepted as an excuse for the non-submission of a task due on a specific date/time. A failure to submit work due to computer-related problems will derive a mark of zero for which there is NO APPEAL.

SUBJECTS FOR 2016

Mandatory

English
Mathematics
Science
Geography
History
PDHPE

Electives

Agriculture
Commerce
Design and Technology
Drama
French
Equi-Skills
Music
Physical Activity and Sport Science
Textiles
Visual Arts

If a student wishes to do a course not available at the school they may apply to the Director of Studies to enrol in a course provided through Distance Education or TAFE. Students who are highly motivated with good organisational skills may be suited to completing a course this way. Extra charges do apply.

SAMPLE WARNING LETTER – Non-Completion of a Year 10 Course

Dear [Parent/Guardian]

Re: Official Warning – Non-completion of a Year 10 Course

I am writing to advise that your daughter _____ is in danger of not meeting the
(student name)
Course Completion Criteria for the Year 10 course _____.
(course name)

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the _____ (eg 1st, 4th) **official warning** we have issued concerning _____.
(course name)

A minimum of two course-specific warnings must be issued prior to a final ‘N’ non-completion of course determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has:

- a) **followed** the course developed or endorsed by the Board; and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an ‘N’ determination. **Students who receive an ‘N’ determination in a mandatory course are not eligible for the award of the Record of Achievement.**

_____ <input type="checkbox"/> <i>is a mandatory course</i> <input type="checkbox"/> <i>is not a mandatory course</i> (course name)
--

To date, _____ has not satisfactorily met _____ of the Course
(student name) (indicate a), b) or c)

Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for _____
(student name)

to satisfy Course Completion Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

Please discuss this matter with _____ and contact the school if further
(student name)
information or clarification is needed.

Yours sincerely,

Mrs Kay Hiscox
Director of Studies

Mr Clive Logan
Principal

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by the end of the course.

Task Name(s)/Course Requirement(s)/Course Outcome(s)	Percentage Weighting (if applicable)	Original Due Date (if applicable)	Action Required by student	Revised date to be completed by (if applicable)

Please detach this section and return to the School

Requirements for the satisfactory completion of a Year 10 Course

- I have received the letter dated _____ indicating that _____ is in danger of not having satisfactorily completed course requirements for _____.
(student name) (course name)
- I am aware that this course may not appear on her Record of Achievement with 'Not Completed' indicated.
- I am also aware that the 'N' determination may make her ineligible for the award of the Record of Achievement.

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____

Subject: Year 10 Agriculture

Subject description: The study of Agriculture develops knowledge and understanding about a range of agricultural practices. It develops the ability to respond to human needs and emerging opportunities. It develops knowledge, understanding and skills in the management of plant and animal enterprises, the technology associated with these enterprises and the marketing of products. The course develops students' ability to solve problems, plan, organise and conduct scientific investigations, research, collect and organise information and work as a member of a team. Students investigate and discuss the impact of agricultural practices on the basic resources of soil, air and water.

Students studying Agriculture will be involved in practical activities making up a *minimum* of 50% of the total course time. As well as course topic work, students will be involved in helping to develop and manage our school farm with enterprises including beef cattle, sheep, pigs, poultry, vegetables and fruit. Additional, essential farm practical skills will also be developed such as tractor, motorbike and quad bike safety and operation and fencing.

TASK	DATE	WORTH	OUTCOMES
Beef Cattle Practical Skills Test	Term 1, Week 10	25%	5.3.2, 5.3.4, 5.6.2
Beef Cattle Examination	Term 2, Week 4	25%	5.1.1, 5.2.1, 5.3.2, 5.3.4, 5.6.2
Vegetable Production Research Assignment	Term 3, Week 6	20%	5.3.1, 5.3.3
Yearly Examination (Vegetables/Plants)	Term 4, Week 6	30%	5.1.1, 5.3.1, 5.3.3, 5.6.2
TOTALS			

Subject: Year 10 Commerce

Assessment Commences: Term 1

Schedule of Tasks

Task Type	Outcomes	Content Area	Task	Value	Date Due
Field Trip Task	5.4, 5.5, 5.7	Consumer Choice	Comparative Shopping + Class test	20%	Term 1 (T1 W6)
ASX Simulation Task	5.1, 5.5, 5.8, 5.9	Investing	Comparing Investments + Class test	30%	Term 2 (End of ASX Game (tba) 1)
ICT Task: Spreadsheet	5.2, 5.8, 5.9	Personal Finance	Preparing a Personal Budget + Class test	20%	Term 3 (mid term)
Knowledge Test	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Political Involvement Option(tba)	Yearly Examination	30%	Term 4

Report of achievement is based on Stage 5 Description of Levels of Achievement.

Subject: Year 10 Design and Technology

Assessment Commences: Term 1, Year 10

Assessment Components:

Knowledge of:

Design Concepts & Processes
The Work of Designers &
Issues and Trends that influence the Designers Work

Skills in:

Innovation, Creativity and Enterprise
Communicating Design Ideas and Solutions
Managing Resources & Producing Quality Design Solutions

Schedule of Tasks

Component	1	2	3	4	5	6
Task Type	Marketing Research Task	Project 1	Unit Test	Project 2 Part A	Project 2 Part B	Yearly Examination
Date	mid Term 1	mid Term 2	mid Term 2	end Term 2	Term 3	Term 4
Outcomes	5.2.1, 5.3.1, 5.5.1	5.1.1, 5.1.2, 5.3.2, 5.4.1, 5.6.1, 5.6.2, 5.6.3	5.1.1, 5.1.2, 5.2.1, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1, 5.6.2, 5.6.3	5.1.2, 5.3.2, 5.4.1, 5.5.1, 5.6.1	5.1.2, 5.3.2, 5.4.1, 5.5.1, 5.6.1, 5.6.2, 5.6.3	5.1.1, 5.1.2, 5.2.1, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1, 5.6.2, 5.6.3
Knowledge and understanding	✓		✓			✓
Investigating and Researching	✓	✓		✓	✓	
Interpreting Data		✓	✓		✓	✓
Problem solving		✓	✓	✓	✓	✓
Total 100%	15%	20%	5%	10%	20%	30%

Subject: Year 9/10 Drama

Schedule of Tasks

	Section Weight	Task 1 Term 1, Week 8	Task 2 Term 2, Week 9	Task 3 Term 2, Week 4	Task 4 Term 3, Week 9	Task 5 Term 4, Week 6
Task description		Myth & Ritual Performance and Logbook	Play in production (TBC)	Monologue & Duologue Performance Logbook	Theatre Styles & Practitioners Performance Essay	Group Performance & Individual Project Logbook
Outcomes		5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.3.3	5.1.1, 5.1.2, 5.1.3	5.1.1, 5.1.2, 5.1.3, 5.1.4	5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.3.3	5.1.1, 5.1.2, 5.1.3, 5.2.1,
Practices		Making Performing	Making Performing Appreciating	Making Performing Appreciating	Making Performing Appreciating	Appreciating
Theoretical Studies of Drama and Theatre	40%	10%	10%	5%	5%	10%
Workshops	30%	5%	5%	10%	10%	
Performance	30%	5%	5%	5%	5%	10%
Weighting	100%	20%	20%	20%	20%	20%

Subject: Year 10 English

TASK	DUE DATE	TYPE OF TASK	MODES	OUTCOMES	VALUE
1	Term 1 Week 7 Poetry	Essay (listening stimulus)	Listening Writing	1A, 3B, 5C, 6C, 8D	15
2	Term 2 Week 3	Satire	a. Create a satirical text b. Reflection Representing Writing	1A, 2A, 3B, 4B, 5C, 7D, 8D, 9E	15
3	Term 3 Week 2	Appropriation (Shakespeare)	Essay (viewing stimulus) Viewing Writing	1A, 3B, 5C, 6C, 8D	20
4	Term 3 Week 9	Film Presentation (filmed and submitted for marking)	Speaking Viewing	1A, 2A, 3B, 5C, 6C	20
5.	Term 4 Week 6	AOS - Prejudice Final Examination a. Essay b. Creative writing	Reading Writing	1A, 3B, 4B, 5C, 6C, 7D, 8D	30
	TOTAL		100%		

Outcome statements

1A. A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

2A. A student effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

3B. A student identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features

4B. A student effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

5C. A student 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

6C. A student investigates the relationships between and among texts

7D. A student understands and evaluates the diverse ways texts can represent personal and public worlds

8D. A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

9E. A student purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Overview

These are the tasks that will determine a student's final mark, grade and ranking for Year 10 English in 2015. The tasks are designed to assess a student's skills across reading, writing, speaking, listening, viewing and creating. Tasks are weighted towards the end of the year to allow all students time to develop these skills, with more than one opportunity to demonstrate their ability in each skill area. All tasks are issued at the beginning of the unit of work so that students can identify class work that will assist them to fulfil the task requirements.

Students are expected to attempt all tasks to the best of their ability. Non-serious attempts or non-submissions will receive zero but students will still be required to work with their teacher to submit the task and demonstrate achievement of course outcomes and English skills. This may involve working with the teacher during lunch times. Parents will be contacted if their daughter does not submit a task or submits a non-serious attempt.

Subject: Year 9/10 Equi-Skills

Course Objective

This course covers the basic concepts of equestrian riding, essential to the provision of the minimum standards of horse and rider welfare and safety.

Within any equestrian environment safety is given the very highest priority. Therefore all skills throughout this unit are taught with consideration to the safety to the horse and rider.

EA assessment procedures aim to test all these attributes of the Introductory Rider.

Schedule of Tasks

Task Type	Outcomes	Content Area	Task	Value	Date Due
Knowledge Test	Equitation + Stable Management	Safety and hygiene in the stable complex	Research Assignment + Practical activities	40%	Term 1
Practical + Theory	Equitation	Lunging Conformation Equine biomechanics	Research Assignments + Practical	20%	Term 2
Practical	Equitation	Flat Work + Pole Work	Practical activities	20%	Term 3
Group Work + Task	Stable Management	Nutrition + Shoeing Horse health and fitness	Yearly Examination	20%	Term 4

Subject: Year 10 Geography

Assessment commences: Term 1, Year 10

Assessment components:

Knowledge and Understanding 45%

Skills 55%

Schedule of Tasks

Areas of Assessment	Content test 20%	Research Project 30%	End of course Examination 50%
Knowledge and Understanding	X		X
Investigating and Researching		X	
Communicating	X	X	X
Interpreting Data	X	X	X
Due date Semester 1 - 10B Semester 2 - 10A	T1, Wk 6 T3, Wk 6	T1, Wk 10 T4, Wk 1	T2, Wk 9 T4, Wk 6
Outcomes to be tested	5.5, 5.6, 5.7	5.1, 5.2, 5.4, 5.6	5.1, 5.3, 5.4, 5.5, 5.6

Subject: Year 10 Australian History

Rationale:

The stage 5 curriculum provides a study of the history of the modern world and Australia from 1945 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

	Term 1 or 3	Term 1 or 3	Term 2 or 4	End of course examination
Assessment	Source Analysis and Short Response Examination 10%	Group Visual Essay and Oral Presentation 30%	Formal Researched Essay 30%	Class Examination 30%
Outcomes	HT5-1, HT5-2, HT5-6,	HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10.	HT5-2, HT5-3, HT5-6, HT5-8, HT5-9, HT5-10.	HT5-1, HT5-3, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10.
Task Date:	Wk 6	Wk 10	Wk 5	Wk 9

Dux: Dux will be awarded to the student who achieves the highest cumulative mark after the completion of the Assessment programme. This student can be from either the Semester 1 or Semester 2 cohort.

Exam: Due to semester based study there will be no formal Yearly Examination for this course.

Subject: Year 10 Mathematics

Students in Year 10 Mathematics will be assessed on two fundamental components: (i) mastery of skills and procedural knowledge, and (ii) understanding of mathematical concepts.

This assessment will be used to (i) report on student progress throughout the year and (ii) grade students for the ROSA on the basis of cumulative achievement in particular tasks as set out in the Class Assessment Grids below.

SCHOOL-BASED REPORTING

Year 10 students will be periodically informed of their performance in this course through discussion and reporting. This reporting will take the form of regular feedback on classwork and tests to students, formal school reports each semester, and Parent-Teacher interviews. Parents will be informed in a timely manner if a student's performance is unusual or out of character.

Student's individual grades, for the purposes of internal school-based reporting, will be the responsibility of the class teacher. Grades will be allocated on a class basis and reflect the ability level that the students are working at.

THE YEAR 10 GRADING SYSTEM

The grading system is concerned with grading student achievement at the end of Stage 5. This final judgment about the grade will be made on the basis of available assessment information.

THE MATHEMATICS PORTFOLIO

Students are required to keep all ROSA Tasks, and class-based tests and assignments in an organised folder. This portfolio will provide a cumulative record of progress and achievement throughout the year. Portfolios must consist of:

- (i) Table of Contents
- (ii) Topic Summaries
- (iii) Chapter Reviews
- (iv) Topic Tests or Assignments with solutions
- (v) ROSA Assessment Tasks with solutions
- (vi) Self Assessments for each Topic
- (vii) Any additional information as directed by the classroom teacher

STRANDS FOR ASSESSMENT

Working Mathematically [WM]: Developed through inquiry, application of problem-solving strategies, communication, reasoning and reflection.

Number [NS]: Mental and written computation and numerical reasoning

Patterns and Algebra [PAS]: Patterning, generalisation and algebraic reasoning

Data [DS]: Collecting, representing, analysing and evaluating information

Space and Geometry [SGS]: Spatial visualisation and geometric reasoning

LEVELS OF OUTCOMES

All prescribed outcomes, as they relate to the scope and sequences for the various Year 10 pathways, will be assessed during the year as related to the sub-stages 5.1, 5.2, and 5.3. All students should have completed all of sub-stage 5.1 outcomes by the end of Year 10, with students progressing through sub-stages 5.2 and 5.3 dependent upon relevant classes and ability.

ASSESSMENT GRID

	Due	Content	Outcomes	Weight
1	T1	Financial Mathematics Measurement	NS5.1.1-2, NS5.1.2.1-2, NS5.3.1-2 MS5.1.1-2, MS5.2.1-3, MS5.3.1-3 WM5.1.1-5, WM5.2.1-5, WM5.3.1-5	20%
2	T2	Half Yearly Examination	NS5.1.3, NS5.3.2, DS5.1.1, DS5.2.1, PAS5.1.1-2, PAS5.2.1-3, PAS5.3.1-3	25%
3	T3	Geometry	SGE5.1.1-2, SGE5.2.1-3, SGE5.3.1-3	20%
4	T4 Exam week	Yearly Examination	All 5.1, 5.2 and some 5.3 outcomes All WM outcomes	35%

Subject: Year 9/10 Music

Assessment Strategies Outcomes for Assessment	Task 1 Composition Task T1 Wk 9	Task 2 Performance and Viva Voce T2 Wk 6	Task 3 Research and Presentation T3 Wk 5	Task 4 Composition Task T4 Wk 4	Task 5a Performance T4 Wk 5	Task 5b Listening Exam T4 Exam period	Component Weighting
<p>PERFORMANCE</p> <p>5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts</p> <p>5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology</p> <p>5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness</p>		15					30
<p>COMPOSITION</p> <p>5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study</p> <p>5.5 notates own compositions, applying forms of notation appropriate to the music selected for study</p> <p>5.6 uses different forms of technology in the composition process</p>	15			15 5			35
<p>LISTENING</p> <p>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</p> <p>5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study</p> <p>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</p> <p>5.10 demonstrates an understanding of the influence and impact of technology on music</p>			15			5 10 5	35
Date Due	Term 1 Week 9	Term 2 Week	Term 3	Term 3	Term 4	Term 4	Total /100

Subject: Year 10 PD/H/PE

TASK NUMBER	DATE DUE	NATURE OF TASK	TASK DETAILS	WEIGHT
1	Term 1 (theory)	Feature Article	Sexual Health	10
2	Term 2 (theory)	Advertisement	Road Safety	10
3	Term 3 (theory)	Film Analysis	Active for Life	10
4	Term 4 (theory)	End of Course Examination	All topics	10
5	Term1-3 (practical)	Skills	Swimming Fitness Gymnastics	60
TOTAL				100

Theory Outcomes Assessed: 5.1, 5.2, 5.3, 5.6, 5.7, 5.8, 5.9, 5.10

Practical/Skill Outcomes Assessed: 5.4, 5.5, 5.14

Subject: Year 10 Physical Activity and Sports Studies (PASS)

TERM	TOPIC	TASK DETAILS	WEIGHTING
1	Coaching	Coaching Assessment	20%
2	Nutrition	Food Analysis	20%
2/3	Physical Fitness	Topic Test	20%
3	Event Management	Event Plan	20%
4	Opportunities and Pathways	Oral Presentation	20%

Practical Lessons

In practical lessons you will participate in a variety of sports and activities. These will be different from the ones you will be doing in your PDHPE lessons. At various times throughout the year we will utilise community sporting facilities, such as fitness centres and UNE.

Subject: Year 10 Science

TASK	ASSESSMENT STYLE	OUTCOMES	WEIGHTING	DATE
1	Student Research Project Individual presentation of open-ended investigation	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	20%	Term 1
2	Chemistry Practical Students use their understanding of chemical reactions to identify an unknown chemical	SC5-16CW, SC5-17CW, SC5-7WS, SC5-8WS	15%	Term 3
3	Research Question Students are given a number of secondary sources and a choice of two essay questions to complete in a set time limit	SC5-1VA, SC5-2VA, SC5-3VA, SC5-7WS	15%	Term 3
4	Coordination Assessment Students must complete a pamphlet of required information on the nervous system individually and complete a series of experiments as a group	SC5-14LW, SC5-15LW, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	15%	Term 2
5	Yearly Examination Covering units: Sporting Greats, The Second Mouse Gets the Cheese & Snap, Crackle and Pop!	SC5-10PW, SC5-11PW, SC5-14LW, SC5-15LW, SC5-16CW, SC5-17CW	25%	Term 4

10% assigned to topic tests at the end of each topic (2.5% each)

Subject: Year 10 Textiles

Assessment Components:

Knowledge of:

The properties and performance of textiles.

Skills in design for a range of textile applications.

The significant role of textiles for the individual consumer and for society.

Skills in:

The creative documentation, communication and presentation of design ideas.

The critical selection and proficient and creative use of textile materials, equipment and techniques to produce quality textile items.

Evaluating quality in the design and construction of textile items.

Task no.	Outcomes	Due Date	Task
1	5.2.1, 5.3.1	Week 7, Term 1	Research Task – Historical/contemporary aspects of Apparel 10%
2	5.1.2, 5.5.2, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1	Week 7, Term 2	Project 1 Knit wear and portfolio 20%
3	5.1.1, 5.2.1, 5.2.1, 5.3.1,	Week 8, Term 2 TBC	Unit Test 5%
4	5.1.1, 5.1.2	Week 6 Term 3	Design Inspiration Story board 15%
5	5.1.2, 5.2.2, 5.2.3, 5.3.1, 5.4.1, 5.5.1, 5.6.1	Week 5 Term 4	Project 2 Furnishings and portfolio 25%
6	All	Week 6, Term 4	Yearly Exam 25%

- Dates will be confirmed when the assessment task is issued.
- The above dates are set as a guide only and can be changed.
- **10%** of the total marks per day will be deducted for late submission. Late submission due to sickness – submission is to be on the first day of return to school with a **doctor's certificate**.

All work is to be handed in within **class time** on the day specified. Submission after this time will be deemed late.

Subject: Year 10 Visual Arts

Visual Arts I: 100 hours

Visual Arts II: 200 hours

Assessment Commences: Term 1, Year 10

Subject Description: Students studying Visual Arts will extend and refine artmaking skills and autonomy in selecting and applying the conventions and procedures to make artworks. Students will learn how to recognise and use analytical tools to investigate how art criticism and history can construct meanings. Students will also develop an informed understanding of the art world through the exploration and interpretation of a variety of artworks and artmaking practices.

Course Content: A rotational program is used to extend and develop the artmaking skills of students in Year 9 and their ROSA Year.

Program A	ARTMAKING	HISTORICAL/CRITICAL
Semester 1	Printmaking	The Frames (<i>Structural Frame - Postmodern Frame</i>) Practice (<i>material practice - historical practice - conceptual prac</i>)
Semester 2	Photography and Video Art	Conceptual Framework (<i>world - artist - audience - artwork</i>) Revision (<i>Practice, Frames and Conceptual Frames</i>)
Program B	ARTMAKING	HISTORICAL/CRITICAL
Semester 1	Painting	The Frames (<i>Cultural Frame - Subjective Frame</i>) Conceptual Framework (<i>world - artist/architect - artwork</i>)
Semester 2	C20th Architecture	Practice (<i>material practice - historical practice - conceptual Prac</i>) Revision (<i>Practice, Frames and Conceptual Framework</i>)

Assessment Components:

Component	Weighting
Artmaking	50%
Art Criticism & Art History	50%
Total:	100%

Schedule of Tasks:

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weight
	CASE STUDY or ESSAY	ARTMAKING Development of artwork(s) - including documentation of artmaking process in VAPD	TOPIC TEST	HISTORICAL/CRITICAL ESSAY or CASE STUDY	ARTMAKING Development of artwork(s) - including documentation of artmaking process in VAPD	HISTORICAL/CRITICAL EXAMINATION	
	Term 1	Towards the end of Term 2	Towards the end of Term 2	Term 3	Early Term 4	Term 4 (approx. 4-5 weeks prior BOS submit)	
	5.9, 5.10	5.1, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10	5.7, 5.8, 5.10	5.1, 5.2, 5.3, 5.4, 5.5	5.7, 5.8, 5.9, 5.10	
Artmaking		25%				15%	50%
Art Criticism & Art History	10%		10%	15%	25%		50%
Weight	10%	25%	10%	15%	25%	15%	100%

YEAR 10 ASSESSMENT CALENDAR

2016

The following calendar lists weeks which can be selected for assessment tasks across all subject lines. Where possible, specific weeks have been allocated in the subject schedules.

Term 1, 2016

Week	Date	Lines
1	25 th January	Assess free
2	1 st February	Assess free
3	8 th February	Assess free
4	15 th February	
5	22 nd February	PDHPE
6	29 th February	Geog/Comm/Hist PDHPE
7	7 th March	English/Textiles
8	14 th March	Drama/Maths/D&T
9	21 st March	Music/VA
10	28 th March	Equi/Ag/Geog/PASS
11	4 th April	Science

Term 3, 2016

Week	Date	Lines
1	18 th July	
2	25 th July	English
3	1 st August	
4	8 th August	
5	15 th August	Music/Comm/D&T
6	22 nd August	Ag/Geog/Equi/ Textiles/Hist/PDHPE
7	29 th August	Science/PDHPE/ Maths/VA
8	5 th September	
9	12 th September	Drama
10	19 th September	PDHPE

Term 2, 2016

Week	Date	Lines
1	25 th April	
2	2 nd May	
3	9 th May	English/Sci
4	16 th May	Ag/Comm/Drama/D&T
5	23 rd May	PASS/Equi/VA/D&T
6	30 th May	Music/Maths
7	6 th June	Textiles/PDHPE
8	13 th June	Science/Textiles
9	20 th June	Geog/Drama/PDHPE/VA

Term 4, 2016

Week	Date	Lines
1	10 th October	Geog
2	17 th October	
3	24 th October	D&T
4	31 st October	Music/VA
5	7 th November	Music/English/Equi/Text
6	14 th November	Yearly exams
7	21 st November	AMOW
8	28 th November	Assess free
9	5 th December	Assess free