



Maitland Grossmann High School

**YEAR 10 RoSA
ASSESSMENT
BOOKLET
2019**

"Providing quality education in a caring learning community"



MGHS Stage 4 & 5 Assessment Policy

The purpose of assessment

Assessment is the process of identifying, gathering and interpreting information about student's learning. The central purpose of assessment is to provide information on student achievement and progress and set direction for ongoing learning.

The key reasons for assessment are to:

- Support and monitor learning
- Diagnose student learning needs and support strategic interventions
- Evaluate the effectiveness of teaching and learning programs
- Inform the reporting process

Outcomes Based Assessment

All schools are required to deliver programs of study that comply with the requirements of the NSW Education Standards Authority (NESA) syllabuses (formerly BOSTES). More detailed information concerning each course and syllabus outcomes are available on the NESA website or use the following link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home/>

It is a requirement of the school assessment program that, for each course taught, schools establish a program of assessment tasks. These tasks are conducted throughout the year and each have a weighting which is used as a component of the reporting process.

School-based assessment tasks are linked to performance descriptors because the task focuses on outcomes. They are valid instruments for what they are designed to assess and the marking guidelines relate to the outcomes and the BOSTES performance standards.

The assessment program at MGHS incorporates the principles of assessment for learning, assessment as learning and assessment of learning.

- Assessment **for** learning enables teachers to use information about students' knowledge, understanding and skills to inform teaching and provide feedback to students about their learning and how to improve.
- Assessment **as** learning involves students in the learning process where they monitor their own progress, ask questions and practise skills. Students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals
- Assessment **of** learning uses evidence of students learning to assess student achievement against learning goals and standards.

This assessment booklet contains detailed assessment schedules and scope and sequences that clearly indicate:

- Syllabus outcomes relevant to each topic
- Content being studied
- Timing of the individual assessment task (weeks / terms only)
- Weightings of each task

Procedural fairness:

All faculties support student learning by adopting a consistent approach to assessment by ensuring that:

- All students receive **two** weeks' notice of an assessment task.
- All students sign that they have **received** their official assessment notification.
- All students sign that they have **submitted** their assessment task.
- A parent/caregiver is **notified** within **14 days** if a task has not been submitted by the due date.

Assessment Tasks

Assessment Tasks are **mandatory** for each course. Students are expected to complete set work regularly, to be determined as having satisfactorily studied the course.

A variety of assessment task styles- for example speaking, listening, reading and writing- are included in assessment programs to provide students with varied opportunities to demonstrate achievement of outcomes.

Submission of tasks

Students are required to complete and submit all mandatory assessment tasks on or before the due date. Furthermore, students must:

- Make a serious attempt at all assessment tasks.
- Avoid any behaviour which disrupts other students during the completion of a task.
- Approach any task with honesty and avoid any malpractice including cheating or plagiarism.
- Submit work directly to the relevant teacher.
- Inform their teacher in advance if they know they will be absent for a task.
- Ask their teachers about any assessment tasks which may have been issued during any absence.

Late submission

Assessment Tasks submitted late, without prior arrangement, **will lose marks**.

Penalties for late submission of tasks

For Stage 4:

A penalty of **10%** per day (including weekend days) will be applied for the late submission of tasks. After **10** days, a zero mark will be awarded. Prior arrangement must be with the approval of the Head Teacher.

For Stage 5:

A penalty of **20%** per day (including weekend days) will be applied for the late submission of tasks. After **5** days, a zero mark will be awarded.

Extensions

If an extension of time is needed, the student must negotiate with the **Classroom and Head Teacher** of the course at least one week prior to the due date.

Absence, Illness & Misadventure

Illness and Misadventure may be defined as follows:

Illness: Any sickness or injury that prevents a student from attending school. It is expected that a Doctor's Certificate would be acquired in such a case. The parent/guardian must contact the school by phone on the day of the task.

Misadventure: Any unforeseen circumstance or incident that prevents a student from attending school. It is expected that the parent/guardian would contact the school on the day of the task and provide a Statutory Declaration outlining the circumstances of the misadventure.

Examples of illness/ misadventure include (but not limited to):

- Bereavement
- Illness
- Family Leave
- School Representation for sports or academic pursuits
- Personal Issues

These **do not** include:

- Sports representation (unless in special cases approved by the Principal)
 - Work placement or work experience
 - Other extracurricular activities (eg Starstruck)
 - Technical failure (eg computer/printer).
- A **note** from the parent/caregiver is required to explain the student's absence from an assessment task. When there is pre knowledge of the absence, **this is required before the absence or, if the absence is not anticipated, on the student's first day back at school.**
 - Where **special consideration** is required, the teacher, in consultation with the Head Teacher, may decide on one of the following options:
(i) completing the original task or (ii) completing an alternate task or (iii) giving an estimate based on past performance and/ or students of *like-ability* performance.

Non-serious attempts

All assessment tasks must be satisfactorily completed. Students will be notified of unsatisfactory attempts. It is possible that a student may not receive a grade if he or she has not made a serious attempt to fulfil assessment requirements. A non-serious attempt will be determined by judging work against previous work samples presented by the student and the students will have to redo the task or equivalent.

Parental Notification

Years 7-10 – All assessment tasks not submitted will result in an **Academic Warning Letter** being sent. Teachers are required to send one warning per task. In **Years 10 – 12** – **Formal NESAs** will be adhered to at all times. Requirements are outlined below.

Eligibility for the RoSA

To qualify for the award of a RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- undertaken and completed courses of study that satisfy the Board's curriculum and assessment requirements for the Record of School Achievement;
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or the Board; and
- completed Year 10.

Therefore, Year 10 students at Maitland Grossmann High School who follow the courses offered by the school will be automatically eligible for the award of the Year 10 RoSA. Students are also expected to address the following components:

- meet the course completion criteria
- make a serious attempt at ALL the set assessment tasks

Course Completion Criteria

Schools are required to indicate that students have met the following criteria in order to be awarded a NSW Record of Achievement.

Satisfactory completion of a course involves:

- **Following** the course developed and endorsed by the Board; and
- **Application** with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- **Achieving** some or all of the course outcomes.

School Attendance

The Board does not set a minimum attendance for the satisfactory completion of a course. However, a principal may determine that, as a result of absence, course completion criteria might not be met.

While the Board does not stipulate a specific attendance requirement, Maitland Grossmann High School, in accordance with the BOSTES policy, has determined that an attendance rate below 85% would make it difficult for a student to meet course completion criteria.

A requirement for the award of the RoSA is that students attend until the final day of Year 10. In all cases, schools are to ensure that syllabus outcomes and course study requirements, including indicative hours of study as specified by the Board are met.

Content of the RoSA

The RoSA will contain the following information:

- Stage 5 courses listed in a sequence consisting of English, Mathematics, Science, Australian Geography, Australian History, followed by other Board Developed Courses and then Board Endorsed Courses in alphabetical order with the student's grade shown to the right of each course.
- All mandatory curriculum requirements (ie English, Mathematics, Science, HSIE, Languages, Technology, Music, Visual Arts, PDHPE) listed under a separate heading with an indication of completion by the student.
- A statement that the student is eligible for the award of a Record of School Achievement.
- VET courses will be recorded as 'Completed' with the footnote *Refer to Vocational Documentation*.
- Courses based on Life Skills outcomes and content will be recorded as 'Completed' with the footnote *See Profile of Student Achievement*.

Year	Course	Result
STAGE 5 COURSES		
Board Developed Courses		
2012	English (200)	A
	Mathematics (200)	C5
	Science (200)	B
	Australian Geography (100)	D
	Australian History (100)	C
	History (100)	B
	Industrial Technology – Electronics (200)	C
	Personal Development, Health and P.E. (200)	A
Board Endorsed Courses		
2012	Physical Activity and Sports Studies (100)	A
	Religion, Catholic Studies (100)	D
Mandatory Curriculum Requirements		
	English	Completed
	Mathematics	Completed
	Science	Completed
	Human Society and Its Environment	Completed
	Languages	Completed
	Technology	Completed
	Music	Completed
	Visual Arts	Completed
	Personal Development, Health and P.E.	Completed

(see reverse)

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Student Number: 230299553

Issued without alteration or erasure on 10th December 2013
by the Board of Studies at Sydney, NSW, Australia.

President

(Where an 'N' determination is received in an additional study (elective), the course will not appear on the RoSA.)

Content of the Transcript of Study

The Transcript of Study will contain the same information as the RoSA for courses satisfactorily completed.

Where an 'N' determination is received in a Stage 5 mandatory course it will be recorded on the Transcript of Study as 'Not completed'. Where an 'N' determination is received in an additional study (elective) the course will not appear on the Transcript of Study.

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

The Transcript of Study will also include a statement that the student is not eligible for the award of the Record of School Achievement.

A credential for school leavers

While formal RoSA credentials are for school leavers, all Years 10 and 11 students will be able to access their results electronically and print a transcript of their results.

- Students who leave school and satisfy eligibility requirements for the RoSA will receive the formal credential.

- Students who leave school and are not eligible for a RoSA will receive a Transcript of Study at their departure. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.
- All students have access to a record of their courses studied and their grades through 'Students Online'.
- Students who receive their HSC will be able to receive a RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

'N' determinations

'N' determinations are issued for the non-completion of requirements in a course.

The 'N' determination process for Year 10 students involves schools issuing warning letters to students who are in danger of not meeting course completion criteria. Warnings should be given in time for the problem to be corrected and should provide advice about the consequences of an 'N' determination in a course. A sample warning letter is available for schools to download from *Schools Online*.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising grades cannot be regarded as having satisfactorily completed the course. The principal will then issue an 'N' determination.

All students who are issued with an 'N' determination have the right to appeal against the principal's determination. A flowchart detailing the determination and appeal dates is available on *Schools Online*.

Where a student fails to satisfactorily complete a mandatory Stage 5 course the student:

- is ineligible for the award of the RoSA if they leave school at the end of Year 10;
- may be ineligible to enter Preliminary (Year 11) courses.

Procedures for N-Warning and Determination

- If the Principal determines that a student is in danger of not completing the RoSA course satisfactorily, the student will be warned in writing in time for him/her to correct the problem and satisfactorily complete the course.
- A minimum of **two** warning letters for each course is required for N-Determination.
- The Principal will use the following as a guide for N-Determination:
 1. **50% Rule:** In addition to any other set tasks and experiences in any course, students **must** complete assessment tasks that contribute in excess of 50% of available marks.
 2. **Set Tasks and Experiences:** Principals must determine if there is sufficient evidence to progress with an N determination for a student's application of diligence and sustained effort to the set tasks and experiences provided in the course by the school.

If a student is deemed unsatisfactory in a course, the student will receive an 'N' instead of a grade beside the course on the Record of Achievement.

If a decision is made to progress with an N-Determination, students have the right to appeal against an 'N' determination.

- The Principal or delegate will notify the parent/carer that in the school's view, their student has not met the completion requirements for the award of the RoSA.

- Offer an Appeal form (if required) and review the appeal.
- Form an Appeals panel (if required)
 - i. If the appeal is upheld, award the marks for the course.
 - ii. If the Appeal is declined, forward all documentation to the Board of Studies for determination.
- If an 'N' determination is given:
 - the course will be listed as 'Not Completed' on the Record of Secondary Achievement.
 - the student may be ineligible to continue in the Preliminary HSC or HSC courses.

RoSA Grading

Students are awarded with a final assessment grade (A-E) for each course. The grades are based on BOSTES **course performance descriptors** for each course and determined by the students' performance on the assessment tasks outlines in each subject's schedule. (See below)

Students are reminded that in order to complete their ROSA satisfactorily, they must be awarded a grade (A, B, C, D, E) in all mandatory courses – English, Mathematics, Science, Australian History, Australian Geography, one 200-hour elective, PD/Health/PE. Please note that even though sport is not graded, it is a mandatory aspect of the RoSA.

A student will receive an 'N' determination (ie 'non completion') in a course if he or she has failed to apply due diligence and sustained effort to the set tasks and experiences required by the school to achieve some or all of the course outcomes.

Indicators of possible failure to apply satisfactory 'diligence and sustained effort' or possible failure to fulfil course requirements to the school's satisfaction include:

- An excessive number of absences or lateness to school
- An excessive rate of absences from or lateness to classes in one or more courses
- A recurring pattern of lateness or absences
- Poor achievement in class tests, assignments, or class work caused by lack of application
- Poor classroom behaviour (this inhibits your own, and others' learning)
- Failure to submit assessment items
- Failure to complete class work and homework
- Proven case of copying, plagiarism or cheating.

If at any stage during the course it appears that a student will not achieve a sufficient number of course outcomes, a warning letter will be sent. The purpose of these letters is:

- i. To give students a warning in time for them to correct the problem, and/or
- ii. To clarify their current status regarding an unsatisfactory designation

The Principal is obliged to issue an 'N' determination (ie 'non completion' of a course) to any student who has not fulfilled course requirements. The student is entitled to appeal to the Board of Studies about the 'N' award. If the 'N' award issued by the school is upheld by the BOSTES, the student will not be given School Certification accreditation in that particular course

RoSA Performance Descriptors

For all courses each student's performance will be matched against **Course Performance Descriptors** based on the Knowledge and Skills objectives of courses.

General performance descriptors describe the main features of a typical student's performance at each level of achievement in that course. They serve as standard or benchmarks against which teachers will be able to match their assessment records and professional judgement in determining grades for particular students. There are descriptors for each Grade A - E.

Assessment Tasks and/or coursework will be used to determine the description, which best reflects the level of achievement of each student and thus the grade in a particular course.

Grade	General Performance Descriptors
A	The student has extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
B	The student has thorough knowledge and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply this knowledge and these skills to most new situations.
C	The student has demonstrated attainment of the main knowledge and skills objectives of the subject and has achieved a sound level of competence in the processes and skills of the course
D	The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.
E	The student has elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course

The ROSA Grading system is concerned with grading student achievement at the end of each course. This final judgement about the grade awarded will be made on the basis of available assessment information and with reference to the Course Performance Descriptors.

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:

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

Consequences

Where cheating is detected a mark of zero will be given for the task to each student involved.

- In cases of proven plagiarism, the student will be given the opportunity to resubmit the work in order to satisfy the outcomes being assessed. The mark awarded will be zero.
- Parents will be informed that the student has submitted plagiarised work.

Guidelines for Students

Most cases of plagiarism can be avoided by citing sources. Simply acknowledging that certain material has been borrowed, and providing your audience with the information necessary to find the source, is usually enough to prevent plagiarism.

“Avoiding plagiarism starts during the research process with keeping accurate records of information and ideas gleaned from sources. Any time that a researcher copies another’s wording verbatim even if only a phrase, the researcher should place quotation marks around that wording in his or her notes, so that the quoted material is clearly distinguishable from the researcher’s wording. It is important to keep a complete record of bibliographical information while doing research, so that one is able to complete in-text citations, notes and bibliography as he or she drafts the paper”.

<http://www.bridgewater.edu/WritingCenter/plagiarism.def.htm>

An example of how to record this information is shown below:

Books	Author’s last name, Author’s First initial, publication date, Title of Book, Publisher, location. Example: Starr, R, 1988, Beetles in the Woods, Bantam Books, London
Articles	Author’s last name, Author’s first initial, Publication date, “Title of Article”, Name of Periodical, Volume, number, pages used Example: Watson, P, 1988 “Making Ugly Dolls”, Mad Magazine Vol. 16, No. 7, pp2-5
Web Pages	Author/Organisation, Web Address, Date accessed Example: Australian Academy of Science www.science.org.au/nova/072/072key.htm (accessed June 2002)

It is also a good idea to list those people who helped you in any way.

For example: “I was helped in my research by Joe Montana, Craig Luckenbach, Albert Einstein, and by Pat Lewis who helped me build my display.”

Once you have accurately written the details of your source, take notes underneath.

- Put ideas into your own words using regular vocabulary.
- If you are copying ‘word for word’ place quotation marks around your notes. (Check with your teacher if footnotes are required – they are expected in years 11 and 12).
- You must organise all your references into a bibliography. A general guideline has been shown above, but you should check with class teachers for any specific requirements.

(Extracts reproduced from Riverside Girls High School with the permission of the Principal)

Appeals for marking

The Head Teacher will resolve any disputes regarding marking. An appeal must be made by the student in writing, no more than two days after receipt of the marked task.

The appeals panel will meet and consider the evidence and decide on an outcome.

Special Provisions

The Learning and Support Team is responsible for the identification and management of students requiring special provisions. A submission for all known cases is made to NESA.

Students who accessed special provisions in Year 10 should be screened for similar access for senior assessment and examination.

The Learning and Support Teacher will develop a list of students requiring special provisions. Additional students may be added during the year.

Special provisions should apply to those assessment tasks affected by the student's specific provisions, only when approved by the Board of Studies or by emergency arrangement with the Principal.

Reporting

Students will receive reports at the end of each semester. The report will indicate the overall performance of the student in each course. This will be determined by the quality of the student performance when measured against the course performance descriptors and course outcomes.

If there are any further questions about the ROSA requirements, please contact the Year Adviser, Careers Adviser or Deputy Principals at:

Maitland Grossmann High School
Cumberland Street
EAST MAITLAND NSW 2323
Phone: 49 34 2066
Fax: 49 34 5086

Student Preparation of Assessment Tasks

Our aim at MGHS is for all students to become responsible for their own learning. Parents/ Carers are encouraged to assist in their students learning and establishing a regular home study / revision routine.

Student Responsibilities

1. Students are expected to complete **ALL assessment tasks** by the due dates and times specified.
2. Where assessment tasks involve attendance at excursions, field studies etc, attendance is compulsory.
3. All work submitted for assessment must be your own work. (See Malpractice above)
4. It is each student's responsibility to be aware of assessment task dates for all courses and to organise a study schedule accordingly.

5. **Technology malfunction is not an acceptable excuse for non-submission of a task.** If this occurs, students should submit your **'draft'** (labelled as such) of the task to their teacher on the due date. Keep copies of all drafting so that your progress can be shown in the case of a computer/printer/technology USB malfunction.

Essential Organisation- Advice to Students

- ✓ Be positive and optimistic.
- ✓ Ensure that you are familiar with the sections of this assessment booklet relevant to your pattern of study.
- ✓ As an active learner who exercises self-regulation, take responsibility for managing your assessment schedule and meeting deadlines. The assessment for each term has been mapped out for you in the following pages. Use the summary and a diary or electronic calendar to help with your organisation.
- ✓ Keep a record of tasks completed for each subject so that, at any given time, you know exactly what proportion of your course assessment has been completed and how much remains.
- ✓ Seek feedback from teachers if you are unsure about what you need to do to improve and make further progress.
- ✓ Open communication helps to minimise misunderstanding and confusion. Communication regarding assessment tasks is managed by each faculty- the classroom teacher in the first instance, and then the Head Teacher of the subject concerned. If issues with your health and wellbeing are impacting upon your learning, contact your teachers and Year Advisers so that measures of guidance and support can be discussed.
- ✓ Inform your teacher if you know that you will be absent when a task is due and make alternative arrangements for the task to be submitted or completed **on or before** time.



CORE SUBJECTS

ASSESSMENT SCHEDULES & SCOPE & SEQUENCES



Year 10 – English –Scope & Sequence 2019

	Week	1	2	3	4	5	6	7	8	9	10	11
Term 1 2019	Unit of Work	Power and Authority <i>Drama- Macbeth</i>								Narrative Voice <i>Novel</i>		
	Outcomes	1A, 3B, 5C, 8D								2A, 3B, 9E		
	Assessment									Essay		
Term 2 2019	Unit of Work	Narrative Voice cont. <i>Novel</i>					Hearts and Minds <i>Poetry</i>					
	Outcomes	2A, 3B, 9E					2A, 5C, 6C					
	Assessment						Creative Writing					
Term 3 2019	Unit of Work	The Impact of Context (satire) <i>Written and Visual texts</i>										
	Outcomes	2A, 4B, 6C, 7D, 8D										
	Assessment						Reading Task					
Term 4 2019	Unit of Work	Cultural Values <i>Film</i>										
	Outcomes	3B, 5C, 7D										
	Assessment					Multi modal						



Year 10 – English – 2019 Assessment Schedule

Task	Description	Outcome Assessed	Weighting	Date Due
1	Essay	1A, 3B	25	T1, W8
2	Creative Writing	2A, 9E	25	T2, W5
3	Reading Task	4B, 6C, 8D	25	T3, W5
4	Multimodal	5C, 7D	25	T4, W4



Year 10 – Stage 5.3 Mathematics - Scope & Sequence 2019

	Week	1	2	3	4	5	6	7	8	9	10	11
Term 1 2019	Unit of Work	Interest & Depreciation			Coordinate Geometry			Surface Area & Volume			Surds	
	Outcomes	MA5.2-2WM, MA5.2-4NA			MA5.1-6NA, MA5.2-9NA, MA5.3-8NA			MA5.2-12MG, MA5.3-13MG, MA5.3-14MG			MA5.3-6NA	
	Assessment								Exam			
Term 2 2019	Unit of Work	Products & Factors				Investigating Data				Equations & Inequalities		
	Outcomes	MA5.2-6NA, MA5.2-7NA, MA5.3-5NA				MA5.2-16SP, MA5.3-18SP, MA5.3-19SP				MA5.3-7NA		
	Assessment						Exam					
Term 3 2019	Unit of Work	Quadratic Equations & Parabola				Trigonometry				Graphs		
	Outcomes	MA5.3-2WM, MA5.3-7NA, MA5.3-9NA				MA5.1-10MG, MA5.2-13MG, MA5.3-15MG				MA5.2-10NA		
	Assessment				Exam							
Term 4 2019	Unit of Work	Graphs		Simultaneous Equations			Geometry			Probability		
	Outcomes	MA5.3-4NA, MA5.3-9NA		MA5.2-8NA			MA5.2-14MG, MA5.3-16MG			MA5.1-13SP, MA5.2-17SP		
	Assessment				Exam							



Year 10 Stage 5.3 Mathematics – 2018 Assessment Schedule

Task	Description	Outcome Assessed	Weighting	Date Due
1	Term 1 Assessment In Class Test	MA5.2-4NA MA5.2-9NA, MA5.3-8NA	25%	Week 8 Term 1
2	Term 2 Assessment In Class Test	MA5.2-11MG, MA5.3-13MG, MA5.3-14MG MA5.3-6NA MA5.2-7NA, MA5.3-5NA	25%	Week 6 Term 2
3	Term 3 Assessment In Class Test	MA5.2-15SP, MA5.2-16SP, MA5.3-18SP, MA5.3-19SP MA5.2-8NA, MA5.3-7NA MA5.3-9NA	25%	Week 4 Term 3
4	Term 4 Assessment In Class Test	MA5.2-13MG, MA5.3-15MG MA5.2-5NA, MA5.2-10NA, MA5.3-4NA, MA5.3-9NA	25%	Week 4 Term 4



Year 10 – Stage 5.2 Mathematics - Scope & Sequence 2019

	Week	1	2	3	4	5	6	7	8	9	10	11
Term 1 2019	Unit of Work	Interest & Depreciation			Coordinate Geometry				Surface Area & Volume			
	Outcomes	MA5.1-4NA, MA5.2-4NA			MA5.1-6NA, MA5.2-3WM, MA5.2-9NA				MA5.1-8MG, MA5.2-11MG, MA5.2-12MG			
	Assessment								Exam			
Term 2 2019	Unit of Work	Products & Factors			Investigating Data				Equations			
	Outcomes	MA5.2-6NA, MA5.2-7NA			MA5.1-12SP, MA5.2-3WM, MA5.2-15SP, MA5.2-16SP				MA5.2-8NA			
	Assessment						Exam					
Term 3 2019	Unit of Work	Inequalities	Graphs				Trigonometry					
	Outcomes	MA5.2-8NA	MA5.1-7NA, MA5.2-5NA, MA5.2-10NA				MA5.1-10MG, MA5.2-13MG					
	Assessment				Exam							
Term 4 2019	Unit of Work	Probability			Simultaneous Equations				Geometry			
	Outcomes	MA5.1-13SP, MA5.2-17SP			MA5.2-1WM, MA5.2-2WM, MA5.2-8NA				MA5.1-11MG, MA5.2-14MG			
	Assessment				Exam							



Year 10 Stage 5.2 Mathematics – 2019 Assessment Schedule

Task	Description	Outcome Assessed	Weighting	Date Due
1	Term 1 Assessment In Class Test	MA5.1-4NA, MA5.2-4NA MA5.1-6NA, MA5.2-9NA	25%	Week 8 Term 1
2	Term 2 Assessment In Class Test	MA5.1-8MG, MA5.2-11MG, MA5.2-12MG, MA5.2-6NA, MA5.2-7NA	25%	Week 6 Term 2
3	Term 3 Assessment In Class Test	MA5.1-12SP, MA5.2-15SP, MA5.2-16SP MA5.2-8NA	25%	Week 4 Term 3
4	Term 4 Assessment In Class Test	MA5.1-7NA, MA5.2-5NA, MA5.2-10NA MA5.2-13MG, MA5.1-13SP, MA5.2-17SP	25%	Week 4 Term 4



Year 10 – Stage 5.1 Mathematics - Scope & Sequence 2019

	Week	1	2	3	4	5	6	7	8	9	10	11	
Term 1 2019	Unit of Work	Interest & Depreciation				Coordinate Geometry				Surface Area & Volume			
	Outcomes	MA5.1-4NA				MA5.1-6NA				MA5.1-8MG			
	Assessment									Exam			
Term 2 2019	Unit of Work	Algebra				Investigating Data				Equations			
	Outcomes	MA5.1-5NA, MA5.1-9MG				MA5.1-12SP				MA5.1-5NA			
	Assessment						Exam						
Term 3 2019	Unit of Work	Inequalities	Graphs				Trigonometry						
	Outcomes	MA5.1-5NA	MA5.1-6NA, MA5.1-7NA				MA5.1-10MG						
	Assessment					Exam							
Term 4 2019	Unit of Work	Trigonometry		Probability			Geometry						
	Outcomes	MA5.1-10MG		MA5.1-13SP			MA5.1-11MG						
	Assessment					Exam							



Year 10 Stage 5.1 Mathematics – 2019 Assessment Schedule

Task	Description	Outcome Assessed	Weighting	Date Due
1	Term 1 Assessment In Class Test	MA5.1-4NA MA5.1-6NA	25%	Week 8 Term 1
2	Term 2 Assessment In Class Test	MA5.1-8MG MA5.1-5NA, MA5.1-9MG	25%	Week 6 Term 2
3	Term 3 Assessment In Class Test	MA5.1-12SP, MA5.1-5NA	25%	Week 4 Term 3
4	Term 4 Assessment In Class Test	MA5.1-6NA, MA5.1-7NA MA5.1-10MG	25%	Week 4 Term 4



Year 10 – Science – 2019 Assessment Schedule

Task	Description	Outcome Assessed	Weighting (%)	Date Due
1	Scientific Research Project	WS4, WS5, WS6, WS7, WS9	15	Term 1 Week 10
2	Half-Yearly Examination	LW3(A-D), PW3, PW4, WS7, WS8	25	Term 2 Week 5
3	Working Scientifically Skills Task	WS5, WS6, WS7, WS9	25	Term 3 Week 7
4	Yearly Examination	All Stage 5 outcomes	35	Term 4 Week 1



Year 10 – History – 2019 Assessment Schedule

Semester 1 Students				
Task	Description	Outcome Assessed	Weighting	Date Due
1	Source Analysis	HT5-2, HT5-6, HT5-8, HT5-9	40	Term 1 Week 5
2	Historical Investigation	HT5-1, HT5-3, HT5-4, HT5-5, HT5-7, HT5-10	60	Term 2 Week 2
Semester 2 Students				
Task	Description	Outcome Assessed	Weighting	Date Due
1	Source Analysis	HT5-2, HT5-6, HT5-8, HT5-9	40	Term 3 Week 5
2	Historical Investigation	HT5-1, HT5-3, HT5-4, HT5-5, HT5-7, HT5-10	60	Term 4 Week 2



Year 10 – Geography –Scope & Sequence 2019

Week	1	2	3	4	5	6	7	8	9	10	11
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Term 1 2019	Unit of Work	Human Wellbeing									
	Outcomes	5.1, 5.2, 5.6, 5.7, 5.8									
	Assessment									Research Task	

Term 2 2019	Unit of Work	Environmental Change and Management									
	Outcomes	5.2, 5.3, 5.4, 5.5, 5.7, 5.8									
	Assessment				Semester Exam						

Term 3 2019	Unit of Work	Human Wellbeing									
	Outcomes	5.1, 5.2, 5.6, 5.7, 5.8									
	Assessment									Research Task	

Term 4 2019	Unit of Work	Environmental Change and Management									
	Outcomes	5.2, 5.3, 5.4, 5.5, 5.7, 5.8									
	Assessment				Semester Exam						



Year 10 – Geography – 2019 Assessment Schedule

Task	Description	Outcome Assessed	Weighting	Date Due
1	Human Wellbeing Research Task	GE5-1, GE5-6, GE5-7, GE5-8	40	Term 1, Week 8
2	Semester Examination	GE5-1, GE5-2, GE5-6, GE5-8	60	Term 2, Week 4
3	Human Wellbeing Research Task	GE5-1, GE5-6, GE5-7, GE5-8	40	Term 3, Week 8
4	Semester Examination	GE5-1, GE5-2, GE5-6, GE5-8	60	Term 4, Week 4



Year 10 – PDHPE Scope & Sequence 2019

Week	1	2	3	4	5	6	7	8	9	10	11
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Term 1 2019	Theory Unit of Work	RELATIONSHIPS									
	Outcomes	PD5-1, PD5-2, PD5-3, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10									
	Practical Unit of Work	INITIATIVE CHALLENGES (Individual + Group)							ATHLETICS		
	Outcomes	PD5-4, PD5-5, PD5-10, PD5-11									
	Assessment	Progressive assessment of practical units							A/Task Relationships	Practical Assessment of Athletics	

Term 2 2019	Theory Unit of Work	STAYING ALIVE (Nutrition)					STAYING ALIVE (Drug Ed)				
	Outcomes	PD5-2, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10									
	Practical Unit of Work	INVASIVE AND DEFENSIVE STRATEGIES									
	Outcomes	PD5-4, PD5-5, PD5-10, PD5-11									
	Assessment	Progressive assessment of practical units									

Term 3 2019	Theory Unit of Work	STAYING ALIVE (Drug Ed)			STAYING ALIVE (Road Safety)						
	Outcomes	PD5-2, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10									
	Practical Unit of Work	CUBAN AND AUSTRIAN SOCIAL DANCE					NET BASED GAMES AND ACTIVITIES				
	Outcomes	PD5-4, PD5-10, PD5-11					PD5-5, PD5-10, PD5-11				
	Assessment			Practical Dance A/Task		Staying Alive A/Task					

Term 4 2019	Theory Unit of Work	LIFELONG PHYSICAL ACTIVITY					WHAT'S NEXT?				
	Outcomes	PD5-2, PD5-6, PD5-7, PD5-8					PD5-2, PD5-9				
	Practical Unit of Work	BACKYARD BASED GAMES					HYBRID ACTIVITIES AND GAMES				
	Outcomes	PD5-4, PD5-5, PD5-10, PD5-11									
	Assessment	Progressive assessment of practical units									



Year 10 – PDHPE Assessment Schedule 2019

Task	Description	Outcome Assessed	Weighting	Date Due
1	Semester One Practical <ul style="list-style-type: none"> Progressive assessment on practical units throughout Terms 1 and 2 	PD5-4, PD5-5, PD5-10, PD5-11	20%	Terms 1 & 2
2	Topic Test <ul style="list-style-type: none"> Students complete a formal examination on content covered throughout the Relationships Unit. 	PD5-1, PD5-2, PD5-3, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10	30%	Term 1 Week 8
3	Staying Alive Progressive Portfolio <ul style="list-style-type: none"> Specific tasks assigned in class will contribute to the student portfolio of work and marked progressively. Focus is on road safety education and harm minimisation strategies. 	PD5-2, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10	30%	Term 3, Weeks 5-6
4	Semester Two Practical <ul style="list-style-type: none"> Progressive assessment on practical units throughout Terms 3 and 4 Focus on the assessment of Cuban and Austrian Dances (social) 	PD5-4, PD5-5, PD5-10, PD5-11	20%	Term 3 & 4



ELECTIVE SUBJECTS

ASSESSMENT SCHEDULES & SCOPE & SEQUENCES



Year 10 – Auslan – 2019 Assessment Schedule

Task	Description	Outcome Assessed	Weighting	Date Due
1	Receptive skill video exam	L5-8U, ACLASFU231, ACLASFU232, ACLASFU249	50%	Term 1 Week 11
2	Theory in-class exam	L5-3C, ACLASFC203, ACLASFU251	50%	Term 1 Week 10
3	Expressive video recording	L5-5U, L5-7U, ACLASFU229, ACLASFC239	50%	Term 2 Week 9
4	Expressive and Receptive test – Role play	L5-2C, L5-4C, L5-7U, ACLASFC240, ACLASFC242, ACLASFC237	20%	Term 3 Week 7
5	Research PowerPoint presentation	L5-2C, L5-3C, L5-8U, L5-9U, ACLASFC202, ACLASFU215	30%	Term 3 Week 9



Year 10 – Child Studies – 2019 Assessment Schedule

Task	Description	Outcome Assessed	Weighting	Date Due
1	Food and Nutrition in Childhood	1.2, 2.2, 4.2	30	Term 1 Week 9
2	Half Yearly Examination	1.1, 3.2, 3.3	20	Term 2 Week 5
3	Media & Technology in Childhood	2.1, 3.2	30	Term 3 Week 8
4	Yearly Examination	1.3, 2.3, 4.1	20	Term 4 Week 3



Year 10– Commerce –Scope & Sequence 2019

Week	1	2	3	4	5	6	7	8	9	10	11
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Term 1 2019	Unit of Work	Political Involvement									Our Economy
	Outcomes	5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9									
	Assessment						Campaign Presentation				

Term 2 2019	Unit of Work	Our Economy							Running a business		
	Outcomes	5.4, 5.5, 5.7, 5.8, 5.9									
	Assessment						Half Yearly Exam				

Term 3 2019	Unit of Work	Running a business						Towards Independence			
	Outcomes	5.3, 5.5 5.6, 5.7, 5.8, 5.9						5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9			
	Assessment					Hypothetical Business					

Term 4 2019	Unit of Work	Towards Independence					Tourism				
	Outcomes	5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9					5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9				
	Assessment				Yearly Exam						



Year 10 – Commerce – 2019 Assessment Schedule

Task	Description	Outcome Assessed	Weighting	Date Due
1	Campaign Presentation	5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	20	Week 6, Term 1
2	Half Yearly Examination	5.2, 5.3, 5.4, 5.5, 5.6,	30	Week 6, Term 2
3	Hypothetical Business	5.3, 5.5, 5.6, 5.7, 5.8, 5.9	20	Week 5, Term 3
4	Yearly Examination	5.2, 5.3, 5.4, 5.5, 5.6,	30	Week 4, Term 4



Year 10 Drama Scope & Sequence 2019

Week	1	2	3	4	5	6	7	8	9	10	11
Term 1 2018	Unit of Work	Shakespeare Characters				Elements of Staging "Living with Lady Macbeth"					
	Assessment										Production Task
Term 2 2018	Unit of Work	Commedia Dell Arte					Stagecraft				
	Assessment						Performance				
Term 3 2018	Unit of Work	Improvisation & Playbuilding									
	Assessment							Group Performance (Process & Product)			
Term 4 2018	Unit of Work	Monologues & Method Acting									
	Assessment						Monologue Performance				



Year 10 Drama Assessment Schedule 2019

Task	Description	Outcome Assessed	Weighting	Date Due
1	Production Task	5.2.1 5.2.2 5.3.3	25	Term 1 Week 11
2	Commedia Performance	5.1.3 5.1.4 5.3.2	25	Term 2 Week 6
3	Group Performance	5.1.2 5.2.3	25	Term 3 Week 10
4	Monologue Performance	5.1.1 5.3.1	25	Term 4 Week 6



Year 10 – Food Technology– 2019 Assessment Schedule

Task	Description	Outcome Assessed	Weighting	Date Due
1	Food Equity Assessment Task	5.4.2, 5.6.1, 5.6.2	50	Term1 Week 10
2	Practical exam	5.5.1, 5.5.2	50	Term 2 Week 4
3	Food Product development Assessment Task	5.2.1, 5.2.2, 5.2.3	50	Term 3 Week 9
4	Yearly Exam	5.2.2, 5.3.1, 5.3.2, 5.6.1	50	Term 4 Week 4



Year 10 – FRENCH – Scope & Sequence 2019

	Week	1	2	3	4	5	6	7	8	9	10	11
Term 1 2019	Unit of Work	Revision of Past Tense			Around Town & houses				Describing Appearances			
	Outcomes							5.UL.1 5.UL.3				
	Assessment							Task 1				
Term 2 2019	Unit of Work	Food & Shopping			Festivals and Celebration				Alliance Francaise & Speaking skills			
	Outcomes				5UL.2, 5.MBC1							
	Assessment				Task 2							
Term 3 2019	Unit of Work	Body & Health			Weekends & Going Out				Future Tenses			
	Outcomes							5.MBC.1 5.MBC.2				
	Assessment							Task 3				
Term 4 2019	Unit of Work	Out & About			Text Types				Revision & Culture			
	Outcomes				5.UL.4 5.MLC.2							
	Assessment				Task 4							



Year 10 – FRENCH – 2019 Assessment Schedule

Task	Description	Outcome Assessed	Weighting	Date Due
1	Vocabulary	5.UL.1, 5.UL.3	25	Term 1 Week 8
2	Comprehension Task	5UL.2, 5.MBC.1	30	Term 2 Week 4
3	Health Spa Brochures	5.MBC.1, 5.MBC.2	20	Term 3 Week 5
4	Summative Task	5.UL.4, 5.MLC.2	25	Term 4 Week 3



Year 10 – History Elective – 2019 Assessment Schedule

Task	Description	Outcome Assessed	Weighting	Date Due
1	Class Task	E5.6, E5.9	25	Term 1 Week 9
2	Research Task	E5.1, E5.2, E5.7	25	Term 2 Week 4
3	Personal Interest Project	E5.5, E5.8, E5.10	25	Term 3 Week 9
4	Class Task	E5.3, E5.4	25	Term 4 Week 4



Year 10 – Hospitality– 2019 Assessment Schedule

Task	Description	Outcome Assessed	Weighting	Date Due
1	Design Brief Folio- The Sustainable Menu	5.1.2, 5.2.1, 5.3.2, 5.4.1	60	Term 2 Week 3
2	Practical Examination- Signature Dish	5.6.1, 5.6.2, 5.6.3	40	Term 2 Week 6
3	Practical examination-Instant Cultural Restaurant	5.6.1, 5.6.2, 5.6.3	40	Term 4 Week 3
4	Multicultural Portfolio	5.1.2, 5.2.1, 5.4.1, 5.5.1	60	Term 4 Week 4

Year 10 Industrial Technology Construction Scope and Sequence 2019

Week	1	2	3	4	5	6	7	8	9	10	11
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Term 1 2018	Unit of work	Course Intro	Safety	Practical Projects / Industry Specific Theory Content							
	Outcomes	5.1.1, 5.7.1, 5.7.2				5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1					
	Assessment							Research Task			

Term 2 2018	Unit of work	Practical Projects / Industry Specific Theory Content									
	Outcomes						5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1				
	Assessment						Practical Task 1 And Folio				

Term 3 2018	Unit of work	Practical Projects / Industry Specific Theory Content									
	Outcomes	5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1									
	Assessment										

Term 4 2018	Unit of work	Practical Projects / Industry Specific Theory Content									
	Outcomes		5.1.1, 5.7.1, 5.7.2			5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1					
	Assessment			Practical Task 2 and Folio	Exam						

Year 10 Industrial Technology - Construction Assessment Schedule 2019

Task	Description	Outcome Assessed	Weighting	Date Due
1	Research Task	5.1.1, 5.7.1, 5.7.2	20	Term 1 Week 7
2	Practical Task 1 and Folio	5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1	30	Term 2 Week 6
3	Practical Task 2 and Folio	5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1	40	Term 4 Week 3
4	Yearly Examination	5.1.1, 5.7.1, 5.7.2	10	Term 4 Week 4

Year 10 Industrial Technology Electronics Scope and Sequence 2019

Week	1	2	3	4	5	6	7	8	9	10	11
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Term 1 2018	Unit of work	Course Intro	Safety	Practical Projects / Industry Specific Theory Content								
	Outcomes	5.1.1, 5.7.1, 5.7.2				5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1						
	Assessment										Research Task	

Term 2 2018	Unit of work	Practical Projects / Industry Specific Theory Content										
	Outcomes					5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1						
	Assessment						Practical Task 1 And Folio					

Term 3 2018	Unit of work	Practical Projects / Industry Specific Theory Content									
	Outcomes	5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1									
	Assessment										

Term 4 2018	Unit of work	Practical Projects / Industry Specific Theory Content										
	Outcomes					5.1.1, 5.7.1, 5.7.2		5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1				
	Assessment			Practical Task 2 and Folio		Exam						

Year 10 Industrial Technology - Electronics Assessment Schedule 2019

Task	Description	Outcome Assessed	Weighting	Date Due
1	Research Task	5.1.1, 5.7.1, 5.7.2	20	Term 1 Week 10
2	Practical Task 1 and Folio	5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1	30	Term 2 Week 6
3	Practical Task 2 and Folio	5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1	40	Term 4 Week 3
4	Yearly Examination	5.1.1, 5.7.1, 5.7.2	10	Term 4 Week 5

Year 10 Industrial Technology Engineering Scope and Sequence 2019

Week	1	2	3	4	5	6	7	8	9	10	11
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Term 1 2018	Unit of work	Course Intro	Safety	Practical Projects / Industry Specific Theory Content							
	Outcomes	5.1.1, 5.7.1, 5.7.2				5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1					
	Assessment										Research Task

Term 2 2018	Unit of work	Practical Projects / Industry Specific Theory Content									
	Outcomes					5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1					
	Assessment					Practical Task 1 And Folio					

Term 3 2018	Unit of work	Practical Projects / Industry Specific Theory Content									
	Outcomes	5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1									
	Assessment										

Term 4 2018	Unit of work	Practical Projects / Industry Specific Theory Content									
	Outcomes					5.1.1, 5.7.1, 5.7.2					
	Assessment			Practical Task 2 and Folio	Exam						

Year 10 Industrial Technology - Engineering Assessment Schedule 2019

Task	Description	Outcome Assessed	Weighting	Date Due
1	Research Task	5.1.1, 5.7.1, 5.7.2	20	Term 1 Week 11
2	Practical Task 1 and Folio	5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1	30	Term 2 Week 5
3	Practical Task 2 and Folio	5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1	40	Term 4 Week 3
4	Yearly Examination	5.1.1, 5.7.1, 5.7.2	10	Term 4 Week 4

Year 10 Industrial Technology Metal Scope and Sequence 2019

Week	1	2	3	4	5	6	7	8	9	10	11
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Term 1 2018	Unit of work	Course Intro	Safety	Practical Projects / Industry Specific Theory Content								
	Outcomes	5.1.1, 5.7.1, 5.7.2				5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1						
	Assessment					Research Task						

Term 2 2018	Unit of work	Practical Projects / Industry Specific Theory Content										
	Outcomes					5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1						
	Assessment						Practical Task 1 And Folio					

Term 3 2018	Unit of work	Practical Projects / Industry Specific Theory Content									
	Outcomes	5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1									
	Assessment										

Term 4 2018	Unit of work	Practical Projects / Industry Specific Theory Content									
	Outcomes				5.1.1, 5.7.1, 5.7.2		5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1				
	Assessment			Practical Task 2 and Folio		Exam					

Year 10 Industrial Technology - Metal Assessment Schedule 2019

Task	Description	Outcome Assessed	Weighting	Date Due
1	Research Task	5.1.1, 5.7.1, 5.7.2	20	Term 1 Week 5
2	Practical Task 1 and Folio	5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1	30	Term 2 Week 6
3	Practical Task 2 and Folio	5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1	40	Term 4 Week 3
4	Yearly Examination	5.1.1, 5.7.1, 5.7.2	10	Term 4 Week 5



Year 10 – Industrial technology Multimedia –Scope & Sequence 2019

Week	1	2	3	4	5	6	7	8	9	10	11	
Term 1 2019	Unit of Work	Website Design									Stop Motion Animation	
	Outcomes	5.1.1, 5.1.2, 5.3.2									5.2.1, 5.2.2	
	Assessment								Website Design			
Term 2 2019	Unit of Work	Stop Motion Animation										
	Outcomes	5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.2										
	Assessment										Stop Motion Animation	
Term 3 2019	Unit of Work	Video Editing Task										
	Outcomes	5.3.1, 5.4.1, 5.4.2, 5.5.1, 5.6.1										
	Assessment									Video Editing		
Term 4 2019	Unit of Work	Revision					Practical Activities					
	Outcomes	5.7.1, 5.7.2, 5.1.1					5.7.1, 5.7.2, 5.1.1					
	Assessment					Exam						



Year 10 – Industrial Technology Multimedia – 2019 Assessment Schedule

Task	Description	Outcome Assessed	Weighting	Date Due
1	Website Design	5.1.1, 5.1.2, 5.3.2	25	Term 1, Week 8
2	Stop Motion Animation	5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.2	25	Term2, Week 10
3	Video Editing Task	5.3.1, 5.4.1,5.4.2, 5.5.1, 5.6.1	25	Term 3, Week 9
4	Yearly Examination	5.7.1, 5.7.2, 5.1.1	25	Term 4, Week 5

Year 10 Industrial Technology Timber Scope and Sequence 2019

Week	1	2	3	4	5	6	7	8	9	10	11
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Term 1 2018	Unit of work	Course Intro	Safety	Practical Projects / Industry Specific Theory Content							
	Outcomes	5.1.1		5.7.1, 5.7.2				5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1			
	Assessment								Research Task		

Term 2 2018	Unit of work	Practical Projects / Industry Specific Theory Content										
	Outcomes	5.4.1, 5.5.1, 5.6.1				5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1						
	Assessment					Practical Task 1 And Folio						

Term 3 2018	Unit of work	Practical Projects / Industry Specific Theory Content									
	Outcomes	5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1									
	Assessment										

Term 4 2018	Unit of work	Practical Projects / Industry Specific Theory Content										
	Outcomes	5.1.1, 5.7.1, 5.7.2			5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1							
	Assessment			Exam	Practical Task 2 and Folio							

Year 10 Industrial Technology - Timber Assessment Schedule 2019

Task	Description	Outcome Assessed	Weighting	Date Due
1	Research Task	5.1.1, 5.7.1, 5.7.2	20	Term 1 Week 8
2	Practical Task 1 and Folio	5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1	30	Term 2 Week 5
3	Practical Task 2 and Folio	5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1	40	Term 4 Week 4
4	Yearly Examination	5.1.1, 5.7.1, 5.7.2	10	Term 4 Week 3



Year 10 Information Software Technology Scope & Sequence 2019

Week	1	2	3	4	5	6	7	8	9	10	11
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Term 1 2019	Unit of Work	Databases								Software Development and Programming	
	Outcomes	5.2.1 5.2.2, 5.3.2								5.1.1 5.2.1, 5.2.2	
	Assessment								Database Task		

Term 2 2019	Unit of Work	Software Development and Programming					Further Visual Basic and coding				
	Outcomes	5.1.1 5.2.1, 5.2.2					5.1.1 5.2.1, 5.2.2				
	Assessment						Visual Basic Task				

Term 3 2019	Unit of Work	Authoring and Multimedia					Hardware				
	Outcomes	5.2.2 5.2.3, 5.5.1, 5.5.2					5.3.1 5.4.1, 5.5.3				
	Assessment						Authoring & Multimedia Task				

Term 4	Unit of Work	Hardware / WHS/ Jobs in IST				Practical IST Activities					
	Outcomes	5.3.1 5.4.1, 5.5.3				5.3.1 5.4.1, 5.5.3					
	Assessment				Yearly Examination						



Year 10 Information Software Technology Assessment Schedule 2019

Task	Description	Outcome Assessed	Weighting	Date Due
1	Database Task	5.2.1 5.2.2 5.3.2	25	Term 1 Week 8
2	Visual Basic Task	5.1.1 5.2.1 5.2.2	25	Term 2 Week 6
3	Authoring and Multimedia Task	5.2.2 5.2.3 5.5.1 5.5.2	25	Term 3 Week 6
4	Yearly Examination	5.3.1 5.4.1 5.5.3	25	Term 4 Week 4



Year 10 – Japanese –Scope & Sequence 2019

Week	1	2	3	4	5	6	7	8	9	10	11	
Term 1 2019	Unit of Work	Japanese Writing – Hiragana Revision, Katakana and Kanji						Holidays				
	Outcomes										5.UL.3, 5.UL.4	
	Assessment										Task 1	
Term 2 2019	Unit of Work	Weather				Homes						
	Outcomes					5.UL.2, 5.MBC.1						
	Assessment					Task 2						
Term 3 2019	Unit of Work	Film Appreciation Study					Around Town					
	Outcomes						5.MLC.1, 5.MLC.2					
	Assessment						Task 3					
Term 4 2019	Unit of Work	Directions				Future				Manga & Anime		
	Outcomes					5.UL.1, 5.MBC.2						
	Assessment					Task 4						



Year 10 – Japanese – 2019 Assessment Schedule

Task	Description	Outcome Assessed	Weighting	Date Due
1	Creative Composition	5.UL.3, 5.UL.4	30	Term 1 Week 10
2	Comprehension Task	5.UL.2, 5.MBC.1	20	Term 2 Week 5
3	Cultural Film Appreciation Task	5.MLC.1, 5.MLC.2	25	Term 3 Week 6
4	Vocabulary Task	5.UL.1, 5.MBC.2	25	Term 4 Week 4



Year 10 – Media and Creative Industries - Scope & Sequence 2019

Week	1	2	3	4	5	6	7	8	9	10	11
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Term 1	Unit of Work	Digital Media									
	Outcomes	5.5									
	Assessment										Persuasive Website Task

Term 2	Unit of Work	Creative Composition Project									
	Outcomes	5.3, 5.4, 5.8									
	Assessment										Formative Check-in

Term 3	Unit of Work		Truth in Media								
	Outcomes		5.7								
	Assessment	Creative Composition + Rationale									

Term 4	Unit of Work	<i>School Magazine</i>									
	Outcomes	5.2									
	Assessment				School Magazine Participation						

Media and Creative Industries Year 10 Elective 2019 – Assessment Schedule

TASK 1	TASK 2	TASK 3	TASK 4
Persuasive Website Task (Independent)	Creative Composition + Rationale (Pairs)	School Magazine Participation (Cohort)	Media analysis Task (Independent)
Term 1 Week 10	Term 3 Week 1	Term 4 <i>Ongoing</i>	Term 3 Week 10
25%	25%	25%	25%
5.5 Selects and uses features of ICT effectively and creatively to persuade, create and convey meaning	5.3 Selects and uses a range of written and visual language fit for a specific purpose, audience and form. 5.4 Approaches a task with strong levels of creativity and innovation 5.8 Understands and applies techniques that reflect the changing nature of narrative forms in a 21 st Century community	5.2 Works as an effective member of a group to achieve a common goal or task	5.7 Examines the ethical implications of applying a range of language, visual or technological features on a responder



Year 10 – Music – 2019 Assessment Schedule

Task	Description	Outcome Assessed	Weighting	Date Due
1	Composition Task	5.4, 5.5, 5.6, 5.9	30	Term 1 Week 9
2	Performance	5.1, 5.2, 5.12	20	Term 2 Week 4
3	Listening Based Written Exam	5.7, 5.8, 5.10, 5.11	30	Term 3 Week 10
4	Performance	5.1, 5.2, 5.3	20	Term 4 Week 3



Year 10 - PASS Scope & Sequence 2019

Week	1	2	3	4	5	6	7	8	9	10	11
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Term 1 2019	Theory Unit of Work	WORLD EVENTS	SPORTS MEDICINE									
	Outcomes	2.1, 2.2					1.1, 4.2, 4.4					
	Practical Unit of Work	BADMINTON										
	Outcomes	3.1, 4.1, 4.3										
	Assessment	Progressive assessment of badminton practical unit										

Term 2 2019	Theory Unit of Work	SPORTS MEDICINE (continued)					AUSTRALIAN SPORTING IDENTITY					
	Outcomes	1.1, 4.2, 4.4					2.1, 4.4					
	Practical Unit of Work	LEISURE & RECREATIONAL GAMES										
	Outcomes	1.2, 3.1, 4.1, 4.3										
	Assessment				Sports Medicine A/Task							

Term 3 2019	Theory Unit of Work	COACHING										
	Outcomes	1.1, 3.1, 4.1, 4.2, 4.4										
	Practical Unit of Work	PRACTICAL APPLICATION OF COACHING STRATEGIES										
	Outcomes	1.1, 3.1, 4.1, 4.2, 4.4										
	Assessment									Coaching A/Task Practical Application		

Term 4 2019	Theory Unit of Work	TECHNOLOGY IN SPORT										
	Outcomes	1.1, 2.1, 4.4										
	Practical Unit of Work	APPLICATION OF TECHNOLOGY IN SPORT & WORLD GAMES						INDIGENOUS GAMES				
	Outcomes	3.1, 2.1, 4.1, 4.3										
	Assessment		Yearly Exam			Progressive Assessment of practical						



Year 10 – PASS Assessment Schedule 2019

Task	Description	Outcome Assessed	Weighting	Date Due
1	Progressive Practical Assessment <ul style="list-style-type: none"> • Progressive assessment on the practical units completed throughout Terms 1-4. • Physical assessment is based on the Physical Literacy Continuum criteria. 	3.1, 4.1, 4.3	40%	Terms 1-4
2	Sports Medicine <ul style="list-style-type: none"> • Formal examination of sport medicine principles and the application of knowledge and understanding. • Exam structure includes multiple choice, short response and labelling diagrams. 	1.1, 4.2, 4.4	20%	Term 2 Week 4
3	Coaching <ul style="list-style-type: none"> • Implementing the knowledge acquired throughout the coaching unit to plan and deliver coaching lessons to Year 7. • Practical and theoretical assessment components. 	1.1, 3.1, 4.1, 4.2, 4.4	20%	Term 3, Weeks 7-9
4	Yearly Exam <ul style="list-style-type: none"> • Formal examination assessing knowledge and application of understanding of units taught throughout the year. 	3.1, 2.1, 4.1, 4.3	20%	Term 4 Week 3



Year 10 – Photographic and Digital Media –Scope & Sequence 2019

		Week	1	2	3	4	5	6	7	8	9	10	11
Term 1 2019	Unit of Work	Little People – Big Comments											
	Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.6											
	Assessment												Task 1
Term 2 2019	Unit of Work	Pixel sticks and Virtual Worlds.											
	Outcomes	5.7, 5.8, 5.9, 5.10											
	Assessment				Task 2								
Term 3 2019	Unit of Work	Stop Motion Animation- The Great Animators											
	Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.6											
	Assessment												Task 3
Term 4 2019	Unit of Work	Stop Motion Animation- The Great Animators				Surreality- Digital Manipulations							
	Outcomes	5.7, 5.8, 5.9, 5.10											
	Assessment						Task 4						



Year 10 – Photographic and Digital Media – 2019 Assessment Schedule

Task	Description	Outcome Assessed	Weighting	Date Due
1	Practical Portfolio- Digital Photography	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	30	Term 1 Week 10 -11
2	Half-Yearly Examination	5.7, 5.8, 5.9, 5.10	20	Term 2 Week 4
3	Practical Portfolio -Video	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	30	Term 3 Week 9 -10
4	Yearly Examination	5.7, 5.8, 5.9, 5.10	20	Term 4 Week 5

Year 10 STEM Scope and Sequence 2019

Week	1	2	3	4	5	6	7	8	9	10	11
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Term 1 2018	Unit of work	Course Intro	Safety	Practical Projects / STEM Specific Theory Content							
	Outcomes	5.2.1, 5.3.2, 5.3.1, 5.7.1, 5.1.1, 5.1.2, 5.6.2, 5.8.1						5.1.2, 5.4.1, 5.6.2, 5.2.2, 5.5.1, 5.6.1			
	Assessment							Integrated Task & Folio			

Term 2 2018	Unit of work	Practical Projects / STEM Specific Theory Content									
	Outcomes	5.1.2, 5.4.1, 5.6.2, 5.2.2, 5.5.1, 5.6.1									
	Assessment					Integrated Task and Folio					

Term 3 2018	Unit of work	Practical Projects / STEM Specific Theory Content									
	Outcomes	5.2.1, 5.3.2, 5.4.1, 5.3.1, 5.7.1, 5.1.1, 5.1.2, 5.8.1, 5.6.1									
	Assessment										STEM Project And Folio

Term 4 2018	Unit of work	Practical Projects / STEM Specific Theory Content									
	Outcomes	5.1.1, 5.3.1, 5.7.1, 5.2.1, 5.2.2				5.2.1, 5.3.2, 5.4.1, 5.3.1, 5.7.1, 5.1.1, 5.1.2, 5.8.1, 5.6.1					
	Assessment				Exam						

Year 10 Stem Assessment Schedule 2019

Task	Description	Outcome Assessed	Weighting	Date Due
1	STEM INTEGRATED TASKS AND PORTFOLIO 1	5.2.1, 5.3.2, 5.3.1, 5.7.1, 5.1.1, 5.1.2, 5.6.2, 5.8.1,	25	Term 1 Week 7
2	STEM INTEGRATED TASKS AND PORTFOLIO 2	5.1.2, 5.4.1, 5.6.2, 5.2.2, 5.5.1, 5.6.1	25	Term 2 Week 5
3	INDIVIDUAL STEM PROJECT AND PORTFOLIO 3	5.2.1, 5.3.2, 5.4.1, 5.3.1, 5.7.1, 5.1.1, 5.1.2, 5.8.1, 5.6.1	35	Term 3 Week 10
4	YEARLY EXAMINATION	5.1.1, 5.3.1, 5.7.1, 5.2.1, 5.2.2	15	Term 4 Week 4



Year 10 Visual Arts – Scope & Sequence 2019

	Week	1	2	3	4	5	6	7	8	9	10	11	
Term 1 2019	Unit of Work	Art of the Story – Narratives 3D											
	Outcomes	5.1- 5.6 and 5.7 – 5.10											
	Assessment											3D Portfolio & Studying – In class	
Term 2 2019	Unit of Work	Art of the Story – Narratives 2D						Art Tradition and the Landscape					
	Outcomes	5.1-5.6						5.1 – 5.6					
	Assessment							Portfolio (Making)					
Term 3 2019	Unit of Work	Art Tradition and the Landscape – Developing a Body of Work											
	Outcomes	5.1 – 5.6											
	Assessment												Portfolio (Making)
Term 4 2019	Unit of Work	Developing a Body of Work											
	Outcomes							5.7-5.10					
	Assessment							Studying -In-class Exam					



Year 10 Visual Arts – 2019 Assessment Schedule

Task	Description	Outcome Assessed	Weighting	Date Due
1	Making : 3D Sculpture Studying : In-class Writing Task	5.1-5.6 5.7-5.10	30%	Term1 Week 10
2	Making : Portfolio	5.1-5.6	20%	Term 2 Week 6
3	Making : Portfolio	5.1-5.6	30%	Term 3 Week 9-10
4	Studying : Examination	5.7-5.10	20%	Term 4 Week 4