This provides you with important information about the timing of assessment tasks, the content examined and the weighting of each assessable task you have this year.
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Introduction
To qualify for the award of the School Certificate, a student must:

- Satisfactorily complete the mandatory curriculum requirements of the Board.
- Attend school until the final day of Year 10 as determined by the Department of Education and Training.
- Make a serious attempt at the School Certificate Tests.

Mandatory Curriculum
The Board’s mandatory curriculum requirements for the award of School Certificate are listed below.

- English
- Mathematics
- Science
- Human Society and its Environment: History and Geography in Stage 4; Australian History and Australian Geography in Stage 5
- LOTE: at least one language over a 12 month period in Year 7 and/or Year 8
- Technology and Applied Science: Technology mandatory syllabus in Years 7 and 8
- Creative Arts: mandatory courses in Years 7 and 8
- PD/H/PE: mandatory integrated course in Years 7-10

The Board provides a wide range of additional (elective) courses that, if completed in accordance with Board Developed or Board Endorsed syllabuses and indicative time requirements will be credentialed for the School Certificate. Students who fail to meet course requirements in an elective course will be eligible for the School Certificate, but will receive on their Record of Achievement an ‘N’ award for that course, denoting non-award.

Satisfactory completion of a course
A student will be considered to have satisfactorily completed a course if they have:

- followed the course developed or endorsed by the Board; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.
‘N’ Determinations
The Board has delegated to principals the authority to determine whether candidates for the award of School Certificate have satisfactorily completed the mandatory curriculum requirements of the Board.

Students will be advised of the tasks or actions to be undertaken in time for the problem to be corrected and alert the student to the possible consequences of an ‘N’ award determination. The parent or guardian will be advised in writing.

Students who have not complied with the course completion criteria and who have received two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply for ‘N’ determination.

At this school, students who receive a second warning letter in any one course will be interviewed by the Head Teacher of that course and the Deputy Principal responsible for Year 10. Any further warning letters in that course will lead to an interview between the student, their parents and the Principal.

Students may appeal against the ‘N’ award.

Assessment of Student Achievement at the Completion of the Course

Course Performance Descriptors have been specifically developed for Years 7-10 syllabuses. They describe the main features of a typical performance at each grade measured against the syllabus objectives and outcomes for the course.

Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course.

Grading student achievement is the process of assigning a letter (A,B,C,D,E) to summarise the level of a student’s achievement in a course. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3, E2)
The School Certificate grading system is intended to describe the student’s achievement at the end of each course in Stage 5. The final judgement of the grade deserved will be based on available assessment information and reference to the Course Performance Descriptors.

Credentialing

The School Certificate testamur shows the student’s name and school and is awarded only on satisfactory completion of all mandatory School Certificate courses and a serious attempt at all School Certificate tests.

The School Certificate Record of Achievement is a cumulative record of all Stage 5 courses completed in the form of grades awarded by the school; and the results awarded to students for the test in English, Mathematics, Science, Australian History, Geography, Civics and Citizenship and Computing Skills.

For information on School Certificate tests:
Attendance and application to School Certificate tests and assessment tasks

Excursions
Some subject rules require students to undertake compulsory field study while some tasks may well be linked to excursions and performances. In the case of an unavoidable absence from such activities, the student must negotiate alternate arrangements prior to the event.

Approved Leave
Students must apply in writing to the Principal for approved leave from school in the School Certificate year.
If a student knows in advance that he/she will be absent on the day a task is due, then the task should be handed to the teacher prior to the due date.
When the task is to be completed in class, arrangements need to be made with the head teacher prior to the date of the task.

Illness / Misadventure
Consideration is given to students who suffer illness or misadventure at the time of a task or whose performance is impaired by circumstances beyond their control. The following policy will be applied at this school to ensure that no one student gains an unfair advantage over other students.

If a student is absent due to illness/ misadventure on the day of an in-school assessment task or the day an assessment task is due to be submitted:
  • the student must complete an Application for Illness and Misadventure within two days of returning to school. The form is to be collected from and returned to the Head Teacher of the course
  • the Head Teacher will assess if the student’s case is valid and decide which of the following is most appropriate:
    - an extension of time
    - completion of the task

Students must be aware that each case will be assessed on its merits. Alternative arrangements of any kind will not automatically be made on request. If the case is not deemed valid, a zero mark will be awarded.

NB.
Tasks must be submitted at the required time as a hard copy and not on a computer disk, unless the latter is specifically requested as part of the task. Therefore, technology problems are NOT a valid excuse for lateness.

Failure to submit tasks on time will result in a zero mark, but still have to be attempted to complete the outcomes of the course.

Students will also be given an ‘N’ award warning letter and given a chance to make up the task to meet the course outcomes.
Malpractice and breaches of examination rules in relation to the School Certificate assessment tasks and tests.

Malpractice is an activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- **Copying** someone else’s work and presenting it as their own
- **Plagiarism** or using material directly from books, journals, CDs, or the internet without reference to the source
- **Borrowing** or stealing another person’s work and presenting it as their own
- **Offering false documentation** or explanations in support of an appeal
- **Non-serious attempt** in an exam or assessment task, where work presented contains frivolous or objectionable material
- **Assisting** another student to engage in malpractice

Work submitted for assessment tasks must be the student’s own work. Malpractice in a SC assessment task will render a ‘zero’ score and the student will be punished according to the school’s code of conduct.

A School Certificate will not be awarded in that year to a student who has been found by the Board to have been guilty of malpractice or a serious breach of examination rules in relation to the School Certificate tests. The test concerned will not be listed on the student’s Record of Achievement.

The booklet “Guide to the School Certificate” issued by the Board of Studies to students, gives a full description of requirements and correct avenues for appeal.

**Feedback on School Certificate assessment tasks**

Students will be given meaningful feedback following each SC assessment task:

- A mark/grade and information on the outcomes achieved as indicated by the marking criteria
- Information, which assists students to improve on their performance in future tasks
YEAR 10 ILLNESS/MISADVENTURE FORM

Name: ………………………….  Course:……………………….  Roll …………..

Name of Assessment Task: …………………………………………………

Weighting: ………………………Due Date: ……………………..

SECTION A

To be completed by the student

Outline the reasons for this application for illness/misadventure and attach any relevant documentation.

…………………………………………………………………………………………………………
…………………………………………………………………………………………………………
…………………………………………………………………………………………………………
…………………………………………………………………………………………………………
…………………………………………………………………………………………………………

Parent/Carer Signature

Student Signature

Date

Date

SECTION B

To be completed by the Head Teacher

Head Teacher’s Name: ………………………… Faculty: …………………………….

Receipt date of Illness/Misadventure form: …………………………………………….

Task Submitted/completed:   Yes/ No (please circle)

Decision:

…………………………………………………………………………………………………………
…………………………………………………………………………………………………………
…………………………………………………………………………………………………………
…………………………………………………………………………………………………………

Head Teacher Signature

Copy to: Faculty File, Student, Parent/Carer/Student File
## Year 10 Classical Ballet

<table>
<thead>
<tr>
<th>Task</th>
<th>Outcomes</th>
<th>Task Detail</th>
<th>Weighting</th>
<th>Date Due</th>
</tr>
</thead>
</table>
| 1    | • Demonstrates an understanding of Classical ballet technique and performance quality and style.  
     • Recognises the importance of the application of Safe Dance Practice, performance quality and styles  
     • Examination Class and Performance of solo  
     • Process Journal | 20% | Term 1 Week 8 |
| 2    | • Recognises, understands and appreciates the artistic and culture context of Classical Ballet  
     • Demonstrates in written and oral form the ability to analyse and synthesise information to make informed judgements about Classical Ballet in the Australian context | Research Project – Australian Ballet Oral Presentation | 10% | Term 2 Week 4 |
| 3    | • Demonstrates an understanding of Classical Ballet performance quality and style with due consideration of safe dance practices  
     • Demonstrates an understanding of the Classical Ballet performance quality and style through the performance of Classical Ballet dances  
     • Demonstrates in written and oral form the ability to analyse and synthesise information to make informed judgements about Classical Ballet | Performance – Examination class and Repertoire  
     Performance 30%  
     Analysis 20%  
     Analysis of student performance – according to set criteria | Performance 30%  
     Analysis 20% | Term 3 Week 6  
     Week 8 |
| 4    | • Recognises, understands and appreciates the artistic and cultural context of Classical Ballet  
     • Demonstrates an understanding of the Classical Ballet performance quality and style through the performance of Classical Ballet dances | Group Project – rework a 20\(^{th}\) Century Ballet to set it in the present day | 20% | Term 4 Week 5 |
# Year 10 Dance Core

<table>
<thead>
<tr>
<th>Task</th>
<th>Outcomes</th>
<th>Task Detail</th>
<th>Weighting</th>
<th>Date Due</th>
</tr>
</thead>
</table>
| 1    | • A student demonstrates an understanding of safe dance practice & appropriate dance technique with increasing skill and complexity in the performance of combinations, phrases, sequences and dances.  
• A student demonstrates an understanding of aspects of performance quality and interpretation through the performance of choreographed dances. | • Part 1: Performance Assessment + Process Journal | 20% | Term 1 Week 9 |
| 2    | • A student uses dance terminology relevant to the study of dance as an artform  
• A student describes and analyses class dance performance in terms of the elements of dance and the influences of social, cultural or historical heritage  
• A student identifies the link between their class dance performance and compositions and dance works of art. | • Part 1: Video performance of Class Dance in the Musical Theatre Style  
• Part 2: Process Journal  
• Part 3: Analysis of seminal work in the musical theatre style/genre (Socio-historic context, thematic material, stylistic features of artist and their work)  
• Part 4: Identify and compare what are the distinguishing stylistic features of the class performance work and the prescribed seminal work. | 30% | Term 2 (1 & 2) Week 5 (3 & 4) Week 7 |
| 3    | • A student explores the elements of dance as the basis of the communication of ideas and feelings through dance  
• A student composes and structures sequences A dances using the elements of dance that communicate a concept, intent, idea and or feelings  
• A student uses dance terminology relevant to the study of dance as an artform | Composition  
• Part 1: Presentation of two phrases of movement generated from concept/intent, exploring the conventional theatre space  
• Part 2: Process journal | 20% | Term 3 Week 8 |
| 4    | • A student demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, phrases, sequences and dances.  
• A student manipulates aspects of the elements of dance that link dance technique, performance and composition.  
• A student demonstrates an understanding of aspects of performance quality and interpretation through the performance of choreographed dances.  
• A student uses dance terminology relevant to the study of dance as an artform.  
• A student describes and analyses class dance performance in terms of the elements of dance and the influences of social, cultural or historical heritage.  
• A student identifies the link between their class dance performance and composition and dance works of art. | Performance  
• Part 1: Video of Performance in the Modern/Contemporary Style.  
• Part 2: Process Journal and performance analysis. | 30% | Term 4 Week 4 |
# Year 10 Dance Extension

<table>
<thead>
<tr>
<th>Task</th>
<th>Outcomes</th>
<th>Task Detail</th>
<th>Weighting</th>
<th>Date Due</th>
</tr>
</thead>
</table>
| 1    | • A student demonstrates knowledge understanding and skill in describing and analysing dance | Part 1: Performance of class dance  
Part 2: Process Journal | 10% | Term 1 Week 8 |
| 2    | • A student demonstrates an understanding and application of aspects of performance quality and interpretation  
• A student demonstrates knowledge and understanding of dance composition  
• A student demonstrates knowledge understanding and skill in describing and analysing dance | Part 1: Performance of class dance  
Part 2: Process Journal  
Part 3: Performance analysis | 30% | Parts 1 and 2  
Term 2 Week 4  
Part 3  
Term 2 Week 6 |
| 3    | • A student demonstrates knowledge understanding and application of aspects of performance quality and interpretation  
• A student demonstrates knowledge and understanding of dance composition  
• A student demonstrates knowledge understanding and skill in describing and analysing dance | Part 1: Performance of class dance  
Part 2: Process Journal  
Part 3: Analysis of classwork – according to set criteria | 30% | Parts 1 and 2  
Term 3 Week 8  
Part 3  
Term 3 Week 10 |
| 4    | • A student demonstrates understanding and application of aspects of performance quality and interpretation  
• A student demonstrates knowledge and understanding of dance composition | Part 1: Performance of class dance  
Part 2: Process Journal  
Part 3: viva Voce | 30% | Parts 1,2 & 3  
Term 4 Week 6 |
# Year 10 Design & Technology

<table>
<thead>
<tr>
<th>Task</th>
<th>Outcomes</th>
<th>Task Detail</th>
<th>Weighting</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5.1.1</td>
<td>Analyses and applies a range of design concepts and processes</td>
<td>Progressive Assessment&lt;br&gt;Including:&lt;br&gt;1. Sustainable energy sources&lt;br&gt;2. Environmentally friendly transport systems&lt;br&gt;3. Reuse, Recycle and Renew&lt;br&gt;4. Product made from recycled material</td>
<td>40%</td>
</tr>
<tr>
<td>1</td>
<td>5.3.1</td>
<td>Analyses the work and responsibilities of designers and the factors affecting their work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>5.6.1.</td>
<td>Selects and applies management strategies when developing design solutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>5.3.2</td>
<td>Evaluates designed solutions that consider preferred futures, principles of appropriate technology and ethical and responsible design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>5.4.1</td>
<td>Develops and evaluates innovative, enterprising and creative design ideas and solutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>5.1.1</td>
<td>Analyses and applies a range of design concepts and processes</td>
<td>Semester 1 Task&lt;br&gt;Investigation of environment/landscape design</td>
<td>15%</td>
</tr>
<tr>
<td>2</td>
<td>5.1.2.</td>
<td>Applies and justifies an appropriate process of design when developing design ideas and solutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>5.4.1</td>
<td>Develops and evaluates innovative, enterprising and creative design ideas and solutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>5.5.1</td>
<td>Uses appropriate techniques when communicating design ideas and solutions to a range of audiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>5.5.1</td>
<td>Uses appropriate techniques when communicating design ideas and solutions to a range of audiences</td>
<td>Semester 2 Task&lt;br&gt;Product design and production</td>
<td>25%</td>
</tr>
<tr>
<td>3</td>
<td>5.6.3</td>
<td>Selects and uses a range of technologies competently in the development and management of quality design solutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>5.1.1</td>
<td>Analyses and applies a range of design concepts and processes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>All</td>
<td>Yearly Examination</td>
<td>20%</td>
<td>Term 4 Week 2</td>
</tr>
</tbody>
</table>
## Year 10 Core Drama

<table>
<thead>
<tr>
<th>Task</th>
<th>Outcomes</th>
<th>Task Detail</th>
<th>Weighting</th>
<th>Date Due</th>
</tr>
</thead>
</table>
| 1    | • Selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience.  
   • Contributes, selects, develops and structures ideas in improvisation and playbuilding  
   • Manipulates the elements of drama to create belief, clarity and tension in character, role situation and action. | ‘Street Theatre’  
Performance + Logbook  
‘Playwriting’ Written Task | 20%  
5% | Term 1  
Week 6  
Week 10 |
| 2    | • Devises script and explores structures and refines ideas using dramatic forms, performances styles, dramatic techniques and theatrical conventions.  
   • Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions.  
   • Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.  
   • Interprets and enacts drama using scripted material. | ‘Playwriting’  
1st Draft  
Final Draft  
‘Rehearse to Performance’  
Logbook/Written Task  
Performance | 5%  
10%  
20%  
20% | Term 2  
Week 4  
Week 7  
Term 3  
Week 4 |
| 3    | • Analyses the contemporary and historical contexts of drama.  
   • Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions.  
   • Employs dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning. | ‘Production and Performance’  
Essay  
Performance | 20% | Term 4  
Week 2 |
## Year 10 Drama Extension

<table>
<thead>
<tr>
<th>Task</th>
<th>Outcomes</th>
<th>Task Detail</th>
<th>Weighting</th>
<th>Date Due</th>
</tr>
</thead>
</table>
| 1    | • Interprets and enacts drama using scripted material  
      • Applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning  
      • Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions. | ‘Introduction to Shakespeare – Focus on Language’  
      • Performance Duologue  
      • Research/Presentation Shakespeare | 20% | Term 1 Week 8 |
| 2    | • Contributes, selects, develops and structures ideas in improvisation and playbuilding  
      • Explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies  
      • Analyses the contemporary and historical contexts of drama. | • Performance Monologue  
      • Essay | 20% | Term 2 Week 3 |
| 3    | • Manipulates the elements of drama to create belief, clarity and tension in character, situation and action.  
      • Applies acting and performance techniques expressively to communicate dramatic meaning  
      • Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions. | • Performance Shakespeare inspired drama and Film Devised Piece  
      • Research/Presentation | 40% | Term 3 Week 8 |
| 4    | • Applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning  
      • Selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience  
      • Analyses the contemporary and historical contexts of drama  
      • Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology. | ‘Theatre Production’  
      • Production of a Shakespeare Play | 20% | Term 4 Week 2 |
## Year 10 English

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Through responding to and composing a wide range of texts</strong></td>
<td><strong>A Student:</strong></td>
</tr>
<tr>
<td>in context and through close study of texts, students will develop skills,</td>
<td>1. responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis and pleasure</td>
</tr>
<tr>
<td>knowledge and understanding in order to:**</td>
<td>2. uses and critically assesses a range of processes for responding and composing</td>
</tr>
<tr>
<td>• Speak, listen, read, write, view and represent</td>
<td>3. selects, uses, describes and explains how different technologies affect and shape meaning</td>
</tr>
<tr>
<td>• use language and communicate appropriately and effective</td>
<td>4. selects and uses language forms and features, and structures of texts according to different purposes, audiences and contexts and describes and explains their effects on meaning</td>
</tr>
<tr>
<td>• think in ways that are imaginative, interpretive and critical</td>
<td>5. transfers understanding of language concepts into new and different contexts</td>
</tr>
<tr>
<td>• express themselves and their relationships with others and the world</td>
<td>6. experiments with different ways of imaginatively and interpretively transforming experience, information and ideas into texts</td>
</tr>
<tr>
<td>• learn and reflect on their learning through their study of English</td>
<td>7. thinks critically and interpretively using information, ideas and increasingly complex arguments to respond to and compose texts in a range of contexts</td>
</tr>
<tr>
<td></td>
<td>8. investigates the relationships between and among texts</td>
</tr>
<tr>
<td></td>
<td>9. demonstrates understanding of the ways texts reflect personal and public worlds</td>
</tr>
<tr>
<td></td>
<td>10. questions, challenges and evaluates cultural assumptions in texts and their effects on meaning</td>
</tr>
<tr>
<td></td>
<td>11. uses, reflects on, assesses and adapts their individual and collaborative skills for learning with increasing independence and effectiveness.</td>
</tr>
</tbody>
</table>
# Year 10 English

<table>
<thead>
<tr>
<th>Task</th>
<th>Outcomes</th>
<th>Task Detail</th>
<th>Weighting</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1, 4, 7</td>
<td>In this Close Study of a Novel module, students will be required to submit and essay response.</td>
<td>15%</td>
<td>All classes Term 1 Week 8</td>
</tr>
<tr>
<td>2</td>
<td>1, 7</td>
<td>In this Theme Study module, students will be required to deliver a speech to their class.</td>
<td>15%</td>
<td>All classes Term 2 Week 7</td>
</tr>
<tr>
<td>3</td>
<td>2, 6, 10</td>
<td>In this Shakespeare module, students will be required to submit an extended, creative piece.</td>
<td>15%</td>
<td>All classes Term 3 Week 8</td>
</tr>
<tr>
<td>4</td>
<td>All outcomes</td>
<td>Trial School Certificate is fully assessable.</td>
<td>15%</td>
<td>All classes Trial School Certificate English Literacy</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Classwork and homework is fully assessable</td>
<td>40%</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
## Year 10 Film Studies

<table>
<thead>
<tr>
<th>Task</th>
<th>Outcomes</th>
<th>Task Detail</th>
<th>Weighting</th>
<th>Date Due</th>
</tr>
</thead>
</table>
| 1    | • Critically appraises and evaluates filmic subject matter and techniques.  
• Identifies, analyses and interprets the conventions of film language.  
• Demonstrates an understanding of the contributions of all filmic elements.  
• Explores the expressive possibilities of film technology and manipulates the use of technical facilities. | ‘Sound’  
• Essay  
• Practical Film Making Task | 10%  
30% | Term 1  
Week 8  
Week 10 |
| 2    | • Demonstrates an understanding of the role of the actor, the audience and engagements.  
• Explores the relationship between film acting, the camera and the audience  
• Recognises the value of individual contributions to the artistic effectiveness of the whole. | ‘Acting for Film’  
• Essay  
• Practical Film Making Task | 10%  
30% | Term 2  
Week 8  
Week 8 |
| 3    | • Demonstrates an understanding of film genre, styles and form  
• Identifies, analyses and interprets the conventions of film language. | ‘Film Genres’  
• Essay | 10% | Term 4  
Week 2 |
| 4    | • Manipulates the conventions of film language.  
• Understands and demonstrates the commitment, collaboration, energy and self-discipline required for film making. | ‘Film Genres’  
• Practical Film Making Task | 10% | Term 4  
Week 3 |
## Year 10 Food Technology

<table>
<thead>
<tr>
<th>Task</th>
<th>Outcomes</th>
<th>Task Detail</th>
<th>Weighting</th>
<th>Date Due</th>
</tr>
</thead>
</table>
| 1    | 5.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product  
5.1.2 identifies, assesses and manages the risks of injury and OHS issues associated with the handling of food  
5.2.1 accounts for changes to the properties of food which occur during food processing, preparation and storage  
5.2.2 accounts for changes to the properties of food which occur during food processing, preparation and storage  
5.2.3 applies appropriate methods of food processing, preparation and storage  
5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes  
5.5.2 describes the physical and chemical properties of a variety of foods processing, preparation and storage  
5.6.2 evaluates the impact of activities related to food on the individual, society and the environment | Food Product Development, Food Preparation and Processing  
Exam 20%  
Practical and Practical Report 20%  
Classwork 10% | 50% | Term 2 Week 4  
Term 2 Week 3 |
| 2    | 5.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product  
5.2.3 applies appropriate methods of food processing, preparation and storage  
5.3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities  
5.3.2 justifies food choices by analysing the factors that influence eating habits  
5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes  
5.5.2 accounts for changes to the properties of food which occur during food processing, preparation and storage  
5.6.2 evaluates the impact of activities related to food on the individual, society and the environment | Final Exam 30%  
Practical Exam and Report 20% | 50% | Term 4 Week 2  
Term 4 Week 2 |
# Year 10 Geography (One Semester Only)

<table>
<thead>
<tr>
<th>Task</th>
<th>Outcomes</th>
<th>Task Detail</th>
<th>Weighting</th>
<th>Date Due</th>
</tr>
</thead>
</table>
| 1    | 5.1 Identifies, gathers and evaluates geographical information  
      5.4 Selects and applies appropriate geographical tools  
      5.6 Explains the geographical processes that form and transform Australian environments  
      5.10 Applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship | Fieldwork Excursion and in-class written response | 10% (Excursion)  
20% (Written Response) | **Semester 1:**  
Term 1 Week 5  
Week 6  
**OSemester 2:**  
Term 2 Week 8  
Week 9  
(Excursion)  
(Written Response) |
| 2    | 5.2 Analyses, organises and synthesises geographical information  
5.7 Analyses the impacts of different perspectives on geographical issues at local, national and global scales  
5.9 Explains Australia’s links with other countries and its role in the global community | In Class Skills Test- Knowledge, source and skills based | 30% | **Semester 1:**  
Term 2 Week 3  
**Or**  
**Semester 2:**  
Term 3 Week 5 |
| 3    | 5.3 Selects and uses appropriate written, oral and graphic forms to communicate geographical information  
5.5 Demonstrates a sense of place about Australian environments  
5.4 Selects and applies appropriate geographical tools  
5.10 Applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship | Trial School Certificate Examination | 40% (To be included in final School Certificate Grade) | Term 3 Week 9 |

The exact nature of each Assessment Task will be issued in writing to students **TWO** weeks before the task is scheduled to take place.
## Year 10 History (One Semester Only)

<table>
<thead>
<tr>
<th>Task</th>
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<th>Weighting</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• 5.8 Locates, selects and organises relevant historical information from a number of sources to undertake historical inquiry  &lt;br&gt; • 5.4 Sequences major historical events to show an understanding of continuity, change and causation  &lt;br&gt; • 5.3 Explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia</td>
<td>In-Class written response based on research</td>
<td>30%</td>
<td><strong>Semester 1:</strong> Term 1  Week 5  &lt;br&gt; <strong>OR</strong>  &lt;br&gt; <strong>Semester 2:</strong> Term 2  Week 8</td>
</tr>
<tr>
<td>2</td>
<td>• 5.1 Explains social, political, and cultural developments and events and evaluates their impact on Australian life  &lt;br&gt; • 5.2 Assesses the impact of international events and relationships on Australia’s history  &lt;br&gt; • 5.5 Identifies, comprehends and evaluates historical sources</td>
<td>In Class Written Test-Including Source Analysis</td>
<td>30%</td>
<td><strong>Semester 1:</strong> Term 2  Week 3  &lt;br&gt; <strong>OR</strong>  &lt;br&gt; <strong>Semester 2:</strong> Term 3  Week 5</td>
</tr>
<tr>
<td>3</td>
<td>• 5.1 Explains social, political, and cultural developments and events and evaluates their impact on Australian life  &lt;br&gt; • 5.4 Sequences major historical events to show an understanding of continuity, change and causation  &lt;br&gt; • 5.7 explain different contexts, perspectives and interpretations of the past  &lt;br&gt; • 5.9 Uses historical terms and concepts in appropriate contexts</td>
<td>Trial School Certificate Examination  &lt;br&gt; (To be included in final School Certificate Grade)</td>
<td>40%</td>
<td>Term 3  Week 9</td>
</tr>
</tbody>
</table>

The exact nature of each Assessment Task will be issued in writing to students **TWO** weeks before the task is scheduled to take place.
### Year 10 Stage 5.1 Mathematics

<table>
<thead>
<tr>
<th>Task</th>
<th>Outcomes</th>
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<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Number Skills; Algebra and Linear Equations.</td>
<td>Assessment Task 1&lt;br&gt;In-class written test</td>
<td>20%</td>
<td>Term 1 Week 6</td>
</tr>
<tr>
<td>2</td>
<td>All topic areas taught in Year 10 to-date.</td>
<td>Half Yearly Exam&lt;br&gt;Common exam across course.</td>
<td>20%</td>
<td>Term 2 Week 3</td>
</tr>
<tr>
<td>3</td>
<td>Ongoing assessment of current work in semester 1&lt;br&gt;This may include class tests, book work, online tasks and other forms of assessment.</td>
<td>Ongoing In-Class Assessment</td>
<td>10%</td>
<td>Ongoing (Semester 1)</td>
</tr>
<tr>
<td>4</td>
<td>Indices; Coordinate Geometry.</td>
<td>Assessment Task 3&lt;br&gt;In-class written test</td>
<td>20%</td>
<td>Term 3 Week 3</td>
</tr>
<tr>
<td>5</td>
<td>Stage 5.1 syllabus content which reflects the School Certificate Exam</td>
<td>Trial School Certificate Exam&lt;br&gt;Common exam across all courses which uses the same format as the School Certificate Exam</td>
<td>20%</td>
<td>Term 3 Week 9</td>
</tr>
<tr>
<td>6</td>
<td>Ongoing assessment of current work in semester 1&lt;br&gt;This may include class tests, book work, online tasks and other forms of assessment.</td>
<td>Ongoing In-Class Assessment</td>
<td>10%</td>
<td>Ongoing (Semester 2)</td>
</tr>
</tbody>
</table>

**Notes**

- Half-Yearly Report will comprise tasks 1, 2 and 3
- Yearly Report will comprise tasks 1, 2, 3, 4, 5 and 6
- Specific testing outcomes are subject to change throughout the year. Students are to be advised in writing, 2 weeks in advance of each common test by their classroom teacher
## Year 10 Stage 5.2 Mathematics

<table>
<thead>
<tr>
<th>Task</th>
<th>Outcomes</th>
<th>Task Detail</th>
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<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Basic Number Skills; Equations and Inequations; Data Analysis.</td>
<td>Assessment Task 1 In-class written test</td>
<td>20%</td>
<td>Term 1 Week 6</td>
</tr>
<tr>
<td>2</td>
<td>All topic areas taught in Year 10 to-date.</td>
<td>Half Yearly Exam Common exam across course.</td>
<td>20%</td>
<td>Term 2 Week 3</td>
</tr>
<tr>
<td>3</td>
<td>Ongoing assessment of current work in semester 1 This may include class tests, book work, online tasks and other forms of assessment.</td>
<td>Ongoing In-Class Assessment</td>
<td>10%</td>
<td>Ongoing (Semester 1)</td>
</tr>
<tr>
<td>4</td>
<td>Congruence; Similarity; Volume and Surface Area.</td>
<td>Assessment Task 3 In-class written test</td>
<td>20%</td>
<td>Term 3 Week 3</td>
</tr>
<tr>
<td>5</td>
<td>Stage 5.1 syllabus content which reflects the School Certificate Exam</td>
<td>Trial School Certificate Exam Common exam across all courses which uses the same format as the School Certificate Exam</td>
<td>20%</td>
<td>Term 3 Week 9</td>
</tr>
<tr>
<td>6</td>
<td>Ongoing assessment of current work in semester 1 This may include class tests, book work, online tasks and other forms of assessment.</td>
<td>Ongoing In-Class Assessment</td>
<td>10%</td>
<td>Ongoing (Semester 2)</td>
</tr>
</tbody>
</table>

**Notes**

- Half-Yearly Report will comprise tasks 1, 2 and 3
- Yearly Report will comprise tasks 1, 2, 3, 4, 5 and 6
- Specific testing outcomes are subject to change throughout the year. Students are to be advised in writing, 2 weeks in advance of each common test by their classroom teacher
# Year 10 Stage 5.3 Mathematics

<table>
<thead>
<tr>
<th>Task</th>
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<th>Task Detail</th>
<th>Weighting</th>
<th>Date Due</th>
</tr>
</thead>
</table>
| 1    | Products and Factors; Further Trigonometry; Equations and Inequations. | Assessment Task 1  
In-class written test | 20% | Term 1  
Week 6 |
| 2    | All topic areas taught in Year 10 to-date. | Half Yearly Exam  
Common exam across course. | 20% | Term 2  
Week 3 |
| 3    | Ongoing assessment of current work in semester 1  
This may include class tests, book work, online tasks and other forms of assessment. | Ongoing In-Class Assessment | 10% | Ongoing  
(Semester 1) |
| 4    | Congruence and Similarity; Graphs. | Assessment Task 3  
In-class written test | 20% | Term 3  
Week 3 |
| 5    | Stage 5.1 syllabus content which reflects the School Certificate Exam | Trial School Certificate Exam  
Common exam across all courses which uses the same format as the School Certificate Exam | 20% | Term 3  
Week 9 |
| 6    | Ongoing assessment of current work in semester 1  
This may include class tests, book work, online tasks and other forms of assessment. | Ongoing In-Class Assessment | 10% | Ongoing  
(Semester 2) |

**Notes**

- Half-Yearly Report will comprise tasks 1, 2 and 3
- Yearly Report will comprise tasks 1, 2, 3, 4, 5 and 6
- Specific testing outcomes are subject to change throughout the year. Students are to be advised in writing, 2 weeks in advance of each common test by their classroom teacher
# Year 10 Music

<table>
<thead>
<tr>
<th>Task</th>
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<th>Date Due</th>
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</thead>
</table>
| 1    | - Music for Large Ensembles- The Concerto and first movement form  
      - Develops musical literacy, more advanced score reading & analytical skills  
      - Understands stylistic features & notation of musical examples studied | Essay based on research and score analysis. Refer to assessment criteria given for this task  
In class essay. | 15% | Term 1 Week 10 |
| 2    | - Twentieth Century styles  
      - Aurally identifies the use of concepts reflecting the contexts studied | Listening Skills Test | 15% | Term 2 Week 3 |
| 3    | - Notates own composition using notation relevant to the context chosen  
      - Performs group arrangements in 20th Century styles  
      - Performs music selected for study, demonstrating solo performance skills with appropriate stylistic features | Composition- group and individual. See assessment information sheet. Submitted work.  
Solo performance | Group 10%  
Individual 15% | Term 3 Weeks 9/10  
Term 4 Week 1 (Composition Due) |
| 4    | - Demonstrates aural skills within contexts studied  
      - Demonstrates an understanding of and discriminates between stylistic features studied. | Written test | 20% | Term 4 Week 3 |
<table>
<thead>
<tr>
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</table>
| 1    | Music for Large Ensembles-Classical /Romantic  
• Demonstrates an understanding of musical concepts through aural discrimination, memorisation & notation in the music selected for study  
• Demonstrates development of solo performance skills | Solo performance  
In Class Test | 15%  
15% | Term 1  
Week 7/8  
Week 9 |
| 2    | Music and Technology  
• Uses different forms of technology in the composition process  
• Notates own composition applying appropriate forms of notation  
• Demonstrates an understanding of the influence & impact of technology | Individual composition-Score  
Recording/live performance journal | 30% | Term 2  
Week 7 |
| 3    | Music for Small Ensembles  
• Demonstrates ensemble awareness & skills in a prepared work from repertoire selected for study  
• Demonstrates understanding of style in a discussion paper | Ensemble performance  
In class essay | 20%  
10% | Term 3  
Week 5  
Week 8 |
| 4    | An Instrument and its repertoire  
• Demonstrates a development of aural discrimination | Sightsinging | 10% | Term 4  
Weeks 1/2 |
**Year 10 PD/H/PE**

Assessment in Stage 5 PDHPE is carried out over four terms in an ongoing formative evaluation of knowledge, skills and attitude. There are four assessment task for the year, 2 in Semester 1 and 2 in Semester 2. Each semester has a theory based task and a practical based task.

<table>
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<tr>
<th>Task</th>
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<th>Task Details</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5.3</td>
<td>Analyses factors that contribute to positive, inclusive and satisfying relationships.</td>
<td>10.1 Risky Business In class Scenario Analysis Students are given a case study that represents a risk situation for young people. After reading the case study, students will complete a series of questions that require them to analyse the social situation outlined, assess risk and determine appropriate action to ensure the safety of the individual and others.</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>5.6</td>
<td>Analysis attitudes, behaviours and consequences related to health issues affecting young people</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.7</td>
<td>Analyses influences on health decision-making and develops strategies to promote health and safe behaviours</td>
<td>10.3 Young People’s Health In class Test Students are to complete In class test on the topic covered. This topic is Drug Use and students will be assessed on their knowledge of different social drugs and the effects drug use has on the individual, families and the community.</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>5.8</td>
<td>Analyses health information, products and services to promote health.</td>
<td>10.4 Dynamic Games Practical Assessment Students are assessed based on their development of the fundamental skills of the unit. The PDHPE practical assessment marking criteria is used to discriminate between the abilities of students.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>5.4</td>
<td>Adapts, transfers and improvises movement skills and concepts to improve performance</td>
<td>10.5 You be The Coach Coaching Assessment Students will select a sport of their choice and develop a short coaching session and demonstrate to the class. The session will include a warm up, skills session or modified game and cool down. A hard copy of the lesson plan must also be submitted.</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>5.5</td>
<td>Composes, performs and appraises movement in a variety of challenging contexts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.9</td>
<td>A student formulates goals and applies strategies to enhance participation in lifelong physical activity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Year 10 Production

<table>
<thead>
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</table>
| 1    | A student demonstrates an understanding of the audio engineering, equipment operation and recording with an emphasis on the communication between the performer and audio engineer to achieve a professional quality sound | Part 1: Live Mix  
Part 2: Garage band Practical and Written | 15% 10%  | Term 1  
Week 4  
Week 7 |
| 2    | A student demonstrates an understanding of advanced practical lighting techniques applying tools and palettes | Part 1: MaxLux Pro Practical | 25%       | Term 2  
Week 6 |
| 3    | A student demonstrates an understanding of theatre production and management of the technical and design requirements in a range of contexts | Part 1: Exam | 20%       | Term 3  
Week 4 |
| 4    | A student demonstrates an understanding and skill in the mechanics of production and design with an emphasis on time management, autonomous thinking, resourcefulness and organisation | Part 1: Design Task and Written task | 30%       | Term 4  
Week 3 |
<table>
<thead>
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<tbody>
<tr>
<td>1</td>
<td>5.4 discusses evidence supporting different viewpoints 5.16 accesses information from a wide variety of secondary sources 5.17 explains trends, patterns and relationships in data and/or information from a variety of sources 5.18 selects and uses appropriate forms of communication to present information to an audience 5.19 uses critical thinking skills in evaluating information and drawing conclusions</td>
<td>Oral presentation: This task is to assess student ability in the area of accessing information from various sources; to evaluate relevant from irrelevant information and to construct a persuasive multimedia text to convince an audience of a point of view.</td>
<td>20%</td>
<td>Term 1 Weeks 9/10</td>
</tr>
<tr>
<td>2</td>
<td>5.1 explains how social factors influence the development and acceptance of scientific ideas 5.2 describes the processes that are applied to test and validate models, theories and laws 5.3 evaluates the impact of applications of science on society and the environment 5.4 discusses evidence supporting different viewpoints 5.5 analyses how current research might affect people’s lives 5.7 relates properties of elements, compounds and mixtures to scientific models, theories and laws 5.8 relates the structure and function of living things to models, theories and laws 5.16 accesses information from a wide variety of secondary sources 5.17 explains trends, patterns and relationships in data and/or information from a variety of sources 5.18 selects and uses appropriate forms of communication to present information to an audience 5.19 uses critical thinking skills in evaluating information and drawing conclusions</td>
<td>Half Yearly Examination: Formal assessment of skills, knowledge and understanding, developed through the topics &quot;Kitchen Chemistry&quot; and &quot;Life begins&quot; as well as the research assignment.</td>
<td>20%</td>
<td>Term 2 Week 2</td>
</tr>
</tbody>
</table>
# Year 10 Science (continued)

<table>
<thead>
<tr>
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</table>
| 3    | 5.13 identifies a problem and independently produces an appropriate investigation plan  
5.14 undertakes first-hand investigations independently with safety and competence  
5.15 gathers first-hand data accurately  
5.16 accesses information from a wide variety of secondary sources  
5.17 explains trends, patterns and relationships in data and/or information from a variety of sources  
5.18 selects and uses appropriate forms of communication to present information to an audience  
5.19 uses critical thinking skills in evaluating information and drawing conclusions  
5.20 selects and uses appropriate strategies to solve problems  
5.21 uses creativity and imagination in the analysis of problems and the development of possible solutions | Independent Investigation: Students independently, plan and conduct a fair test, record, present analyse data, and draw conclusions. | 20% | Term 3 Week 2 |
| 4    | 5.1 explains how social factors influence the development and acceptance of scientific ideas  
5.2 describes the processes that are applied to test and validate models, theories and laws  
5.3 evaluates the impact of applications of science on society and the environment  
5.4 discusses evidence supporting different viewpoints  
5.5 analyses how current research might affect people’s lives  
5.6 applies models, theories and laws to situations involving energy, force and motion  
5.7 relates properties of elements, compounds and mixtures to scientific models, theories and laws  
5.8 relates the structure and function of living things to models, theories and laws | Trial School Certificate Examination: All Stage 5 outcomes are assessable. Stage 5 Science is a two-year course and covers all work presented in Year 9 and Year 10. | 40% | Term 3 Week 9 Trial Examination |
# Year 10 Visual Arts

<table>
<thead>
<tr>
<th>Task</th>
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</thead>
</table>
| 1    | Critical and Historical :  
5.7 Practice: applies their understanding of aspects of practice to critical and historical interpretations of art  
5.8 Conceptual Framework: uses their understanding of function and relationship between artist-artwork-world-audience in critical and historical interpretations of art | Investigation of an artist’s practice (research task) | 15% | Term 1 Week 8 |
|      | Artmaking:  
5.3 Frames: makes artworks informed by an understanding of how the frames affect meaning  
5.2 Conceptual Framework: makes artworks informed by their understanding of the function of and relationships between artist-artwork-world-audience | Class work (Picasso painting)  
Visual Arts Process Diary | 15%  
5% | Term 2 Week 3 |
| 2    | Artmaking:  
5.4 Representation: investigates the world as a source of ideas, concepts and subject matter in the visual arts | Across the form drawing task (in class) | 10% | Term 3 Week 3 |
| 3    | Artmaking:  
5.1 Practice: develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks  
5.6 Resolution: demonstrates developing technical accomplishment and refinement in making artworks  
5.5 Conceptual Strength and Meaning: makes informed choices to develop and extend concepts and different meanings in their artworks | Visual Arts Process Diary  
Body of Work | 10%  
30% | Term 4 Week 1 |
| 4    | Critical and Historical Studies  
5.9 Frames: demonstrates how the frames provide different interpretations of art  
5.10 Representation: recognises that art criticism and art history construct meaning | Yearly Exam | 15% | Term 4 Week 3 |
Year 10, 2011
Assessment Booklet

The Principal
Newtown High School of the Performing Arts
P O Box 785
NEWTOWN NSW 2042

Dear Mr. Gray,

I have received the Year 10 Assessment Booklet.

Student’s Name: (Please print) ............................................. Roll: .............

Student’s Signature: ..............................................................

Date: ..........................................................

I have sighted the School Assessment Booklet and the Calendar of Tasks.

Parent/Carer’s Signature: ..............................................................

Date: ..........................................................

(Please sign and return this page to Mr D. Cole or Ms J. Dwyer Year 10 Student Advisers)