**Year 10**

**Assessment**

**Booklet**

**2024**

***A copy of this document can be found on our school website***



<https://gleninnes-h.schools.nsw.gov.au/>

**Table of Contents:**

Page 3 Glen Innes High School Values Platform

Page 4 Message from the Deputy Principal

 Page 5 Subject List 2024

Page 6 RoSA Assessment Guide

Page 7 Assessment Extension Form

Page 8 Glen Innes High School- *Appendix A*

 Page 9 Appeal Form

Page 10 Plagiarism Policy

Page 11 Glossary of Key Words

Pages 12- 16 How to write a bibliography

Page 17 Yearly Overview - Assessment Tasks Calendar

**Glen Innes High School Values Platform**

**At Glen Innes High School, we value:**

*Staff who are committed to the learning and achievement of every student in an environment where success is celebrated.*

*A culture of respect, tolerance and inclusivity*

*where students strive to achieve their personal best, without disrupting the learning of others.*

*A safe and healthy school that fosters mutually respectful partnerships with the community.*

**Message from the Deputy**

Dear Students, Parents and Families,

Welcome to Year 10 at Glen High School. Year 10 marks the end of Stage 5 studies and your completion of the Year 10 ROSA (Record of Student Achievement).

Students are required to complete mandatory hours and subject specific assessment requirements in order to achieve a ROSA at the satisfactory completion of Year 10. This also includes Sport, which is compulsory and undertaken every Thursday. Students have had the opportunity to select three electives of which one will be completed over two years.

As students travel through their high school years the work often becomes more challenging. If your child is experiencing any difficulty in completing their assessment work, contact either your child's Classroom Teacher, the Head Teacher of the faculty, Year Advisor or Deputy Principal as early as possible as we are here to support your child achieve to their full potential.

Each faculty in the school has formal common assessment tasks, whose schedules are published in the school’s official Assessment Booklets. The school is committed to enhancing and encouraging students’ learning outcomes. This policy is designed to ensure consistency throughout the school, to ensure no student is disadvantaged and encourage students to meet their assessment deadlines. Students who do not meet deadlines will be penalised in accordance with this policy. Note that students are still expected to complete all tasks so that outcomes can be attempted, assessed and reported on in order to receive their ROSA.

Yours in Education,

Mrs Millar

**SUBJECTS FOR YEAR 10 2024**

**MANDATORY SUBJECTS:**

ENGLISH

MATHEMATICS (5.1, 5.2 & 5.3)

SCIENCE

AUSTRALIAN HISTORY & GEOGRAPHY

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

SPORT

**ELECTIVES:**

AGRICULTURAL TECHNOLOGY

AGRIFOODS

CHILD STUDIES

COMMERCE

DRAMA

EVERYDAY ENGINEERING

FOOD TECHNOLOGY

FUN WITH FASHION

MUSIC

PASS -HPU

INDUSTRIAL TECHNOLOGY - METALS

INDUSTRIAL TECHNOLOGY - TIMBER

IST

PHYSICAL ACTIVITY & SPORTS STUDIES

COMPUTING TECHNOLOGY

VISUAL ARTS

ELECTIVE HISTORY

**What is the Record of School Achievement (RoSA)**

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC). The RoSA is a cumulative credential, meaning it contains a student’s record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12. The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses. The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning. Students who require a copy of their results before leaving school will be able to access an e-record of their results in Students Online. Students leaving school who do not meet the Record of School Achievement (RoSA) requirements are issued a printed Transcript of Study by NESA detailing completed courses and results. The Transcript of Study will contain the same information as the RoSA for courses satisfactorily completed and will indicate mandatory courses that have not been satisfactorily completed with the words Not Completed. The Transcript of Study will state that the student is not eligible for the RoSA.

**Mandatory Course Requirements for Year 9-10 RoSA Eligibility**

Students must satisfactorily complete the following courses as stated by the NSW Educational Standards Authority (NESA) in order to be eligible for a RoSA. English Mathematics Science Geography History Personal Development Health and Physical Education Creative Arts Visual Arts and Music. Generally completed in Year 7 and 8 Languages Generally completed in Year 7 or 8 Technology Generally completed in Year 7 and 8 The Requirements for the Completion of Stage 5 Courses A student is considered to have satisfactorily completed a course if, in the Principal’s view, there is sufficient evidence that the student has:

1. followed the course developed or endorsed by NESA;

2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and

3. achieved some or all of the course outcomes. In addition, it is a requirement for the award of the RoSA that students attend school until the final day of Year 10 as determined by Department of Education.

**NESA will issue a student a RoSA when they formally inform their school that they are leaving because they:**

1. have turned 17 and are leaving secondary schooling.

2.have completed year 10 and are attending training as a full time student at TAFE NSW or private training institution;

3. are undertaking a traineeship or apprenticeship; or

5. are doing a combination of the above.

**Stage 5 Grading**

 Each student will receive a grade (A, B, C, D, or E) based on their achievement in the course. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2). The grade awarded is reported on the student's Record of School Achievement. Teachers use Stage 5 Course Performance Descriptors to determine Stage 5 grades. The descriptors are used across all schools in the state to ensure consistency. School-Based Assessment: Stage 5 RoSA In Year 9-10, students follow a program of formal school based assessment in all courses. All tasks are designed to assess what students know and can do in relation to course outcomes and the Course Performance Descriptors for Stage 5. Each task gives the student the opportunity to demonstrate their level of achievement through a range of task types such as research tasks, portfolios, performances, oral presentations, viva voce, essays and extended responses, tests and examinations, practical investigations, experiments, and fieldwork to name a few.

**Students Accessing Life Skills Courses**

 For a small percentage of students with special education needs, in particular for those students with an intellectual disability, it may be determined that the regular outcomes and content in one or more courses is not appropriate. For these students, the Life Skills outcomes and content in the syllabuses can provide the basis for a relevant and meaningful program. A decision to allow a student to undertake Life Skills in one or more Years 7–10 courses is made collaboratively with the student, parents/carers and the school. Students, undertaking Life Skills courses, are assessed on their achievement of course outcomes in a number of ways and across a range of environments, including the school, home and community. Evidence of achievement of outcomes can be gathered through ongoing assessment for learning and assessment of learning at points in the course of study. Students entered for Life Skills courses may achieve the designated outcomes independently or with support.

#### RoSA assessment and procedures

Students are required to complete Assessment Tasks which will assist in determining grades to be awarded. The nature of tasks varies from subject-to-subject Students must make a genuine and serious attempt in all tasks and complete and submit them by published due dates. All work is used in the determination of grades for Stage 5 RoSA. These grades will appear on the RoSA Credential. Students will be notified of assessments tasks either electronically or hard copy.

### Assessment tasks - general guidelines

* In the determination of grades, Year 10 assessments only will be used.
* Assessment task dates nominated in this booklet are approximate and subject to confirmation.
* A minimum of **ten-day notice** will be given to students prior to each assessment task, outlining its nature, timing and relative importance.
* Students will be assessed individually, not on group performance,
* Assessment tasks will cover the stated course objectives.
* Concern over the accuracy of an assessment for a task may be resolved by lodging an appeal with the teacher **when the task is returned**.

**Timing of Assessment Tasks**

Assessment schedules for each course set out the approximate timing of each task, that is, the week it is due. Course teachers will advise in writing the precise timing and nature of the task at least two weeks before the task is to be administered or is due. It is the student’s responsibility to be alert to the notification and due date of tasks by reference to the Assessment Schedule. If uncertain about a task, students should communicate directly with their Course Teacher or subject Head Teacher.

**Changes to the Assessment Program and Course Schedules**

In exceptionally rare circumstances a change to the assessment program and/or course schedule may need to be made. The Head Teacher of the course, after consulting with the Deputy Principal/ Principal, will inform all students affected in writing of the change. Sufficient time will be given to students to complete their work by new due date/s. All care will be taken to minimise clashes and heavy workload periods, but this cannot always be guaranteed

**Honesty in Assessment**

Glen Innes High School expects that all student work, formal and informal, is the student’s own original work, completed independently by the student and written in their own words. We expect that students practice the principles of good scholarship which involves:

 • Being honest and ethical about what is your own work and what is not; • Acknowledging where you got the work from that is not your own;

• Listing the sources of your information correctly and citing each source; • Using your own words; and

• Working independently. All work that is not the student’s own work must be acknowledged. Each course will have different requirements for referencing work. The basic principles for referencing work are:

• Quoted passages should be placed in quotation marks and their source referenced within the text (giving author, date and page number);

 • Using the ideas of others should be acknowledged in Italics, with the title, author, source; • Paraphrasing the words/sentences of others should also be presented in Italics, with the title, author, source

 **Submission of Tasks**

It is the student’s responsibility to ensure that all assessment tasks are completed and submitted by published due dates. The Due Date is clearly indicated on the Assessment Task Notification. Teachers are required to sign the Assessment Task submission form on handing in of the task.

### Failure to complete assessment tasks

* Assessment tasks are due or to be held on a specified date. Failure to complete or submit the task by 3:00pm on that date will result in a zero score being awarded.
* For **exceptional circumstances only**, students can notify the Head Teacher concerned before the due date so that alternative arrangements may be made. A letter from parents/caregivers would be expected in this case and an Appendix A form must be completed (see Apppendices or Head teacher for copy).
* In the event of **illness** on the specified date, the school must be notified in writing of the reasons for the absence on your return to school. You will be required to complete the task at the next available opportunity, usually the day you return to school. A Doctor's Certificate is required for prolonged absences
* Late assessments must be accompanied must be accompanied by an Appendix A.
* Parents/Caregivers will be notified by letter in the event of a student failing to complete set assessment tasks. Failure to complete tasks totalling more than 50% of the value of the total assessment in that subject will result in an ‘N’ award.

**Submission of Drafts**

* Students may submit draft work for teacher review and feedback in the Stage 5 Course in consultation with their teacher. English requires that all students submit a draft two weeks prior to task due date. Students must be aware, however, that just because draft work is submitted, and recommended improvements are made student results may not necessarily or automatically increase. Students must be aware of the standards, the course outcomes and marking guidelines when reviewing their work and results.

### 'N' awards

An 'N' award indicates that a student has not satisfactorily completed a course and can be given to students who fail to meet requirements in any subject. Requirements include:

(a) Satisfactory attendance.

(b) Participation in the required learning experiences and assessment tasks; and

(c) Diligence and sustained effort in relation to the student's ability.

**Where an 'N' Award is given in a Mandatory Course in Stage 5 the student will not be eligible for a RoSA in that year.**

### N' Determination

**The Board of Studies lists 3 criteria for the issue of an `N' Determination**

The following behaviours may act as 'triggers' for the issue of `N' warning letters.

### 1. Followed the course developed or endorsed by the board

A student may be regarded as not doing this if he/she displays evidence of one or more of the following:­

* Inadequate unexplained attendance and consequently not a sustained attempt at the course
* Inadequate work completion
* Insignificant involvement in class activities
* Limited evidence of teaming/ knowledge and/or understanding
* Inadequate attention to practical work, fieldwork, written tasks

### 2. Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school

A student may be regarded as not doing this if he/she displays evidence of one or more of the following:­

* Poor assessment/ test/ assignment results
* Limited participation in learning experiences
* Inadequate attendance
* Inadequate attention to practical work, fieldwork, written tasks
* Limited evidence of learning/ knowledge and/or understanding

### 3. Achieved some or all of the course outcomes

A student may be regarded as not doing this if he/she displays evidence of one or more of the following:­

* Poor attendance
* Inappropriate attitude toward teacher instruction regarding work attempts and/or completion.
* Limited evidence of teaming/ knowledge and/or understanding

**REQUEST FOR EXTENSION OR CHANGE OF DUE DATE FOR ASSESSMENT TASK**

**(This form is to be submitted a minimum of 1 week before the due date of the task)**

Student's Name: Year: Subject: Description of Task: Due Date (As advertised):

**REASON** - For change from due date of assessment task:

**SUPPORTING DOCUMENTS** - Please identify and attach if applicable

Student's Signature:

Parent's Signature:

To be completed by TEACHER:-

Name: Faculty:

Alternative Arrangements:

Teacher Signature: Date:

**Glen Innes High School- *Appendix A***

|  |
| --- |
| **Assessment Task Variation Form** |
|  |
| **Principal Determination** |  |
| **Principal****Signature** |  | **Date** |  |
| This form is to be used when a student has not submitted or been present for an Assessment Task |
| **ILLNESS**Absence on the day ofthe task due to illness | **MISADVENTURE**Something unexpected occurson the day of the task | **SPECIAL****CONSIDERATION**Some reason you cannot sit/submitthe task when scheduled |
|  |
| **Name** |  | **Course** |  |
| **Task****Number** |  | **Task****Description** |  |
| **Due Date/****Time** |  | **Teacher** | Teacher Initials |
| I declare that I was/or will be absent from school on the above date and therefore was/am unable to complete, submit or be present for the above task for the following reasons: |
|  |
|  |
| The following documentary evidence is attached (e.g. Doctor’s Certificate, Funeral Notice, Parent Letter): |
|  |
|  |
| **Excursion Organising Teacher Signature** |  | **Date** |  |
| **The school was contacted by phone?** | **YES NO** | **Date** |  |
|  |  |  |  |
| **Student Signature** |  | **Date** |  |
| **Parent/Guardian Signature** |  | **Date** |  |
|  |  |  |  |
| **Head Teacher****Recommendation** |  |
| **Head Teacher****Signature** |  | **Date** |  |

**Glen Innes High School- *Appendix 2***

**GLEN INNES HIGH SCHOOL**

**Application for Appeal related to an** **Illness, Accident, Malpractice and Misadventure Application**

**YEAR 9 Assessment Tasks**

STUDENT NAME: YEAR:

COURSE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ASSESSMENT TASK TITLE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CLASS TEACHER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**STUDENT REASON FOR APPEAL**

STUDENT SIGNATURE:

*This form needs to be submitted to the relevant Head Teacher or Deputy Principal/ Principal.*

**DECISION AND ACTIONS BY APPEAL COMMITTEE** (*all original documentation to file):*

* Appeal upheld - mark to be reinstated. Student provided with an opportunity to redeem task at a negotiated time and date.
* Appeal declined - Zero mark to stand. Assessment policy not followed.
* Zero mark awarded - reasons not substantiated/Assessment Policy not followed.

*Task must still be submitted.*

* Appeal documentation placed in student file. *(Front Office*)
* Letter sent to student and parent/carer stating basis for appeal committee decision.
* Incident recorded in Sentral #incident number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SIGNATURE (Appeal Committee member): DATE:

**Plagiarism Policy**

**Policy Rationale**

With the explosion of information now available to students, it is essential that they learn how to use the

ideas and work of others correctly in their own work and become competent with the accepted ways of acknowledging this use.

This policy aims to help students:

 Understand what plagiarism means.

 Know the procedures that will be used when plagiarism occurs.

 Develop strategies to avoid plagiarism including the correct use of referencing.

**Definition of Plagiarism**

Plagiarism can be deliberate or inadvertent. Plagiarism is a form of cheating and, as such, is serious student

misconduct.

Plagiarism usually takes one of three forms:

When students use the ideas, words or work of **other students** and submit these in an assessment task as their own.

When students use the ideas, words or work from published sources (internet, books, magazines, electronic databases etc) and submit these in an assessment task **without acknowledgment**.

When students **contribute less** than their fellow students to a group assignment and then claim an equal share of the marks.

**Procedures for Addressing Plagiarism**

Where a teacher believes a student has plagiarised, the matter will be reported to the relevant Head teacher and the student will be notified and given an opportunity to show why they should not be penalised.

The onus will be on the student to show the Head teacher that the work submitted is entirely their own and not intentional or inadvertent plagiarism. To help establish the originality of their work, a student may be required to provide their notes and/or draft copies to show how they developed their ideas and/or method of expression.

Where a student admits plagiarising or cannot show the work to be their own, a mark of zero will be awarded and the student will be considered to have not achieved the outcome(s) specified in the task.



**A Glossary of Key Words**

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do.

A glossary of key words has been developed to help provide a common language and consistent meaning. Using the glossary will help teachers and students understand what is expected in response to examinations and assessment tasks.

**Account** Account for, state reasons for, report on. Give an account or narrate a series of events or transactions.

**Acknowledge** Indicate the source of information given

**Analyse** Identify components and the relationship between them, draw out and relate implications.

**Apply** Use utilize, employ in a particular situation.

**Appreciate** Make a judgment about the value of

**Assess** Make a judgment of value, quality, outcomes, results or size

**Bibliography** A list of books, articles, movies, internet sites or music consulted, appearing at the end of work submitted

**Calculate** Ascertain/determine from given facts, figures or information

**Clarify** Make clear or plain

**Classify** Arrange or include in classes/categories **Compare** Show how things are similar or different **Construct** Make, build, put together items or arguments **Contrast** Show how things are different or opposite

**Critically** Add a degree or level of accuracy depth, knowledge and understanding (analyse) logic, questioning, reflection and quality to (analysis/evaluation) (evaluate)

**Deduce** Draw conclusions

**Define** State meaning and identify essential qualities

**Demonstrate** Show by example

**Describe** Provide characteristics and features

**Discuss** Identify issues and provide points for and/or against

**Distinguish** Recognise or note/indicate as being distinct or different from, to note differences between

**Electronic** resources such as Encarta, Encyclopedia Britannica and various other collections of

**database** reference materials from CD or the internet

**Evaluate** Make a judgment based on criteria, determine the value of

**Examine** Inquire into

**Explain** Relate causes and effect, makes the relationship between things evident, provide why and/or how

**Extract** Choose relevant and/or appropriate details

**Extrapolate** Infer from what is known

**Identify** Recognise and name

**Inadvertent** Without intending to or without realizing

**Interpret** Draw meaning from

**Investigate** Plan, inquire into and draw conclusions about

**Justify** Support an argument or conclusion

**Misconduct** Behaviour that is wrong and for which a penalty can be applied

**Onus** A duty or responsibility

**Outline** Sketch in general terms, indicate the main features of

**Predict** Suggest what may happen based on available information

**Propose** Put forward (for example a point of view, idea, argument suggestion) for consideration or action

**Recall** Present remembered ideas, facts or experiences

**Recommended** Provide reasons in favour

**Recount** Retell a series of events

**Reference** The method used to indicate the original information source

**Summarise** Express, concisely the relevant details

 **Synthesise** Putting together various elements to make a whole.

*A Guide to Writing*

Bibliographies

*Based on the Harvard Style*

*Syba* *Signs 2003* [*www.sybasigns.com.au*](http://www.sybasigns.com.au/)

**How to Reference Sources/Writing a Bibliography**

**Background**

 A bibliography is a list of resources used in preparing a piece of work.

 When writing up a piece of work you will need to cite (quote) the bibliographical references of all resources you have used.

 Bibliographical references need to be cited in two different places:

1 Where a document is referred to in the text.

2 In a list at the end of the work, which is arranged alphabetically by author then by date.

This author/date system of description is referred to as the Harvard System.

**Books (incl. Reference)**

Include the following information in this order:

1. Author's surname, (comma) initials. (full stop)

2. Date, (comma)

3. Title of book, (italics) (comma)

4. Publisher, (comma)

5. Place of publication. (full stop)

**For a reference book:**

Title of book, (italics) (comma)

Year, (comma) Edition, (comma) Publisher, (comma)

Place of publication. (full stop)

Dixon, J. 1993, *How to be a successful student*, Penguin Books, Ringwood.

**Books (Edited)**

Include the following information in this order:

1. Editor's surname, (comma) initials. (full stop)

2. Year, (comma)

3. Title of book, (italics) (comma)

4. Publisher, (comma)

5. Place of publication. (full stop)

Harvey, J. 2002, *Water pollution*, Penguin Books, Ringwood.

**For an Article in an edited book:**

For example:

Bryant, S. 1999, 'The energy crisis of 1920', in P. Jarman (ed.)

*World wide energy*, Blackwell, Sydney.

**CD-ROMS**

Include the following information in this order:

1. Subject, (in single quotation marks) (comma)

2. Date, (comma)

3. Title of CD ROM (italics)

4. CD ROM. [in square brackets] (full stop)

5. Publisher, (comma)

6. Place of publication. (full stop)

'Snakes', 1994, *Habitats of reptiles* [CD ROM]. Crunch Media, N.Y.

**Databases**

Include the following information in this order:

1. Title of the database, (comma)

2. The producer, (comma)

3. The vendor, (vendor in brackets) (comma)

4. Frequency of updating. (full stop)

AGRIS database, United Nations Food and Agriculture Organisation, SilverPlatter (vendor), annual updating.

**E-mail**

Include the following information in this order:

1. Author's surname, (comma) initials. (full stop)

2. Year, (comma)

3. Email, (comma)

4. Day and month of email, (comma)

5. Email address. (full stop)

Saville, A. 2001, email, 24 April, asaville@rockets.com.au.

**Interviews**

Include the following information in this order:

1. Surname of person being interviewed, (comma) initials. (full stop)

2. Month and Year of interview, (comma)

3. Title of interview, (italics) (comma)

4. Interviewer's name

5. Type of interview e.g. tape recording, transcript, video recording [in square brackets]

6. Place of interview. (full stop)

Berger, P. Aug 2002, *Teaching in L.A.,* Interviewed by J. Smith

[Transcript of Interview] Melbourne Conference Centre.

**Journal Articles**

Include the following information in this order:

1. Author's surname, (comma) initials. (full stop)

2. Date, (comma)

3. Title of the article, (in single quotation marks) (comma)

4. Title of the journal, (italics) (comma)

5. Volume, (comma) number, (comma) month/season, (comma)

6. Page numbers of article. (full stop)

Burns, S. 1989, 'There's more than one way to learn',

*Australian Wellbeing*, Vol 6, No 33, October, pp42-44.

**Newspaper Articles**

Include the following information in this order:

1. Author's surname, (comma) initials. (full stop)

2. Date, (comma)

3. Title of the article, (in single quotation marks) (comma)

4. Title of the newspaper, (italics) (comma)

5. Date of publication, (comma)

6. Page numbers of article. (full stop)

Popham, B. 1997, 'Saving the future',

*Weekend Australian*, 7 February, p2.

**Videos**

Include the following information in this order:

1. Title (italics)

2. Date, (comma)

3. Format, (video recording) (comma)

4. Publisher, (comma)

5. Place of publication. (full stop)

*South American wetland* 1982, video recording, BBC, London.

**World Wide Web**

Include the following information in this order:

1. Author - person or organisation responsible for the site

2. Site date, the date the site was created or last revised (comma)

3. Name of sponsor or publisher, (comma)

4. Place of sponsor or publisher, (comma)

5. Date of viewing of the site, (comma) year, (comma)

6. URL. (full stop)

Department of Finance and Administration 2001, Department of Finance and Administration, Canberra, viewed 7 August, 2001, [http://www.finance.gov.au.](http://www.finance.gov.au/)

**Harvard Bibliography Generator-** This service enables you to simply type bibliographic details about your resource and have them reproduced in the required format.

<http://www.neilstoolbox.com/bibliography-creator/index.htm>

**University of Western Sydney-** This website provides various reference styles and examples including

Harvard and APA. [http://library.uws.edu.au/citing.php?arg=1&p=ofs](http://library.uws.edu.au/citing.php?arg=1&amp;p=ofs)

**Internet Sites**

**Method recommended for university essays**

Lingren, Herbert G. "Adolescence and Peer Pressure" (1995) **2. Title of Article**

Use inverted commas)

<http://www.ianr.unl.edu/pubs/nebFacts/nf211.htm>

(last updated December, 1995)

**1. Author with surname first 3. URL where article was**

**4. Date of Publication\* found placed inside <>**

locate date when site was last updated

 NOTE: when you cannot find when the site was last updated, it is sufficient to site the date when you accessed it.

**Music References**

Hetfield, Ilrich & Hammett, "The Unforgiven" from "Reload" by **Metallica**

|  |  |  |
| --- | --- | --- |
| **1. Names of** | Polygram, 1997 | **3. Title of the Album** |
| **Songwriters** | **2. Title of Song** |  |
|  | **5. Company Holding****Copyright** | **4. Band/Performer**In bold for easy reading |

**Movie References**

**The Truman Show** directed by Peter Weir, Paramount, 1998

**1. Title of Movie 3. Production Company 4. Year of Production**

In bold print for easy reading

**2. Name of Director**

For checking such details look up the Internet Movie Database at <http://us.imdb.com/>

**ENGLISH Year 10 ASSESSMENT SCHEDULE 2024**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of task** | **That Don't Fly, Ma**Analytical Essay (in class & at home) | **All The World Is A Stage**Collection of work(in class & at home | **Picture Perfect**Narrative & Reflection(in class & at home) |
| **Draft Due** | Term 1: Week 6Last Lesson  | Check-insTerm 2: Week 6Term 2: Week 8Term 3: Week 3 | Check-insTerm 3: Week 8Term 4: Week 1 Last Lesson   |
| **Final Due** | Term 1: Week 9Last Lesson  | Term 3: Week 5Last Lesson  | Term 4: Week 5Last Lesson  |
| **Outcomes assessed** | EN5-6CEN5-7DEN5-8D | EN5-3BEN5 -5CEN5- 9E | EN5 -1AEN5-2A EN5-4B |
| **Components** |  | **Weighting %** |
| **Total %** | **25** | **40** | **35** | **100** |

**Outcomes:**

**EN5-1A**responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**EN5-2A**effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies

**EN5-3B**selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning

**EN5-4B**effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

**EN5-5C**thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

**EN5-6C**investigates the relationships between and among texts

**EN5-7D**understands and evaluates the diverse ways texts can represent personal and public worlds

**EN5-8D**questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

**EN5-9E**purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

|  |
| --- |
| **Students are required to attempt all assessment tasks in each English class. Failure to submit tasks on the due date will result in a reduction of 10% per day. Work not submitted by the following week will achieve a zero(0) or E result. Students will be required to attend lunchtime detentions until sufficient work is submitted.** |

**Assessment tasks must be handed in by 3:00 pm of the due date, including electronic submissions.**

**Year 10 (Stage 5) – Human Society and its Environment (HSIE)
 – HISTORY and GEOGRAPHY**

**Assessment Schedule 2024**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topic** | **Outcomes** | **Weighting** | **Task Type** | **Task Timing**  |
| **SEMESTER ONE** |  |  |  |  |
| Geography | GE5-2 GE5-3 GE5-5 GE5-7 GE5-8  | **50%** | Yearly Assessment TaskEnvironmental Change and Management | **Term 1, Week 8** |
| Geography | GE5-1 GE5-2 GE5-3 GE5-4 GE5-5 GE5-6 GE5-7 GE5-8  | **50%** | Yearly Examination | **Term 2, Week 5/6** |
| **Total Marks** |  | **100%** |  |  |
|  |  |  |  |  |
| **SEMESTER TWO** |  |  |  |  |
| History | HT5-1 HT5-2 HT5-3 HT5-4 HT5-5 HT5-6 HT5-7 HT5-8 HT5-9 HT5-10 | **50%** | Half Yearly Assessment TaskChanging Rights and Freedoms | **Term 3, Week 8** |
| History | HT5-1 HT5-2 HT5-3 HT5-4 HT5-5 HT5-6 HT5-7 HT5-8 HT5-9 HT5-10 | **50%** |  Half Yearly Written Examination | **Term 4, Week 5/6** |
| **Total Marks** |  | **100%** |  |  |

**Please Note:** Assignments **MUST** be handed to your class teacher in the lesson the day the assignment is due. All assessment tasks that are late must be accompanied by an Appendix A form, which you can obtain from your class teacher. Any problems **DISCUSS** with your teacher ASAP.

**Geography & History**

**Stage 5 Assessment Schedule**

**SEMESTER ONE**

**Geography Outcomes**

**A Student;**

GE5-1 explains the diverse features and characteristics of a range of places and environments

GE5-2 explains processes and influences that form and transform places and environments

GE5-3 analyses the effect of interactions and connections between people, places and environments

GE5-4 accounts for perspectives of people and organisations on a range of geographical issues

GE5-5 assesses management strategies for places and environments for their sustainability

GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing

GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

GE5-8 communicates geographical information to a range of audiences using a variety of strategies

**SEMESTER TWO**

**History Outcomes**

**A Student;**

HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia

HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia

HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process

HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia

HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past

**Year 10 Mathematics - Assessment Schedule 2024**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topic** | **Outcomes** | **Weighting** | **Task Type** | **Task Timing**  |
| **SEMESTER ONE** |  |  |  |  |
| Financial Mathematics and Coordinate Geometry | **MA 5.1-4NA, MA5.1-6NA, (MA5.2-9NA, MA5.3-8NA)** | **25%** | Test | **Term 1, Week 7** |
| Measurement and Algebra | **MA5.1 -8MG, MA5.1-5NA (MA5.2-11MG,MA5.2-12MG, MA5.2-6NA, MA5.2-7NA, MA5.3-13MG, MA5.3-14MG, MA5.3-5NA, MA5.3-6NA)** | **25%** | Test | **Term 2, Week 5** |
|  |  |  |  |  |
| **SEMESTER TWO** |  |  |  |  |
| Probability and Statistics | **MA5.1-12SP, MA5.1-13SP, (MA5.2-15SP, MA5.2-17SP, MA5.3-18SP, MA5.3-19SP)** | **25%** | Investigation/Assignment | **Term 3, Week 7** |
| Trigonometry and Graphs, Simultaneous Equations+content from Term 3 | **MA5.1-10MG, MA5.1-7NA, (MA5.2-5NA, MA5.2-8NA, MA5.2-10NA, MA5.2-13MG, MA5.3-15MG,MA5.3-7NA, MA5.3-9NA)** | **25%** | Test | **Term 4, Week 4-5** |
| **Total Marks** |  | **100%** |  |  |

\*Assessment outcomes and topics correct when publishing. Subject to change.

**NOTE: Outcomes in brackets are for those students accessing the Stage 5.2 and 5.3 pathways**

**A full description of the outcomes are at :**[**https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-k-10/outcomes/table-of-objectives-and-outcomes**](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-k-10/outcomes/table-of-objectives-and-outcomes)

**Glen Innes High School**

**Year 10 Science Assessment 2024**

**Course:** Science **Subject:** Science **Board Developed**

**Length:** Stage 5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Weightings** | **Task 1****Term 1****Week 10** | **Task 2****Term 2****Week 6** | **Task 3****Term 3****Week 7&8** | **Task 4****Term 4****Week 5** |
| **Outcomes****(see below)** |  | **Practical Skills assessment**  | **Half Yearly Exam**  | **VALID 10****(Stage 5 Content and Skills)** | **Yearly Exam** **(Yr10 Content and Skills)** |
| **Components** |
| *Knowing and understanding* | **25%** |  | 5 | 10 | 10 |
| *Planning and conducting investigations* | **25%** | 10 | 5 | 5 | 5 |
| *Problem-solving* | **25%** | 5 | 5 | 5 | 10 |
| *Communicating* | **25%** | 5 | 5 | 10 | 5 |
| **Totals** |  | **20%** | **20%** | **30%** | **30%** |

**Stage 5 (Year 10) Syllabus Outcomes for Science**

**Values and Attitudes**

| SC4-1VA, SC5-1VAappreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them |
| --- |
| SC4-2VA, SC5-2VAshows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures |
| SC4-3VA, SC5-3VAdemonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations |

| SC5-4WSdevelops questions or hypotheses to be investigated scientifically |
| --- |
| SC5-5WSproduces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively |
| SC5-6WSundertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively |
| SC5-7WSprocesses, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions |
| SC5-8WSapplies scientific understanding and critical thinking skills to suggest possible solutions to identified problems |
| SC5-9WSpresents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations |

**Skills**

**PD/H/PE – Stage 5 Assessment 2024**

**Course:** Personal Development, Health and Physical Education **Board Developed**

**Assessment Tasks**

To facilitate the award of grades, students will undertake a number of assessment tasks. This schedule of tasks will be utilized and applied in conjunction with the NESA Performance Descriptors.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Areas for Assessment** | **Term 1****Theory Assessment****Literacy Based****Term 1** **Wk 6****Practical Assessment****Week 9/10** | **Term 2****Theory Assessment****Literacy Based****Term 2** **Wk 6****Practical Assessment****Week 9/10** | **Term 3****Theory Assessment****Literacy Based****Term 3** **Wk 6****Practical Assessment****Week 9/10** | **Term 1****Theory Assessment****Literacy Based****Term 4** **Wk 6** | **Task 5**Practical Evaluation**On-going** |
| Knowledge & Understanding | X | X | X | X | X |
| Communication Interacting | X |  | X | X | X |
| Critical Thinking Planning | X | X |  |  | X |
| Moving and Performing | X | X | X | X | X |
| Decision Making Problem Solving | X |  |  |  | X |
| **Weighting** | **20** | **20** | **20** | **30** | **10** |

**Stage 5 Learning Outcomes for PDHPE**

**A Student will ….**

**5-1 Assess and evaluates strategies to manage current and future challenges.**

**5-2 Researches and appraises health information in supporting themselves and others**

**5-3 Analyses effective strategies to promote inclusivity equality and respectful relationships.**

**5-4 Adapts and improvises and transfers movement skills in a variety of dynamic physical activity contexts**

**5-5 Appraises and justifies and adapts solutions to complex movement challenges.**

**5- 6 Critiques contextual factors influence attitudes and behaviours and proposes strategies to promote health and wellbeing**

**5-7 Plans implements and critiques practices, behaviours and resources to promote safe, active communities.**

**Electives 2024 Glen Innes High School**



**Year 9/10 Agriculture Assessment 2024**

|  |  |  |
| --- | --- | --- |
|  | **Semester 1** | **Semester 2** |
|  | **Research**  **Task 1** | **Prac Assessment** | **Research Project 2** | **Prac Assessment** |
| **Weighting** | **25%** | **25%** | **12.5%** | **25%** |
| **Assessment Date** | **Week 10 Term 1** | **Ongoing** | **Week 10 - Term 3** | **Ongoing** |

* **Stage 5 Syllabus Outcomes for Agriculture Technology (National Curriculum for NSW)**

| **Aim:**The aim of the Agricultural Technology Years 7–10 Syllabus is to develop students’ knowledge and understanding of agricultural enterprises and the practices and skills required in producing plant and animal products. Students will develop skills in the effective management of sustainable production and marketing practices that are environmentally and socially responsible.**Stage 5 – Agricultural Technology****The knowledge, skills and attitudes that are developed in the Technology (Mandatory) Years 7–8 course are further enhanced through the study of agricultural enterprises and implementation of associated practical activities.****Students at Stage 5 demonstrate a detailed understanding of the diverse and dynamic nature of Australian agriculture. Students are able to analyse the management of agricultural enterprises and the marketing of a range of products. They use a variety of techniques and associated technologies in the demonstration of workplace practices associated with agricultural enterprises and are aware of the impact of current and emerging technologies on local and global environments. Students make considered decisions and responsible judgements on the use of sustainable and ethical management practices.****Students work safely and independently and apply appropriate OHS practices whenever engaged in practical activities. They perform agricultural experiments and investigations based on sound experimental method, collect and draw valid and reliable conclusions.****Students demonstrate an appreciation of the value of working cooperatively with others on a common task.****Students are able to identify hazards and apply risk management strategies when using chemicals, tools and agricultural machinery, when handling animals and performing animal and plant husbandry procedures.** |
| --- |

**VET Agriculture, Horticulture and Conservation and Land Management**

**AHC10216 Certificate I in AgriFood Operations**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment events for** **AHC10216 Certificate I in AgriFood Operations**  | **Cluster 1**  | **Cluster 2**  | **Cluster 3**  |
| Week 2 Term 2  | Week 8 Term 3  | Week 5 Term 4  |
| **Cluster**  | **Code**  | **Unit of competency**  |   |   |   |
| ***Cluster 1*** | AHCWHS101  | Work safely  | X  |   |   |
| AHCWRK101  | Maintain the workplace  |
| ***Cluster 2*** | AHCLSK101  | Support extensive livestock work  |   | X  |   |
| AHCLSK102  | Support intensive livestock work  |
| ***Cluster 3*** |  AHCNSY102  | SSupport nursery work  |   |   | X  |
| AHCCHM101  | Follow basic chemical safety rules  |

* Depending on the achievement of units of competency, the possible qualification outcome is a **AHC10216 Certificate I in AgriFood Operations or a Statement of Attainment towards a AHC10216 Certificate I in AgriFood Operations**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent’. In some cases, other descriptive words may be used leading up to “competent”.
* \*\*Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy. *Public Schools NSW, Tamworth* (RTO 90162) have engaged NESA to issue credentials within 30 days of course completion for the student. No physical transcripts are issued to students.
* Students must download an electronic copy of their qualification and transcript from their Students Online account via<https://studentsonline.nsw.edu.ay/go/login/>
* Students have access to their Students Online portal and their qualifications and transcripts up until June of the following year after graduation, after which students can contact NESA directly for additional copies of their transcript.

**Year 9/10 Child Studies ASSESSMENT SCHEDULE 2024**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Task number** | **Task 1** | **Task 2** | **Task 3** | **Task 4** |  |
| **Nature of task** | **Research Task**  | **Half Yearly Exam** | **Major Research Project** | **Toy** |
| **Due Date** | **Term 1, Week 6** | **Term 2, Week 3** | **Term 3, Week 7** | **Term 4, Week 1** |
| **Outcomes assessed** | CS5-1 CS5-2 CS5-3 CS5-5 CS5-9  | CS5-1 CS5-2 CS5-5 CS5-9  | CS5-1 CS5-2 CS5-5 CS5-9 CS5-11 CS5-12  | CS5-1 CS5-2 CS5-4 CS5-5 CS5-9  |
| **Components** | **Weighting %** |
| skills in researching, communicating and evaluating issues related to child development | **10** |  | **30** |  | **40** |
| knowledge, understanding and skills required to positively influence the growth, development and wellbeing of children | **10** | **10** |  | **10** | **30** |
| knowledge and understanding of child development from preconception to and including the early years |  | **20** |  | **10** | **30** |
| **Total %** |  |  |
|  | **20** | **30** | **30** | **20** | **100** |

**Commerce 100 hour**

**Assessment Schedule Stage 5 – Year 9
2024**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topic** | **Outcomes** | **Weighting** | **Task Type** | **Task Timing** |
| **SEMESTER ONE** |  |  |  |  |
| Law, Society and the Political Environment | COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9 | **25%** | Assessment task | **Term 1, Week 9** |
| Law in Action | COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9 | **25%** | Assessment task | **Term 2, Week 7** |
| **Total Marks** |  | **50%** |  |  |
|  |  |  |  |  |
| **SEMESTER TWO** |  |  |  |  |
| The Economic and Business Environment | COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9 | **25%** | Assessment Task | **Term 3, Week 9** |
| Promoting and Selling | COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9 | **25%** | Assessment Task | **Term 4, Week 7** |
| **Total Marks** |  | **50%** |  |  |

**Please Note:** Assignments **MUST** be handed to your class teacher in the lesson the day the assignment is due. All assessment tasks that are late must be accompanied by an Appendix A form, which you can obtain from your class teacher. Any problems **DISCUSS** with your teacher ASAP.

**SEMESTER ONE**

**Law, Society and the Political Environment Outcomes**

**A Student;**

› applies consumer, financial, economic, business, legal, political and employment concepts and

terminology in a variety of contexts COM5-1

› analyses the rights and responsibilities of individuals in a range of consumer, financial, economic,

business, legal, political and employment contexts COM5-2

› analyses key factors affecting decisions COM5-4

› evaluates options for solving problems and issues COM5-5

› develops and implements plans designed to achieve goals COM5-6

› researches and assesses information using a variety of sources COM5-7

› explains information using a variety of forms COM5-8

› works independently and collaboratively to meet individual and collective goals within specified timeframes COM5-9

**Law in Action Outcomes**

**A Student;**

› applies consumer, financial, economic, business, legal, political and employment concepts and

terminology in a variety of contexts COM5-1

› analyses the rights and responsibilities of individuals in a range of consumer, financial, economic,

business, legal, political and employment contexts COM5-2

› examines the role of law in society COM5-3

› analyses key factors affecting decisions COM5-4

› evaluates options for solving problems and issues COM5-5

› develops and implements plans designed to achieve goals COM5-6

› researches and assesses information using a variety of sources COM5-7

› explains information using a variety of forms COM5-8

› works independently and collaboratively to meet individual and collective goals within specified

timeframes COM5-9

**SEMESTER TWO**

**The Economic and Business Environment Outcomes**

**A Student;**

› applies consumer, financial, economic, business, legal, political and employment concepts and

terminology in a variety of contexts COM5-1

› analyses the rights and responsibilities of individuals in a range of consumer, financial, economic,

business, legal, political and employment contexts COM5-2

› analyses key factors affecting decisions COM5-4

› evaluates options for solving problems and issues COM5-5

› develops and implements plans designed to achieve goals COM5-6

› researches and assesses information using a variety of sources COM5-7

› explains information using a variety of forms COM5-8

› works independently and collaboratively to meet individual and collective goals within specified

timeframes COM5-9

**Promoting and Selling Outcomes**

**A Student;**

› applies consumer, financial, economic, business, legal, political and employment concepts and

terminology in a variety of contexts COM5-1

› analyses the rights and responsibilities of individuals in a range of consumer, financial, economic,

business, legal, political and employment contexts COM5-2

› analyses key factors affecting decisions COM5-4

› evaluates options for solving problems and issues COM5-5

› develops and implements plans designed to achieve goals COM5-6

› researches and assesses information using a variety of sources COM5-7

› explains information using a variety of forms COM5-8

› works independently and collaboratively to meet individual and collective goals within specified

timeframes COM5-9

**Year 9/10 Computing Technology**

**ASSESSMENT SCHEDULE 2024**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of task** | **Networking Connections**  | **Gaming and Simulation** | **App and Web Design** |
| **Due Date** | **Term 1, Week 10** | **Term 2, Week 10** | **Term 3, Week 10**  |
| **Outcomes assessed** | CT5-SAF-01 CT5-EVL-01 CT5-DAT-01 CT5-COM-01 | CT5-DPM-01CT5-OPL-01CT5-THI-01CT5-COL-01 | CT5-DPM-01CT5-THI-01CT5-DES-01CT5-COL-01 |
| **Components** | **Weighting %** |
| Identifying and defining | **10** | **5** | **5** | **20** |
| Research and planning | **10** | **5** | **5** | **20** |
| Producing and implementing |  | **15** | **15** | **30** |
| Testing and evaluating |  | **15** | **15** | **30** |
| **Total %** |  |  |
|  | **20** | **40** | **40** | **100** |

**Outcomes:**

**CT5-SAF-01 - selects and applies safe, secure and responsible practices in the ethical use of data and computing technology**

**CT5-DPM-01 - applies iterative processes to define problems and plan, design, develop and evaluate computing solutions**

**CT5-COL-01 - manages, documents and explains individual and collaborative work practices**

**CT5-EVL-01 - understands how innovation, enterprise and automation have inspired the evolution of computing technology**

**CT5-DAT-01 - explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts**

**CT5-COM-01 - communicates ideas, processes and solutions using appropriate media**

**CT5-OPL-01 - designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language**

**CT5-THI-01 - applies computational, design and systems thinking to the development of computing solutions**

**CT5-DAT-02 - acquires, represents, analyses and visualises simple and structured data**

**CT5-DES-01 - designs and creates user interfaces and the user experience**

**Year 9 and 10 (STAGE 5) ELECTIVE HISTORY**

**Assessment Schedule 2024**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topic** | **Outcomes** | **Weighting** | **Task Type** | **Task Timing**  |
| **SEMESTER ONE** |  |  |  |  |
| Ancient, Medieval and Modern Societies  | HTE5-1 HTE5-3 HTE5-4 HTE5-8 HTE5-10 | **50%** | Assessment Task | **Term 1, Week 8** |
| Thematic Studies  | HTE5-1 HTE5-5 HTE5-6 HTE5-8 HTE5-9 HTE5-10 | **50%** | Assessment Task | **Term 2, Week 8** |
| **SEMESTER TWO** |  |  |  |  |
| History, Heritage and Archaeology  | HTE5-1 HTE5-2 HTE5-6 HTE5-7 HTE5-8 | **50%** | Assessment Task | **Term 3, Week 8** |
| Thematic Studies  | HTE5-1 HTE5-5 HTE5-6 HTE5-8 HTE5-9 HTE5-10 | **50%** | Assessment Task | **Term 4, Week 4** |
| **Total Marks** |  | **100%** |  |  |

**Please Note:** Assignments **MUST** be handed to your class teacher in the lesson the day the assignment is due. All assessment tasks that are late must be accompanied by an Appendix A form, which you can obtain from your class teacher. Any problems **DISCUSS** with your teacher ASAP.

**SEMESTER ONE and Two -ELECTIVE HISTORY OUTCOMES**

**A Student;**

HTE5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry
HTE5-2 examines the ways in which historical meanings can be constructed through a range of media
HTE5-3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation
HTE5-4 explains the importance of key features of past societies or periods, including groups and personalities
HTE5-5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage
HTE5-6 identifies and evaluates the usefulness of historical sources in an historical inquiry process
HTE5-7 explains different contexts, perspectives and interpretations of the past
HTE5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HTE5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

HTE5-10 selects and uses appropriate forms to communicate effectively about the past for different audiences

**Year 9/10 Fashion (Textiles Technology)**

**ASSESSMENT SCHEDULE 2024**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of task** | **Practical Project and Portfolio**  | **Practical Project and Portfolio**  | **Yearly Exam** |
| **Due Date** | **Term 2, Week 4** | **Term 3, Week 8** | **Term 4, Week 2** |
| **Outcomes assessed** | TEX5-1 TEX5-4 TEX5-5 TEX5-8 TEX5-9 TEX5-10 TEX5-11 | TEX5-1 TEX5-4 TEX5-5 TEX5-8 TEX5-9 TEX5-10 TEX5-11 | TEX5-1 TEX5-2 TEX5-6 TEX5-7 |
| **Components** | **Weighting %** |
| **Total %** | **40** | **30** | **30** | **100** |

**Outcomes:**

**TEX5-1 - explains the properties and performance of a range of textile items**

**TEX5-2 - justifies the selection of textile materials for specific end uses**

**TEX5-4 - generates and develops textile design ideas**

**TEX5-5 - investigates and applies methods of colouration and decoration for a range of textile items**

**TEX5-6 - analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use**

**TEX5-7 - evaluates the impact of textiles production and use on the individual consumer and society**

**TEX5-8 - selects and uses appropriate technology to creatively document, communicate and present design and project work**

**TEX5-9 - critically selects and creatively manipulates a range of textile materials to produce quality textile items**

**TEX5-10 - selects appropriate techniques and uses equipment safely in the production of quality textile projects**

**TEX5-11 - demonstrates competence in the production of textile projects to completion**

**Year 9/10 Food Technology**

**ASSESSMENT SCHEDULE 2024**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Task number** | **Task 1** | **Task 2** | **Task 3** | **Task 4** |  |
| **Nature of task** | **Research Task** | **Half Yearly Exam** | **Practical Task** | **Yearly Exam** |
| **Due Date** | **Term 1, Week 8** | **Term 2, Week 3** | **Term 3, Week 5** | **Term 4, Week 3** |
| **Outcomes assessed** | FT5-6 FT5-8 FT5-9 | FT5-6 FT5-7 FT5-8 | FT5-1 FT5-11  | FT5-6 FT5-7 FT5-8 |
| **Components** | **Weighting %** |
| knowledge, understanding and skills related to food hygiene, safety and the provision of quality food |  | **10** |  | **10** | **20** |
| knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food |  |  |  |  |  |
| knowledge and understanding of nutrition and food consumption, and the consequences of food choices on health | **10** | **10** |  | **10** | **30** |
| skills in researching, evaluating and communicating issues in relation to food | **5** |  |  |  | **5** |
| skills in designing, producing and evaluating solutions for specific food purposes | **5** |  | **20** |  | **25** |
| knowledge and understanding of the significant role of food in society. |  | **10** |  | **10** | **20** |
| **Total %** | **20** | **30** | **20** | **30** | **100** |

**Outcomes:**

**FT5-1 - demonstrates hygienic handling of food to ensure a safe and appealing product**

**FT5-6 - describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities**

**FT5-7 - justifies food choices by analysing the factors that influence eating habits**

**FT5-8 - collects, evaluates and applies information from a variety of sources**

**FT5-9 - communicates ideas and information using a range of media and appropriate terminology**

**FT5-11 - plans, prepares, presents and evaluates food solutions for specific purposes**

**Year 9/10 Industrial Technology - Engineering**

**ASSESSMENT SCHEDULE 2024**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Task number** | **Task 1** | **Task 2** | **Task 3** | **Task 4** |  |
| **Nature of task** | **Project 1 -** **Sustainability and alternative Energy**  | **Project 2 -** **Structures - Bridges and Towers** | **Project 3 -** **Mechanics - Toys and Machines** | **Yearly Exam** |
| **Due Date** | **Term 1, Week 10** | **Term 2, Week 10** | **Term 4, Week 4** | **Term 4, Week 4** |
| **Outcomes assessed** | **IND5-1, IND5-2, IND5-3, IND5-4, IND5-6, IND5-10** | **IND5-1, IND5-2, IND5-4, IND5-5, IND5-6, IND5-8, IND5-10** | **IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9, IND5-10** | **IND5-1, IND5-5, IND5-8, IND5-9, IND5-10** |
| **Components** | **Weighting %** |
| **Total %** | **15** | **25** | **35** | **25** | **100** |

**Outcomes:**

**IND5-1 - identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies**

**IND5-2 - applies design principles in the modification, development and production of projects**

**IND5-3 - identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects**

**IND5-4 - selects, justifies and uses a range of relevant and associated materials for specific applications**

**IND5-5 - selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects**

**IND5-6 - identifies and participates in collaborative work practices in the learning environment**

**IND5-7 - applies and transfers skills, processes and materials to a variety of contexts and projects**

**IND5-8 - evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction**

**IND5-9 - describes, analyses and uses a range of current, new and emerging technologies and their various applications**

**IND5-10 - describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally**

**Year 9/10 Industrial Technology - Timber**

**ASSESSMENT SCHEDULE 2024**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Task number** | **Task 1** | **Task 2** | **Task 3** | **Task 4** |  |
| **Nature of task** | **Project 1 - Trinket Box and Folio**  | **Project 2 - Serving Tray and Folio** | **Project 3 - Bedside Table and Folio** | **Yearly Exam** |
| **Due Date** | **Term 1, Week 10** | **Term 2, Week 10** | **Term 4, Week 5** | **Term 4, Week 5/6** |
| **Outcomes assessed** |  |  |  |  |
| **Components** | **Weighting %** |
| skills in researching, communicating and evaluating issues related to child development |  |  |  |  |  |
| knowledge, understanding and skills required to positively influence the growth, development and wellbeing of children |  |  |  |  |  |
| knowledge and understanding of child development from preconception to and including the early years |  |  |  |  |  |
| **Total %** |  |  |
|  | **20** | **25** | **30** | **25** | **100** |

**Outcomes:**

**CS5-1 - identifies the characteristics of a child at each stage of growth and development**

**CS5-2 - describes the factors that affect the health and wellbeing of the child**

**CS5-3 - analyses the evolution of childhood experiences and parenting roles over time**

**CS5-4 - plans and implements engaging activities when educating and caring for young children within a safe environment**

**CS5-5 - evaluates strategies that promote the growth and development of children**

**CS5-9 - analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing**

**CS5-11 - analyses and compares information from a variety of sources to develop an understanding of child growth and development**

**CS5-12 - applies evaluation techniques when creating, discussing and assessing information related to child growth and development**

**Student Assessment Schedule 2024**

**VET Manufacturing**

**MSM10216 Certificate I in Manufacturing (Pathways)**

| **Assessment events forMSM10216 Certificate I in Manufacturing (Pathways)** | **Cluster 1** | **Cluster 2** | **Cluster 3** |
| --- | --- | --- | --- |
| Week 4Term 2 | Week 5Term 4 | Week 7Term 2 |
| **Cluster** | **Code** | **Unit of competency** |  |  |  |
| ***Cluster 1****Your industry induction* | MSMPCI101 | Adapt to work in industry | X |  |  |
| MSMPCI102 | Apply effective work practices |
| MSMPCI103 | Demonstrate care and apply safe practices at work |
| MSMOPS100 | Use equipment |
| ***Cluster 2****Your work in manufacturing* | MSMOPS101 | Make measurements |  | X |  |
| MSMOPS102 | Perform tasks to support production |
| CPCCCM1011 | Undertake basic estimation and costing |
| MSMPCII298 *or* MSMPCII296 | Make an object from metal *or* Make a small furniture item from timber |
| ***Cluster 3****Prepare to work safely* | CPCCWHS1001 | Prepare to work safely in the construction industry |  |  | X |

Depending on the achievement of units of competency, the possible qualification outcome is a **MSM10216 Certificate I in Manufacturing (Pathways) or a Statement of Attainment towards a MSM10216 Certificate I in Manufacturing (Pathways)**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent’. In some cases, other descriptive words may be used leading up to “competent”.

\*\*Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy. *Public Schools NSW, Tamworth* (RTO 90162) have engaged NESA to issue credentials within 30 days of course completion for the student. No physical transcripts are issued to students.

Students must download an electronic copy of their qualification and transcript from their Students Online account via <https://studentsonline.nsw.edu.ay/go/login/>

Students have access to their Students Online portal and their qualifications and transcripts up until June of the following year after graduation, after which students can contact NESA directly for additional copies of their transcript.

**Year 10 Music**

**Assessment Schedule 2024**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topic** | **Outcomes** | **Weighting** | **Task Type** | **Task Timing** |
| **SEMESTER ONE** |  |  |  |  |
| Classical music | **5.5, 5.7, 5.12** | **25%** | Performance, Aural Quiz | **Term 1, Week 11** |
| Music of another culture | **5.2, 5.7, 5.12** | **25%** | Performance, Aural Quiz | **Term 2, Week 10** |
|  |  |  |  |  |
| **SEMESTER TWO** |  |  |  |  |
| Rock and Popular music | **5.1, 5.2, 5.12** | **25%** | Performance, Aural Quiz | **Term 3, Week 10** |
| Music of the 20th and 21st Century | **5.1, 5.8, 5.10, 5.12** | **25%** | Performance, Aural Quiz | **Term 4, Week 6** |
| **Total Marks** |  | **100%** |  |  |

**Music Stage 5 Outcomes**

A student:

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

**Year 9/10 Visual Arts**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Task number** | **Task 1** | **Task 2** | **Task 3** | **Task 4** |  |
| **Nature of task** | **Bush Bodies** Completed clay form | **Beach to Bush** Artist Case Study and Short Answers in class | **Appropriate This!**Submission of 2D artwork (choice of medium allowed) | **Examination**Short and extended responses |
| **Due Date** | **Term 2, Week 1** | **Term 2, Week 5** | **Term 3, Week 10** | **Term 4, Week 4** |
| **Outcomes assessed** | 5.1, 5.3, 5.4 | 5.7, 5.8, 5.9 |  5.2, 5.5, 5.6 | 5.7, 5.8, 5.9, 5.10 |
| **Components** | **Weighting %** |
| Artmaking | **25** |  | **25** |  | **50** |
| Art Criticism and Art History |  | **25** |  | **25** | **50** |
| **Total %** |  |  |
|  | **25** | **25** | **25** | **25** | **100** |

**ASSESSMENT SCHEDULE 2024**

**Outcomes:**

**5.1 - develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks**

**5.2 - makes artworks informed by their understanding of the function of and relationships between artist – artwork – world audience**

**5.3 - makes artworks informed by an understanding of how the frames affect meaning**

**5.4 - investigates the world as a source of ideas, concepts and subject matter in the visual arts**

**5.5 - makes informed choices to develop and extend concepts and different meanings in their artworks**

**5.6 - demonstrates developing technical accomplishment and refinement in making artworks**

**5.7 - applies their understanding of aspects of practice to critical and historical interpretations of art**

**5.8 - uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art**

**5.9 - demonstrates how the frames provide different interpretations of art**

**5.10 - demonstrates how art criticism and art history construct meanings**

**Assessment Schedule –2024**

|  |  |  |  |
| --- | --- | --- | --- |
| **Term** | **WeWek** | **Commencing** | **Assessments Due** |
| **Term 1****2024** | 1 | Jan 29 |   |
| 2 | Feb 05 |  |
| 3 | Feb 12 |  |
| 4 | Feb 19 |  |
| 5 | Feb 26 |  |
| 6 | Mar 04 | Child Stud, Eng Draft, |
| 7 | Mar 11 | PD/H/PE |
| 8 | Mar 18 | Geography, Maths, Elect Hist, Food Tech,  |
| 9 | Mar 25 | English, Commerce, |
| 10 | Apr 01 | Science, PD/H/PE Prac, Ag, Comp Tech, Ind Tech Eng, Timber,  |
| 11 | Apr 08 | Music |
| **Term 2****2024** | 1 | Apr 29 | English Draft, Visual Art |
| 2 | May 06 |  |
| 3 | May 13 | Child Stud, Food Tech |
| 4 | May 20 | English Task, FWF, Manufacturing |
| 5 | May 27 | Maths, Visual Art,  |
| 6 | June 03 | **Core exam week Half Yearly**- English Draft, Geography, Mathematics, Science, PD/H/PE |
| 7 | June 10 | **Electives - Exam Week** Commerce, Manufacturing |
| 8 | June 17 | Elect Hist, Eng Draft |
| 9 | June 24 | PD/H/PE Prac |
| 10 | July 01 | Comp tech, Ind Tech Eng, Timber, Music |
| **Term 3****2024** | 1 | July 22  |  |
| 2 | July 29 | Agrifood, |
| 3 | Aug 05 | English Draft, |
| 4 | Aug 12 |  |
| 5 | Aug 19 | English, Food tech,  |
| 6 | Aug 26 | PD/H/PE,Maths |
| 7 | Sept 07 | Child Stud, |
| 8 | Sept 09 | English Draft, Geography, Agrifood, Elect Hist, FWF, History |
| 9 | Sept16 | PD/H/PE Prac, Science, Ag, Commerce,  |
| 10 | Sept 30 | Comp tech, Visual Art, Music |
| **Term 4****2024** | 1 | Oct 14 | Child Stud, Eng Draft, |
| 2 | Oct 21 | FWF,  |
| 3 | Oct 28 | English Draft, Food Tech |
| 4 | Nov 04 | Elect Hist, Ind Tech Eng, Visual Art |
| 5 | Nov 11 | **Core Exam Week Yearly-** History, Music, Science, English, PD/H/PE, Mathematics |
| 6 | Nov 18 | **Electives Exam Week** Agrifood, **Timber, Manufacturing** |
| 7 | Nov 25 | Commerce |
| 8 | Dec 02 | Music |
| 9 | Dec 09 |  |
| 10 | Dec 16 |  |

**Exams**