St Paul's Catholic College, Manly

Year 10 Assessment Handbook 2020

11 May 2020

Due to COVID-19 and subsequent changes to learning structures and NESA requirements, amendments to assessment outlines have been made in some courses. Refer to course assessment outlines in this document for specific details. Note:

- **details in green font indicate new / added information.**
- **details in ~~red font~~ indicate information that has been removed / changed.**

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1 Formal assessment program introduction

This handbook has been developed to provide students and parents with information regarding assessment for Year 10 courses.

1.1 Course completion criteria

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

(a) studied the course developed or endorsed by the NSW Education Standards Authority (NESA); and
(b) applied themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school (this is explained in more detail below); and
(c) achieved some or all of the course outcomes.

1.1.1 Successfully completing a course

Throughout the year staff at St Paul's will provide students with learning opportunities to allow them to successfully complete the requirements of each course. If a student experiences challenges in meeting these requirements he will be given support and assistance to allow these challenges to be overcome. If the student does not heed the support and assistance provided, he may be issued an official NESA Warning Letter. Note the school will work closely with the student to try and avoid this eventuating.

1.1.2 Completing assessment tasks

In every course it is expected that students will complete every learning activity, including assessment tasks, to the best of their ability and by the specified date and time. If a student fails to complete an assessment task specified in the assessment program without a valid and accepted reason his parents will be notified and assistance will be provided in supporting the student to complete the task. This may involve the student spending time after school hours to work on the task. This will allow him to demonstrate achievement of the outcomes assessed. In this situation:

(a) An academic conference will be held between the student, teacher and Leader of Learning to support the student with his learning progress.
(b) The parent / caregiver will be sent a non-completion of a task notification. If the student continues to not comply with assessment requirements he may be issued an official NESA warning letter.

1.2 What are the attendance requirements?

For the satisfactory completion of a course, a student's attendance at school is compulsory.

There are four main areas that need to be clarified with regard to absenteeism.

(a) All absences must be supported by the parent or caregiver providing letter, email, phone call or notification via the Compass parent portal.
(b) Where absence coincides with either:
    (i) the due date of an assessment task, or
    (ii) the date an assessment task is to be held, a medical certificate is required to substantiate the absence.
(c) Where a student's pattern of attendance interferes with his engagement with a substantial number of course outcomes, the student's parents / caregivers will be contacted to assist him develop acceptable attendance patterns that ensure outcomes are satisfactorily met.
(d) **Approved Leave**: This may be granted by the Principal. An *Exemption from Attendance Form* must be completed prior to the absence. However, this does NOT exempt a student from completing assessment tasks. An AIM form must be submitted if an assessment task is scheduled or due during the approved leave. This must take place before the leave is taken.

1.3 What happens if I am deemed to have not satisfactorily completed a course?

If at any time it appears that a student is at risk of being awarded a non-completion of a course determination, the Principal must warn the student as soon as possible and advise the parent or caregiver in writing. This is a NESA requirement. The purpose of the warning letter is to formally acknowledge when a student has not satisfied the requirements of a course. The warning letter outlines the action required by the student to address the situation by a revised date. A sample copy of the warning letter is provided on the next page. If a student does not heed the warning letter and continues to not follow course requirements, then a further warning letter will be sent. If the student does not respond to the requirements of the warning letters the Principal will then award the student a non-completion award in that course if he does not follow the actions required to address the situation by the due date. This may jeopardise a student's eligibility for enrolment in Stage 6 courses.

St Paul's Catholic College

Darley Road
MANLY NSW 2095

Telephone: 9977 5111
Facsimile: 9977 0959

Official Warning Letter: Non-completion of a Stage 5 Course

Date: **<<date of letter>>**
Student's Name: **<<Given Name Surname>>**

Subject: **<<Course>>**
Year: **<<Year>>**
Warning Letter: **<<Letter Number>>**

Dear <<Parent Title>>,

The purpose of this letter is to advise you that <<Given Name>> is in danger of not meeting the Course Completion Criteria for the Stage 5 course <<Course>>.

The NSW Education Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as an official warning. This is the <<Letter Number>> official warning we have issued concerning <<Course>>. A minimum of two course specific warnings must be issued prior to a final non-completion of course determination being made for a course.

Course Completion Criteria

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

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

Where students have not met one or more of these requirements by the end of the course, the Principal is required to inform the NESA that the student has not satisfactorily completed the course.
<<Course>> <<is / is not>>a mandatory course for the award of the Record of School Achievement. [Note: If the course is not mandatory then it is a Stage 5 elective course that is credentialed on the Record of School Achievement].

To date, <<Given Name>> has not satisfactorily met <<completion criteria>> of the Course Completion Criteria.

Where the non-completion is in a mandatory course, the student will not be eligible for the award of the Record of School Achievement and may not be eligible to enter Preliminary (Year 11) courses. Any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed'. Any elective course not satisfactorily completed will not appear on the student's Record of School Achievement.

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for <<Given Name>> to satisfy the Course Completion Criteria, the following tasks, requirements or outcomes listed need to be satisfactorily completed and/or achieved.

Task Name(s) / Course Requirement(s) / Course Outcome(s) currently NOT completed / achieved	Percentage Weighting (if applicable)	Original Due Date (if applicable)	Action required by the student to address the situation	Revised date to be completed by (if applicable)

Please discuss this important matter with <<Given Name>> and contact <<Leader of Learning Name>> if you need any part of the letter clarified.

Please complete the tear-off section on the next page to confirm receipt of this letter and return it to the Director of Teaching and Learning within 5 school days of receiving the letter.

Yours sincerely,

<<Leader of Learning Name>>
Leader of Learning

Mr C. Browne
Principal

2. Record of School Achievement (RoSA)

2.1 Eligibility

To be eligible for a Record of School Achievement, students must have:

- attended a government school or accredited non-government school within NSW, or a school outside NSW recognised by the NESA;
- satisfactorily completed the prescribed pattern of courses of study (see below);
- satisfactorily completed the required school-based assessment program; and
- completed Year 10.

The Record of School Achievement is issued to eligible students when they leave school. Students leaving school who are not eligible for the Record of School Achievement receive a Transcript of Study. The Transcript of Study includes a statement that the student is not eligible for the Record of School Achievement.

2.2 Prescribed pattern of courses

The following are the NESA's mandatory curriculum requirements for the award of a Record of School Achievement:

- courses in each of English, Mathematics, Science and Human Society and Its Environment are to be studied substantially throughout each of Years 7–10, with 400 hours in each to be completed by the end of Year 10. Included in the Human Society and Its Environment requirement are 100 hours each of History and Geography to be studied in Years 7–8, and 100 hours each of Australian History and Australian Geography to be studied in Years 9–10;
- courses in each of Creative Arts and Technological and Applied Studies are to be studied, with 200 hours in each to be completed by the end of Year 10. Included in the Creative Arts requirement are 100 hours of Visual Arts and 100 hours of Music;
- a course in Personal Development, Health and Physical Education is to be studied in each of Years 7–10, with 300 hours to be completed by the end of Year 10;
- one language is to be studied for at least 100 hours, over one continuous 12-month period between Years 7 and 10, preferably in Years 7–8.

The mandatory requirements in English, Mathematics, Science, Human Society and Its Environment, Languages, Technology, Music, Visual Arts and Personal Development, Health and Physical Education are reported as 'Completed' on the Record of School Achievement (or Transcript of Study).

Where mandatory course requirements have not been met, the result appears as 'Not Completed' on the Transcript of Study.

2.3 Reporting of achievement

The student's achievement in Stage 5 (Years 9 and 10) courses studied for at least 100 hours is reported. Courses may be NESA Developed Courses or NESA Endorsed Courses. The Record of School Achievement shows all Stage 5 courses completed, and includes the following information:

- the indicative duration of the course (100 hours or 200 hours);
- achievement in the course, generally reported as a grade, awarded by the student's school in accordance with the NESA state-wide standards (see below);
- for courses designated as Life Skills courses, reference is made to the Profile of Student Achievement, which provides details of the Life Skills syllabus outcomes achieved by the student;
- for Vocational Education and Training (VET) courses, a reference appears to the VET credentials earned by the student in undertaking the course.

Stage 5 grades

Grades in all courses are determined by relating each student's achievements to the following descriptions:

A. The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B. The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C. The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D. The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E. The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

For each NESA Developed Course, Course Performance Descriptors have been developed, which describe in more detail typical performance by students awarded each grade at the end of Stage 5. In Mathematics, the grades are further differentiated as A10, A9, B8, B7, C6, C5, D4, D3 or E2.

3 What do I need to know about assessment tasks?

3.1 What is assessment?

Assessment tasks may take many forms, for example: written examinations, research assignments, projects, presentations, practical or field work reports. Whatever the form, the primary function of an assessment task is to improve learning by providing feedback to students and their teachers about what has been learnt.

During Stage 5 courses the NESA stipulates that a formal assessment program is to be developed and implemented in all schools. The assessment tasks undertaken in each subject will help to determine what is to be recorded on a student's Record of Achievement.

Measuring achievement at various points throughout the course provides a better indication of ongoing student achievement.

3.1.1 How am I notified about assessment tasks?

Details of specific assessment tasks for each course have been provided later in this handbook. The approximate date of each task is also provided. It is the student's responsibility to keep himself informed about the timing of assessment tasks. It is the teacher's duty to provide the students with **written confirmation** of the:

(a) outcomes formally assessed in the task,
(b) areas for assessment addressed in the task,
(c) task due date and time (e.g. Period 3, Wednesday, 13 May 2020 – Week 3 Term 2), and
(d) specific requirements

for each assessment task. This information must be given a minimum of **two weeks** prior to the task.

3.2 What do I do if I need to apply for an extension?

Extensions (extra time to complete an assessment task) may be granted to a student in some cases of illness and/or misadventure. A student must apply in writing at least ONE week before the scheduled date of the task. (See 'AIM Form' in Section 4)

3.2.1 Applying for an extension

(a) Obtain an *"Application for Illness and Misadventure Form"* (refer to copy in Section 4 of this handbook).
(b) Complete the form and return it to the relevant KLA Leader of Learning at least a week prior to the scheduled due date.
(c) The application will be considered by the KLA Leader of Learning and the Director of Teaching and Learning.
(d) The student will be notified of the decision and if the extension is:
  (i) **granted**, a new submission date will be given
  (ii) **declined**, the student has the right to appeal this decision. This is done by writing to the Principal, who will discuss the application for extension with the student, Director of Teaching and Learning and relevant KLA Leader of Learning and teacher.

3.3 What happens if I am sick or some other unforeseen circumstance happens?

3.3.1 Application for Illness or misadventure (AIM Form)

If, due to illness, misadventure or compassionate grounds a student either:

(a) misses an assessment task, or
(b) is unable to complete an assessment task by the due date, or
(c) is absent from school just prior to an assessment task being due or
(d) his performance in a task is affected, or
(e) is absent on the day an assessment task is due to be submitted.

The student must provide a **medical certificate** (where applicable) on the first day of his return to school. The medical certificate must be submitted with a completed *"Application for Illness/Misadventure Form"* (AIM Form - refer to Section 4 of this handbook). Where possible the College should also be notified via a phone call or email on the morning of the task.

The completed 'AIM form', with supporting documentation must be returned to the relevant KLA Leader of Learning the next school day. This also applies for approved leave and school events (e.g. sport).

The application will be considered by the KLA Leader of Learning and the Director of Teaching and Learning. The student will be notified of the decision and if the application is:
  (i) **granted**, the student will be notified of the outcome
  (ii) **declined**, the student has the right to appeal this decision. This is done by writing to the Principal, who will discuss the application with the student, Director of Teaching and Learning and relevant KLA Leader of Learning.

3.4 What happens if I hand in an assessment task late or miss it completely?

3.4.1 Implications of late or missed assessment tasks

If a student misses an assessment task without a valid reason his parents will be sent a non-completion of a task notification and assistance will be provided in supporting the student to complete the task. This may involve the student spending time after school hours to work on the task. This will allow him to demonstrate achievement of the outcomes assessed. If an assessment task is handed in late without a valid reason the student's parents will be sent a non-completion of a task notification and assistance will be provided in supporting the student to understand the importance of meeting assessment requirements.

The assessment task must still be submitted so that the student can demonstrate he has completed the requirements of the course.

3.4.2 Establishing the exact due time

Teachers will indicate to students in writing when an assessment task is precisely due e.g. Period 3 Wednesday 15 May 2020. There are some instances though when an exact lesson cannot be specified. In such cases, where only a due date is given, students have until **3:30pm on the due date** to submit an assessment task to their teacher. If the teacher cannot be found students are to submit the assessment task to the **College Reception** where office staff will sign and stamp the time/date on the task and place it in the relevant teacher's pigeon hole.

3.5 What happens when technology fails?

Failure to complete an assessment task on time due to technological problems e.g. computer failure, printer problems, lost files, computer viruses etc. will NOT be deemed acceptable reasons. Students are expected to keep back up files, rough copies etc. and make appropriate time allowances to avoid such problems.

3.6 What happens in the case of malpractice in an assessment task?

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:

(a) copying someone else's work in part or in whole, and presenting it as their own
(b) using material directly from books, journals, CDs or the internet without reference to the source
(c) building on the ideas of another person without reference to the source
(d) buying, stealing or borrowing another person's work and presenting it as their own
(e) submitting work to which another person such as a parent, coach or subject expert has contributed substantially
(f) using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
(g) paying someone to write or prepare material
(h) breaching school examination rules
(i) using non-approved aides during an assessment task
(j) contriving false explanations to explain work not handed in by the due date
(k) assisting another student to engage in malpractice

A panel comprising the Director of Teaching and Learning and relevant KLA Leader of Learning will review any cases of suspected malpractice. If malpractice is proven, the student's parents will be sent an academic concern notification and an academic conference will take place with the student, teacher and relevant KLA Leader of Learning to assist the student understand the importance of completing assessment tasks with authenticity and integrity.

3.7 What do I do if I require disability provisions?

If a student requires disability provisions for assessment tasks (e.g. reader, writer, extra time, separate supervision etc.) his parents need to contact the Leader of Diverse Learning to discuss his eligibility. This needs to be done well in advance to allow sufficient time for the disability provisions required to be put in place.

3.8 What happens if I have transferred into St Paul's Catholic College after assessment has commenced?

If a student transfers into the school after the commencement of the Stage 5 Course assessment he:

(a) will sit all the remaining assessment tasks as prescribed in the assessment outline
(b) may be required to complete alternative tasks for any assessments missed

3.9 What type of assessment feedback will I receive?

Students will be given feedback on their level of achievement in each assessment task. This may take the form of grades, teacher comments, description of the understanding and skills demonstrated by the student, description of what was not achieved or areas that may need improvement. The type of assessment task conducted will determine the nature of the feedback.

Every student should reflect upon and analyse the feedback they receive in order to assist their understanding of the outcomes assessed in the task. Remember that the main purpose of assessment is to improve learning.

3.10 Procedure for the completion of assessment tasks

The flowchart on the next page provides an overview for the completion of assessment tasks. Specifically it provides information on what procedures are followed when tasks are appropriately and not appropriately completed as per their specific requirements.

Assessment task issued to students.
Formal notification sheet provided at least 2 weeks before due date.

Assessment task not completed / not submitted by due date or performance in task has been affected.
- Staff will contact parents when a task has not been submitted / completed.

Due to an unexpected absence or unforeseen reason on the due date.

Notify the College on the due date:
- Phone College on 9977 5111.
- Email the subject teacher, Leader of Learning and/or Director of Teaching and Learning.

AIM Form must be submitted <u>within 2 days</u> of student returning to school:
- Provide relevant documentation e.g. medical certificate in Years 10, 11, 12.
- Discuss with teacher, Leader of Learning and/or Director of Teaching and Learning.
- If possible submit the task by the due date.

Due to an expected or known absence or reason.

AIM Form submitted <u>prior</u> to the task due date:
- Provide relevant documentation e.g. medical certificate in Years 10, 11, 12.
- Discuss with teacher, Leader of Learning and/or Director of Teaching and Learning.
- If possible submit the task by the due date.

AIM Form processed by College staff and decision made.

AIM Form application approved.

Student notified of outcome of AIM Form decision.

Student must still complete or submit the assessment task **as soon as possible** or by the revised due date on the AIM Form.

AIM Form application denied.

Student notified of outcome of AIM Form decision.

Student may appeal decision by formally writing to the Director of Teaching and Learning with valid reasons.

- <u>Years 7-8</u>: parents sent an academic concern notification.
- <u>Years 9-10</u>: parents sent a non-completion of a task notification. Inaction on this matter may result in an official NESA warning letter issued.
- <u>Years 11-12</u>: students will receive a zero mark for task and issued an official NESA warning letter.

The College will provide support to students to assist them overcome academic challenges they experience.

- Student must still complete or submit the assessment task **as soon as possible** or by the revised due date on the AIM Form.

Assessment task completed and submitted by due date.

Task marked by teacher within 2 weeks of task due date.

Teacher maintains electronic copy of marks / grades and emails to Leader of Learning.

- Leader of Learning and teacher enter marks / grades into Compass.
- Marks / grades available in Compass for students and parents to view.

Teacher returns task to students with appropriate feedback.

4 What do I do if I want to appeal a result?

A student is entitled to appeal to the Director of Teaching and Learning if he is not satisfied with:

(a) the grade awarded for a particular assessment task; or
(b) the school's response to his appeal for disability provisions on the grounds of illness/misadventure; or
(c) the school's decision to award an 'N' Determination for a course; or
(d) the decision of an AIM form.

If a student intends to appeal to the College for any of the reasons (a) – (d) above he needs to see the Director of Teaching and Learning for the appropriate documents and procedures.

4.1 Formal Assessment: Absence–Illness–Misadventure (AIM) Form

This form is to be used when a student is absent for a formal assessment task or unable to submit a task by its due date or time due to illness, misadventure, approved Principal leave or approved involvement in a College event. Where absences are foreseen, the form must be submitted prior to the due date of the task. For unforeseen absences it is to be submitted within two days of the student returning to the College, accompanied by supporting documentation (where applicable).

Student name:			
Year group:			
Subject:			
Teacher:			
Task requiring consideration:	▪ Task number: ……. ▪ Task description: ……		
Date task is / was due:	……. / ……. / …….	**Date task was issued:**	……. / ……. / …….
Date(s) absent from school:	……. / ……. / ……. to ……. / ……. / …….		
Reason for this absence:	☐ Illness ☐ Misadventure ☐ Principal leave ☐ College event ☐ Other		
Specific details / evidence for this absence: (attach any supporting documents to this form, e.g. medical certificate)			
……			
……			
……			
Has the task been completed / submitted?	☐ Yes ☐ No		

…… Student signature

…… Parent / Caregiver signature

Please return this form to staff in DM8 and ensure all sections above have been completed before submitting.

College use only

Received stamp

Date received: ……. / ……. / …….

College decision

The student's reason for being absent from sitting / submitting this assessment task has been deemed:

☐ **Justified** ☐ **Unjustified**

As a result, the action to be taken is as follows:

……

……

……

…… Director of Teaching and Learning signature

……. / ……. / ……. Date

■ Scanned copy of completed form emailed to: ☐ **Student** ☐ **Leader of Learning** ☐ **Subject teacher** ☐ **Director of Teaching and Learning**
■ For AIM forms involving HSC courses: ☐ **Scanned electronic copy saved in student archives folder**
■ All AIM forms: ☐ **AIMS database updated** ☐ **Original form retained in DM8**

5. Course assessment outlines

The following section contains assessment outlines for all Year 10 courses at St Paul's in 2020. Each assessment outline indicates the:

(a) course category
(b) syllabus outcomes
(c) areas for assessment
(d) focus outcomes assessed in each task
(e) areas for assessment for each task
(f) nature of each task (i.e. what students will be engaged in)
(g) timing of each task

Big History (Strand B)

Course: Year 9 and 10 (Stage 5) – Strand B
Assessment Period: 2020

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)			Your grade
			A	B	C	
Wk. 7 Term 1	BH1.1, BH2.1, BH2.2, BH3.1, BH3.2, BH 3.3, BH4.1, BH 4.2, BH 4.3, BH5.1, BH5.2	**Source analysis** Investigation of a range of threshold topics.	✓	✓	✓	
Wk. 5 Term 2	BH1.1, BH2.1, BH3.1, BH3.2, BH 3.3, BH4.1, BH 4.2, BH 4.3, BH5.1, BH5.2	**Multimodal presentation** Class presentation on one module of course content.	✓	✓	✓	
Wk.7 Term 3	All outcomes possible	**Research task** Independent investigation on the nature of Big History.	✓	✓	✓	
Wk.4 Term 4	All outcomes possible	**Examination** Covering all content and skills.	✓		✓	

AREAS FOR ASSESSMENT

A	Knowledge of Big History Concepts
B	Research and Inquiry Skills
C	Communication

OUTCOMES

Code	**Descriptor.** A student …
BH1.1	identifies and describes philosophical terms and concepts in appropriate contexts
BH1.2	uses philosophical concepts to analyse a range of different philosophical viewpoints and perspectives
BH1.3	evaluates the usefulness of philosophical concepts to support and/or refute a range of different claims of knowledge and perspectives
BH2.1	identifies types of evidence and discipline-based claims of knowledge of the universe used in addressing essential philosophical questions
BH2.2	explains and assesses the role of evidence and discipline-based claims of knowledge using evidence and relevant sources of information from a variety of different texts
BH3.1	identifies and describes appropriate philosophical concepts to address relevant questions, cases, problems and claims of knowledge
BH3.2	constructs philosophical questions and/or problems using appropriate philosophical concepts
BH3.3	analyses differing philosophical viewpoints, perspectives and claims of knowledge using evidence and relevant sources of information from a variety of different texts
BH4.1	locates and selects relevant sources of information and evidence from across a range of disciplines and formats
BH4.2	evaluates the usefulness of relevant sources of information and evidence across a range of disciplines to respond to essential philosophical questions and assess claims of knowledge
BH4.3	selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively for different audiences
BH5.1	values the role and contribution of philosophical thought to human existence
BH5.2	appreciates the nature of competing claims of evidence in sources of information

Commerce (Strand B)

Course: Year 9 and 10 (Stage 5) – Strand B
Assessment Period: 2020

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)		Your grade
			A	B	
Wk. 9 Term 1	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	**Research and Inquiry task** Law, society and political involvement.	✓	✓	
Wk. 6 Term 2	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	**Inquiry extended response** Employment and work futures.	✓	✓	
Wk. 7 Term 3	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	**Inquiry group project and presentation** Running a business.	✓	✓	
Wk. 5 Term 4	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	**Examination** Covering all content studied in the year.	✓	✓	

AREAS FOR ASSESSMENT

A	Knowledge of Commerce
B	Skills in Commerce

OUTCOMES

Code	**Descriptor.** A student …
COM5-1	applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
COM5-2	analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
COM5-3	examines the role of law in society
COM5-4	analyses key factors affecting decisions
COM5-5	evaluates options for solving problems and issues
COM5-6	develops and implements plans designed to achieve goals
COM5-7	researches and assesses information using a variety of sources
COM5-8	explains information using a variety of forms
COM5-9	works independently and collaboratively to meet individual and collective goals within specified timeframes

Construction (VET)

Course: Year 10 (Stage 5)
Assessment Period: 2020

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Competencies	Task Description
Ongoing throughout the course	As applicable to tasks	Students will be provided with numerous **written, practical and/or oral competency tasks** applicable to course content. Students may have a number of opportunities to gain competency by repeating tasks throughout the year.

- In addition to the major tasks listed in the table above, students will undergo regular competency assessment in numerous ongoing practical and theoretical tasks.

UNITS OF COMPETENCY

	Unit Code	Unit of Competency
1	**CPCCWHS1001**	prepare to work safely in the construction industry
2	**CPCCOHS2001A**	apply OHS requirements, policies and procedures in the construction industry
3	**CPCCVE1011A**	undertake a basic construction project
4	**CPCCCM1011A**	undertake basic estimation and costing
5	**CPCCCM2004A**	handle construction materials
6	**CPCCVE1002B**	undertake a basic computer design project

- **On successful completion of all competencies students will gain a Statement of Attainment towards an AQF Certificate I in Construction Pathways (CPC10111).**

Design and Technology (Strand B)

Amended due to COVID-19 implications: 11 May 2020

Course: Year 9 and 10 (Stage 5) – Strand B
Assessment Period: 2020

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)						Your grade
			A	B	C	D	E	F	
~~Wk. 4~~ Wk. 8 Term 2	DT5-1, DT5-2, DT5-4, DT5-5, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10	**Design project** Urban revamp: Redesign an urban space to make it more accessible and user friendly for the consumer / community.	✓		✓	✓	✓	✓	
Wk. 3 Term 4	DT5-1, DT5-2, DT5-3, DT5-5, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10	**Design project** Vivid light display: Design and production.	✓	✓	✓	✓	✓	✓	
Wk. 4 Term 4	All outcomes possible	**Examination** Covering all content studied in the year.	✓	✓	✓				

AREAS FOR ASSESSMENT

A	Design concepts and processes
B	Impact of past, current and emerging technologies
C	Issues and trends influencing the work of designers
D	Skills in creativity, innovation and enterprise
E	Communicating design ideas and solutions
F	Managing resources and producing quality design solutions

OUTCOMES

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

English

Amended due to COVID-19 implications: 11 May 2020

Course: Year 10 (Stage 5)
Assessment Period: 2020

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)				Your grade
			A	B	C	D	
Wk. 11 Term 1	EN5-6C, EN5-8D	**Analytical response** Living the dream: Of Mice and Men and The Pursuit of Happyness.	✓	✓		✓	
Wk. 6 Term 2	~~EN5-2A, EN5-5C~~ EN5-1A, EN5-4B	~~**Analytical response** Media: The Cove.~~ **Writing portfolio** Fighting Ruben Wolfe.		✓		✓	
Wk. 8 Term 3	EN5-3B, EN5-7D, EN5-9E	**Imaginative speaking task and reflection** Macbeth.	✓		✓		
Wk. 4 Term 4	~~EN5-2A, EN5-5C~~ EN5-1A, EN5-4B	~~**Imaginative response** Fighting Ruben Wolfe.~~ **Analytical response** Media: The Cove.	✓	✓			

AREAS FOR ASSESSMENT

A	Reading
B	Writing
C	Speaking and listening
D	Viewing and representing

OUTCOMES

Code	**Descriptor.** A student …
EN5-1A	responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN5-2A	effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding and composing a wide range of texts in different media and technologies
EN5-3B	selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts describing and explaining their effects on meaning
EN5-4B	effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
EN5-5C	thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
EN5-6C	investigates the relationships between and among texts
EN5-7D	understands and evaluates the diverse ways texts can represent personal and public worlds
EN5-8D	questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
EN5-9E	purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Food Technology (Strand B)

Course: Year 9 and 10 (Stage 5) – Strand B
Assessment Period: 2020

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)						Your grade
			A	B	C	D	E	F	
Wk. 9 Term 1	FT5-1, FT5-6, FT5-7, FT5-9, FT5-10, FT5-11, FT5-12	**Research and practical task** For an individual with specific food needs.	✓		✓	✓	✓	✓	
Wk. 3 Term 3	FT5-1, FT5-2, FT5-5, FT5-8, FT5-9, FT5-11, FT5-12, FT5-13	**Food product development design task** Design a new convenience breakfast item for the supermarket.	✓	✓		✓	✓	✓	
Wk. 3 Term 4	FT5-2, FT5-3, FT5-4, FT5-7, FT5-10, FT5-11	**Menu design and practical task** Based on a food service and catering application.	✓	✓	✓		✓	✓	
Wk. 4 Term 4	All outcomes possible	**Examination** Covering all content studied throughout the year.	✓	✓	✓			✓	

AREAS FOR ASSESSMENT

A	Food hygiene, safety and the provision of quality food
B	Food properties, processing and preparation
C	Nutrition and food consumption and the consequences on health
D	Researching, evaluating and communicating issues in relation to food
E	Designing, producing and evaluating solutions for specific food purposes
F	The significant role of food in society

OUTCOMES

Code	**Descriptor.** A student …
FT5-1	demonstrates hygienic handling of food to ensure a safe and appealing product
FT5-2	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
FT5-3	describes the physical and chemical properties of a variety of foods
FT5-4	accounts for changes to the properties of food which occur during food processing, preparation and storage
FT5-5	applies appropriate methods of food processing, preparation and storage
FT5-6	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT5-7	justifies food choices by analysing the factors that influence eating habits
FT5-8	collects, evaluates and applies information from a variety of sources
FT5-9	communicates ideas and information using a range of media and appropriate terminology
FT5-10	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT5-11	plans, prepares, presents and evaluates food solutions for specific purposes
FT5-12	examines the relationship between food, technology and society
FT5-13	evaluates the impact of activities related to food on the individual, society and the environment

Geography

Amended due to COVID-19 implications: 11 May 2020

Course: Year 10 (Stage 5)
Assessment Period: 2020

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)			Your grade
			A	B	C	
Wk. 9 Term 1	GE5-1, GE5-2, GE5-3, GE5-7, GE5-8	**Multimodal presentation** Sustainable biomes.	✓		✓	
~~Wk. 6~~ Wk. 8 Term 2	GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	~~**Portfolio** Sustainable biomes.~~ **Geographical report** Sustainable biomes.	✓	✓	✓	
Wk. 5 Term 4	GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	**Examination** Geography skills and all content studied throughout the year.	✓	✓	✓	

AREAS FOR ASSESSMENT

A	Communication
B	Geographical tools and skills
C	Geographical knowledge

OUTCOMES

Code	**Descriptor.** A student …
GE5-1	explains the diverse features and characteristics of a range of places and environments
GE5-2	explains processes and influences that form and transform places and environments
GE5-3	analyses the effect of interactions and connections between people, places and environments
GE5-4	accounts for perspectives of people and organisations on a range of geographical issues
GE5-5	assesses management strategies for places and environments for their sustainability
GE5-6	analyses differences in human wellbeing and ways to improve human wellbeing
GE5-7	acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
GE5-8	communicates geographical information to a range of audiences using a variety of strategies

History

Amended due to COVID-19 implications: 11 May 2020

Course: Year 10 (Stage 5)
Assessment Period: 2020

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)			Your grade
			A	B	C	
Wk. 8 Term 1	HT5-1, HT5-3, HT5-4, HT5-5, HT5-6, HT5-7, HT5-8, HT5-9, HT5-10	**Depth study** Vietnam War with source analysis.	✓	✓	✓	
~~Wk. 6~~ Wk. 9 Term 2	HT5-1, HT5-3, HT5-4, HT5-5, HT5-6, HT5-8, HT5-9, HT5-10	~~**Research and essay** Australia and The Vietnam War era.~~ **Blog post collection** Australia and The Vietnam War era.	✓		✓	
Wk. 5 Term 4	HT5-1, HT5-2, HT5-3, HT5-4, HT5-5, HT5-8, HT5-9, HT5-10	**Portfolio** Changing rights and freedoms.	✓		✓	

AREAS FOR ASSESSMENT

A	Historical knowledge
B	Research and historical inquiry skills
C	Communication

OUTCOMES

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

Industrial Technology (Multimedia) (Strand A)

Amended due to COVID-19 implications: 11 May 2020

Course: Year 9 and 10 (Stage 5) – Strand A
Assessment Period: 2020

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)							Your grade
			A	B	C	D	E	F	G	
~~Wk. 5~~ Wk. 6 Term 2	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8	**Design project** Website and digital image design project.	✓	✓	✓	✓	✓	✓		
Wk. 4 Term 4	IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-9, IND5-10	**Design project** Video production.		✓	✓	✓	✓		✓	
Wk. 5 Term 4	All outcomes possible	**Examination** Covering all content studied in the year.			✓		✓	✓	✓	

AREAS FOR ASSESSMENT

A	Work Health and Safety and risk-management procedures and practices
B	The design and production of practical projects
C	Properties of materials and their applications
D	Communicating ideas, processes and technical information
E	Transfer of knowledge and skills to other experiences
F	Critically evaluate manufactured products
G	Impact of traditional, current, new and emerging technologies on society and the environment

OUTCOMES

Code	**Descriptor.** A student …
IND5-1	identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2	applies design principles in the modification, development and production of projects
IND5-3	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND5-4	selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5	selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND5-6	identifies and participates in collaborative work practices in the learning environment
IND5-7	applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-8	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-9	describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-10	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Industrial Technology (Multimedia) (Strand B)

Course: Year 10 (Stage 5) – Strand B
Assessment Period: 2020

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)					Your grade
			A	B	C	D	E	
Wk. 6 Term 2	5.2.1, 5.2.2, 5.3.2, 5.6.1, 5.7.1, 5.7.2	**Design project** Brand design using animation and related design journal (ongoing assessment throughout Terms 1 and 2).		✓	✓	✓	✓	
Wk. 3 Term 4	5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1	**Major design project** Promotional design using a range of multimedia concepts and related design journal (ongoing assessment throughout Terms 3 and 4).	✓	✓		✓	✓	
Wk. 4 Term 4	All outcomes possible	**Examination** Covering all content studied in the year.	✓	✓	✓			

AREAS FOR ASSESSMENT

A	OHS and risk management
B	Properties and applications of materials
C	Industrial technology and society
D	Designing, communicating and evaluating
E	Producing quality projects

OUTCOMES

Code	**Descriptor.** A student …
5.1.1	identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes
5.1.2	applies OHS practices to hand tools, machine tools, equipment and processes
5.2.1	applies design principles in the modification, development and production of projects
5.2.2	identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
5.3.1	justifies the use of a range of relevant and associated materials
5.3.2	selects and uses appropriate materials for specific applications
5.4.1	selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
5.4.2*	works cooperatively with others in the achievement of common goals
5.5.1	applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects
5.6.1	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
5.7.1	describes, analyses and uses a range of current, new and emerging technologies and their various applications
5.7.2	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

* assessed in Strand A, 2019.

Industrial Technology (Timber) (Strand A)

Amended due to COVID-19 implications: 11 May 2020

Course: Year 9 and 10 (Stage 5) – Strand A
Assessment Period: 2020

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)							Your grade
			A	B	C	D	E	F	G	
~~Wk. 4~~ Wk. 7 Term 2	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	**Project** Folding table: Practical task and related portfolio (ongoing assessment throughout Terms 1 and 2).	✓	✓	✓	✓	✓	✓		
Wk. 4 Term 4	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10	**Project** Ukulele: Practical project and related portfolio (ongoing assessment throughout Terms 3 and 4).	✓	✓	✓	✓	✓	✓	✓	
Wk. 5 Term 4	All outcomes possible	**Examination** Covering all content studied in the year.	✓		✓		✓		✓	

AREAS FOR ASSESSMENT

A	Work Health and Safety and risk-management procedures and practices
B	The design and production of practical projects
C	Properties of materials and their applications
D	Communicating ideas, processes and technical information
E	Transfer of knowledge and skills to other experiences
F	Critically evaluate manufactured products
G	Impact of traditional, current, new and emerging technologies on society and the environment

OUTCOMES

Code	**Descriptor.** A student …
IND5-1	identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2	applies design principles in the modification, development and production of projects
IND5-3	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND5-4	selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5	selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND5-6	identifies and participates in collaborative work practices in the learning environment
IND5-7	applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-8	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-9	describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-10	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Industrial Technology (Timber) (Strand B)

Amended due to COVID-19 implications: 11 May 2020

Course: Year 10 (Stage 5) – Strand B
Assessment Period: 2020

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)					Your grade
			A	B	C	D	E	
~~Wk. 4~~ Wk. 7 Term 2	5.4.2, 5.5.1, 5.7.1, 5.7.2	**Design project** Jewellery box and related portfolio (ongoing assessment throughout Term 1 and 2).			✓	✓	✓	
Wk. 3 Term 4	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1	**Design project** Study desk and related portfolio (ongoing assessment throughout Terms 2, 3 and 4).	✓	✓	✓	✓	✓	
Wk. 4 Term 4	All outcomes possible	**Examination** Covering all content studied in the year.	✓	✓	✓			

AREAS FOR ASSESSMENT

A	OHS and risk management
B	Properties and applications of materials
C	Industrial technology and society
D	Designing, communicating and evaluating
E	Producing quality projects

OUTCOMES

Code	**Descriptor.** A student …
5.1.1	identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes
5.1.2	applies OHS practices to hand tools, machine tools, equipment and processes
5.2.1	applies design principles in the modification, development and production of projects
5.2.2	identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
5.3.1	justifies the use of a range of relevant and associated materials
5.3.2	selects and uses appropriate materials for specific applications
5.4.1	selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
5.4.2	works cooperatively with others in the achievement of common goals
5.5.1	applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects
5.6.1	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
5.7.1	describes, analyses and uses a range of current, new and emerging technologies and their various applications
5.7.2	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Information and Software Technology (Strand B)

Amended due to COVID-19 implications: 11 May 2020

Course: Year 9 and 10 (Stage 5) – Strand B
Assessment Period: 2020

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)					Your grade
			A	B	C	D	E	
~~Wk. 6~~ Wk. 7 Term 2	5.1.2, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.5.3	**Project** Robotics and automated systems (ongoing assessment throughout Term 1 and 2).	✓	✓	✓	✓		
Wk. 3 Term 4	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.5.1, 5.5.2, 5.5.3	**Major design project** Game design (ongoing assessment throughout Terms 3 and 4).	✓		✓	✓		
Wk. 4 Term 4	All outcomes possible	**Examination** Covering all content studied in the year.	✓	✓			✓	

AREAS FOR ASSESSMENT

A	Computer software and hardware
B	Information and software technologies and society
C	Designing and developing software solutions
D	Communicating and collaborative practices
E	Responsible and ethical practices

OUTCOMES

Code	**Descriptor.** A student …
5.1.1	selects and justifies the application of appropriate software programs to a range of tasks
5.1.2	selects, maintains and appropriately uses hardware for a range of tasks
5.2.1	describes and applies problem-solving processes when creating solutions
5.2.2	designs, produces and evaluates appropriate solutions to a range of challenging problems
5.2.3	critically analyses decision-making processes in a range of information and software solutions
5.3.1	justifies responsible practices and ethical use of information and software technology
5.3.2	acquires and manipulates data and information in an ethical manner
5.4.1	analyses the effects of past, current and emerging information and software technologies on the individual and society
5.5.1	applies collaborative work practices to complete tasks
5.5.2	communicates ideas, processes and solutions to a targeted audience
5.5.3	describes and compares key roles and responsibilities of people in the field of information and software technology

Japanese (Strand A)

Course: Year 9 and 10 (Stage 5) – Strand A
Assessment Period: 2020

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)		Your grade
			A	B	
Wk. 10 Term 1	LJA5-6U, LJA5-9U	**Personal interest project** Vocabulary skill development.		✓	
Wk. 6 Term 2	LJA5-2C, LJA5-4C, LJA5-6U	**Examination** Covering all content studied to date.	✓	✓	
Wk. 2 Term 3	LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-5U, LJA5-9U	**Digital collaborative task** Senpai Kohai Cup.	✓	✓	
Wk. 6 Term 4	LJA5-1C, LJA5-2C, LJA5-3C, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U	**Examination** Covering all content studied in the year.	✓	✓	

AREAS FOR ASSESSMENT

A Communicating

B Understanding

OUTCOMES

Code	**Descriptor.** A student …
LJA5-1C	manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
LJA5-2C	identifies and interprets information in a range of texts
LJA5-3C	evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
LJA5-4C	experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences
LJA5-5U	demonstrates how Japanese pronunciation and intonation are used to convey meaning
LJA5-6U	demonstrates understanding of how Japanese writing conventions are used to convey meaning
LJA5-7U	analyses the function of complex Japanese grammatical structures to extend meaning
LJA5-8U	analyses linguistic structural and cultural features in a range of texts
LJA5-9U	explains and reflects on the interrelationship between language, culture and identity

Japanese (Strand B)

Course: Year 10 (Stage 5) – Strand B
Assessment Period: 2020

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)		Your grade
			A	B	
Wk. 9 Term 1	LJA5-3C, LJA5-4C, LJA5-5U, LJA5-6U, LJA5-8U, LJA5-9U	**Collaborative design task** Pop up restaurant: create a menu and advertisement in Japanese.	✓	✓	
Wk. 7 Term 2	LJA5-3C, LJA5-4C, LJA5-5U, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U	**Business case study** Research about Japanese companies and write a shop recommendation, advertisement and flyer.	✓	✓	
Wk. 9 Term 3	LJA5-1C, LJA5-2C, LJA5-4C, LJA5-6U, LJA5-7U	**Personal interest project** Research and plan for a holiday in Japan.	✓	✓	
Wk. 5 Term 4	LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U	**Examination** Listening, reading and writing examination covering all content studied in the year.	✓	✓	

AREAS FOR ASSESSMENT

A Communicating

B Understanding

OUTCOMES

Code	**Descriptor.** A student …
LJA5-1C	manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
LJA5-2C	identifies and interprets information in a range of texts
LJA5-3C	evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
LJA5-4C	experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences
LJA5-5U	demonstrates how Japanese pronunciation and intonation are used to convey meaning
LJA5-6U	demonstrates understanding of how Japanese writing conventions are used to convey meaning
LJA5-7U	analyses the function of complex Japanese grammatical structures to extend meaning
LJA5-8U	analyses linguistic structural and cultural features in a range of texts
LJA5-9U	explains and reflects on the interrelationship between language, culture and identity

Mathematics (5.3 course)

Course: Year 10 (Stage 5)
Assessment Period: 2020

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes **	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)				Your grade
			A	B	C	D	
Wk. 9 Term 1	MA5.1-9MG, MA5.1-8MG, MA5.2-11MG, MA5.3-13MG, MA5.2-12MG, MA5.3-14MG, MA5.1-13SP, MA5.2-17SP, MA5.3-5NA, MA5.3-6NA	**Written in-class test** Measurement; probability; surds.	✓	✓	✓	✓	
Wk. 7 Term 2	MA5.1-5NA, MA5.2-7NA, MA5.2-6NA, MA5.3-5NA, MA5.1-6NA, MA5.2-9NA, MA5.3-8NA, MA5.1-12SP, MA5.2-15SP, MA5.3-18SP, MA5.2-16SP, MA5.3-19SP	**Written in-class test** Indices; expressions equations and linear relationships; single variable and bivariate statistics.	✓	✓		✓	
Wk. 6 Term 3	MA5.1-11MG, MA5.2-14MG, MA5.3-16MG, MA5.3-17MG, MA5.2-8NA, MA5.3-7NA, MA5.1-10MG, MA5.2-13MG, MA5.3-15MG	**Assignment** Geometrical figures and circle geometry; algebra; trigonometry.	✓	✓	✓		
Wk. 4 Term 4	MA5.2-6NA, MA5.3-5NA, MA5.2-8NA, MA5.3-7NA, MA5.1-7NA, MA5.2-10NA, MA5.3-9NA, MA5.2-5NA, MA5.3-4NA, MA5.3-12NA	**Written in-class test** Quadratic expressions and quadratic equations; non-linear relationships, functions and their graphs.	✓	✓			

** Outcomes MA5.1-1, 2, 3WM; MA5.2-1, 2, 3WM; MA5.3-1, 2, 3WM are embedded as focus outcomes in all tasks.

AREAS FOR ASSESSMENT

A	Working mathematically
B	Number and algebra
C	Measurement and geometry
D	Statistics and probability

OUTCOMES

Code	**Descriptor.** A student …
MA5.1-1WM	uses appropriate terminology, diagrams and symbols in mathematical contexts [communicating]
MA5.1-2WM	selects and uses appropriate strategies to solve problems [problem solving]
MA5.1-3WM	provides reasoning to support conclusions that are appropriate to the context [reasoning]
MA5.1-4NA	solves financial problems involving earning, spending and investing money [financial mathematics]
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases [indices]
MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships [linear relationships]
MA5.1-7NA	graphs simple non-linear relationships [non-linear relationships]
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms [area and sa]
MA5.1-9MG	interprets very small and very large units of measurement, uses scientific notation and rounds to significant figures [numbers of any magnitude]
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression [right angled triangles – trigonometry]
MA5.1-11MG	describes and applies the properties of similar figures and scale drawings [properties of geometrical figures]
MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media [single variable data analysis]
MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events [probability]
MA5.2-1WM	selects appropriate notations and conventions to communicate mathematical ideas and solutions [communicating]
MA5.2-2WM	interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems [problem solving]
MA5.2-3WM	constructs arguments to prove and justify results [reasoning]
MA5.2-4NA	solves financial problems involving compound interest [financial mathematics]
MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving direct proportion [ratios and rates]

Code	**Descriptor.** A student …
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions [algebraic techniques]
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices [indices]
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques [equations]
MA5.2-9NA	uses the gradient-intercept form to interpret and graph linear relationships [linear relationships]
MA5.2-10NA	connects algebraic and graphical representations of simple non-linear relationships [non-linear relationships]
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids [area and sa]
MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders [volume]
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings [right angled triangles – trig]
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar [properties of geometrical figures]
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data [single variable data analysis]
MA5.2-16SP	investigates relationships between two statistical variables, including their relationship over time [bivariate data analysis]
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments [probability]
MA5.3-1WM	uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures [communicating]
MA5.3-2WM	generalises mathematical ideas and techniques to analyse and solve problems efficiently [problem solving]
MA5.3-3WM	uses deductive reasoning in presenting arguments and formal proofs [reasoning]
MA5.3-4NA	draws, interprets and analyses graphs of physical phenomena [ratios and rates]
MA5.3-5NA	selects and applies appropriate algebraic techniques to operate with algebraic expressions [algebraic techniques]
MA5.3-6NA	performs operates with surds and indices [surds and indices]
MA5.3-7NA	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations[equations]
MA5.3-8NA	uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line [linear relationships]
MA5.3-9NA	sketches and interprets a variety of non-linear relationships [non-linear relationships]
MA5.3-10NA	recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems [polynomials]
MA5.3-11NA	uses the definition of a logarithm to establish and apply the laws of logarithms [logarithms]
MA5.3-12NA	uses function notation to describe and sketch functions [functions and other graphs]
MA5.3-13MG	applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids [area and surface area]
MA5.3-14MG	applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids [volume]
MA5.3-15MG	apples Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions [trigonometry and Pythagoras theorem]
MA5.3-16MG	proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals [properties of geometrical figures]
MA5.3-17MG	apples deductive reasoning to prove circle theorems to solve related problems [circle geometry]
MA5.3-18SP	uses standard deviation to analyse data [single variable data analysis]
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 [bivariate data analysis]

Mathematics (5.2 course)

Course: Year 10 (Stage 5)
Assessment Period: 2020

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes **	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)				Your grade
			A	B	C	D	
Wk. 9 Term 1	MA5.1-8MG, MA5.1-9MG, MA5.2-11MG, MA5.2-12MG, MA5.1-13SP, MA5.2-17SP	**Open-book in-class test** Measurement; probability.	✓		✓	✓	
Wk. 7 Term 2	MA5.1-12SP, MA5.2-15SP, MA5.2-16SP, MA5.1-6NA, MA5.2-5NA, MA5.2-9NA, MA5.2-6NA, MA5.1-5NA, MA5.2-7NA, MA5.1-9MG	**Written in-class test** Linear relationships; algebraic expressions and indices; single variable and bivariate statistics.	✓	✓	✓	✓	
Wk. 6 Term 3	MA5.1-11MG, MA5.2-14MG, MA5.2-8NA; MA5.1-10MG, MA5.2-13MG	**Open-book in-class test** Properties of geometrical figures; equations, formulas and inequalities; right-angled triangles.	✓	✓	✓		
Wk. 4 Term 4	MA5.2-6NA, MA5.2-8NA, MA5.2-10NA, MA5.1-7NA, MA5.1-4NA, MA5.2-4NA	**Written in-class test** Quadratic expressions, quadratic equations and non-linear relationships; financial mathematics.	✓	✓			

** Outcomes MA5.1-1, 2, 3WM; MA5.2-1, 2, 3WM are embedded as focus outcomes in all tasks.

AREAS FOR ASSESSMENT

A	Working mathematically
B	Number and algebra
C	Measurement and geometry
D	Statistics and probability

OUTCOMES

Code	**Descriptor.** A student …
MA5.1-1WM	uses appropriate terminology, diagrams and symbols in mathematical contexts [communicating]
MA5.1-2WM	selects and uses appropriate strategies to solve problems [problem solving]
MA5.1-3WM	provides reasoning to support conclusions that are appropriate to the context [reasoning]
MA5.2-1WM	selects appropriate notations and conventions to communicate mathematical ideas and solutions [communicating]
MA5.2-2WM	interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems [problem solving]
MA5.2-3WM	constructs arguments to prove and justify results [reasoning]
MA5.1-4NA	solves financial problems involving earning, spending and investing money [financial mathematics]
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases [indices]
MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships [linear relationships]
MA5.1-7NA	graphs simple non-linear relationships [non-linear relationships]
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms [area and sa]
MA5.1-9MG	interprets very small and very large units of measurement, uses scientific notation and rounds to significant figures [numbers of any magnitude]
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression [right angled triangles – trigonometry]
MA5.1-11MG	describes and applies the properties of similar figures and scale drawings [properties of geometrical figures]
MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media [single variable data analysis]
MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events [probability]
MA5.2-4NA	solves financial problems involving compound interest [financial mathematics]
MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving direct proportion [ratios and rates]
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions [algebraic techniques]
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices [indices]

Code	**Descriptor.** A student …
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques [equations]
MA5.2-9NA	uses the gradient-intercept form to interpret and graph linear relationships [linear relationships]
MA5.2-10NA	connects algebraic and graphical representations of simple non-linear relationships [non-linear relationships]
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids [area and sa]
MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders [volume]
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings [right angled triangles – trig]
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar [properties of geometrical figures]
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data [single variable data analysis]
MA5.2-16SP	investigates relationships between two statistical variables, including their relationship over time [bivariate data analysis]
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments [probability]

Mathematics (5.1 course)

Course: Year 10 (Stage 5)
Assessment Period: 2020

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes **	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)				Your grade
			A	B	C	D	
Wk. 8 Term 1	MA5.1-12SP, MA5.2-15SP, MA5.2-16SP, MA5.1-8MG, MA5.1-9MG, MA5.2-11MG, MA5.2-12MG	**Written in-class test** Single variable and bivariate statistics; measurement.	✓		✓	✓	
Wk. 6 Term 2	MA5.1-6NA, MA5.2-5NA, MA5.2-9NA, MA5.1-13SP, MA5.2-17SP, MA5.2-6NA, MA5.1-5NA, MA5.2-7NA, MA5.1-9MG	**Written in-class test** Linear relationships; probability; algebraic expressions and indices.	✓	✓	✓	✓	
Wk. 5 Term 3	MA5.1-12SP, MA5.2-15SP, MA5.2-16SP, MA5.2-8NA, MA5.1-11MG, MA5.2-14MG	**Written in-class test** Single variable and bivariate statistics; equations, formulas and inequalities; properties of geometrical figures.	✓	✓	✓	✓	
Wk. 4 Term 4	MA5.1-10MG, MA5.2-13MG, MA5.1-7NA, MA5.1-4NA, MA5.2-4NA	**Written in-class test** Right-angled triangles; non-linear relationships; financial mathematics.	✓	✓	✓		

** Outcomes MA5.1-1, 2, 3WM are embedded as focus outcomes in all tasks.

AREAS FOR ASSESSMENT

A	Working mathematically
B	Number and algebra
C	Measurement and geometry
D	Statistics and probability

OUTCOMES

Code	**Descriptor.** A student …
MA5.1-1WM	uses appropriate terminology, diagrams and symbols in mathematical contexts [communicating]
MA5.1-2WM	selects and uses appropriate strategies to solve problems [problem solving]
MA5.1-3WM	provides reasoning to support conclusions that are appropriate to the context [reasoning]
MA5.1-4NA	solves financial problems involving earning, spending and investing money [financial mathematics]
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases [indices]
MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships [linear relationships]
MA5.1-7NA	graphs simple non-linear relationships [non-linear relationships]
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms [area and sa]
MA5.1-9MG	interprets very small and very large units of measurement, uses scientific notation and rounds to significant figures [numbers of any magnitude]
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression [right angled triangles – trigonometry]
MA5.1-11MG	describes and applies the properties of similar figures and scale drawings [properties of geometrical figures]
MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media [single variable data analysis]
MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events [probability]
MA5.2-4NA	solves financial problems involving compound interest [financial mathematics]
MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving direct proportion [ratios and rates]
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions [algebraic techniques]
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices [indices]
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques [equations]
MA5.2-9NA	uses the gradient-intercept form to interpret and graph linear relationships [linear relationships]

Code	**Descriptor.** A student …
MA5.2-10NA	connects algebraic and graphical representations of simple non-linear relationships [non-linear relationships]
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids [area and sa]
MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders [volume]
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings [right angled triangles – trig]
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar [properties of geometrical figures]
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data [single variable data analysis]
MA5.2-16SP	investigates relationships between two statistical variables, including their relationship over time [bivariate data analysis]
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments [probability]

Music (Strand B)

Course: Year 9 and 10 (Stage 5) – Strand B
Assessment Period: 2020

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)			Your grade
			A	B	C	
Wk. 9 Term 1	5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	**Composition** Jazz composition.		✓		
Wk. 5 Term 2	5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	**Performance and listening task** 20th and 21st Century performance and listening.	✓		✓	
Wk. 9 Term 3	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	**Personal interest project** Topic of student choice, project based learning.	✓	✓	✓	
Wk. 5 Term 4	5.1, 5.2, 5.3, 5.4, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	**Performance and listening task** Music and technology performance and listening.	✓		✓	

AREAS FOR ASSESSMENT

A	Performing
B	Composing
C	Listening

OUTCOMES

Code	**Descriptor.** A student …
5.1	performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
5.2	performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
5.3	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
5.4	demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
5.5	notates own compositions, applying forms of notation appropriate to the music selected for study
5.6	uses different forms of technology in the composition process
5.7	demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
5.8	demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
5.9	demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
5.10	demonstrates an understanding of the influence and impact of technology on music
5.11	demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form
5.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Personal Development, Health and Physical Education

Course: Year 10 (Stage 5)
Assessment Period: 2020

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)			Your grade
			A	B	C	
Wk. 10 Term 1	PD5-4, PD5-5, PD5-9, PD5-10	**Game creation, participation and evaluation** Games for participation		✓	✓	
Wk. 8 Term 2	PD5-3, PD5-6, PD5-7, PD5-10	**Literature review** Overcoming adversity	✓		✓	
Wk. 6 Term 4	PD5-1, PD5-2, PD5-6, PD5-7, PD5-10	**Challenge based learning activity** Going Out Tonight	✓		✓	

AREAS FOR ASSESSMENT

A	Health, Wellbeing and Relationships
B	Movement, Skill and performance
C	Healthy, Safe and Active Lifestyles

OUTCOMES

Code	**Descriptor.** A student …
PD5-1	assesses their own and others' capacity to reflect on and respond positively to challenges
PD5-2	examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others
PD5-3	analyses factors and strategies that enhance inclusivity, equality and respectful relationships
PD5-4	adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
PD5-5	appraises and justifies choices of actions when solving complex movement challenges
PD5-6	recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
PD5-7	investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
PD5-8	plans for and participates in activities that encourage health and a lifetime of physical activity
PD5-9	demonstrates self-management skills to effectively manage complex situations
PD5-10	applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
PD5-11	refines and applies movement skills and concepts to compose and perform innovative movement sequences

Physical Activity and Sports Studies (Strand B)

Amended due to COVID-19 implications: 11 May 2020

Course: Year 9 and 10 (Stage 5) – Strand B
Assessment Period: 2020

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)			Your grade
			A	B	C	
Wk. 10 Term 1	PASS5-1, PASS5-7, PASS5-8, PASS5-10	**Practical assessment** Design and conduct a training session.	✓		✓	
~~Wk. 6/7~~ Wk. 7 Term 2	PASS5-1, PASS5-3, PASS5-4, PASS5-10	**Project based assessment** Issues in sport.		✓		
Wk. 9 Term 3	PASS5-1, PASS5-5, PASS5-7, PASS5-9	**Practical assessment** Practical application.	✓		✓	
Wk. 5/6 Term 4	PASS5-1, PASS5-2, PASS5-3, PASS5-4, PASS5-5, PASS5-6	**Enhancement of performance** Investigation and response to learning question.	✓	✓		

AREAS FOR ASSESSMENT

A	Foundations of physical activity
B	Physical activity and sport in society
C	Enhancing participation and performance

OUTCOMES

Code	**Descriptor.** A student …
PASS5-1	discusses factors that limit and enhance the capacity to move and perform
PASS5-2	analyses the benefits of participation and performance in physical activity and sport
PASS5-3	discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4	analyses physical activity and sport from personal, social and cultural perspectives
PASS5-5	demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
PASS5-6	evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
PASS5-7	works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8	displays management and planning skills to achieve personal and group goals
PASS5-9	performs movement skills with increasing proficiency
PASS5-10	analyses and appraises information, opinions and observations to inform physical activity and sport decisions

Religious Education

Course: Year 10 (Stage 5)
Assessment Period: 2020

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)					Your grade
			A	B	C	D	E	
Wk. 5 Term 2	5.1b, 5.2b, 5.4a, 5.5b	**Research and small group task** Pose an inquiry question around conscience and decision making, answering it through small group presentation.	✓	✓	✓	✓	✓	
Wk.4 Term 4	5.1a, 5.1b, 5.2b, 5.3a, 5.3b, 5.4a, 5.4b, 5.5b	**Examination** All topics, with the emphasis on social justice, reverence for creation and Catholicism in Australia.	✓	✓	✓	✓	✓	

AREAS FOR ASSESSMENT

A	God, revelation and human destiny
B	Jesus, human and divine
C	Church and discipleship
D	Prayer and sacraments
E	Sacred scripture

OUTCOMES

Code	**Descriptor.** A student …
5.1a	communicates the relationship between respect for creation and creation as an act of God
5.1b	identifies various manifestations of the Spirit's activity in the world
5.2a	identifies and describes a distinct feature of a portrait of Jesus in the Gospels
5.2b	constructs a project to promote social justice or youth ministry grounded in the message of Jesus
5.3a	names and describes a range of expressions of Christianity
5.3b	demonstrates an appreciation of the Church as committed to authentically proclaiming the Word
5.4a	identifies and describes the relationship between the Church's celebrations and its mission
5.4b	names and describes a range of ways the Christian life is nurtured through prayer
5.5a	analyses Biblical writings as the Word of God revealed in history and culture
5.5b	locates examples of the Gospel in action in contemporary Australia

Science

Amended due to COVID-19 implications: 11 May 2020

Course: Year 10 (Stage 5)
Assessment Period: 2020

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)						Your grade
			A	B	C	D	E	F	
Wk. 8 Term 1	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-9WS, SC5-16CW, SC5-17CW	**Science research project** Rates of chemical reactions.	✓	✓	✓	✓		✓	
~~Wk. 7~~ Wk. 9 Term 2	SC5-4WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-15LW	**Research task** ~~Genetics and evolution.~~ How do the needs of society drive understanding in the biological sciences?	✓			✓	✓	✓	
Wk. 5 Term 4	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-10PW, SC5-11PW	**Scientific investigations** Analysing motion.	✓	✓	✓	✓	✓	✓	

AREAS FOR ASSESSMENT

A	Knowing and understanding
B	Questioning and predicting
C	Planning and conducting investigations
D	Processing and analysing data and information
E	Problem-solving
F	Communicating

OUTCOMES

Code	**Descriptor.** A student …
SC5-4WS	develops questions or hypotheses to be investigated scientifically
SC5-5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
SC5-6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
SC5-7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5-8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5-9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC5-10PW	applies models, theories and laws to explain situations involving energy, force and motion
SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
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
SC5-13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
SC5-14LW	analyses interactions between components and processes within biological systems
SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17CW	discusses the importance of chemical reactions in the production of a range of substances and the influence of society on the development of new materials

Visual Arts (Strand B)

Course: Year 9 and 10 (Stage 5) – Strand B
Assessment Period: 2020

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)		Your grade
			A	B	
Wk. 6 Term 1	5.7, 5.8, 5.9, 5.10	**Art study 1** Artist profile – Google Site.		✓	
Wk. 7 Term 2	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	**Artmaking 1** Body of work and Visual Arts diary.	✓		
Wk. 8 Term 3	5.7, 5.8, 5.9, 5.10	**Art study 2** Archibald Prize letter.		✓	
Wk. 4 Term 4	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	**Artmaking 2** Body of work and Visual Arts diary.	✓		

AREAS FOR ASSESSMENT

A Artmaking

B Critical and historical studies

OUTCOMES

Code	**Descriptor.** A student …
5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
5.2	makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
5.3	makes artworks informed by an understanding of how the frames affect meaning
5.4	investigates the world as a source of ideas, concepts and subject matter in the visual arts
5.5	makes informed choices to develop and extend concepts and different meanings in their artworks
5.6	demonstrates developing technical accomplishment and refinement in making artworks
5.7	applies their understanding of aspects of practice to critical and historical interpretations of art
5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
5.9	demonstrates how the frames provide different interpretations of art
5.10	demonstrates how art criticism and art history construct meanings