



*Newtown High School
of the
Performing Arts*

*ASSESSMENT
BOOKLET*

YEAR 10

2017

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.

Equity, Creativity, Excellence

Newtown High School of the Performing Arts

YEAR 10 ASSESSMENT BOOKLET Table of Contents

Information for Students and Parents.....	4
Assessment Policy.....	5
Unsatisfactory Completion of Course.....	8
Year 10 Illness/Misadventure Form.....	9
Classical Ballet.....	10
Dance.....	11
Dance Extension.....	12
Design & Technology.....	13
Drama.....	14
Drama Extension.....	15
Drama Accelerated	17
English.....	20
Film Studies.....	21
Food Technology.....	22
Italian.....	23
Geography.....	24
History.....	25
Information and Software and Technology.....	26
Mathematics Stage 5.1.....	27
Mathematics Stage 5.2.....	28
Mathematics Stage 5.3.....	29
Music.....	30
Music Extension.....	31
PD/H/PE.....	32
Production.....	33
Science.....	34
Visual Arts.....	39
Assessment Booklet Return Slip.....	41

Information for Students and Parents

Introduction

A student is expected to:

- Satisfactorily complete the mandatory curriculum requirements as outlined by the Board of Studies.
- Attend school until the final day of Year 10 as determined by the Department of Education and Communities.
- Make a serious attempt at all school based assessment tasks.

Mandatory Curriculum

The Board of Studies curriculum requirements 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 of Studies 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.

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

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.

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.

Assessment Policy

Why do we need a school Assessment Policy?

- The school Assessment Policy is designed so that no student can be unfairly advantaged or disadvantaged by the school's system of assessment.
- Assessment at Newtown High School of the Performing Arts encourages progressive development of skills and knowledge while ensuring:
 - consistency across subjects and courses
 - fairness in marking and reporting
 - coordination of the assessment program to ease the load on students.

What are the responsibilities of the school?

The school is required to provide students with the following information;

- An Assessment Calendar, which outlines what components are to be assessed, when the assessment tasks are scheduled and the relative weighting attached to each assessment task.
- Assessment tasks will be of the same type and have the same weighting for all classes studying that course. At the completion of each task, students will receive a *mark* and *written feedback concerning areas for development*.
- Written notification of the specific nature of each calendared assessment task at least **TWO** weeks in advance. This is a more detailed explanation of the specific nature of the task.
- In exceptional circumstances the date of a task may need to be changed. In such cases Class Teachers will inform students of the new arrangements in writing at least **two weeks** in advance.
- Official Course Warning letters will be posted home to parents/carers outlining the areas of unsatisfactory completion of course requirements. (Refer to Non Completion of year 10 Course, later in this document)

What are the responsibilities of the students?

- Students must demonstrate sustained diligence and effort in each subject.
- Students must attend classes regularly and ensure their attendance does not fall below 85%.
- Students must complete all set tasks in order to achieve course outcomes.
- Students are required to participate in all lessons constructively.
- Every student has the responsibility to be familiar with the school's assessment and procedures policy handbook. Every student must also be familiar with the course information contained in the handbook.
- It is important that the student speaks with their Class Teacher or Head Teacher of the Faculty if there is any doubt about the requirements of the subject/course assessment task.
- It is the responsibility of the student to be present for, or to hand in all assessment tasks **at the required time** as specified in the booklet and the assessment calendar.
- Students must be **present** for the **whole day** in which an assessment task is scheduled. It is not acceptable for a student to attend school to fulfil the requirements of an assessment task **only** and not be present at **all** the timetabled lessons for that particular day.

How student achievement is assessed?

Students are assessed against course outcomes through a range of assessment tasks in each subject. An outcome is a description of the learning, which has taken place. Student progress in achieving course outcomes is reported twice a year. Schools are responsible for awarding each student with a grade (A, B, C, D or E) to summarise the student's achievement in any 100 or 200 hour course completed in Stage 5.

A range of tasks are used for assessment and will vary from course to course. These tasks may include;

- Tests which may take a written, practical and oral form
- Class essays, research tasks, assignments, portfolios, log books or journals
- Practical tasks, major works or performances
- Projects

Excursions and Fieldwork

Some courses require students to undertake compulsory fieldwork or compulsory excursions to achieve and assess some outcomes. In the case of unavoidable absence from such activities students must negotiate alternate arrangements and follow Illness/Misadventure procedures.

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, with relevant documentation supporting their application
- 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.**

Hand-in Assessment Tasks

Hand-in tasks include tasks such as research essays, written reports and practical work. All assessment tasks are to be submitted on the **due date** at the **specified time**. It is the student's responsibility to ensure that these tasks are submitted on time. The tasks are to be submitted to the class teacher or the relevant faculty Head Teacher. **Students must not leave hand-in tasks on teachers' desks.** If the student has only completed part of the hand in task, this part must be submitted to the Class Teacher on the due date. Students must attend all classes on the day tasks are due. Failure to submit tasks on time, without a valid reason may result in mark of 'zero' being awarded to the student. In the case of illness or misadventure it is the student's responsibility to complete an Illness/Misadventure form and attach relevant documentation to support their application and return completed form to the relevant Head Teacher of the course.

NOTE: Technology failure or printer breakdown will not be accepted as a valid reason for late submission. 'Teching' is also not a valid excuse for missing a scheduled assessment task.

Failure to submit tasks on time without following the illness/misadventure process will result in a **zero mark**. The task must be completed to complete the outcomes of the course.

Malpractice

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

- breaching published school examination rules
- being in possession of unauthorised notes
- being in possession of electronic devices during a test or examination
- using words, ideas, designs or workmanship of others without acknowledgement
- copying from another student
- presenting another person's work as their own
- paying someone to write or prepare an assessment task
- offering false documentation or explanations in support of an appeal/non-serious attempt in an exam or assessment task
- work presented which contains frivolous and/or objectionable material
- assisting another student to engage in malpractice
- behaving in a way likely to disrupt the work or concentration of other students

Students must engage in ethical practice regarding assessment tasks. Work submitted for assessment tasks must be the student's own work.

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the Head Teacher. If both are in agreement then the student will be awarded a **zero** for the task.

Feedback on Assessment Tasks

Students will be given meaningful feedback following each 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

Unsatisfactory Completion of Course

Process and Support for Students

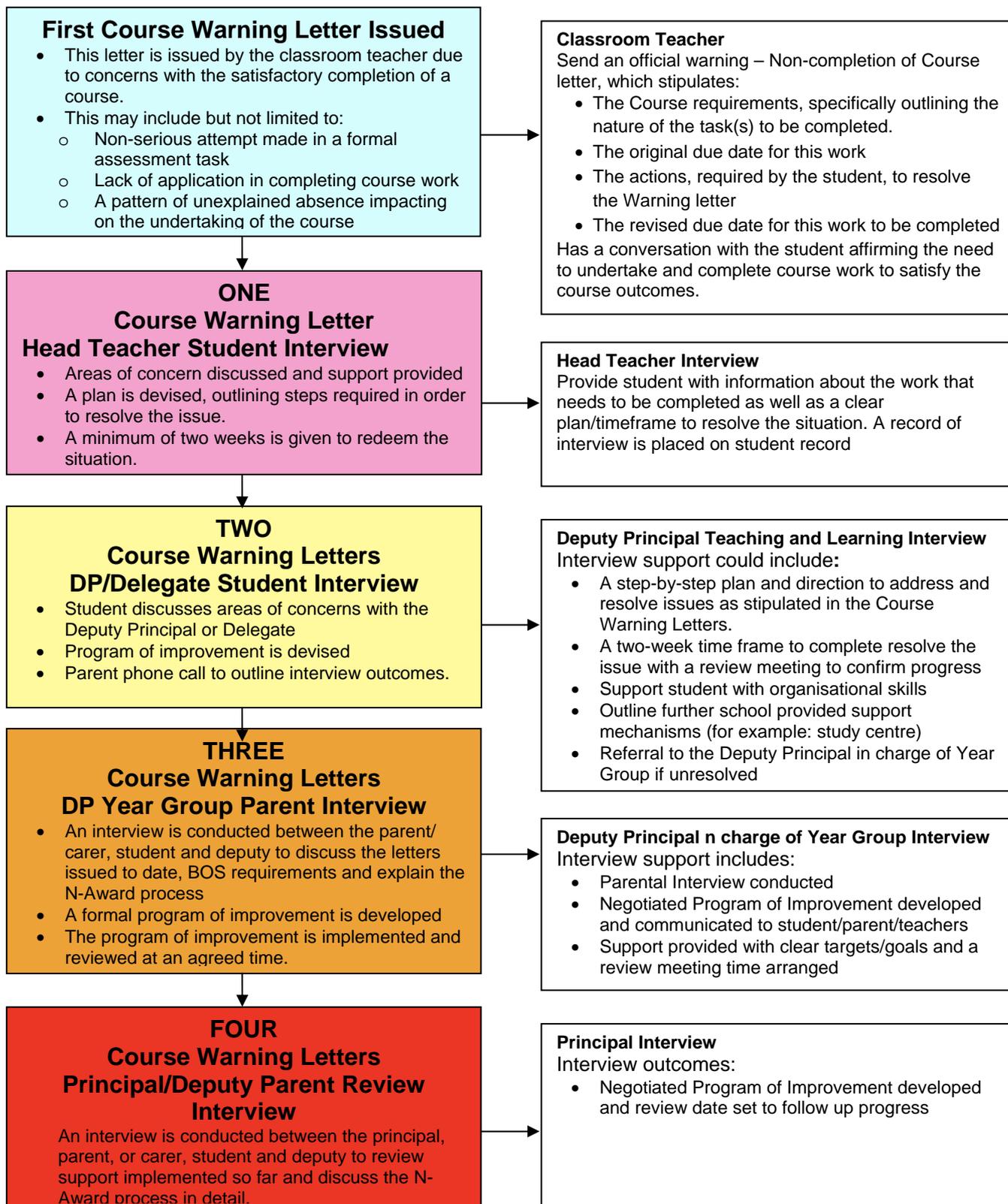
Course Completion Criteria:

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

STRUCTURE

INTERVENTION/SUPPORT



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

Task	Outcomes	Task Detail	Weighting	Date Due
1	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Examination Class and Performance of solo • Process Journal 	Technique 30%	Term 1 Week 8
2	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Research Project – Australian Ballet Oral Presentation 	Appreciation 20%	Term 2 Week 4
3	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Performance – Examination class and Repertoire • Analysis of Choreographic style • Analysis of student performance – according to set criteria 	Performance 30% Analysis 20%	Term 3 Week 7 Week 9

Year 10 Dance

Task	Outcomes	Task Detail	Weighting	Date Due
1	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Part 1: Technique Assessment + Process Journal 	Technique 30%	Term 1 Week 9
2	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	Performance 30% Appreciation 20%	Term 2 (Parts 1 & 2) Week 5 (Parts 3 & 4) Week 7
3	<ul style="list-style-type: none"> 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 stud of dance as an artform 	<p>Composition</p> <ul style="list-style-type: none"> Part 1 Composition Creativity task Part 2: Process journal 	Composition 20%	Term 3 Week 8

Year 10 Dance Extension

Task	Outcomes	Task Detail	Weighting	Date Due
1	<ul style="list-style-type: none"> A student demonstrates knowledge understanding and skill in describing and analysing dance 	Part 1: Performance of class dance Part 2: Process Journal	30%	Term 1 Week 8
2	<ul style="list-style-type: none"> 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%	Term 2 Week 4 (Parts 1 & 2) Term 2 Week 6 (Part 3)
3	<ul style="list-style-type: none"> 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 Part 4: Viva Voce	40%	Term 3 Week 7 (Parts 1 & 2) Term 3 Week 9 (Part 3 & 4)

Year 10 Design & Technology

Task	Outcomes	Task Detail	Weighting	Date Due
1	5.1.1 Analyses and applies a range of design concepts and processes 5.3.1 Analyses the work and responsibilities of designers and the factors affecting their work 5.6.1. Selects and applies management strategies when developing design solutions 5.3.2 Evaluates designed solutions that consider preferred futures, principles of appropriate technology and ethical and responsible design 5.6.2 Applies risk management practices and work safely in developing quality design solutions 5.4.1 Develops and evaluates innovative, enterprising and creative design ideas and solutions	Task 1 - Project 1 Product made from recycled material	40%	Term 2 Week 4
2	5.1.1 Analyses and applies a range of design concepts and processes 5.1.2. Applies and justifies an appropriate process of design when developing design ideas and solutions 5.2.1 Evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments 5.4.1 Develops and evaluates innovative, enterprising and creative design ideas and solutions 5.5.1 Uses appropriate techniques when communicating design ideas and solutions to a range of audiences.	Task 2 – Project 2 Environment/landscape design	20%	Term 3 Week 3
3	5.5.1 Uses appropriate techniques when communicating design ideas and solutions to a range of audiences 5.6.2 Applies risk management practices and work safely in developing quality design solutions 5.6.3 Selects and uses a range of technologies competently in the development and management of quality design solutions 5.1.1 Analyses and applies a range of design concepts and processes	Task 3 – Mini Major Project Product design and production	40%	Term 4 Week 4

Year 10 Drama

Task	Outcomes	Task Detail	Weighting	Date Due
1	<ul style="list-style-type: none"> 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 a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning. 	<p>“Production and performance”</p> <ul style="list-style-type: none"> Performance 	15%	Term 1 Week 8
2	<ul style="list-style-type: none"> Devises script and explores structures and refines ideas using dramatic forms, performance styles, dramatic techniques and theatrical conventions. 	<p>Production and Performance Design talk and presentation</p> <p>“Playwriting”</p>	15%	Term 2 Weeks 3/4
3	<ul style="list-style-type: none"> 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 	<p>“Rehearsal to Performance” Performance Design Task and Presentation</p>	30%	Term 3 Week 7
4	<ul style="list-style-type: none"> 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 	<p>Site specific Theatre</p> <ul style="list-style-type: none"> Performance and logbook Essay 	20%	Term 4 Week 5

Year 10 Drama Extension

Task	Outcomes	Task Detail	Weighting	Date Due
1	<ul style="list-style-type: none"> Use performance skills to communicate dramatic meaning. Apply acting and performance techniques expressively and collaboratively to communicate dramatic meaning. 	Sonnet: perform an individual Sonnet as part of a group performance (Towards Showcase Performance)	10%	Term 1 Week 4
2	<ul style="list-style-type: none"> Recognise the function of drama and theatre in reflecting social and cultural aspects of human experience. Analyse the contemporary and historical contexts of drama. 	Shakespeare's World. Historical Research Project (theory) & Presentation	10%	Term 1 Week 6
3a + 3b	<ul style="list-style-type: none"> Employ a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning. Recognise the function of drama and theatre in reflecting social and cultural aspects of human experience. 	Shakespeare Monologues/Soliloquies + Modern Interpretation (Towards Showcase Performance)	10% 3a: 5% - Original 3b: 5% - Modern Interpretation	3a:Term 1 Week 10 (Original) 3b:Term 2 Week 3 (Modern Interpretation)
4	<ul style="list-style-type: none"> Identify and explore the elements of drama to develop belief and clarity in character, role, situation and action. 	Extending the Repertoire Scenes/Duologues from: Winter's Tale, Cymbeline, King John, King Henry (Showcase performance)	20%	End Term 2 Date to be confirmed (Showcase Performance)
5	<ul style="list-style-type: none"> Identify and explore the elements of drama to develop belief and clarity in character, role, situation and action. Manipulate the elements of drama to create belief, clarity and tension in character, role, situation and action 	Realism: Classic & Contemporary Scenes. Essay: Character Analysis based on Stanislavsky and TWO excerpts. IBSEN: Classic: excerpts from Peer Gynt, Pillars of the Community. Contemporary: FOOD & Savage River by Steve Rogers.	10% essay	Term 3 Week 4
6	<ul style="list-style-type: none"> Explore a range of ways to structure dramatic work in collaboration with others. Explore, structure and refine ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies. 	WEEK 4 – 9 Expressionism & Systems of Movement Perform Brechtian Piece (scene, monologue, poem, song) using elements of Expressionism	15%	Term 3 Week 10

Year 10 Drama Extension (continued)

Task	Outcomes	Task Detail	Weighting	Date Due
7	<ul style="list-style-type: none"> • Recognise the function of drama and theatre in reflecting social and cultural aspects of human experience. • Employ a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning. 	<p>Indigenous Theatre & The Director's Vision</p> <p>Research Project/Direct short scene from plays studied during Weeks 1-4 using chosen Directing Style</p>	25%	Term 4 Week 7

N.B. Drama Extension is 8 periods per 2-week cycle
Terms 1, 2, 3 and first half of T4 (Weeks 1-3) have one Voice lesson per week
Term 4 (second half) one Movement lesson per week

Year 10 Drama Accelerated Course

Objectives	Preliminary Course Outcomes
<p><i>Through Drama, students will develop knowledge and understanding about and skills in:</i></p> <p>Making</p> <ul style="list-style-type: none"> • using drama, through participation in a variety of dramatic and theatrical forms • making drama and theatre, using a variety of dramatic and theatrical techniques and conventions and values attitudes about: • the collaborative nature of drama and theatre 	<p>P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles</p> <p>P1.2 explores ideas and situations, expressing them imaginatively in dramatic form</p> <p>P1.3 demonstrates performance skills appropriate to a variety of styles and media</p> <p>P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively</p> <p>P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance</p> <p>P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action</p> <p>P1.7 understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration</p> <p>P1.8 recognises the value of individual contributions to the artistic effectiveness of the whole</p>
<p>Performing</p> <ul style="list-style-type: none"> • using the elements of drama and theatre in performance • performing in improvised and playbuilt theatre and scripted drama and values and attitudes about: • the diversity of the art of dramatic and theatrical performance 	<p>P2.1 understands the dynamics of actor-audience relationship</p> <p>P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers front-of-house staff, technical staff and producers</p> <p>P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action</p> <p>P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces</p> <p>P2.5 understands and demonstrates the commitment, collaboration and energy required for a production</p> <p>P2.6 appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance</p>

Year 10 Drama Accelerated Course (continued)

Objectives	Outcomes
<p><i>Through Drama, students will develop knowledge and understanding about and skills in:</i></p> <p>Critically Studying</p> <ul style="list-style-type: none"> • recognising the place and function of drama and theatre in communities and societies, past and present • critically studying a variety of forms and styles used in drama and theatre and values and attitudes about: • drama and theatre as a community activity, a profession and an industry 	<p>P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performance of others</p> <p>P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques</p> <p>P3.3 analyses and synthesizes research and experiences of dramatic and theatrical styles, traditions and movements</p> <p>P3.4 appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest</p>

Year 10 Drama Accelerated Course (continued)

Three topics are chosen for each class. A topic is the study of theatre in a socio-historical context. It may be the study of a historical period, movement or theatre practitioner(s). eg. Greek, Elizabethan, Realism, Boal, Post-modern, Australian, American, Commedia del Arte, Modernism etc.)

Task	Course Component	Weighting	Outcomes	Task	Date
1	Topic 1	30%	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8, P2.1, P2.3, P2.4, P2.5, P2.6, P3.1, P3.2, P3.3, P3.4	Workshop Task (15%) Individual Performance (15%)	Term 1 Week 8
2	Topic 2	40%	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8, P2.1, P2.3, P2.4, P2.5, P2.6, P3.1, P3.2, P3.3, P3.4	Design Task (15%) In Class Essay (15%) Workshop Task (10%)	Term 2 Week 8
3	Topic 3	30%	P3.2, P3.3, P2.1, P2.3, P2.4, P2.5, P2.6, P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8	Essay based on Topic Area 3 (20%) Group Performance (10%) based on Topic Area 3 Preliminary Examination	Term 3 Weeks 8/9

Year 10 English

Objectives	Outcomes
<p><i>Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:</i></p>	<p>A Student:</p>
<ul style="list-style-type: none"> Communicate through speaking, listening, reading, writing, viewing and representing 	<ul style="list-style-type: none"> EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
<ul style="list-style-type: none"> Use language to shape and make meaning according to purpose, audience and context 	<ul style="list-style-type: none"> EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
<ul style="list-style-type: none"> Think in ways that are imaginative, creative, interpretive and critical 	<ul style="list-style-type: none"> EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
<ul style="list-style-type: none"> Express themselves and their relationships with others and their world 	<ul style="list-style-type: none"> EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
<ul style="list-style-type: none"> Learn and reflect on their learning through their study of English 	<ul style="list-style-type: none"> EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
	<ul style="list-style-type: none"> EN5-6C investigates the relationships between and among texts
	<ul style="list-style-type: none"> EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds
	<ul style="list-style-type: none"> EN5-8D question, challenges and evaluates cultural assumptions in texts and their effects on meaning
	<ul style="list-style-type: none"> EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Task	Outcomes	Task Detail	Weighting	Date Due
1	EN5-1A EN5-4B EN5-3B EN5-9E	In this Shakespeare module, students will be required to complete an essay.	30%	Term 1 Week 8
2	EN5-1A EN5-2A EN5-5C EN5-6C	In this module on Short Stories, students will compose a short story.	35%	Term 2 Week 8
3	EN5-1A EN5-4B EN5-6C EN5-9E	In this module on "To Kill A Mockingbird," students will be required to prepare and deliver a speech.	35%	Term 3 Week 8

Year 10 Film Studies

Task	Content	Outcomes	Task Detail	Weighting	Date
1	SOUND IN FILM	4.1 Uses film <i>meta-language</i> to critically analyse films, (specifically the element of sound).	Critical: Essay How sound is used and manipulated by filmmakers for dramatic effect in combination with images.	15%	Term 1 Week 9
		1.3 Manipulates sound and music as an expressive and dramatic element in combination with film images	Practical Film Making Task Choreographed Fight Scene OR Thriller Scenario	20%	Term 2 Week 5
		2.1 Uses elements of <i>Mise-en-scene</i> for dramatic purpose and effect			
		5.1 Collaborates and contributes effectively in all aspects of film production			
2	ACTING FOR FILM	1.1 Uses and manipulates camera shots, angles, framing and composition for dramatic purpose and to create a dramatic effect 2.3 Explores and applies acting techniques for film	Practical Film Making Task and Pre-production Processes Filming of a scripted scene	20%	Term 3 Week 4
3	GENRE ~ CRITICAL	3.2 Identifies the codes and conventions of genre as a means of creating film type and audience expectations	Research Task & Presentation on Chosen Film Genre	15%	Term 4 Week 2
4	GENRE ~ PRACTICAL	1.2 Uses and manipulates editing techniques to construct montage for dramatic effect 3.1 Explores and uses the notion of forms as structural elements which guide an audiences expectations of film 4.2 Applies studies of filmmaking practice and appreciates and evaluates their own films and the films of others	Practical Film Making Task Create a Film Trailer on chosen Genre	30%	Term 4 Week 4

Year 10 Food Technology

Task	Outcomes	Task Detail	Weighting	Due Date
1	5.1.1 demonstrates hygienic handling of food to ensure a safe & appealing product 5.1.2 identifies, assesses and manages the risk of injury and OHS issues associated with handling of food 5.2.1 describes the chemical and physical properties of food 5.2.2 accounts for changes to the properties of food processing, preparation & storage 5.2.3 applies appropriate methods of processing, preparation and storage 5.4.1 collects, evaluates and applies information from a variety of sources 5.4.2 communicates ideas & information using a range of media & appropriate terminology 5.5.1 selects and employs appropriate techniques and equipment for a variety of food for specific purposes 5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes 5.6.2 evaluates the impact of activities related to food on the individual, society and the environment 5.6.1 examines the relationship between food, technology and society	Food Product Development, Food Preparation & Processing Practical & Theory Assessment (20%) Exam (20%) Designated Class work (10%)	50%	Term 1 Week 7/8 Term 2 Week 3 Ongoing Assessment in class
2	5.1.1 demonstrates hygienic handling of food to ensure a safe & appealing product 5.2.1 describes the chemical and physical properties of food 5.2.3 applies appropriate methods of processing, preparation and storage 5.3.1 describe 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 5.4.1 collects, evaluates and applies information from a variety of sources 5.4.2 communicates ideas & information using a range of media & appropriate terminology 5.5.1 selects and employs appropriate techniques and equipment for a variety of food for specific purposes 5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes 5.6.2 evaluates the impact of activities related to food on the individual, society and the environment 5.6.1 examines the relationship between food, technology and society	Food for Special Needs Theory Assessment (20%) Exam (20%) Designated Class work (10%)	50%	Term 3 Week 9 Term 4 Week 3 Ongoing Assessment in class

Year 10 Italian

Task	Outcomes	Task Detail	Weighting	Date Due
1	5.UL.3 establishes and maintains communication in familiar situations 5.MBC.1 explores the interdependence of language and culture in a range of texts and contexts 5.MBC.2 identifies and explains aspects of the culture of Italian-speaking communities in texts	Speaking	15%	Term 1 Week 7
2	5.UL.1 demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately 5.UL.4 applies a range of linguistic structures to express own ideas in writing 5.UL.2 demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately 5.MBC.1 explores the interdependence of language and culture in a range of texts and contexts 5.MBC.2 identifies and explains aspects of the culture of Italian-speaking communities in texts	Listening (15%) Writing (10%) Reading (10%)	35%	Term 2 Week 3
3	5.UL.3 establishes and maintains communication in familiar situations	Speaking	15%	Term 3 Week 7
4	5.UL.1 demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately 5.UL.2 demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately 5.UL.4 applies a range of linguistic structures to express own ideas in writing 5.MBC.1 explores the interdependence of language and culture in a range of texts and contexts 5.MBC.2 identifies and explains aspects of the culture of Italian-speaking communities in texts	Reading (10%) Listening (15%) Writing (10%)	35%	Term 4 Week 3

Year 10 Geography

Task	Outcomes	Task Details	Weighting	Due Date
1	<p>GE5-2 explains processes and influences that form and transform places and environments</p> <p>GE5-3 analyses the effect of interactions and connections between people, places and environments</p> <p>GE5-5 assesses management strategies for places and environments for their sustainability</p> <p>GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools</p>	<p>Topic: Environmental Change and Management</p> <p>Task: Fieldwork excursion and hand-in booklet</p> <p>In class test based on fieldwork</p>	<p>20%</p> <p>30%</p>	<p>Semester 1 Term 1 Week 4 Semester 2 Term 3 Week 3</p> <p>Semester 1 Term 1 Week 6 Semester 2 Term 3 Week 5</p>
2	<p>GE5-4 accounts for perspectives of people and organisations on a range of geographical issues</p> <p>GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing</p> <p>GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry</p> <p>GE5-8 communicates geographical information to a range of audiences using a variety of strategies</p>	<p>Topic: Human Wellbeing</p> <p>Task: Presentation Research</p>	50%	<p>Semester 1 Term 2 Weeks 2/3</p> <p>Semester 2 Term 4 Weeks 2/3</p>

Year 10 History

Task	Outcomes	Task Details	Weighting	Due Date
1	<p>HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia</p> <p>HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia</p> <p>HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process</p> <p>HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia</p> <p>HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia</p>	Knowledge and Source Analysis test	50%	<p>Semester 1 Term 1 Week 8</p> <p>Semester 2 Term 3 Week 7</p>
2	<p>HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia</p> <p>HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia</p> <p>HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry</p> <p>HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past</p> <p>HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences</p>	Presentation	50%	<p>Semester 1 Term 2 Weeks 3/4</p> <p>Semester 2 Term 4 Weeks 3/4</p>

Year 10 Information and Software Technology

Task	Outcomes	Task Detail	Weighting	Date Due
1	<p>5.4.1 analyses the effects of the past, current and emerging information and software technologies on the individual and society</p> <p>5.5.3 describes and compares key roles and responsibilities of people in the field of information and software technology</p>	Semester 1 Progressive Assessment Classwork, homework, unit quizzes etc	30%	Ongoing
2	<p>5.1.1 selects and justifies the application of appropriate software programs to a range of tasks</p> <p>5.2.1 describes and applies problem-solving processes when creating solutions</p> <p>5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems</p> <p>5.2.3 critically analyses decision-making processes in a range of information and software solutions</p> <p>5.5.2 communicates ideas, processes and solutions to a targeted audience</p>	Semester 1 Major Project	20%	Term 2 Week 4
3	<p>5.3.1 justifies responsible practices and ethical use of information and software technology</p> <p>5.3.2 acquires and manipulates data and information in an ethical manner</p>	Semester 2 Progressive Assessment Classwork, homework, unit quizzes etc.	20%	Ongoing
4	<p>5.1.1 selects and justifies the application of appropriate software programs to a range of task</p> <p>5.1.2 selects, maintains and appropriately uses hardware for a range of tasks</p> <p>5.2.1 describes and applies problem-solving processes when creating solutions</p> <p>5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems</p> <p>5.2.3 critically analyses decision-making processes in a range of information and software solutions</p> <p>5.5.1 applies collaborative work practices to complete tasks</p> <p>5.5.2 communicates ideas, processes and solutions to a targeted audience</p>	Semester 2 Major Project	30%	Term 4 Week 4

Year 10 Mathematics Stage 5.1

Task	Outcomes	Task Detail	Weighting	Date Due
	Ongoing topic tests	Semester 1 and 2	20%	Ongoing Semester 1 and 2
1	MA4-6NA solves financial problems involving purchasing goods MA4-7NA operates with ratios and rates, and explores their graphical representation MA4-8NA generalises number properties to operate with algebraic expressions MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases	Assessment task 1	15%	Term 1 Week 7
2	MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships MA5.1-7NA graphs simple non-linear relationships MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms MA4-14MG uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures	Assessment task 2	20%	Term 2 Week 4
3	MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression MA5.1-11MG describes and applies the properties of similar figures and scale drawings	Assessment task 3	20%	Term 3 Week 3
4	MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events	Assessment task 4	25%	Term 4 Week 2
	ROSA Stage 5 test	Stage Test		Term 4 Week 7

- Half-Yearly Report will comprise tasks 1 and 2
- Yearly Report will comprise tasks 1, 2, 3, and 4
- Specific testing outcomes are subject to change throughout the year. Students are to be advised in writing two weeks in advance of each common test by their classroom teacher.
- Assessment tasks may take the form of a take home research task or a class test. Students will be notified two weeks in advance.

Year 10 Mathematics Stage 5.2

Task	Outcomes	Task detail	Weighting	Date Due
	Ongoing topic tests	Semester 1 and 2	20%	Ongoing Semester 1 and 2
1	MA5.1-4NA solves financial problems involving earning, spending and investing money MA5.2-4NA solves financial problems involving compound interest MA5.2-5NA recognises direct and indirect proportion, and solves problems involving direct proportion MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions	Assessment task 1	15%	Term 1 Week 7
2	MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationships	Assessment task 2	20%	Term 2 Week 4
3	MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings	Assessment task 3	20%	Term 3 Week 3
4	MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time MA5.2-17SP describes and calculates probabilities in multi-step chance experiments	Assessment task 4	25%	Term 4 Week 2
	ROSA Stage 5 test	Stage Test		Term 4 Week 7

- Half-Yearly Report will comprise tasks 1 and 2
- Yearly Report will comprise tasks 1, 2, 3, and 4
- Specific testing outcomes are subject to change throughout the year. Students are to be advised in writing two weeks in advance of each common test by their classroom teacher
- Assessment tasks may take the form of a take home research task or a class test. Students will be notified two weeks in advance.

Year 10 Mathematics Stage 5.3

Task	Outcomes	Task Detail	Weighting	Date Due
	Ongoing topic tests	Semester 1 and 2	20%	Ongoing Semester 1 and 2
1	MA5.2-4NA solves financial problems involving compound interest MA5.3-4NA draws, interprets and analyses graphs of physical phenomena MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions MA5.3-6NA performs operations with surds and indices MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations	Assessment task 1	15%	Term 1 Week 7
2	MA5.3-8NA uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line MA5.3-9NA sketches and interprets a variety of non-linear relationships MA5.3-10NA recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems MA5.3-12NA uses function notation to describe and sketch functions	Assessment task 2	20%	Term 2 Week 4
3	MA5.3-11NA uses the definition of a logarithm to establish and apply the laws of logarithms MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids MA5.3-15MG applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions	Assessment task 3	20%	Term 3 Week 3
4	MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals MA5.3-17MG applies deductive reasoning to prove circle theorems and to solve related problems MA5.3-18SP uses standard deviation to analyse data MA5.3-19SP investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes	Assessment task 4	25%	Term 4 Week 2
	ROSA Stage 5 test	Stage Test		Term 4 Week 7

- Half-Yearly Report will comprise tasks 1 and 2
- Yearly Report will comprise tasks 1, 2, 3, and 4
- Specific testing outcomes are subject to change throughout the year. Students are to be advised in writing two weeks in advance of each common test by their classroom teacher
- Assessment tasks may take the form of a take home research task or a class test. Students will be notified two weeks in advance.

Year 10 Music

Task	Outcomes	Task Detail	Weighting	Date Due
1	<p>Music for Large Ensembles</p> <ul style="list-style-type: none"> • Develops musical literacy, more advanced score reading & analytical skills • Understands stylistic features & notation of musical examples studied 	In class essay based on research and score analysis. Refer to assessment criteria given for this task.	25%	Term 1 Week 10
2	<p>Twentieth Century Styles</p> <ul style="list-style-type: none"> • Performs music selected for study, demonstrating solo performance skills with appropriate stylistic features 	Solo Performance	15%	Term 2 Weeks 2/3
3	<p>Music & Technology – 20th and 21st Century music</p> <ul style="list-style-type: none"> • Aurally identifies the use of concepts reflecting the contexts studied • Demonstrates an understanding of and discriminates between stylistic features studied 	Written Test	25%	Term 3 Week 3
4		Composition	25%	Term 3 Week 9
5	<p>Music for Small Ensembles</p> <ul style="list-style-type: none"> • Demonstrates ensemble awareness & skills in a prepared work from repertoire selected for study 	Ensemble Performance	10%	Term 4 Week 4

Year 10 Music Extension

Task	Outcomes	Task Detail	Weighting	Date Due
1	Music for Large Ensembles- The Symphony <ul style="list-style-type: none"> • Demonstrates an understanding of musical concepts through aural discrimination & notation in the music selected for study • Demonstrates development of solo performance skills 	Solo performance	15%	Term 1 Weeks 6/7
		In Class Test	15%	Term 1 Week 9
2	“Shock of the New” Avante Garde Art Music in the 20 th Century <ul style="list-style-type: none"> • Demonstrates an understanding of and discriminates between stylistic features studied • Notates own composition using notation relevant to the context chosen 	Individual composition- Score Recording/live performance	30%	Term 2 Week 9
3	Music For Small Ensembles <ul style="list-style-type: none"> • Aurally identifies the use of concepts reflecting the contexts studied • Demonstrates an understanding of and discriminates between stylistic features studied 	Ensemble Performance	20%	Term 3 Week 5
4	An Instrument and its Repertoire <ul style="list-style-type: none"> • Demonstrates understanding of style in a discussion paper • Demonstrates development of aural discrimination 	In class viva- voce	15%	Term 4 Weeks 2-4
		Sight singing	5%	Week 4

Year 10 PD/H/PE

Assessment in Stage 5 PDHPE is conducted over four assessment tasks in the year (each worth 25% of the total assessment mark). There are two in Semester 1 and two in Semester 2. Each semester has a theory based task (PD/H – personal development and health) and a practical based task (PE – physical education).

	Outcomes	Task	Task Details	Weighting	Date Due
5.4	Adapts, transfers and improvises movement skills and concepts to improve performance	1	10.1 Celebrating Diversity (PD) Research task	25%	Term 1 Week 6
5.5	A student composes, performs and appraises movement in a variety of challenging contexts				
5.6	Analyses attitudes, behaviours and consequences related to health issues affecting young people	2	10.2 'Fitness & Aerobics' (PE) Practical Assessment	25%	Term 1 Week 11
5.7	Analyses influences on health decision-making and develops strategies to promote health and safe behaviours				
5.9	Formulates goals and applies strategies to enhance participation in lifelong physical activity	3	10.5 'Drug Use' (PD) Multimedia Presentation	25%	Term 3 Week 6
5.11	Adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations.				
		4	10.7 'Modified Games' (PE) Hand in Research Task	25%	Term 3 Weeks 7-10

Production

Task	Outcomes	Task Detail	Weighting	Date Due
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	20% 25%	Term 1 Week 5 Week 7
2	A student demonstrates an understanding of advanced practical lighting techniques applying tools and palates	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 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	Design Task and Written Task	30%	Term 3 Week 9

Year 10 Science

Task	Outcomes	Task Detail	Weighting	Date Due
1	<p>LIVING WORLD SC5-15LW a student explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society</p> <p>WORKING SCIENTIFICALLY SC5-7WS a student processes, analyses and evaluates data from first hand investigations and secondary sources to develop evidence based arguments and conclusions.</p> <p>SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p> <p>VALUES AND ATTITUDES SC5-3VA a student demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations</p>	<p>Oral Presentation Biotechnology is the use of living organism and the substances produced by them or biotechnological technology developed through basic research. Describe research and possible uses for one of the following biotechnologies. You must then justify your stance on the use of, and further research into, these technologies outlining potential benefits and possible drawbacks as to their use</p>	20%	Term 1 Weeks 8-9
2	<p>EARTH AND SPACE SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community</p> <p>SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues</p> <p>LIVING WORLD SC5-15LW a student explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society</p>	<p>Half-Yearly Exam</p>	20%	Term 2 Week 3

Year 10 Science (continued)

Task	Outcomes	Task Detail	Weighting	Date Due
...2	<p>SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available</p> <p>VALUES AND ATTITUDES SC5-3VA a student demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations</p> <p>WORKING SCIENTIFICALLY SC5-4WS a student develops questions or hypotheses to be investigated scientifically</p> <p>SC5-5WS a student produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p>SC5-6WS a student undertakes first hand investigations to collect valid and reliable data and information, individually and collaboratively</p> <p>SC5-7WS a student processes, analyses and evaluates data from first hand investigations and secondary sources to develop evidence based arguments and conclusions</p> <p>SC5-8WS a student applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems</p> <p>SC5-9WS a student presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p>			

Year 10 Science (continued)

Task	Outcomes	Task Detail	Weighting	Date Due
3	<p>WORKING SCIENTIFICALLY SC5-4WS a student develops questions or hypotheses to be investigated scientifically</p> <p>SC5-5WS a student produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p>SC5-6WS a student undertakes first hand investigations to collect valid and reliable data and information, individually and collaboratively</p> <p>SC5-7WS a student processes, analyses and evaluates data from first hand investigations and secondary sources to develop evidence based arguments and conclusions</p> <p>SC5-8WS a student applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems</p> <p>SC5-9WS a student presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p>	<p>Open-Ended Investigation</p> <p>For this task students are to undertake their own independent open-ended investigation in which they can investigate a question of their choosing. They should use scientific methods of determining results and ensuring their accuracy and reliability</p>	20%	Term 3 Week 8
4	<p>WORKING SCIENTIFICALLY SC5-4WS a student develops questions or hypotheses to be investigated scientifically</p> <p>SC5-5WS a student produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p>SC5-6WS a student undertakes first hand investigations to collect valid and reliable data and information, individually and collaboratively</p>	<p>Yearly Exam - (ALL OUTCOMES COVERED)</p> <p>Examines all skills, knowledge and understanding and values and attitudes covered in Years 9 and 10</p>	40%	Term 4 Week 3

Year 10 Science (continued)

Task	Outcomes	Task Detail	Weighting	Date Due
...4	<p>SC5-7WS a student processes, analyses and evaluates data from first hand investigations and secondary sources to develop evidence based arguments and conclusions</p> <p>SC5-8WS a student applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems</p> <p>SC5-9WS a student presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p> <p>EARTH AND SPACE</p> <p>SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community</p> <p>SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues</p> <p>PHYSICAL WORLD</p> <p>SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion</p> <p>SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems</p> <p>LIVING WORLD</p> <p>SC5-LW14 analyses interactions between components and processes within biological systems</p> <p>SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society</p>			

Year 10 Science (continued)

Task	Outcomes	Task Detail	Weighting	Date Due
...4	<p>CHEMICAL WORLD SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available</p> <p>SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials</p> <p>VALUES AND ATTITUDES SC5-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them</p> <p>SC5-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures</p> <p>SC5-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations</p>			

Year 10 Visual Arts

Task	Outcomes	Task Detail	Weighting	Due Date
1	Art Criticism and Art History 5.7, 5.8, 5.9, 5.10	Theory task Written assessment task	20%	Term 1 Week 9
2	Artmaking 5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Body of Work (BOW) Students submit resolved Body of Work and documentation of processes in VAPD	25%	Term 2 Week 4
3	Artmaking 5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Body of Work (BOW) Students submit resolved Body of Work and documentation of processes in VAPD	25%	Term 3 Week 9
4	Art Criticism and Art History 5.7, 5.8, 5.9, 5.10	Yearly Exam Written assessment	20%	Term 4 Week 2
5	Artmaking 5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Body of Work (BOW) Students submit resolved Body of Work and documentation of processes in VAPD	10%	Term 4 Week 4

Year 10 2017

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)

Student's Signature:

Date:

I have sighted the Year 10 Assessment Booklet and the Calendar of Tasks.

Parent/Carer's Signature:

Date:

Please sign and return this page to Mr B. Fletcher or Mr P. Podreka (Year 10 Student Advisers) or Deputy Principal Mr K. Pico