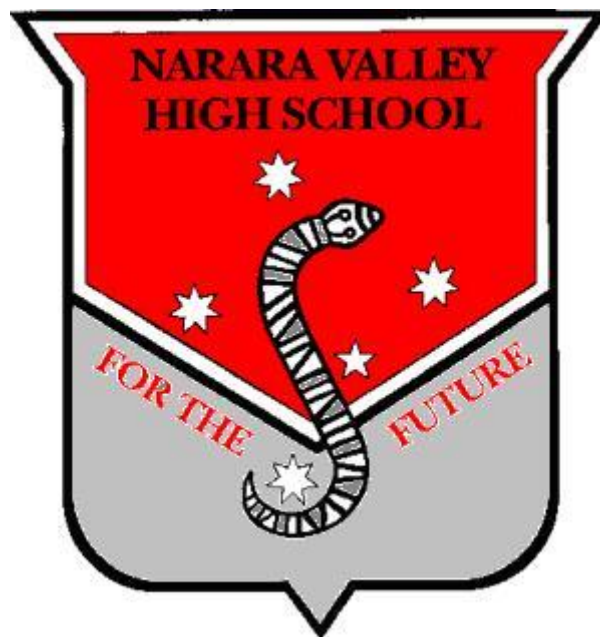


**NARARA VALLEY**

**HIGH SCHOOL**



**YEAR 10**

**ASSESSMENT BOOKLET**

**2022**

**1. Information for Students and Parents**

- Minimum requirements
- Satisfactory completion of a course
- Attendance
- Notification of warnings

**2. Grading**

- Assessment statement and schedule
- Late submissions
- Application for Extension
- Absent from an assessment task through illness and injury
- Malpractice
- Illness during task
- Deliberate Absenteeism
- Formal Examinations

**3. Assessment Tasks**

**4. Student Mark/Grade query appeals**

**5. The Record of Student Achievement (RoSA)**

**6. Student Responsibilities**

**7. Assessment Statement & Schedule**

**Mandatory Subjects**

- English
- Geography
- History
- Mathematics
- PDHPE
- Science

**Electives**

- Agriculture
- Big History
- Child Studies
- Commerce
- Dance
- Drama
- Elective History
- Food Technology
- Industrial Technology  
(Metal, Electronics, Timber, Multi Media, Engineering)
- Information and Software Technology
- Japanese
- Music
- Performance
- Physical Activity and Sports Studies
- Preliminary Marine Studies (Yr10)
- Textile & Design
- Visual Arts
- Visual Design

**8. Calendar**

**9. Request for extension**

## 1. INFORMATION FOR STUDENTS AND PARENTS

### MINIMUM REQUIREMENTS FOR THE SUCCESSFUL COMPLETION OF YEAR 10

#### NESA – NSW EDUCATION STANDARDS AUTHORITY

The NESA is the authority responsible for approving the completion of Year 10. The following requirements **must** be met in order to qualify for a Record of School Achievement (RoSA).

Satisfactory completion of the NESA requirements in Stage 5 for:

- English
- Mathematics
- Science
- History
- Australian Geography, Civics and Citizenship
- Personal Development, Health and Physical Education.

Students must have met the NESA requirements for Stage 4 Language, Visual Arts, Music and Design and Technology.

Successful completion of studies in addition to the above courses (i.e. elective courses) is required in order to be recorded on the Record of School Achievement (RoSA) when they complete school.

**WARNING:** Failure to satisfactorily complete the Stage 4 and 5 requirements will lead to ineligibility for a RoSA as the student has failed to meet the minimum requirements for the completion of Year 10.

Students must also attend until the final day of Year 10. (Completion date will be advised each year by the DoE.)

#### SATISFACTORY COMPLETION OF A COURSE

The NESA sets the following definition. "A student will be considered to have satisfactorily completed a course, if in the Principal's view there is sufficient evidence that the student has:

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

For the satisfactory completion of a course, it is your responsibility to:

- a. complete all assigned work including each assessment task to the best of your ability;
- b. ensure that any questions about marks, grades or comments awarded for an individual piece of work are resolved at the time the work is handed back by the teacher;
- c. demonstrate that through effort and achievement you have met the requirements of the course.

## **ATTENDANCE**

### **ABSENCE DURING THE YEAR**

Principals may grant students leave for legitimate reasons such as illness or physical injury. If leave has been granted during the year there will be no effect on course completion requirements. This is on the proviso that you have completed the compensatory assignments during the period of absence, or have been able to catch up on missed work on your return to school.

If absence is prolonged and work is not possible during the period, the Principal may judge that it is not feasible to make up the work during the year.

Any extensive period of unapproved absence may result in non-completion of a course(s) and may impact on your eligibility to satisfactorily complete Year 10.

### **FINAL DATE FOR ATTENDANCE**

It is a requirement for Year 10 students to attend school until the final day of Year 10 or as determined by the school system or Principal, unless an exemption has been granted by the Principal.

If you leave before the last day of Year 10 without an exemption or approval you will not satisfactorily complete Year 10. Unauthorised early departure from school in Year 10 may also jeopardise entry into Year 11 and HSC courses in Years 11 and 12.

**As a guide NESAs suggests that if a student's attendance falls below 85%, a Principal may determine that, as a result of absence, the course criteria have not been met.**

### **NOTIFICATION OF WARNINGS**

Where students are in danger of failing to meet the requirements of the course, through failure to complete the course or through attendance, parents will be advised by mail of the problem.

In general, if two warnings have been issued without any significant improvement in the area identified an "N" determination will be made.

**It is strongly advised that if a "Year 10 Warning Letter" is received that parents contact the school as soon as possible, so that the situation can be rectified.**

## 2. GRADING

Students will be awarded a Grade from A to E based on the school's assessment of each student's performance against Performance Descriptors for each subject. The Performance Descriptors are set by the NESAs.

Each subject will set Assessment Tasks throughout Year 10 to determine which Performance Descriptor best represents the Level of Achievement of each student at the end of Year 10.

There is no predetermined percentage of students to each grade e.g. Whilst it is unlikely, it is possible for all students to receive a Grade A if their performance matches the Performance Descriptor for Grade A.

The Current General Performance Descriptors are set out below:

<b>A</b>	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>B</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.
<b>C</b>	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.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	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.

### 3. ASSESSMENT TASKS

#### ASSESSMENT STATEMENT AND SCHEDULE

An Assessment Statement and Schedule is included in this booklet for all subjects studied. Students should retain this document for reference. This document advises students of the nature, relative importance and approximate timing of assessment tasks. In general, students can expect to receive 10 days notice of the specific date for an Assessment Task in each subject.

Teachers are likely to set a number of tasks throughout the duration of the course that are not part of this statement. Whilst these tasks will not directly influence your Grade, they assist in the consolidation of knowledge and skills and will have an impact on your report and course comment. It is therefore wise to prepare and do your best in all work set.

#### LATE SUBMISSION OF WORK

It is the responsibility of the student to be present for, or to hand in assessment tasks at the required time. **School policy states that late submission of assessment tasks will result in a mark of zero.**

#### APPLICATION FOR EXTENSION

Applications for extension of time due to illness and/or misadventure must be made in writing to the Head Teacher in charge of the course, prior to the task being due (one week earlier is advised). Applications must be made on the official application form (a sample form is attached). Applications will be reviewed by the Head Teacher and the class teacher concerned. The Year Adviser may be contacted if necessary. Students will be notified of the outcome of their application.

#### ABSENT FROM AN ASSESSMENT TASK THROUGH ILLNESS OR INJURY

If the student is absent for an assessable task, or fails to hand in a task on time, they **must** give evidence of the reason for their absence or failure, **or receive a mark of zero.**

Appropriate evidence can include:

- i. A doctor's certificate is required for cases of illness;
- ii. Evidence from a parent may be accepted (in other cases of serious misadventure);
- iii. Representing the school as sanctioned by the Principal. If representing the school, it is the student's responsibility to inform his/her teacher **before** the task with the required paperwork.

All such evidence must be presented on the **first day of return to school** after the task. This is a student obligation.

If the student's case is valid then the Head Teacher may direct:

- An extension of time;
- Completion of an alternative task;
- Or in exceptional circumstances, at the Principal's discretion, use of an estimate.

Each case will be judged on its merits. Alternative arrangements will not automatically be made on request.

Failure to comply with the requirements in the section above will result in a mark of zero for that task.

## **ILLNESS DURING TASK AT SCHOOL**

Students who become ill during an assessment task at school and are unable to substantially complete the task may be set an alternative task.

## **MALPRACTICE**

Where there is evidence of malpractice in assessment tasks students are to be awarded zero for the task. Where there is evidence of collusion on the same assessment task by two or more students, the Head Teacher will determine what, if any, marks are to be awarded to the students. Parents will be informed of the incident in writing.

Malpractice may include:

- The use of material that is not the work of the student;
- Use of straight downloads from the internet;
- Breaching school examination rules;
- Plagiarism;
- Using substantial amounts of work from another source without acknowledging the source.

## **DELIBERATE ABSENTEEISM**

For students who absent themselves from any normal lessons or arrive late to school, the absence may be deemed that it was in order to complete or prepare for an assessment task. This will incur a mark of zero.

## **FORMAL EXAMINATION**

Formal examinations will be held at the Half Yearly and Yearly Examination times during Year 10. The nature and length of the examination will be discussed with students by the Head Teacher or Class Teacher.

## **MARK/GRADE QUERY**

Any disagreement over the accuracy of a teacher's assessment should be resolved when the task is returned. Each teacher should establish a procedure with their classes that ensures accuracy of assessment. Disagreements that cannot be resolved at class level must be immediately referred to the Head Teacher. Matters that cannot be resolved at this level must be referred to the Deputy Principal.

## **4. STUDENT APPEALS AGAINST GRADES**

Students may appeal against the grade awarded in any subject. Appeals must be made in writing by the date set out in Section 1 of the ACE Manual for that particular year. Students will be advised of the relevant date. Evidence must be supplied to support the appeal. It is unlikely that students will succeed in appeals, unless they can substantiate that their results were inconsistent with the progressive reporting from the school, on the relative achievements of its total candidature.

The school will rule on the appeal in the manner outlined in the Guidelines below. A student whose appeal is rejected has the right of appeal to the NESAs.

Students who wish to appeal against the grade awarded by the school, in any subject, must submit a written appeal to the Principal. Written evidence to support the appeal must accompany the appeal. An Appeals Tribunal will be constituted to review the appeal and decide whether the appeal is to be upheld or rejected. The Appeals Tribunal will consist of the Principal or delegate, the Head Teacher from the subject area and the Head Teacher Student Welfare (or nominee Head Teacher).

## **5. The RECORD OF SCHOOL ACHIEVEMENT (RoSA) is:**

### **A CUMULATIVE CREDENTIAL- RECOGNISING ALL YOUR ACADEMIC ACHIEVEMENTS**

Instead of just showing what your results were at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC complete some Year 11 courses.

The RoSA will show your Year 10 grades, as well as any grades for Year 11 courses completed after that. If you start a course but leave school before completing it, your RoSA will show evidence of your enrolment. Your RoSA will also show results of any VET or Life Skills courses you complete in Year 10 and/or Year 11.

### **A CREDENTIAL FOR SCHOOL LEAVERS**

The RoSA will be awarded to all eligible students when they leave school.

If you transfer from one school to another at the end of Year 10 you will not receive a formal RoSA credential at that time.

To receive a RoSA you will need to meet your school's attendance requirements.

You will be able to request a RoSA through your school when you talk to your teachers or Principal about leaving.

If you have completed any Life Skills courses you will receive your Life Skills Profile of Student Achievement at the same time as your RoSA.

### **FAIR GRADES FOR EVERYONE**

Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgement.

Grades for all your courses in Years 10 and 11 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school.

The RoSA credential will report on your achievements in Stage 5 courses, using A to E grades.

Teachers are very experienced already in determining grades based on your assessments. As part of introducing the RoSA, NESAs will provide further support and resources to make sure grades are given fairly and consistently from school to school.

### **STUDENT RESPONSIBILITIES**

To complete all assessment tasks to the best of their ability

To ensure that all tasks are submitted on time or that the procedures outlined are followed

To ensure that work submitted is their own work.

To ensure that any questions they have about marks, grades and comments awarded for an individual assessment task are resolved when the task is returned.

To demonstrate through effort and achievement that they have met all the requirements for the course.

To ensure that their attendance meets the requirements.

To ensure that they read and understand all the information noted above.

Any student who has a problem in understanding any information contained in this document should seek clarification from the Year Advisor, Deputy Principal or Principal.



## YEAR 10 ASSESSMENT ENGLISH

Students in Year 10 English will experience a wide variety of activities that assess the major components of the English Syllabus: Reading, Writing, Listening, Viewing, Representing and Speaking.

Grades in English will be awarded from A-E.

The grade awarded to each student will be allocated according to that student's performance in the four assessment tasks outlined below indicating achievement of performance descriptors.

### ASSESSMENT SCHEDULE

Topic	Non-fiction	Novel Study	Shakespeare Study	Poet Study	The Art of Storytelling	Concept Study
<b>Assessment Task Areas for Assessment</b>	<b>Multi – Modal Presentation</b>	<b>Essay</b>	<b>Project Based Learning</b>	<b>Essay</b>	<b>Short Story</b>	<b>Project Based Learning</b>
Outcomes	4, 8, 9	3, 5	All	2, 6, 7	1	All
Reading, Writing	X	X	X	X	X	X
Listening, Speaking	X		X			X
Viewing, Representing			X	X		X
Analysing language	X	X	X	X	X	X
Interpretive, Imaginative and critical thinking	X	X	X	X	X	X
Expressing views	X	X	X	X		X
Weighting	25%	25%		25%	25%	
<b>Time of Task</b>	<b>Term 1 Week 7/8</b>	<b>Term 2 Week 4</b>		<b>Term 3 Week 2</b>	<b>Term 4 Week 3 Yearly Exam</b>	

**NB: School Report Assessment continues until the end of Term 4**

## YEAR 10 ASSESSMENT MATHEMATICS

Students will be assessed over the year using the Assessment Tasks as indicated in the table below.

Students will complete stage specific assessments for Task 1 and 3. While these tasks may contain common elements between all of the stages, each assessment will be unique to the stage.

Students will be awarded one of the following grades: A10, A9, B8, B7, C6, C5, D4, D3 or E2. These grades are based on common assessment tasks and will be determined from the Course Performance Descriptors.

N award will be applied if course requirements are not met.

### **ASSESSMENT SCHEDULE**

<b>Assessment Task Areas for Assessment</b>	<b>Stage Test</b>	<b>Common Test</b>	<b>Stage Test</b>	<b>Common Yearly Examination</b>
	5.1-Project 5.2, 5.3- Stage Specific Test	5.1,5.2,5.3- Common Test	5.1,5.2,5.3 Stage Specific Project	5.1,5.2,5.3 Common Yearly Test
Weightings	20%	25%	25%	30%
Time of Task	<b>Term 1</b> <b>Week 9</b>	<b>Term 2</b> <b>Week 8</b>	<b>Term 3</b> <b>Week 7</b>	<b>Term 4</b> <b>Week 4</b>

**NB: School Report Assessment continues until the end of Term 4**

## **YEAR 10 ASSESSMENT SCIENCE**

Students will be assessed over the year using the Assessment Tasks as indicated in the table below.

Student achievement will be recognised in the range from elementary (Grade E) to excellent (Grade A). Students who fail to meet the requirements of the course are assigned an 'N' award.

The areas of assessment are:

- Knowledge and understanding of scientific concepts;
- Working scientifically.

### **ASSESSMENT SCHEDULE**

<b>Assessment Task Areas for Assessment</b>	<b>Independent Research Project</b>	<b>Research Task</b>	<b>STEM Task</b>	<b>Yearly Exam</b>
Knowledge and Understanding of Scientific Concepts	10	15	15	10
Working scientifically	15	10	10	15
Weighting for Tasks	25%	25%	25%	25%
<b>Timing for Tasks (approx)</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 5</b>	<b>Term 3 Week 4</b>	<b>Term 4 Week 4/5</b>

**NB: School Report Assessment continues until the end of Term 4**

## YEAR 10 ASSESSMENT HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)

HSIE comprises the study of both History and Geography.

Student achievement will be recognised by the award of Record of Achievement (RoSA) A - E. These grades signify the level of student achievement with A being excellent and E referring to elementary achievement. An N grade will be assigned if students fail to meet course requirements.

### **AREAS FOR ASSESSMENT**

Students will be assessed over the year on both History and Geography using the assessment tasks as indicated in the table below

### **ASSESSMENT SCHEDULE**

<b>Topic</b>	<b>Environmental Change &amp; Management</b>	<b>Cold War</b>	<b>Rights and Freedoms</b>	<b>Human Wellbeing</b>	<b>Whole Course</b>
<b>Assessment Task</b>	Research Task	Source Analysis	Extended Responses	Research Task	Yearly Exam
<b>Outcomes</b>	GE 5-3 GE 5-4 GE 5-5 GE 5-7 GE 5-8	HT 5-1 HT5-5 HT 5-6 HT 5-7	HT 5-3 HT 5-4 HT 5-8 HT 5-9 HT 5-10	GE 5-6 GE 5-7 GE 5-8	HT 5-1 HT 5-2 HT 5-6 GE 5-2 GE 5-5 GE 5-6
<b>Weighting</b>	20%	20%	20%	20%	20%
<b>Time of Task</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 3</b>	<b>Term 2 Week 10</b>	<b>Term 3 Week 9</b>	<b>Term 4 Week 4</b>

**NB: School Report Assessment continues until the end of Term 2.**

## YEAR 10 ASSESSMENT PD/HEALTH/PE

Throughout Year 10, PDHPE students will be assessed on their completion of and performance in the tasks set below.

Student achievement in PDHPE will be recognised by the award of Grades A-E. These grades signify the level of achievement with:

**A** = Excellent Achievement

**B** = High Achievement

**C** = Substantial Achievement

**D** = Satisfactory Achievement

**E** = Elementary Achievement

**N** = Non Award

### **AREAS OF THE ASSESSMENT**

The following are groupings of the outcomes, knowledge and skill objectives from the Stage 5 PDHPE Syllabus used to assess student achievement.

### **ASSESSMENT SCHEDULE**

<b>Assessment Task Areas for Assessment</b>	<b>Practical Observation Semester 1</b>	<b>Equal opportunity to involved</b>	<b>Volley Ball (Practical)</b>	<b>Dance (Practical)</b>	<b>Yearly Exam</b>	<b>Practical Observation Semester 2</b>
Outcomes	5.9, 5.11	5.1, 5.3	5.4, 5.5, 5.11	5.4, 5.10, 5.11	5.1, 5.3, 5.8, 5.9	5.9, 5.10, 5.11
Movement Skill & Performance	X		X	X		X
Health, Wellbeing & Relationships		X			X	
Health, Safe & Active Lifestyles	X	X			X	X
<b>Weighting</b>	10%	20%	20%	20%	20%	10%
<b>Time of Task</b>	<b>Terms 1 Week 8</b>	<b>Term 1 Week 10</b>	<b>Term 2 Week 5</b>	<b>Term 3 Week 5</b>	<b>Term 4 Week 5-6</b>	<b>Term 3 Week 10</b>

**NB: School Report Assessment continues until the end of Term 4**

## **YEAR 10 ASSESSMENT DANCE**

Throughout Year 10, Dance students will be assessed on their completion of and performance in the tasks set out below.

Student achievement in Dance will be recognised by the award of Grades A – E. These grades signify the level of student achievement with:

**A** = Excellent Achievement

**B** = High Achievement

**C** = Substantial Achievement

**D** = Satisfactory Achievement

**E** = Elementary Achievement

**N** = Non Award

### **AREAS OF ASSESSMENT**

The following are groupings of the knowledge, understanding and skills objectives from the Syllabus used to assess student achievement:

### **ASSESSMENT SCHEDULE**

<b>Assessment Task Areas for Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
Outcomes	5.1.1, 5.1.3, 5.2.1, 5.2.2	5.1.1	5.3.1, 5.3.2, 5.3.3	5.2.1, 5.2.2 5.3.1, 5.3.2, 5.3.3
	<b>Practical Performance/ Comp Assessment</b>	<b>Healthy Practices</b>	<b>In class Modern Dance Research</b>	<b>Practical Composition + Appreciation Assessment</b>
Performance	20	20		
Composition	10			20
Appreciation			20	10
<b>Weighting</b>	30%	20%	20%	30%
<b>Time of Task</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 2</b>	<b>Term 3 Week 9</b>	<b>Term 4 Week 3</b>

**NB: School Report Assessment continues until the end of Term 4.**

## YEAR 10 ASSESSMENT PHYSICAL ACTIVITY AND SPORTS STUDIES

### AREAS FOR ASSESSMENT

The aim of the Physical Activity and Sports Studies (PASS) is to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Assessment for learning in PASS is designed to enhance learning and improve sporting skills. The assessments involved give students' the opportunity to produce work that leads to development of their knowledge, understanding and skills.

### ASSESSMENT SCHEDULE

<b>Assessment Task Areas for Assessment</b>	<b>Skills / Attitudes Semester 1</b>	<b>Coaching</b>	<b>Event Management Tabloid</b>	<b>Nutrition Task</b>	<b>Skills / Attitudes Semester 2</b>
Outcomes	4.3, 4.1	3.1, 3.2	3.1, 3.2, 4.1, 4.2, 4.3, 4.4	1.1, 1.2 4.1,4.2	4.1, 4.3
Enhancing Participation & Performance	X	X	X		X
Physical Activity & Sports in Society	X				X
Foundations of PASS	X			X	X
<b>Weighting</b>	20%	20%	20%	20%	20%
<b>Time of Task</b>	<b>Term 1 Week 9</b>	<b>Term 1 Week 7</b>	<b>Terms 2 Week 10</b>	<b>Term 3 Week 10</b>	<b>Terms 4 Week 2</b>

**NB: School Report Assessment continues until the end of Term 4**

## YEAR 10 ASSESSMENT DRAMA

Throughout Year 10 Drama students will be assessed on their completion and performance of tasks in the following areas:

Making, performing and appreciating the creation of drama and theatre.

The assessment tasks will be designed to reflect the following skills.

- Improvisation and acting skills;
- Playbuilding and scriptwork;
- Dramatic Forms;
- Performance styles;
- Dramatic techniques and theatrical conventions;
- Reflection of own and other's performances;
- Critical analysis of theatre, playwrights and their audiences.

Student achievement will be recognised by the award of Grades A - E. An N grade will be assigned if students fail to meet the course requirements.

Students will value and appreciate the collaborative and diverse nature of drama and theatre and the contribution this makes to enriching the sustaining cultures and societies.

Students will be performing to live audiences from within the school and be given feedback on their performance in each task. This may take the form of written comments, a mark, a grade, oral comments, or a combination of these.

### ASSESSMENT SCHEDULE

<b>Assessment Tasks Areas of Assessment</b>	<b>Production 101</b>	<b>Characterisation + Monologues</b>	<b>Forms, Stylest + Playbuilding</b>	<b>Yearly Examination: Written essay and short answers</b>
Outcomes	5.1.3, 5.2.2, 5.3.3	5.2.1, 5.2.3, 5.3.1	5.1.1, 5.1.2, 5.1.4, 5.2.3, 5.3.1	5.3.1, 5.3.2, 5.3.3
Making	X		X	
Performing	X	X	X	
Appreciating	X	X		X
<b>Weighting</b>	20%	20%	30%	30%
<b>Time of Task</b>	<b>Term 1 Week 10</b>	<b>Term 2 Week 9</b>	<b>Term 3 Week 5</b>	<b>Term 4 Week 4/5</b>

**NB: School Report Assessment continues until the end of Term 4**



## YEAR 10 ASSESSMENT VISUAL ARTS

The Visual Arts framework provides a set of broad learning outcomes that summarise the knowledge, understanding, skills values and attitudes essential for all students to succeed in and beyond their schooling.

Student achievement in Visual Arts will be recognised by the award of grades A – E in accordance with the course performance descriptors set out by the BOSTES. These grades signify the level of student achievement with A being excellent and E being elementary achievement. An N grade will be assigned if students fail to meet course requirements.

### **AREAS OF ASSESSMENT**

Students will develop knowledge, understanding and skills:

- To make artworks informed by their understanding of practice, the conceptual framework and the frames;
- To critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames.

Students will value and appreciate:

- Their engagement in the practice of the Visual Arts and understanding how the Visual Arts, as a field of practice and understanding, is subject to different interpretations.

### **ASSESSMENT SCHEDULE**

<b>Outcomes</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
5.1, 5.2, 5.3	Body of Work VAPD and support material		
5.7,5.8,5.9,5.10		Exam	
5.4, 5.5, 5.6			Body of Work VAPD and support material
<b>Weighting</b>	30%	40%	30%
<b>Time of Task</b>	<b>Term 2 Week 4</b>	<b>Term 3 Week 7</b>	<b>Term 4 Week 3</b>

**NB: School Report Assessment continues until the end of Term 4**

## **YEAR 10 ASSESSMENT INDUSTRIAL TECHNOLOGY**

Metal / Electronics / Timber / Multi Media/ Engineering

Throughout Year 10 students of Industrial Technology will be assessed on their performance in the tasks set out below.

Student achievement in Industrial Technology will be recognised by the award of Grades A - E. An N grade will be assigned if students do not meet course requirements.

### **AREAS FOR ASSESSMENT**

The following are groupings of knowledge and skills outcomes from the Syllabus used to assess student achievement:

- DEVELOP a planned approach to applying the design process.
- CONSTRUCTION of the finished product.

The assessment information collected over all tasks will be used to assign a Record of Achievement (RoSA) Grade. Students will receive feedback on their performance in each task.

Due to the proportion of practical work in Industrial Technology, a major proportion of assessment will be of a practical nature.

### **ASSESSMENT SCHEDULE**

<b>Assessment Tasks Areas for Assessment</b>	<b>Project 1</b>	<b>Major Project</b>
Planning Task	X	X
Practical	X	X
<b>Weighting</b>	40%	60%
<b>Time of Task</b>	<b>Term 2 Week 1</b>	<b>Term 4 Week 2</b>

**NB: School Report Assessment continues until the end of Term 4.**

## YEAR 10 ASSESSMENT AGRICULTURE

Year 10 agriculture students will be assessed and awarded with Grades A - E on the basis of how they satisfy course performance descriptors. These grades signify the level of achievement with Grade A being excellent achievement and Grade E being elementary achievement.

An N grade will be assigned if students fail to meet one or more of the course requirements.

Agriculture students must complete 4 assessment tasks in addition to normal class work which forms the basis of the course.

### **AREAS FOR ASSESSMENT**

- Agricultural enterprises and systems;
- Interaction of agriculture and society;
- Production and marketing;
- Safe, ethical and sustainable practises;
- Problem solving and communication.

### **ASSESSMENT SCHEDULE**

<b>Assessment Tasks Areas of Assessment</b>	<b>Semester 1 Practical</b>	<b>Design Task</b>	<b>Semester 2 Practical</b>
Investigating and Researching	X	X	
Applying Knowledge and Concepts	X	X	X
Communicating	X	X	X
Interpreting Data	X		X
Problem Solving	X	X	X
<b>Weighting</b>	35%	30%	35%
<b>Time of Task (Approx)</b>	<b>Term 2 Week 4</b>	<b>Term 3 Week 8</b>	<b>Term 4 Week 5</b>

**NB: School Report Assessment continues until the end of Term 4**

## YEAR 10 ASSESSMENT FOOD TECHNOLOGY

Food Technology provides students with the opportunities to:

- Gain an understanding of the range of activities involved in Food Technology;
- Evaluate relationships between Food Technology, nutritional status and the quality of life;
- Design solutions to specific food needs;
- Develop environmental and social responsibility in the design and use of food.

### AREAS FOR ASSESSMENT

The Year 10 Food Technology course will assess students on the following criteria, Knowledge, Investigation and Research, Designing and Preparation of Food, Management and Communication.

### ASSESSMENT SCHEDULE

	Design Project 1		Design Project 2	
Assessment Tasks Areas of Assessment	Research Activity	Semester 1 Practical	Research Activity	Semester 2 Practical
Knowledge	X		X	
Investigation / Research	X		X	
Designing / Preparation of Food		X		X
Management of Resources		X		X
Communication	X		X	
<b>Weighting</b>	25%	25%	25%	25%
<b>Time of tasks</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 3/4</b>	<b>Term 3 Week 9</b>	<b>Term 4 Week 3/4</b>

**NB: School Report Assessment continues until the end of Term 4.**

## YEAR 10 ASSESSMENT MUSIC

**Year 10 Music students will develop knowledge, understanding and skills in the concepts of music through:**

**Performing** – as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques.

**Composing** – as a means of self-expression, musical creation and problem solving.

**Listening** – as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

**Value and attitudes** – Students will value and appreciate:

- The aesthetic value of music and the enjoyment of engaging in performing, composing and listening.

**The Concepts of Music** – The following musical concepts will be studied in the course: Duration, Pitch, Dynamics and Expressive Techniques, Tone Colour, Texture, Structure.

### ASSESSMENT SCHEDULE

<b>Assessment Tasks Areas of Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
Outcomes	5.1, 5.3	5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10	5.1, 5.3, 5.11, 5.12
	<b>Description:</b> Perform 1 piece from the topic of “Australian Music”.	<b>Description:</b> Students compose a piece in the style of Film Music, notating it digitally.	<b>Description:</b> Musical Theatre Aural Analysis Powerpoint Presentation.	<b>Description:</b> Students perform one piece, implementing feedback from previous practical exam.
Practical	X			X
Composition Task		X		
Australian Music Powerpoint			X	
<b>Weighting</b>	20%	30%	30%	20%
<b>Time of Task</b>	<b>Term 1 Week 10</b>	<b>Term 2 Week 10</b>	<b>Term 3 Week 8</b>	<b>Term 4 Week 4</b>

**NB: School Report Assessment continues until the end of Term 4**

## YEAR 10 ASSESSMENT CHILD STUDIES

Child studies provide students with the opportunities to:

- Develop knowledge and understanding of the responsibilities and requirements of parents and carers.
- Evaluate and improve their parenting skills.
- Develop student's confidence in caring for infants and young children.
- Appreciate the role parents play in the well being of individuals and families within a changing society.

### **AREA FOR ASSESSMENT**

The assessment information collected over all tasks will be used to assign a Record of School Achievement (RoSA) Grade. Students will receive feedback on their performance in each task.

### **ASSESSMENT SCHEDULE**

<b>Assessment Tasks Areas of Assessment</b>		<b>Recipe Book</b>	<b>Media &amp; Technology Task</b>	<b>Culture Task</b>
<b>Knowledge</b>	<b>35%</b>	10	10	15
<b>Practical Task</b>	<b>65%</b>	20	20	25
<b>Weighting</b>	<b>100%</b>	30%	30%	40%
<b>Time of task</b>		<b>Term 2 Week 1</b>	<b>Term 3 Week 2</b>	<b>Term 4 Week 3</b>

**NB: School Report Assessment continues until the end of Term 4.**

**YEAR 10 (ACCELERATED PRELIMINARY COURSE)**  
**MARINE STUDIES ASSESSMENT SCHEDULE**

Students of Marine Studies bring a range of life experiences as background to their study. The content endorsed course structure enables the selection of modules that recognise and build upon students' knowledge, understanding and skills through further and more in-depth study of this area.

Marine Studies will support students in developing a commitment to and capacity for lifelong learning in this area. This may lead to further post-school study at University or TAFE or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences as an area of personal interest.

In Marine Studies students may elect to undertake a course of study which covers a broad and diverse range of optional modules, or alternatively to specialise through a focus on thematic groups of modules which may provide a continuum into specific fields of post-school employment, study or leisure pursuits. Examples of these focused modular groupings may include.

**ASSESSMENT SCHEDULE**

<b>Components (syllabus)</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>Assessment Component</b>	<b>Description:</b> <i>Research Task</i>	<b>Description:</b> <i>in class test</i>	<b>Description:</b> <i>Research Task</i>	<b>Description:</b> <i>Yearly exam</i>
Knowledge and understanding of outcomes and course content	10	10	10	20
Skills and content	10	10	20	10
<b>Weighting</b>	20%	20%	30%	30%
<b>Time of Task</b>	<b>Term 1</b> <b>Week 6</b>	<b>Term 2</b> <b>Week 4</b>	<b>Term 2</b> <b>Week 10</b>	<b>Term 3</b> <b>Week 9/10</b>

**NB: School Report Assessment continues until the end of Term 4.**

## YEAR 10 ASSESSMENT BIG HISTORY

The Big Picture History course aims to develop skills and give students the ability to:

- Identify the interdisciplinary nature of Big Picture History.
- Discuss an established theory of Human evolution.
- Identify the key milestones in the progression of human civilization.
- Discuss the significance of collective learning and symbolic language in human advancement.
- Assess the nature of increasing complexity, change and scale of human civilisations.

### ASSESSMENT SCHEDULE

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Syllabus or Topic Areas</b>	Early Humans	Collective Learning,	Little Big History	All Topics
<b>Style of Assessment</b>	Research Essay	Text Design	Research and Visual Presentation	Yearly Exam
<b>Weighting</b>	20%	20%	40%	20%
<b>Issue Date</b>	<b>Term 1 Week 10</b>	<b>Term 2 Week 4</b>	<b>Term 3 Week 1</b>	<b>Term 4 Week 4</b>

**NB: School Report Assessment continues until the end of Term 4.**



**NARARA VALLEY HIGH SCHOOL**

**REQUEST FOR EXTENSION OF TIME FOR SUBMISSION OF ASSESSMENT TASK**

STUDENT'S NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

SUBJECT: \_\_\_\_\_

TEACHER: \_\_\_\_\_

TITLE OF ASSESSMENT TASK: \_\_\_\_\_

REASON FOR EXTENSION OF TIME: (Documentary, evidence from Doctor/Parent should be provided.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

In applying for this extension of time, I assure the Principal that I am not seeking to gain an unfair advantage over other students in the course.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Parent/Guardian's Signature

I have noted the above request and **HAVE/HAVE NOT** granted an extension of time.

- \* Extension of time granted \_\_\_\_\_ days.
- \* The task must be submitted on or before \_\_\_\_\_

\_\_\_\_\_  
Head Teacher's Signature

\_\_\_\_\_  
Date