



CANTERBURY BOYS HIGH SCHOOL

YEAR 10 ASSESSMENT POLICY 2022



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YEAR 10 ASSESSMENT POLICY AND PROCEDURES 2022

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Introduction

Student assessment provides evidence for making judgement about student achievement. It also allows students to be aware of their progress towards meeting outcomes and helps teachers plan for effective teaching and learning. This booklet will inform you clearly of assessment tasks that must be completed to show that you have satisfied the requirements of the course.

The student must complete all course work to a satisfactory standard in order to meet the new requirements of the NSW Record of School Achievement. Regular attendance, greater than 85%, is essential for success. If you are going to be absent for an extended period of time, you must seek approval from the Principal first.

Year 10 provides a strong foundation for academic success in the senior years. Your Year Advisers and the Careers Adviser are available to assist you if you have any concerns or problems regarding your achievement in Stage 5. They are also there to help you decide on the career path you wish to take.

A calendar is provided on page 7. You are advised to complete it and use it for planning and studying purposes. It is your responsibility to familiarise yourself with each relevant course schedule and to seek clarification from your class teacher or Head Teacher of that course before the task is attempted.

Please take note that the Principal is required to certify to NSW Education and Standards Authority (NESA) that you have satisfactorily completed each course you are studying.

At the successful completion of Year 10, you will receive a Record of School Achievement (RoSA) from NESA. The achievements recorded on this certificate will be provided by your class teachers. Therefore, it is very important that you engage with the learning activities provided and attempt to do your very best in all tasks.

We wish you every success with your studies.

Mr Dummett
Principal

Ms Dwyer
Deputy Principal

Ms Ali
Year Adviser

NSW Record of School Achievement

The Record of School Achievement (RoSA) is designed to record and credential all of a secondary school student's academic results up until the HSC or until they leave school.

Year 10 is the minimum requirement for the NSW Record of School Achievement.

Eligibility for RoSA

To be eligible for a RoSA, students must have:

- completed the mandatory curriculum requirements for Years 7 to 10
- attended a government school, an accredited non-government school or a recognised school outside NSW
- completed courses of study that satisfy NSW Education Standards' curriculum and assessment requirements for the RoSA
- complied with the requirements from the Education Act.

NSW Record of School Achievement (RoSA) Grading

In all subjects, grades will be awarded based on students' achievements across a range of assessment tasks linked to performance descriptors that best describe each student's achievement of the course outcomes.

The RoSA grading system describes students' achievement at the end of each course in Stage 5. Students' achievement will be based on school-based assessment using A to E grades. Canterbury Boys' High School uses a wide variety of assessment strategies to provide students with opportunities to meet course outcomes.

General Performance Descriptors

NESA has developed a set of General Performance Descriptors that describe five levels of achievement, A - E. The table below gives an indication of how these levels help to assess your performance.

For each course, a set of Course Descriptors has been developed based on the General Performance Descriptors. Each descriptor is a positive statement about achievement related to the knowledge and skills relevant to the course.

Teachers will collect assessment information about your achievements in a course and relate it to the Course Performance Descriptors. This information will assist the school in making the final judgement of the grade to award you at the end of Year 10.

No grades will be awarded for Life Skills courses. These are reported through the achievement of outcomes on the student profile.

Grade General Performance Descriptors are shown below.

Grade	General Performance Descriptors
A	Indicates excellent achievement in the course. The student has an 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	Indicates high achievement in the course. The student has a 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 the knowledge and skills to most new situations.
C	Indicates substantial achievement in the course. 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	Indicates satisfactory achievement in the course. The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved basic level of competence in the processes and skills of the course.
E	Indicates elementary achievement in the course. The student has an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.

HSC Minimum Standards

All students in NSW are required to demonstrate a minimum standard of literacy and numeracy to attain their HSC credential. They do this through the completion of online Reading, Numeracy and Writing Tests.

Students will have a number of opportunities every year, up to and including throughout Year 12, to demonstrate they can meet this standard. Students will be offered four opportunities every year to undertake each test with the only requirement being that there be a 30-day break between each sitting of the test.

At Canterbury Boys High School, the first opportunity will be offered in Term 1 with subsequent attempts offered as needed.

If you would like more information about the HSC Minimum Standards Tests, please go to the NESA website: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

CBHS Homework Policy

	Week	Monday	Tuesday	Wednesday	Thursday	Friday
Term 1 2022	1	NON TEACHING WEEK				
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
	11					
Term 2 2022	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
Term 3 2022	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
Term 4 2022	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					

The main purpose of homework is to support learning. Research indicates that homework will only achieve this purpose if it is well-planned and meaningful. At Canterbury Boys High School, we strongly believe that it is important for all boys to have homework designed to meet specific learning goals. The amount of homework and time spent on it should vary with the student's age and developmental level.

Time expectations for homework

The teacher will indicate the time that students should require for the completion of the task which is assigned. The following are our recommended guidelines. They aim to ensure that neither too much nor too little homework is given on most nights.

Students who are absent from class or do not complete classwork in a timely manner will be responsible for “catching-up” missed work in their own time.

Year 10

1½ - 2 hours per night (Mon–Fri). Weekend homework may be required at times. A maximum of 30 minutes homework per night per subject. An average maximum of 90 minutes homework per week for a subject i.e. 2 - 4 times per week.

We would expect students in Year 10 to complete about two hours of mathematics homework each week. 5.3 or accelerated students may require longer periods of homework and study.

Years 11–12

2 - 3 hours per night. Weekend work will be required regularly to keep on top of HSC course demands and assessments. Holiday revision is normal for most students and many choose to use some vacation time on long-term assessment tasks.

Guidelines for Students

- Homework is an important part of your learning and you should make it a priority to complete all homework as well as you can.
- Get organised by using a diary to record all the work you are given. This will help you to plan the books you need to take home and the time you will need to do the work each night.
- If you have a problem with getting your work done, bring a note from your parents or discuss it with your teacher at the start of the lesson. E.g. family commitments, co-curricular and extra-curricular activities, feeling unwell, too much work, work is too difficult and you need help etc. Your teacher will be as understanding as possible.
- Ask your teacher, preferably in advance, for an extension of time if you are particularly busy. Discuss problems with your teacher, who will be pleased to see that you are interested in doing as well as you can.

For more information go to **Homework Policy (NSW Department of Education)**

<https://education.nsw.gov.au/policy-library/policies/homework-policy>

The Homework Centre

The Homework Centre runs every Monday and Thursday afternoon in the School Library from 3:30-4:45pm. The Homework Centre is free and supervised by a staff member. The Homework Centre is designed to assist those who need help with their homework or study.

Students may come and do their own study or homework. Students can use the Centre whenever they like – it is not a permanent commitment and students are not required to stay the full time.

The Student's Responsibilities

Students have a range of responsibilities in relation to the successful completion of their Year 10 courses. These include:

1

FAMILIARITY WITH ASSESSMENT POLICY

You must be familiar with the assessment policies set out in this book for each subject you take.

2

ATTENDANCE

Attend school, be aware of due dates for assessment tasks and complete tasks on time. If you are absent for any number of days you must check with your teachers to see if any assessment tasks have been set on the first day of your return to school.

3

PUNCTUALITY

Be on time for assessment tasks as you will not be given an extension of time. If you are late to any task held in school time or at the beginning of the day, then the Deputy Principal or the Principal must verify that you have a legitimate reason for being later and give you a note to that effect.

4

ATTENDANCE ON DAY OF TASK

Be present for all in-school assessment tasks. Students who are absent on the day of the task must provide a doctor's certificate or other evidence explaining this absence. See Section 5 of this booklet: *Absence on the day of a task* for further information. You must sit for, or submit, a minimum of 50% of all assessment tasks.

5

HAND IN TASKS

Submit any take home assessment task on time. Work will only be accepted from the student themselves. If you are absent on the day a hand-in task is due, contact your teacher to inform them of your absence. Submit the task on your first day back at school. You must then see the Deputy Principal to apply for Illness/Misadventure on your return to school.

6

SATISFACTORY COMPLETION OF COURSE

Meet the requirements to satisfactorily complete all courses. See Section 5: Unsatisfactory Completion of a Course

7

NOTIFICATION OF CLASHES FOR OTHER SCHOOL BUSINESS

Notify your teacher and Head Teacher of any assessment problems in advance, e.g. clash of dates with an excursion or knockout team. You must discuss this situation with the Head Teacher of the subject that has the assessment task and apply for an alternative task time before the due date.

8

ILLNESS/MISADVENTURE AT TIME OF ASSESSMENT

If you come to school and become ill on the day of an assessment task, or have suffered a misadventure immediately prior to the day of an assessment task, **you must inform your teacher before 8.40am on the day of the task.**

9

KNOWN ILLNESSES

If you are a student with a known illness that is documented with the Deputy Principal and/or the School Counsellor, you can negotiate an extension only at the time of the issuing of the task.

10

FEEDBACK

You are provided with feedback on your performance in each assessment task in the form of a grade or a mark. In addition, written comments are also provided including information which assists students to improve on their performance in future tasks. Check the marking of each task when it is returned to you.

11

PROLONGED ABSENCES

Some prolonged absences, for example, a holiday overseas, cannot be considered and could lead to you not meeting outcomes in that subject. You must seek approval from the Principal before you take your leave.

Assessment Task Procedures

1

NOTIFICATION OF TASK

You will be given at least **two weeks' notice in writing** of any assessment task. You will be asked to sign a "Assessment Task sign on sheet" form stating the date and time of day the task is due.

2

SUBMISSION OF DRAFTS

Students may submit draft work for marking. Student need to liaise with their teachers to negotiate the cut-off for when drafts will be accepted by teachers.

3

COMPLETION OF ASSESSMENT

Assessment tasks must be submitted, or undertaken, on the due date. A zero mark will be awarded for work submitted late or if a student is absent and no exceptional circumstances exist for the late submission or absence.

4

KNOCKOUT SPORT AND OTHER SCHOOLS ACTIVITIES

If you are involved in any other school activity, you must notify your teacher and Head Teacher as soon as you are aware of the clash of dates. Permission to attend the knockout game will be at the discretion of the Head Teacher and Head Teacher Science/PDHPE. If they give permission then they will inform you about the process you will have to follow.

Absence on the day of Assessment Tasks

1

Every endeavour should be made to come to school on the day of an Assessment. However, if you are ill or have a misadventure occur, **contact your teacher or the Head Teacher of the faculty by 8.40am** (through email or a phone call) on the day of task to let them know that you will be absent and the reason for this absence.

2

Obtain a Doctor's Certificate or other documentation to explain your absence. This Doctor's Certificate must be obtained on the day of the task/ due date for a hand in task, not in retrospect. If you are also absent in the days after the task, your Doctor's Certificate must cover these absences as well.

Medical certificates must be issued by a qualified medical practitioner, preferably your family doctor or specialist. **A medical certificate that merely states you were unfit for work/study is insufficient. Specific reasons must be supplied.**

3

On the morning of your return to school, prior to 8.40am, you must see the Deputy Principal with your Doctor's Certificate and ask for an **Illness/Misadventure Application** form. You are then to complete this form in consultation with the DP.

4

You will be required to undertake any missed task in consultation with the Head Teacher of the relevant faculty. The date and time of this task will be determined by the Head Teacher. You will be required to complete this task regardless of the success or otherwise of your Illness/Misadventure Application.

5

The Illness/Misadventure Application will go to a panel and either be accepted or declined. If it is accepted you will be awarded the mark achieved for the task. If the application is declined you will be awarded zero mark for this task.

Students may appeal against the Head Teacher's decision by lodging a **YEAR 10 ASSESSMENT APPEAL FORM** with the Principal within one (1) week of the initial determination.

6

Computer and technology issues: Students are strongly advised to prepare work that will be handed in using an online program such as Google Docs. Computer and associated technology malfunction without evidence of "work in progress" is not a reason for late submission.

Unsatisfactory Completion of a Course

1

For a student to satisfactorily complete a course, NESAs requires the principal to have sufficient evidence that you have:

- (a) Followed the course developed or endorsed by NESAs; *and*
- (b) Applied yourself 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.

2

To have successfully "*followed the course developed or endorsed by NESAs*", you must:

- Have both excellent overall school attendance and subject attendance.
- Complete a significant amount of non-assessable work such as class work, homework, practical work and other learning tasks the teacher has assigned.

3

To have successfully "*applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school*", you must:

- Complete all assessments.
- Make a genuine attempt for all tasks.
- Complete a significant amount of non-assessable work such as class work, homework, practical work and other learning tasks the teacher has assigned.

4

To have successfully "*achieved some or all of the course outcomes*", you must:

- Have demonstrated the capacity to achieve some of the course outcomes through the completion of both formal and informal assessment.
- Have both excellent overall school attendance and subject attendance.

5

- A failure to meet these requirements will see N Warning letters sent to students and their parents/guardians.
- Students will be given the opportunity to correct the problem indicated on the N-Warning Letter.
- Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course and an N Determination may be issued. This may jeopardise your ability to obtain a ROSA Accreditation.

Disability Provisions

If you suffer from a disability which would, in a normal test situation, prevent you from:

- reading and interpreting the test questions and/or
- communicating knowledge or understanding to an examiner as effectively as a student without a disability,

NESA may approve special test provisions.

If you wish to apply for disability provisions you should do so as soon as possible. Ask the Deputy Principal or Learning Support Teacher. A new application needs to be lodged with NESA each year for students who have previously been granted disability provisions. Your application should contain recent evidence of your disability and in some cases examples of your work.

Disability provisions are not available:

- as compensation for difficulties in undertaking a course or preparing for the test and/or
- for lack of familiarity with the English language.

Information and Advice

Advice on assessment is available from:

- The Deputy Principal
- The Head Teacher of the faculty concerned
- Your classroom teacher
- The Careers Adviser
- The Year Adviser

Information is located:

- NESA website – www.nesa.nsw.edu.au
- School Assessment Policy
- Faculty Assessment Schedules

Serious and Non-Serious Attempts

Students should enter an assessment task knowing they **MUST** make a genuine effort at the task or exam. NESA Rules and Procedures describe the requirements that students make a serious attempt to answer the examination questions – failure to do so is called a non-serious attempt or a non-attempt.

A student's task or exam is considered a non-attempt if there is no evidence of academic engagement with the task or exam. Students are required to attempt a range of question types throughout the examination paper and must satisfactorily attempt all sections. It is not sufficient to answer multiple choice questions only. Merely rewriting the question is not considered to be an adequate attempt at the paper.

A non-serious attempt includes where the students write frivolous or objectionable material in response to the questions. If a student is identified as providing non-serious or non-attempts they will be asked to justify why they should receive a result in the task or course concerned.

Cheating or Malpractice

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the ROSA, Preliminary HSC and Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

All work presented in assessment tasks (including submitted works and practical examinations) must be your own or must be acknowledged appropriately.

Malpractice, including plagiarism, will limit your marks for the task or examination, and will jeopardise your results.

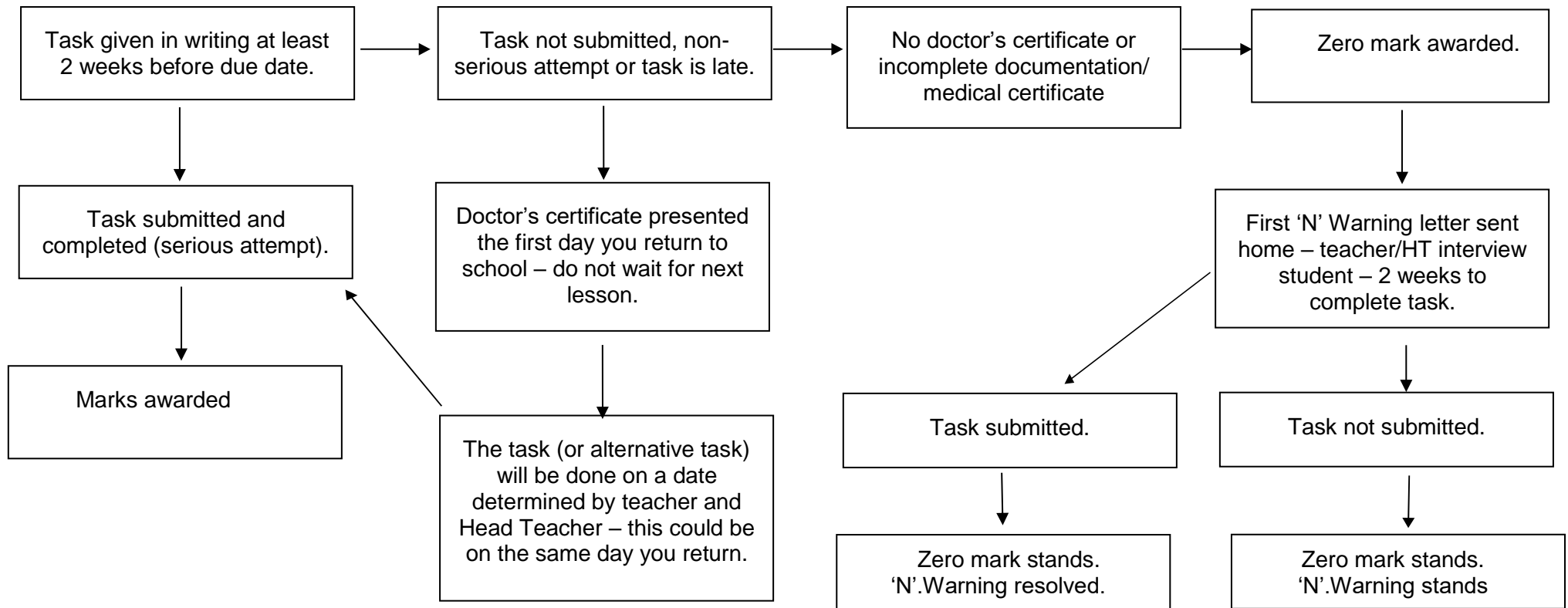
Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESAs subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Malpractice is any activity that allows students to gain an unfair advantage over other students. 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 aids during an assessment task
- contriving false explanations to explain work not handed in by the due date, and
- assisting another student to engage in malpractice

Students involved in malpractice in relation to any assessment task will be referred to the Head Teacher of the relevant subject and then the Deputy Principal. They will review each case of malpractice, considering all the issues, in order to arrive at a fair conclusion and make recommendations to the Principal. Students suspected of malpractice will be required to demonstrate that all unacknowledged work is entirely their own. One or more of the following will apply: reduced marks for all or part of the task, zero marks for part or all of the task

N Determination Procedures Flow Chart



If two N Warning letters are sent for any course, the deputy principal interviews student and contacts parents.

If a third N Warning is sent for any course, the principal contacts parents to discuss the N-Determination process in detail.

Failure to improve and complete outstanding tasks may result in an N Determination.

Misadventure Procedures

The **Application for Alternative Assessment Task/Time** letter should be used when a student cannot meet a deadline. Any application of an extension of time is required before the task due date.

If there is a valid reason for the non-completion of a task, an “**Assessment Task Illness/ Misadventure Application**” form needs to be completed and the form and all supporting documentation submitted to the relevant Deputy Principal on the first day back after the absence ,otherwise a zero mark will be awarded. The application will go to a panel for a recommendation to be made. If you are not satisfied with the decision then an appeal can be made using the **Year 10 Assessment Appeal Form**. This form must be given to the Principal within one week of being informed of the decision.



APPLICATION FOR ILLNESS AND MISADVENTURE FOR YEAR 10 ASSESSMENT TASK

SECTION A PERSONAL DETAILS

Given name: _____ Family name: _____

Parent/Carer Name: _____ Contact Number : _____

SECTION B ASSESSMENT TASK DETAILS

Name of Subject/Course: _____ Teacher: _____

Head Teacher: _____ Original Due Date: _____

Assessment Task Description:

SECTION C DETAIL OF ILLNESS/MISADVENTURE

Explain, in detail, the reason you were unable to submit the assessment task by the due date OR the reason you believe your performance in the assessment was affected.

Clearly indicate whether you are applying for ILLNESS or MISADVENTURE consideration.

SECTION D SUPPORTING EVIDENCE

Complete either section **D1** or **D2** based on the supporting evidence you are supplying.

D.1: Independent evidence of Illness (e.g. Doctor's Certificate)

Name of Doctor/Health professional supplying the Medical Certificate: _____

Address of Practice: _____

Phone Number of Practice: _____ Date of Consultation : _____

Reason provided by Doctor: _____

Dates student was unavailable for school: _____

NOTE: ATTACH ORIGINAL DOCTOR'S CERTIFICATE

D.2: Evidence of Misadventure (e.g. Family emergency)

Type of misadventure: _____ Date of misadventure event: _____

Type of supporting evidence included:

NOTE: ATTACH SUPPORTING EVIDENCE SIGNED BY PARENT/CARER

SECTION E STUDENT DECLARATION

I declare that I have read the information in the College Assessment Information Booklet relating to Illness/Misadventure applications. I declare that the information provided on this form is correct and complete, and that the evidence supporting this application is authentic. I understand that the NESAs Review Panel may discuss this application with me. The panel may ask for further evidence and may investigate the legitimacy of the documentation provided. I understand that submission of incorrect or false information will affect my application for illness/misadventure consideration.

Student name: _____ Student Signature: _____

Parent/Carer Signature: _____ Date: _____

SECTION F HEAD TEACHER RESPONSE

NOTE: ATTACH ASSESSMENT NOTIFICATION, TASK AND OTHER RELEVANT DOCUMENTATION

SECTION G NESAs REVIEW PANEL RECOMMENDATION

NESA Review Panel Coordinator: _____ Date: _____

SECTION H PRINCIPAL'S DECISION

Principal's Signature: _____ Date: _____



APPLICATION FOR ALTERNATIVE ASSESSMENT TASK/TIME YEAR 10 ASSESSMENT TASK

When a student is aware that they are unable to sit or hand in any assessment task due to illness or individual circumstances they must apply on this form for special consideration as outlined in the School Assessment Policy. Failure to comply may result in a zero mark for that assessment task. This form is to be given to the **Head Teacher** of the subject concerned **prior to the deadline of the task.**

SECTION A PERSONAL DETAILS

Given name: _____ Family name: _____

Parent/Carer Name: _____ Contact Number : _____

SECTION B ASSESSMENT TASK DETAILS

Name of Subject/Course: _____ Teacher : _____

Head Teacher: _____ Original Due Date: _____

Assessment Task Description:

Reason for non-attendance or inability to hand in task:

Supporting Documentation:

NOTE: ATTACH SUPPORTING EVIDENCE SIGNED BY PARENT/CARER

SECTION C STUDENT DECLARATION

I declare that I have read the information in the College Assessment Information Booklet. I declare that the information provided on this form is correct and complete, and that the evidence supporting this application is authentic. I understand that the NESR Review Panel may discuss this application with me. The panel may ask for further evidence and may investigate the legitimacy of the documentation provided. I understand that submission of incorrect or false information will affect my application for alternative task/time consideration.

Student name: _____ Student signature: _____

Parent/Carer signature: _____ Date: _____

SECTION D HEAD TEACHER RESPONSE

Head Teacher signature: _____ Date Received: _____

SECTION E NESAS REVIEW PANEL RECOMMENDATION

NESA Review Panel Coordinator: _____ Date : _____

SECTION F PRINCIPAL'S DECISION

Principal's signature: _____ Date: _____



APPEAL FORM

YEAR 10 ASSESSMENT TASK

This document must be submitted to the principal within one (1) week of a student receiving his assessment results.

SECTION A PERSONAL DETAILS

Given name: _____ Family name: _____

Parent/Carer Name: _____ Contact Number: _____

SECTION B ASSESSMENT TASK DETAILS

Name of Subject/Course: _____ Teacher : _____

Head Teacher: _____ Original Due Date: _____

Assessment Task Description:

SECTION C BASIS OF APPEAL

Explain in detail the reasons for your appeal:

NOTE: ATTACH SUPPORTING EVIDENCE SIGNED BY PARENT/CARER

SECTION D STUDENT DECLARATION

I declare that I have read the information in the College Assessment Information Booklet. I declare that the information provided on this form is correct and complete, and that the evidence supporting this application is authentic. I understand that the NESR Review Panel may discuss this application with me. The panel may ask for further evidence and may investigate the legitimacy of the documentation provided. I understand that submission of incorrect or false information will affect my application.

Student name: _____ Student signature: _____

Parent/Carer signature: _____ Date: _____

SECTION E HEAD TEACHER RESPONSE

Head Teacher signature: _____ Date Received: _____

NOTE: ATTACH SUPPORTING EVIDENCE

SECTION F NESAS REVIEW PANEL RECOMMENDATION

NESA Review Panel Coordinator: _____ Date : _____

SECTION G PRINCIPAL'S DECISION

Principal's Signature: _____ Date : _____



Subject Assessment Schedules

Mandatory Courses

1. ENGLISH 2021/22

Course Description

English study in Year 10 is focused on meeting the current syllabus outcomes in reading, writing, listening, speaking, and viewing and representing, and in preparing students for the demands of the Stage 6 syllabus.

Course Components

The study of English plays a vital role in the development of students' literacy and enhances their learning in all other areas of the curriculum. It also provides them with the communication skills and critical understanding of language necessary for active participation in society. Students' development in English is a continuous process as it builds on the language skills they have already developed and on their widening experience of life. Students will be required to study fiction, poetry, film, non-fiction and drama. These will be studied in the following units of work:

- Composition and Language Fundamentals
- Close Study of Text-Novel
- Consumerism- Advertising and Poetry
- Comparative Study- Drama and Film
- Imaginative Writing

Students' progress will be assessed through a variety of tasks, and grades will be awarded at the end of the year based on final marks.

Course Overview 2021/22

Term 4, 2021:

Imaginative Writing

The unit provides students with an opportunity to develop their writing skills in preparation for senior study. Students learn about the ways suspense is created in imaginative writing by deconstructing texts and examining language and narrative features. They use process writing to appropriate these features into their own responses. There is a formative assessment for this unit.

Term 1, 2022:

Close Study of Text- Novel

The exploration of a novel is the basis of this unit. The focus is on setting, plot, characterisation, themes, structure, and language and narrative devices. Assessment for this unit is a multimodal presentation.

Term 2, 2022:

Consumerism

This unit is a study of the influence of consumerism in society. Students evaluate the purpose and structure of visual texts in the media, focusing on advertising. Students study poetry and explore how poetic techniques convey ideas about consumerism. Assessment for this unit requires students to answer questions based on unseen texts.

Term 3, 2022:

Comparative Study – Drama and Film

In this unit students study one of Shakespeare's plays and compare it with a modern adaptation. Students examine themes, characterisation and plot, as well as the ways context and medium affect meaning. Assessment for this unit is an in-class comparative essay.

Term 4, 2022:

Composition and Language Fundamentals

This unit introduces the students to a variety of texts types and their language features. It focuses on the analysis of different texts in terms of their structure, language features and the variety of contexts, purposes and audiences they reflect. Students analyse and write discursive, imaginative, informative, reflective and persuasive texts. Assessment for this unit is a listening and writing task.

ENGLISH ASSESSMENT TASK SCHEDULE 2022

NUMBER	TIME	TASK	TOPIC/S	WEIGHT
1	Term 1 Week 9 2022	Multimodal Presentation	Close Study of Text-Novel	25%
2	Term 2 Week 9 2022	Response to an Unseen Text	Consumerism (Advertising and Bruce Dawe's - poetry)	25%
3	Term 3 Week 9 2022	Essay Writing Response	Comparative- Macbeth	30%
4	Term 4 Week 3 2022	Listening Task	Composition And Language Fundamentals	20%
TOTAL:				100%

2. MANDATORY HISTORY 2021/22

Course Description

The Year 10 Mandatory History course is designed to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens.

Embedded in the course outcomes are essential skills necessary not only for a better understanding of history, but also those critical literacy skills required to navigate the increasingly complex world in which we live. These skills include:

- Comprehension: chronology, terms and concepts
- Analysis and use of sources
- Perspectives and interpretations
- Empathetic understanding
- Research
- Explanation and communication.

Course Content

Topic 1

Movement of Peoples

This topic offers students an opportunity to learn about the enormous impacts that the Industrial Revolution had on society including urbanisation and the massive population movements such as the slave trade, emigration and convict transportation.

Topic 2

Australians at War

In this topic students will examine the causes of both world wars. They will locate and sequence the places where Australians fought in both wars and explain why Australians enlisted to fight. They will examine the impact of the wars on Australia and how the ANZAC legend is commemorated.

Topic 3

The Holocaust

This topic offers students an opportunity to learn about the causes, events and consequences of the Holocaust. By learning about this tragic event, students gain an awareness of the consequences of unchecked discrimination, persecution and apathy. It also gives students an understanding of how these events shaped the modern world.

Topic 4

Rights and Freedoms (1945-Present)

This topic is designed to facilitate students' knowledge and understanding of some key political issues and developments of the post-WWII period within Australia. An important focus of this unit is the role played by both individuals and groups in the democratic process. Students are encouraged to explore the different perspectives of those engaged in political action and to critically evaluate both the processes and the outcomes of such action.

HISTORY ASSESSMENT TASK SCHEDULE 2022

NO.	DATE	TASK	COMPONENT	WEIGHT
1	Term 1 Week 8 2022	Source Analysis	Movement of Peoples	25%
2	Term 2 Week 6 2022	Research and Multi-modal Presentation	Australians at War	25%
3	Term 3 Week 4 2022	Source Analysis and Extended Response	The Holocaust	25%
4	Term 4 Week 2 2022	Extended Response	Rights and Freedoms	25%
TOTAL				100%

3. MATHEMATICS 2021/22

Course Description

In Stage 5 Mathematics there are three pathways 5.3, 5.2 and 5.1. Pathway 5.3 is strong preparation for the Mathematics Advanced and the Mathematics Extension 1 Course. Pathway 5.2 is adequate preparation for the stage 6 Mathematics Advanced Course. Pathway 5.1 is adequate preparation for the Mathematics Standard Course.

In Year 10 students studying pathway 5.3 will complete all of the following topics:

Semester 1	Semester 2
<ul style="list-style-type: none"> • Measurement • Indices and Surds • Probability • Single Variable and Bivariate statistics • Expressions, Equations and linear relationships 	<ul style="list-style-type: none"> • Properties of Geometrical Figures Trigonometry • Quadratic Expressions and Quadratic Equations • Non-Linear relationships • Logarithms & Polynomials

In Year 10 students studying pathway 5.2 will complete all of the following topics:

Semester 1	Semester 2
<ul style="list-style-type: none"> • Financial Mathematics • Measurement • Algebraic Expressions & Indices • Probability • Measurement • Single Variable & Bivariate Statistics • Linear relationships 	<ul style="list-style-type: none"> • Linear Relationships ctd • Properties of Geometrical figures • Trigonometry • Equations, Formulas and Inequalities • Quadratic Expressions and Quadratic Equations • Non-Linear relationships

In Year 10 students studying pathway 5.1 will complete all of the following topics:

Semester 1	Semester 2
<ul style="list-style-type: none"> • Financial mathematics • Measurement • Algebraic expressions and indices • Probability • Single Variable Statistics 	<ul style="list-style-type: none"> • Linear relationships • Further Probability • Properties of Geometrical Figures • Trigonometry • Non-Linear relationships

MATHEMATICS YR 10 ASSESSMENT TASK SCHEDULE 2022

NUMBER	TIME	TASK		WEIGHT
1	Term 1 Week 5	In-class Assessment	5.3 level (10C)-Measurement, Indices & Surds 5.2 level (10B)-Probability & Financial Maths 5.1 level (10H)- Statistics & Financial Maths	15%
2	Term 1 Week10	In-class Assessment	5.3 level (10C)- Probability 5.2 level (10B)- Algebraic Expressions & Indices 5.1 level (10H)- Algebraic Expressions & Indices	15%
3	Term 2 Week 5	Investigation	5.3 level (10C)- Single & Bivariate Statistics 5.2 level (10B)- Measurement 5.1 level (10H)- Measurement	15%
4	Term 2 Week 10	Open Book Assessment	5.3 level (10C)- expressions, Equations and Linear Relationships 5.2 level (10B)- Single & Bivariate Statistics 5.1 level (10H)- Single Statistics	15%
5	Term 3 Week 5	In-class Assessment	5.3 level (10C)- Geometrical Figures 5.2 level (10B)- Linear Relationships 5.1 level (10H)- Linear Relationships	20%
6	Term 4 Week 2	In-class Assessment	5.3 level (10C)- Trig & Quadratic Expressions & Equations 5.2 level (10B)- Trig & Geometrical Figures 5.1 level (10H)- Geometrical Figures	20%
TOTAL				100%

4. SCIENCE 2021/2022

Course Description

This Stage 5 Science course requires students to demonstrate skills in written and spoken language, assembling experimental equipment, recording data, interpreting experimental results, using computer technology, research, as well as recall and linking of knowledge and associated concepts.

The Year 10 Science course consists of four separate modules:

- Astronomy which deals with the evolution of the universe and its general structure.
- Genetics which involves a brief history of genetics, the theory of evolution, and the social implications of genetic engineering;
- Chemistry which covers the fundamentals of chemical reactions and the structure of the Periodic Table;
- Physics which covers the motion of objects using the laws of physics, and energy conservation in a system by describing energy transfers and transformations;

For the mid-course and final reports, students are assessed in the following areas:

- Knowledge, understanding of and skills in applying the processes of Working Scientifically (questioning and predicting, planning investigations, conducting investigations, processing and analysing data, problem solving and communicating)
- Knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science.

Students will be required to complete a major practical project involving a practical investigation during Term 2, 2022. This project needs to be completed and handed in at the end of the end of Week 8, Term 2, 2022.

SCIENCE ASSESSMENT TASK SCHEDULE 2022

NUMBER	TIME	TASK	TOPIC	WEIGHT
1	Term 1 Week 4 2022	Multimodal Text	Astronomy	25%
2	Term 2 Week 8 2022	Student Research Project	Student Choice	25%
3	Term 3 Week 6 2022	Practical Test	Chemistry	25%
4	Term 4 Week 2 2021	Yearly Exam	Genetics, Chemistry & Physics	25%
TOTAL				100%

5. PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION 2021/22

Course Description

Personal Development, Health and Physical Education (PDHPE) develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively.

The study of PDHPE provides students with the opportunity to enhance and develop resilience and connectedness and learn to interact respectfully with others. Through PDHPE students develop the skills to research, apply, appraise and critically analyse health and movement concepts in order to maintain and improve their health, safety, wellbeing and participation in physical activity. Students are provided with opportunities to learn to critique and challenge assumptions, attitudes, behaviours and stereotypes and evaluate a range of health-related sources, services and organisations. They develop a commitment to the qualities and characteristics that promote and develop empathy, resilience, respectful relationships, inclusivity and social justice. Students practise, develop and refine the physical, cognitive, social and emotional skills that are important for engaging in movement and leading a healthy, safe and physically active life.

Learning in PDHPE reflects the dynamic nature of health, safety, wellbeing and participation in physical activity in the context of a diverse and rapidly changing society. It addresses health and physical activity concepts of importance to students and highlights the influences that contextual factors have on personal values, attitudes and behaviour. PDHPE provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active. Through PDHPE, students develop self-management, interpersonal and movement skills to help them become empowered, self-confident and socially responsible citizens.

Contexts for Learning:

- Alcohol and other drugs
- Food and nutrition
- Personal identity
- Mental health and wellbeing
- Relationships and contraception
- Sexuality and sexual health
- Safety
- Health benefits of physical activity
- Game sense/awareness/strategies
- Individual/group/team physical activities
- Initiative/challenge physical activities
- Lifelong physical participation

Term 1, 2022 - Topic: Respectful Relationships and Sexual Health

- Relationships and Relationship Skills
- Developing Respectful Relationships
- Discrimination and Diversity
- Disrespectful Relationships
- Supporting Others
- Actions to Stay Safe in Relationships

Term 2 2022 - Topic: Risk Taking, Mental Health and Minimalizing Harm

- Mental Health and Wellbeing
- Harm minimisation
- Relationships and Sexual Health
- Contraception
- First Aid and Water Safety
- Sports Injury Management
- Alcohol and Safe Partying
- Smoking and Illicit Drugs

Term 3 2022 - Topic: Road Safety and Driver Education

- Influences on risk taking
- Speeding / drinking driving
- Driver Fatigue / distractions
- Statistics on road deaths and accidents

Term 4 2022 - Topic: Health Information, Services and Support

- Health Consumerism
- Influences on selecting health products and services
- Yours rights and responsibilities as a health consumer
- Accessing Health Products and Services

PD/H/PE ASSESSMENT TASK SCHEDULE 2022

NUMBER	TIME	TASK	TOPIC	WEIGHT
1	Term 1 2022 Week 9	Design an awareness PowerPoint on a chosen S.T.I & Work Portfolio	Relationships & Sexual health.	20%
2	Term 3 2022 Week 7	Understanding Risk – Written Report & Work Portfolio	Risk Taking and Staying Safe	20%
3	Term 4 2021 Week 2	Driver Education – Multimedia ICT Task	Road Safety	20%
4	Term 1 2022 – Term 4 2022 (ongoing in- class assessment)	Skills Application and Game Awareness	- Movement Skill & Performance - Lifelong Physical Activity	40%
TOTAL:				100%

Elective Courses

1. ADVANCED STUDIES 2021/22

Course Description

This course focuses on developing the skills required to undertake inquiry-based approaches to contemporary challenges. It allows students to pursue their interests in a particular academic area to acquire depth of understanding. Students will solve scientific and ethical problems using primary and secondary sources, develops critical thinking and high order research skills and an understanding of scientific processes.

Students will assess the validity and reliability of sources and develop ethically based arguments objectively.

Students will critically examine themes such as

- Social justice
- Economic inequity
- Environmental sustainability
- Space exploration
- Artificial intelligence
- Intercultural communication
- Popular culture

Through a project-based learning approach, independent research and the use of technology, students will solve challenging problems and develop their:

- creativity skills
- problem solving abilities and abstract reasoning
- critical thinking skills
- emotional and social intelligence
- analytical skills

Key features of the course include:

- a depth study which is a type of individual or collaborative investigation that allows the further development of concepts and fosters a sense of curiosity
- use of a range of tools, technologies and processes to develop solutions to problems.
- relevance to global concepts.
- working collaboratively in team-based environments
- promoting differentiation and engagement, and enrichment of the curriculum

Course Content

Topic 1

Philosophy

Topic 2

Local Newsroom

Topic 3

International Studies-Culture on the move

Topic 4

Big History, Big Questions -The Future

Topic 5

Student Driven Elective

ADVANCED STUDIES ASSESSMENT TASK SCHEDULE 2022

NUMBER	TIME	TASK	TOPIC	WEIGHT
1	Term 1 Week 5	In class assessment- Ethical Dilemma	Introduction to Philosophy	25%
2	Term 2 Week 5	Portfolio of work	Media in the 21 st Century	25%
3	Term 3 Week 5	Multimodal presentation	All course components	25%
4	Term 4 Week 3	Letter to the future	Future Speculation	25%
TOTAL				100%

2. COMMERCE 2021/22

Course Description

The study of Commerce enables students to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, legal, business and employment issues in order to make informed and responsible decisions as individuals and as part of the community.

Through the study of Commerce students develop financial literacy which enables them to participate in the financial system in an informed way. Students also engage in the learning process which promotes critical thinking, reflective learning and the opportunity to participate in the community.

Course Content

Topic 1

Law and Political Involvement

- What is Law?
- Court Structure
- Law Reform
- Voting
- Democratic Process
- Current Issues

Topic 2

Law in Action

- Crime and the Law
- Young Offenders
- Rights and Responsibilities
- Current Issues

Topic 3

Investing

- Investing
- Reasons for Investing
- Types of Investing
- Planning an investment portfolio

Topic 4

Employment and Work Futures

- What is employment?
- Types of Employment
- Income
- Legal Obligations
- Current Issues

COMMERCE ASSESSMENT TASK SCHEDULE 2022

NUMBER	TIME	TASK	TOPIC	WEIGHT
1	Term 1 Week 8 2022	Research and Oral Presentation	Law and Political Involvement	25%
2	Term 2 Week 3 2022	Research, Media and In Class Response	Law in Action	25%
3	Term 3 Week 10 2022	ICT Stock market Game	Investing	25%
4	Term 4 Week 3 2022	Skills Analysis	Employment and Work Futures	25%
TOTAL				100%

3. FOOD TECHNOLOGY 2021/22

Course Description:

The study of Food Technology allows students to actively engage in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food.

Course Components

Core content of Food Technology provides students with foundation knowledge of food preparation, processing, nutrition and consumption. This knowledge is used to help students as they study the various focus areas and engage in practical experiences.

Focus areas include food in Australia, food equity, food product development, food selection and health, food service and catering, food for special needs, food for special occasions and food trends

FOOD TECHNOLOGY ASSESSMENT TASK SCHEDULE 2022

NUMBER	TIME	TASK	TOPIC	WEIGHT
1	Term 1 Week 8	Topic Test	Food for Special Needs	20%
2	Term 2 Week 8/9	Written and Practical Assessment	Food Product and Development	20%
3	Term 3 Week 8/9	Written and Practical Assessment	Food Service and Catering	20%
4	Term 4 Week 4/5	Written and Practical Assessment	Food for Special Occasions	20%
5	Term 1 Term 2 Term 3 Term 4	Practical Assessment (One lesson assessed from each term)	Food for Special Needs Food Product and Development Food Service and Catering Food for Special Occasions	20%
TOTAL				100%

4. FUTURE ENTREPRENEURS 2021/22

Course Description

This course is designed to help students become actively engaged in planning, organising and running a small business and to develop strategies to address problems as they arise. Students will have the opportunity to display their entrepreneurial abilities and run a business at school. All proceeds will be donated to a charity chosen by the class.

Course Content

Topic 1

- Being an Entrepreneur
- Who is an Entrepreneur
- Types of Businesses

Topic 2 Marketing

- What is Marketing
- Market Plan
- Target Markets
- Branding
- Product Selling
- Sales Forecasts.

Topic 3 Business Planning

- Situational Analysis
- SWOT
- Vision and Mission Statements
- Selecting Business Opportunities
- Budgeting
- The Business Planning Process
- Operations, Human Resources, Finance.

Topic 4 Running a Business

- Finance
- Planning and Purchasing of Materials
- Finalising the Advertising
- Customer Service
- Monitoring and Evaluating

FUTURE ENTREPRENEURS ASSESSMENT TASK SCHEDULE 2022

NUMBER	TIME	TASK	TOPIC	WEIGHT
1	Term 2 Week 2 2022	Shark Tank Presentation	Marketing	35%
2	Term 3 Week 9 2022	Research and Report	Business Planning	35%
3	Term 4 Week 3 2022	Product Presentation Evaluation	Running a Business	30%
TOTAL				100%

5. INDUSTRIAL TECHNOLOGY: ENGINEERING 2021/22

Course Description:

The study of Industrial Technology – Engineering provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries.

Course Components

The major emphasis of the Industrial Technology - Engineering is on students being actively involved in the planning, development and construction of solutions to engineering problems.

IT: ENGINEERING ASSESSMENT TASK SCHEDULE 2022

NUMBER.	DATE**	TASK	COMPONENT	WEIGHT
1	Term 1 Week 4	Task One	Alternate Energy Assessment Task 1 Materials – Windmill	20%
2	Term 1 Week 10	Task Two	Engineering Report – Alternative Energy and its impact on the environment and the society.	25%
3	Term 2 Week 10	Task Three	Students negotiate to design and create an engineering system-Practical	30%
4	Term 3 Week 10	Task Four	Engineering Report – Reverse Engineering of Control System.	25%
TOTAL				100%

6. INDUSTRIAL TECHNOLOGY: MULTIMEDIA 2021/22

Course Description:

The study of Industrial Technology: Multimedia provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia, photographic and associated industries.

Course Components

The Multimedia 1 core module includes common content and topic content that develops knowledge and skills in the use of tools, materials and techniques related to Web Design and Video Production. These are enhanced and further developed through the study of the Multimedia 2 specialist module in Apps and Interactivity, and Games and Simulations. Practical projects should reflect the nature of the Multimedia focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to multimedia technologies.

IT: MULTIMEDIA ASSESSMENT TASK SCHEDULE FOR 2022

NUMBER	TIME	TASK	TOPIC/S	WEIGHT
1	Term 1 Week 10	Written task	Video Production Portfolio	30%
2	Term 2 Week 4	Practical task	Video Production Research Task	20%
3	Term 3 Week 8	Written task	App and Interactivity Portfolio	30%
4	Term 4 Week 3	Practical task	App and Interactivity Research Task	20%
TOTAL				100%

7. INFORMATION AND SOFTWARE TECHNOLOGY 2021/22

Course Description:

The study of Information and Software Technology assists students to develop the knowledge, understanding and skills to solve problems in real life contexts. Through experiential and collaborative tasks, students engage in processes of analysing, designing, producing, testing, documenting, implementing and evaluating information and software technology-based solutions. Creative, critical and meta-cognitive thinking skills are developed through students' practical involvement in projects.

Course Components

Core content of the Information and Software Technology provides students with specialised knowledge of past, current and emerging technologies, data, hardware, software and people involved in the field of information and software technology.

The core also includes legal, ethical, social and industrial issues. Students develop information and software technology solutions through project work, individually and collaboratively.

Options provide opportunities for the contextualisation of the core and allow choices of areas of interest to be made. Options include artificial intelligence, simulation and modelling, authoring and multimedia, database design, digital media, the Internet and website development, networking systems, robotics and automated systems, and software development and programming.

IST ASSESSMENT SCHEDULE FOR 2022

NUMBER	TIME	TASK	TOPICS	WEIGHT
1	Term 1 Week 7 2022	People and Issues Magazine	People (Core) Issues (Core) Digital Media (Option)	15%
2	Term 2 Week 4 2022	Hardware and Software Animation	Hardware (Core) Software (Core) Authoring and Multimedia (Option)	15%
3	Term 3 Week 2 2022	History of Computing Website	Past, Current and Emerging Tech (Core) Internet and Website Design (Option)	15%
4	Term 3 Week 9 2022	Networked Information System Project	Data Handling (Core) Design, Produce and Evaluate (Core) Networking Systems (Option)	30%
5	Term 4 Week 3 2022	Yearly Exam	All Topics Covered	25%
TOTAL				100%

8. KITCHEN CHEMISTRY 2021/2022

Course Description

This course is designed for students who are interested in how science can make cooking more interesting by connecting it with the basic workings of the natural world.

Chemistry in the kitchen is based on two principles – the need to preserve foods so that they can be eaten at a later time, and that foods are mixtures of different chemicals, and the qualities that we aim to influence in the kitchen – taste, aroma, texture, colour and nutrition are all consequences of chemical properties.

Understand that a recipe is an example of a scientific method that involves a chemical reaction and how reactants combine in a particular ratio to create a product.

The course will focus on:

- chemistry of familiar foods (bread, sugar, cheese, yogurt etc)
- microbiology and food preservation
- colloid chemistry
- human sensory perceptions

Applying the processes of Working Scientifically

- questioning and predicting
- planning
- conducting
- analysing and processing data
- problem solving
- communicating

KITCHEN CHEMISTRY ASSESSMENT TASK SCHEDULE 2022

NUMBER	DATE	TASK	TOPIC/S	WEIGHT
1	Term 1 Week 7 2022	Poster/Presentation	Preservation techniques	25%
2	Term 2 Week 5 2022	Video blog	Emulsion/Colloid	25%
3	Term 3 Week 7 2022	Student research and practical project	Food Chemistry	25%
4	Term 4 Week 3 2022	Yearly Exam	Covered course content	25%
TOTAL:				100%

9. MUSIC COURSE 2021/22

Course Description

The Music syllabus provides various approaches to understanding how the musical elements are implemented across all music styles. This can be through performance, composition or listening to music:

Through performing and composing, students will have experiences in:

- Singing
- Playing instruments, tuned and untuned
- Moving to a musical stimulus
- Improvising
- Accompanying
- Using different forms of musical notation
- Using different types of technology
- Experimenting
- Organizing
- Notating music.

Through listening, students will understand and respond to music from a wide range of styles, genres and periods. Students will have experiences in:

- Identifying and discussing different approaches to:
 - duration
 - pitch
 - dynamics and other expressive techniques
 - tone colour
 - structure
- Reading and interpreting scores
- Memorising and notating
- Using different types of technology.

2021 – Terms 1 and 2:

Semester 1: Jazz Music

Students learn about musical concepts through:

- analysing and comparing music of various styles and genres characteristic of Jazz
- Studying within historical and cultural frameworks eg Blues, Ragtime, Dixieland & Chicago Jazz
- Improvising, arranging and composing music in given styles blues & jazz

2021 – Terms 3 and 4:

Semester 2: Afro-American Music

Students learn about musical concepts through:

- Identifying and discriminating between ways in which musical concepts are used and manipulated to create fusion styles
- Performing and interpreting traditional and contemporary music (rock, reggae, etc.) using various forms of musical notation

- Studying historical and cultural contexts including related musical styles including reggae, jazz, gospel, funk, soul, hip-hop, R&B, etc.
- Creating compositions both individually and in groups characteristic of the topic

2022 – Terms 1 and 2:

Music for Radio, Film, Television & Multimedia

Students learn about musical concepts through:

- Recognizing the use of musical concepts used by film composers in a range of repertoire and styles
- Notating compositions using various forms of traditional and non-traditional notation and technologies
- Interpreting and analysing a broad range of repertoire composed for advertising, film & computer games

2022 – Terms 3 and 4:

Music for Small Ensembles

Students learn about musical concepts through:

- Performing and interpreting various forms of musical notation and understanding the impact of technology
- Improvising and arranging music in various styles, periods and genres
- Interpreting and analysing a broad range of repertoire composed for small ensembles such as jazz, rock, pop, contemporary and vocal groups

MUSIC ASSESSMENT TASK SCHEDULE FOR 2022

NUMBER	DATE	TASK	TOPIC	WEIGHT
1	Term 1 Week 4 2022	Research Task	Research on a Style of Music	25%
2	Term 1 Week 8 2022	Listening Task	Aural Skills	25%
3	Term 2 Week 8 2022	Performance	Perform in Class as Soloist and/or Ensemble	25%
4	Term 3 Week 8 2022	Composition	Compose a Piece of Music	25%
TOTAL				100%

10. PHYSICAL ACTIVITIES AND SPORTS STUDIES COURSE 2021/22

Course Description

Physical Activity and Sports Studies (PASS) represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

PASS aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others and reduce the likelihood of obesity, non-insulin dependent diabetes, coronary heart disease, hypertension and cancers.

This course also promotes learning about movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others. Students will appreciate the traditions and special characteristics associated with various physical activities and also the artistic and aesthetic qualities of skilled performance and determined effort.

Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields. It also introduces students to valuable and marketable skills in organisation, enterprise, leadership and communication.

Course Components

- Coaching
- Physical Fitness
- Fundamentals of Movement Skill Development

Terms 1 and 2: 2022

Topic: Coaching

- The Qualities of Effective Coaching
- Coaching Roles and Responsibilities
- Ethical Coaching
- Coaching Opportunities and Qualifications
- Structuring the session

Terms 2 and 3: 2022

Topic: Physical Fitness

- Definitions / Benefits / Relationships to participation and performance
- Physical activity vs Physical Fitness
- Developing Physical Fitness
- Measurement and Evaluation (fitness tests)

Terms 3 and 4: 2022

Topic: Fundamentals of Movement Skill Development

- The Nature of Movement Skills
- The transfer of Movement Skills
- Practice
- The value of Mastering Fundamental Movement Skills

PASS ASSESSMENT TASK SCHEDULE 2022

NUMBER	TIME	TASK	TOPIC	WEIGHT
1	Term 1 Weeks 8 to 10	Coaching session and Portfolio submission	Coaching	25%
2	Term 2 Week 9	Assessment: Fitness training program and Portfolio Submission	Physical fitness	20%
3	Term 3 Week 8	Assessment: Skill- development program and Portfolio Submission	Fundamentals of Movement Skill Development	20%
4 (All year)	Term 1 2022 – Term 4 2022	Practical Skills and Fitness Evaluation	Fitness & practical skills	35%
TOTAL				100%

11. PHOTOGRAPHIC AND DIGITAL MEDIA 2021/22

Course Description:

- to make photographic and digital works informed by their understanding of practice, the conceptual framework and the frames
- to critically and historically interpret photographic and digital works informed by their understanding of practice, the conceptual framework and the frames. Values and attitudes Students will value and appreciate:
- their engagement in the practice of the photographic and digital media and understand how photographic and digital media, as a field of practice and understanding, is subject to different interpretations.

Course Components

Part 1: Practical work and Digital portfolio (60%)

Part 2: Historical and critical study (40%)

PDM ASSESSMENT TASK SCHEDULE 2022

NUMBER	TIME	TASK	COMPONENT	WEIGHT
1	Term 1 Week 9	Digital Portfolio and all basic skills tasks documented. Presentation of photostory.	Exploring basic photographic techniques	25%
2	Term 2 Week 10	Research Assignment	Critical/Historical study	25%
3	Term 3 Week 10	Digital Portfolio and GIMP tasks	Practical – Digital manipulated images	25%
4	Term 4 Week 3	Student directed focus area	Resolving, presenting & evaluating focus area	25%
TOTAL				100%

12. VISUAL ARTS 2021/22

Course Description

The Visual Arts Syllabus provides various approaches to understanding how the Visual Arts are identified, constructed, categorised, interpreted, valued and exhibited as art works by individuals, societies and cultures.

Students are expected to:

- Explore the world context of visual art ideas through making and studying artworks
- Learn to make artworks in which they adopt the practice of art making processes
- Explore two, three and four dimensional practices in making and studying
- Develop and interpret visual art solutions using a number of frames of reference
- Demonstrate some understanding of how research and reports can be used to explain the significance of works in historical contexts
- Use processes of critical analysis and frames of reference to support personal judgements of visual art works.

For the mid-course and final reports students are assessed in the following areas:

- Planning and developing ideas
- Using media and materials
- Understands and applies creative concepts
- Displays ability to study artworks.

Course Components:

Part 1: Art Making and Visual Arts Diary (60%)

Part 2: Historical and critical study (40%)

Term 4 (2021) Weeks 7 – 10 and Term 1 (2022) Weeks 1 - 5

Area of study: The Urban Environment

Students will explore the theme of the urban environment through art making and art study tasks. Artists will be studied that look at the theme of the urban environment in their own work and students will look at the school and other surrounding areas to execute a 2D artwork.

Practical: 2D form/oil pastel/ charcoal

Use of the Visual Arts Diary to explore visual art ideas in making and study tasks and specifically towards a Body of Work in 2D, 3D and 4D:

- through the Conceptual Framework (the world, the artist, the audience, the artwork);
- through the Practice of the art making process (using both traditional and digital technologies) to make artworks;
- through the Frames (Cultural, Subjective, Post-modern, Structural).

Term 1 weeks 6 - 10, Term 2 weeks 1 - 5

Research task and further exploration of the area of study on the Urban Environment, including a presentation of a chosen artist. Students will document their ongoing research through written tasks and practical tasks highlighting the area of study. Students' research project will include reference to:

- Frames (Cultural, Subjective, Post- modern, Structural)
- Conceptual Framework (artist, artwork, world, audience)
- Practice: Art Historical/ Art Critical

Term 2 Weeks 6 – 10

Area of Art Critical and Art Historical study: **Surrealism**

Various artists will be explored in this unit that are key artists in the movement of Surrealism and students will research the significance of this movement and use their research to then produce an artwork incorporating the concepts studied.

This will be studied:

- through the Frames (Cultural, Subjective, Post-modern, Structural)
- through the Conceptual Framework (artist, artwork, world, audience)
- through Practice (Art Historical/ Art Critical)

Term 3 Weeks 1- 10 and Term 4, Weeks 1 – 5

Area of study: **Found objects: Surrealism**

Students will explore a range of objects and look at the art movement of Surrealism through the study of various artworks in the art historical and art critical components of the subject. Objects will be explored in different contexts and mediums, including drawing and painting.

Use of descriptive responses to describe and evaluate artworks, including their own work:

- through the Frames (Cultural, Subjective, Post-modern, Structural);
- through the deconstruction, joint construction and independent construction of the documented form of the descriptive response.

Use of the Body of Work to demonstrate the student's representation and resolution of visual arts ideas:

- through the Practice of the art making process

VISUAL ARTS ASSESSMENT TASK SCHEDULE 2022

NUMBER	TIME	TASK	TOPIC	WEIGHT
1	Term 1 Week 5	Body of Work: Historical figure/ Famous person	Exploring Body of Work and Resolved Artworks.	25%
2	Term 2 Week 5	Research Assignment Portfolio of research/ tasks related to chosen person	Critical/Historical Study	25%
3	Term 3 Week 4	Research Assignment Street Art/ Social commentary	Critical/Historical Study	25%
4	Term 3 Week 10	Body of Work: Mural/ class project	Resolving, Presenting and Evaluating Body of Work	25%
TOTAL				100%

13. VISUAL DESIGN 2021/22

Course Description:

In the stage 5 elective subject of visual design, students gain an understanding of the design world through the areas of print, object and space-time design in art making, critical and historical studies, the conceptual framework and the frames.

Course Components

Making – 60%

Students will develop knowledge and skills in visual design when:

- exploring design conventions while creating and analysing visual design artworks
- making visual design works informed through their understanding of the conceptual framework
- creating meaning and perspectives through their use of the frames within their works
- applying techniques, artistic concepts and procedures to make and refine meaning in visual design artworks.

Critical and Historical Interpretations – 40%

When critically and historically exploring the visual design world students will:

- develop and apply an understanding of art practice
- interpret and make connections between the conceptual framework and the frames in historical works
- critique, understand and justify meanings and perspectives through a variety of visual design artworks.

VISUAL DESIGN ASSESSMENT TASK SCHEDULE FOR 2022

NUMBER	TIME	TASK	TOPIC/S	WEIGHT
1	Term 1 Week 6	Making Task	Design Task	15%
2	Term 2 Week 2	Portfolio Task	Portfolio: Critical/Historical Task – 20% Design Task – 15%	35%
3	Term 3 Week 6	Making Task	Critical/Historical Task	20%
4	Term 4 Week 2	Portfolio Task	Design Task	30%
TOTAL				100%

14. WORK AND LIFE SKILLS 2021/22

Course Description

The aim of the Work and Life Skills course is to enable students to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, legal and employment issues in order to make informed and responsible decisions as individuals and as part of the community.

It is designed to help them develop knowledge of the world of work and the importance of lifelong learning and capacities to manage careers, change and transitions in an uncertain and changing future.

It is also designed to develop literacy, numeracy, ICT and interpersonal skills to work, interact and communicate successfully with others in diverse contexts.

Course Content

Topic 1 World of Work

This topic offers students an opportunity to develop and evaluate the knowledge, skills and attitudes that will provide them with a strong foundation for further education, training and work. Additionally, students will also learn about the commercial and legal aspect of employment issues.

Topic 2 Towards Independence

This topic is designed to facilitate students' development of problem-solving and decision-making skills to assist them in relation to commercial and legal issues which may affect them when they leave home.

WORK AND LIFE SKILLS ASSESSMENT TASK SCHEDULE 2022

NUMBER	TIME	TASK	COMPONENT	WEIGHT
1	Term 1 Week 7 2022	Research & multi-modal presentation	World of Work	30%
2	Term 2 Week 5 2022	Topic Test	World of Work	35%
3	Term 3 Week 7 2022	Research, Report and Budget	Towards Independence	35%
TOTAL				100%