

# KINGSCLIFF HIGH SCHOOL



**ACHIEVEMENT THROUGH ENDEAVOUR**

## **NEW SOUTH WALES RECORD OF SCHOOL ACHIEVEMENT (RoSA) ASSESSMENT POLICY YEAR 10 2025**

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Year 10 2025 Deputy Principal  
Year 10 2025 Adviser:

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*Celebrating individual growth through real world, respectful and passionate learning on Bundjalung land*

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## GENERAL INFORMATION FOR YEAR 10

1. Merely attending will not gain you a **NSW Record of School Achievement (RoSA)**.
2. **A RoSA can only be earned through “sustained diligence and effort” from the student.** You are expected to attend classes and work to the best of your ability.
3. You must satisfactorily complete all mandatory courses to gain a RoSA. The mandatory courses are:
  - English
  - Mathematics
  - Science
  - Australian History
  - Australian Geography
  - Personal Development, Health and Physical Education (PDHPE)
4. One assessment task may be used to measure a variety of outcomes.
5. Satisfactory completion will be determined by looking at your effort and results in class work, assignments and examinations.
6. If you miss lessons **it is your responsibility** to find out if any information about assessment tasks was given out during the period of absence in addition to catching up any missed work. In cases of prolonged absence you should request that school work be sent home for you to complete.
7. If you don't understand what is required of you in any assessment task or tasks **it is your responsibility** to seek help from your class teacher, the Head Teacher, your Year Adviser or the Year 10 Deputy Principal.
8. You will need to attend each lesson and complete all class work. The school may refuse to grant a RoSA to a student whose attendance or application at school has been unsatisfactory.

***It is your responsibility to carefully read and understand this information.***

### **IMPORTANT Message to Parents and Students**

***FAMILY HOLIDAYS and other non-school approved business are not valid reasons to miss or not undertake assessment tasks at the correct time.***

***This applies to the Year 10 RoSA, Year 11 RoSA and HSC courses.***

***Assessment tasks can be scheduled at various times throughout the school terms so it is strongly advised to take holidays and other business that may affect your child's attendance during school vacations.***

## **Literacy and Numeracy tests**

If you are in Year 10 this year and have told your school you want to leave, you will have the choice to sit for literacy and numeracy testing in November.

- The tests will be offered online and will be taken at your school under the supervision of a teacher. The tests are a useful option if you are looking for jobs where the employer wants to see evidence of a level of literacy and numeracy.
- Each test will be of 60 minutes duration, and the two tests will be completed in one sitting.
- These will not be pass/fail tests – they will be designed to show levels of achievement that are reasonable to expect from students leaving school after the end of Year 10.
- The tests will be offered in schools during a number of ‘windows’ each year. You will only be able to sit for the tests once during each window but, if you later decide to stay at school longer, you will be able to take the tests again.
- The literacy and numeracy test results will be reported separately from the RoSA credential.
- More information on the voluntary online literacy and numeracy tests will be available later in 2025.

### **Change of Address or Circumstances**

Please notify the School **immediately** of your new circumstances and/or address, phone number and emergency contact. The front office must be notified in writing. If you fail to do this mail goes astray, parents cannot be contacted when students become sick or have an accident and certificates such as the record of achievement may be sent to the wrong address. This is also important if you change your name or now use a different name on official documents.

### **Attendance**

Students must attend all programmed lessons. Rolls are marked every period.

- Students must arrive before 8:45am for Homeroom roll call and must be on time for all scheduled lessons.
- Students may not leave the school during the day unless they bring a signed request from their parent/carer and have it endorsed by the Head Teacher Administration. This is only available for emergency or other unexpected circumstances.
- Students who truant for any period may have to make up lost time at **recess or after school detention**.
- Students may be given after school detentions to complete Assessment Tasks if the student fails to submit a task by the due date.

### **Lateness**

Students who arrive late for school - either in the morning or from lunch - must report to the office, with a signed note of explanation. The school will contact parents in the case of repeated and unexplained lateness. **Students without a late note will not be admitted to class.**

### **Out of Class**

Students must be in possession of an official note to be out of class. These notes can only be issued by the front office or the class teacher.

### **Out of School**

Notes from parents for passes out of the school, for Doctor or other essential needs, are taken to one of the Head Teachers Administration at the beginning of the day for signing. They are then taken to the front office to obtain a pass. Students must sign out and back in if they return at the front office. Every effort should be made to make appointments out of school hours.

**Sport is a mandatory requirement from all students and failure to participate to a satisfactory standard will mean the student does not receive a RoSA. Please refrain from making appointments in Sport time for this reason.**

### **Use of Technology**

When a student wishes to hand in work done on non-school computers it is the student's responsibility to ensure it is compatible with the equipment currently available within the school. Students should also supply the teacher with a printed copy of the task (unless other provisions have been made by the teacher). Equipment failure, hardware or software incompatibility or failure of school equipment to read a USB or file is the student's responsibility and the student will be deemed not to have handed in the task on time if this occurs.

### **School Calendar**

All parents/students should refer to the Kingscliff High school calendar

<https://kingscliff-h.sentral.com.au/webcal/calendar/1>

Dates of examinations, P&C meetings, sporting fixtures and others are included in the school diary. Parents and students can anticipate and prepare for the coming events by consulting this calendar. Please note to always check the online school calendar for any last-minute updates.

**Study timetable**

It is also recommended that all Year 10 students use a study/revision/homework/assessment task timetable and use it to organise their time efficiently.

**Parent-Teacher Meetings**

Structured interviews take place throughout the year. Meeting times are scheduled with teachers for each of the courses taken by the student. These meetings are arranged to enable parents to meet teachers, to discuss student progress and attitude, give information and to indicate problems that the students may have.

**Newsletter**

A school newsletter is produced every second week and can be found on the school's website:

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

The newsletter is also emailed to parents. If you are not receiving the newsletter by email, please update your email address with the Front Office staff. The newsletter is an important avenue for communicating a wide range of education, cultural, sporting and social activities. It often contains details/dates of important, coming events, scholarships and traineeship opportunities.

# EXAMINATION RULES

<b>ENTRY INTO EXAM VENUE</b>	<ul style="list-style-type: none"> <li>Should be in class groups as instructed by teachers</li> </ul>
<b>LATE ARRIVAL</b>	<ul style="list-style-type: none"> <li>Students should be on time for all exams</li> <li>No entry to the exam will be allowed 30 minutes or more after exam start time</li> <li>No extra time will be granted for students who arrive late</li> </ul>
<b>NO TALKING AND NOISE</b>	<ul style="list-style-type: none"> <li>No talking upon entering the exam venue</li> <li>No talking during the exam</li> <li>No talking at the completion of the exam</li> </ul>
<b>EQUIPMENT</b>	<ul style="list-style-type: none"> <li>It is the student's responsibility to bring all necessary equipment needed for each exam</li> <li>No borrowing is permitted in the exam venue</li> </ul>
<b>REMAIN SEATED</b>	<ul style="list-style-type: none"> <li>Students should be seated and facing the front whilst in the exam venue</li> </ul>
<b>LEAVING EARLY</b>	<ul style="list-style-type: none"> <li>No students are allowed to leave the examination room early. All available time should be used to complete and review answers</li> </ul>
<b>TOILETS</b>	<ul style="list-style-type: none"> <li>Students should visit the toilet before each exam</li> <li>Toilet breaks will not be granted during an exam unless a doctor's certificate has been supplied to the Deputy Principal prior to the exam</li> </ul>
<b>CHEATING</b>	<ul style="list-style-type: none"> <li>Any form of cheating or "non serious attempt" will result in a student receiving a zero mark for that exam</li> </ul>
<b>MOBILE PHONES, SMART WATCH OR DATA STORAGE DEVICES</b>	<ul style="list-style-type: none"> <li>Any student who is caught in the possession of a mobile phone, smart watch, or data storage device in the exam venue may receive a zero mark for that exam</li> </ul>
<b>CONSEQUENCES FOR BREACHING EXAM RULES:</b> <ol style="list-style-type: none"> <li>General warning is the final warning</li> <li>First personal warning will result in the loss of 20% of exam marks and will be noted on the exam paper</li> <li>Second personal warning will result in receiving a zero mark for that exam and will be noted on the exam paper</li> <li>No personal warnings will be issued for cheating or mobile phones</li> </ol>	
<b>APPEALS:</b> Any student wishing to appeal a sanction imposed for breaching exam rules must do so in writing to the Principal within five (5) school days from the date of the exam. Appeal forms are available from the Deputy Principal	
<b>ILLNESS AND MISADVENTURE:</b> Students unable to attend exam/s due to illness or misadventure should: <ol style="list-style-type: none"> <li>Inform the school as soon as possible, preferably prior to the exam;</li> <li>Submit written reason for absence (such as a medical certificate, note from parent/care provider etc) to your class teacher on the first day back at school;</li> <li>Where no note is supplied or the reason for the absence is unacceptable (such as misreading the exam timetable, truancy or attending a non-school events) a zero mark will be awarded for the examination missed.</li> </ol>	



## Gaining a NSW Record of Achievement (RoSA)

**Records of Achievement reflect your efforts. Students who do not make a satisfactory effort will not receive a good record of achievement.**

Before you can be awarded a Record of Achievement you must fulfil the following requirements:-

- 1) Satisfactorily complete courses in English, Mathematics, Science and Australian History/Geography.
- 2) Satisfactorily complete a minimum of 300 hours of PD/HEALTH/PE, a minimum of 100 hours of Music, Languages and Visual Arts, and 200 hours of Design and Technology.
- 3) Each student must attend at least 85% of the available school time. If your attendance falls below 85% (approximately 15 days per semester) and as a result you cannot satisfactorily complete courses, you will become ineligible for RoSA. Frequent absenteeism affects your level of sustained, diligence and effort towards your schooling.
- 4) You must attend school up to the last day of attendance in December as determined by the Department of Education and Training.

### Satisfactory Completion of a Course

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

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

### This means that you must

- (a) attend lessons in that course for the required number of hours,
- (b) bring the correct equipment and books,
- (c) make a **genuine effort** in all class activities,
- (d) make a **serious attempt** at all your assessment tasks.

## School Examination Attendance

### Examinations are compulsory Assessment Tasks.

Year 10 students must seriously attempt the Half Yearly and Yearly Examinations at the times nominated in the Assessment Schedule and school Examination Timetables. Examinations for individual students or classes will not be rescheduled unless the Deputy Principal has granted special permission. This permission in nearly every case will need to be sought prior to the exam. This will be based upon documentation supplied to the Deputy Principal at least one week before the examination. If students are not feeling well they should do the examination and report the illness to the exam supervisor. They must also then report their illness to the Deputy Principal. A medical certificate should also be supplied as soon as possible after the exam and attached to an Illness/Misadventure form. "Soft" excuses such as misreading of the exam timetable, attending family holidays or non-school events will result in ZERO being awarded for the examination missed. No rescheduling of an examination or an estimate will be given for such excuses. An estimate will only be given in cases of extreme or genuine misadventure that prevents examination attendance. Applications will be viewed on a case by case basis. Wherever possible, the student will complete the examination or similar at a later date.

### RoSA Assessment

Assessment will be a continuous process and it is important you complete tasks to the best of your ability. Student progress will be reported to parents and students at the end of each semester.

At the end of Year 10, grades will be awarded for each of your subjects which indicate your level of achievement. **The grade you will receive is determined by how well you meet the required outcomes of the course for each subject's assessment grid.** Grades in each subject will be indicated by the letters A, B, C, D or E.

### Determining RoSA Grades

As NESA stipulates that each student's grade should represent their level of achievement at the end of the course, this school will determine grades using the following guidelines:

**100 Hours Course** grades will be compiled from Year 10 Semester 1 marks only.

(The only exception to this is for Personal Development, Health and Physical Education (PDHPE) which will use marks from one semester of Year 9 and any marks available from the Year 10 course.)

**200 Hour Course** grades will be compiled from Year 10.

### Dealing with Assessment Tasks

#### Notification of Assessment Tasks

Students will be given a minimum of one week's notice for an assessment task.

Use the school diary to organise your tasks and present them on time.

If a student participates in a special school event and this interferes with their:

- i) attending an assessment activity OR
- ii) meeting an assessment deadline OR
- iii) adequately preparing for an assessment activity,

the student may be eligible for special consideration in order to compensate for the loss of time. It is the student's responsibility to fill out the application for assessment variation form, and inform the Deputy Principal and Head Teacher well in advance of any special events.

### **Missed Assessment Tasks**

If you are absent for an assessment task, you must see the Year 10 Deputy Principal. If the assessment task is a whole year examination your teacher will direct you to see the appropriate Head Teacher for an alternate time to complete the task.

### **Assessment Tasks Handed in Late**

Students in all instances are advised to hand work in by the due date, even if it is incomplete. If that does not happen, students need to fill out the assessment variation **form and hand it to Year 10 Deputy Principal for approval and then to their teacher.** Late submissions will incur the following penalties:

1 day after due date = deduct 10% of marks awarded

2 days after due date= deduct 20% of marks awarded

3 days after due date= deduct 30% of marks awarded

Work not handed in after 5 days will receive zero marks but must be still submitted.

### **Extensions of Time**

Extensions can only be granted by the Year 10 Deputy Principal. An extension will only be granted when the student can prove a case of extreme difficulty in meeting an assignment deadline. Application must be made on the assessment variation form PRIOR to the due date.

### **Cheating or truanting on the day/lesson a task is to be completed**

If the Head Teacher is satisfied that you cheated in any assessment task or truanted on the day or period of the task, a zero mark will be awarded.

### **Unsatisfactory “N” Determinations**

If at any time it appears that a student is at risk of receiving an “N” determination in any course, the Principal, Deputy Principal or Teacher must warn the student as soon as possible and advise the parent or guardian in writing. This warning will be given in time for the problem to be corrected.

Students who do not show improvement will be interviewed by the Year 10 Deputy Principal.

Students who have not complied with the requirements and have **received two unresolved warning letters within any subject may be regarded as not having satisfactorily completed the course.**

**The principal will then apply the “N” determination if the student does not make the effort to improve.**

### **Consequences of “N” Determinations**

If a student is given an “N” determination in a course they will be required to attend an interview with the principal and parents to explain why they should be allowed to progress to Year 11. This will jeopardise their subject selection and position/selection in Year 11 classes.

## MANDATORY

### ENGLISH

Head Teacher (Rel): Mr M Anderson

**INTRODUCTION:** The Stage 5 English course is based upon students developing skills in listening, reading, writing, speaking, viewing and representing. These skills are taught and assessed through students interacting with texts in a variety of medium. Text means any communications written or spoken or visual eg. book, newspaper, film, article, advertisement, webpage, graphic, poem etc.

Students will be required to work on assessment tasks, both in class and at home.

The course consists of the following areas of study:

1. Texts and Context
2. Contemporary Storytelling – Documentary
3. Exploring Drama
4. Area of Study

### **ASSESSMENT SCHEDULE:**

Timeframe	Task	Assessment Area	Weighting	Approximate Due Date
Term 1	Contemporary Storytelling	Examination – Short answer and essay response	25%	Week 10, Term 1
Term 2	Texts and Contexts	Oral presentation	25%	Week 5, Term 2
Term 3	Exploring Drama- Inquiry Based Learning	Shakespeare Appropriation	25%	Week 9, Term 3
Term 4	AOS Fear Yearly Examination	Examination – Short answer and essay response	25%	Term 4 Examination Period

## MANDATORY

### MATHEMATICS

Head Teacher: Ms G Engel Pryer

**INTRODUCTION:** The course consists of topics drawing from three modules of study:

1. Number & Algebra
2. Probability & Statistics
3. Measurement & Geometry

#### **ASSESSMENT SCHEDULE:**

Approximate Timing	Task Type	Assessment Area	Weighting
Term 1, Week 9	Topic Test	Knowledge	20%
Term 2, Week 5	Half Yearly Examination	Knowledge	30%
Term 3, Week 6	STEM Assignment	Working Mathematically	15%
Term 4, Week 5	Yearly Examination	Knowledge	35%

**Note:** Students may also have additional in class tests which will form part of their assessment

## MANDATORY

### SCIENCE – Year 10

Head Teacher Mrs J O’Keeffe

**INTRODUCTION:** The course consists of the following modules of study:

1. Chemistry
2. Physics
3. Biology
4. Geology
5. Working Scientifically

#### **ASSESSMENT SCHEDULE:**

Timeframe	Task	Assessment Area	Weighting
Term 1, Week 8	Depth Study	Working Scientifically	30%
Term 2, Week 5	Half Yearly Examination	Knowledge	20%
Term 3, Week 7	Practical Test	Working Scientifically	20%
Term 4, Week 5	Yearly Examination	Knowledge	30%

Students may also have additional in-class topic tests

## MANDATORY

### AUSTRALIAN HISTORY – Year 10

Head Teacher: Mr W Smith

**INTRODUCTION:** The knowledge and skills outcomes from this course include: Recounting major historical events in chronological order, sequencing major historical events to show understanding of continuity, change and causation.

#### **ASSESSMENT SCHEDULE:**

Timeframe	Task	Assessment Area	Weighting
Term 1	Source Analysis	Knowledge and Understanding	20%
Term 2	Research Assignment	Understanding, Skills and Research	20%
Term 3	Extended Response	Understanding, Skills and Research	20%
Term 4	Tests and Examinations	Knowledge, Understanding and Skills	40%

### AUSTRALIAN GEOGRAPHY – (Delivered in Year 9)

Head Teacher: Mr W Smith

**INTRODUCTION:** The assessment schedule for Geography reflects the knowledge and skills outcomes expected of Stage 5 Geography students.

#### **ASSESSMENT SCHEDULE:**

Timeframe	Task	Assessment Area	Weighting
Term 1	Assignment	Knowledge, Understanding and Skills	20%
Term 2	Research Assignment	Understanding, Skills and Research	20%
Term 3	Fieldwork	Understanding, Skills and Research	20%
Term 4	Tests and Examinations	Knowledge, Understanding and Skills	40%

## MANDATORY

### PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE) – Year 10

Head Teacher (Rel.): Ms L Fitzhugh

**INTRODUCTION:** The course consists of content strands below:

STRAND 1: Health, wellbeing and relationships

STRAND 2: Movement skill and performance

STRAND 3: Healthy, safe and active lifestyles

<b>SEMESTER 1 (for report convert to a mark out of 100)</b>		
<b>Topic/Theme description</b>	<b>Assessment</b>	<b>Approx due date</b>
Taking care of me	AT1 – written task (/30)	Term 2
Movement skill and performance	AT2a, b (2 of netball, volleyball, touch, softball) (/40)	Term 1
Movement skill and performance	AT3 – Athletics (/20)	Term 2
<b>SEMESTER 2 (for report convert to a mark out of 100)</b>		
Movement skill and performance	AT2c (1 of either netball, volleyball, touch, softball) (/20)	End Term 2
Transitions to adulthood	AT4 – written task (/30)	Term 4
Movement skill and performance	AT5a, b, (Dance plus 1 of either cricket, soccer, basketball) (/40)	Term 3, Term 4

Please note: In addition to the mandatory courses outlined above, there may be other compulsory co-curricular programs or activities for all Year 10 students. You will be informed of any such requirements in writing during the year.

## AGRICULTURAL TECHNOLOGY – Year 10

Head Teacher: Mrs J O’Keeffe

**INTRODUCTION:** The course includes study of the following areas as integrated units:

- Investigation of agricultural industries, both plant and animal based
- Work, Health and Safety (WHS) guidelines for agricultural practices
- An understanding of environmental, sustainability, financial viability, marketing, available technologies and ethical considerations in agricultural enterprises
- The importance of agriculture systems and management for society, other industries and the economy.

### **ASSESSMENT SCHEDULE: 100 Hour Course – Semester 1**

Timeframe	Task	Assessment Area	Weighting
Term 1, Wk 11	Research and Practical Task	Research and Practical	15%
Term 1, Wk 11	Practical assessment (log)	Skills	10%
Term 2, Wk 6	Examination	Knowledge	20%

### **ASSESSMENT SCHEDULE: 100 Hour Course – Semester 2**

Timeframe	Task	Assessment Area	Weighting
Term 3	Research Task	Knowledge/practical	20%
Term 3	Practical Assessment	Skills	10%
Term 4	Examination	Knowledge	25%

### **ASSESSMENT SCHEDULE: 200 Hour Course**

Timeframe	Task	Assessment Area	Weighting
Term 1	Report	Research	15%
Term 1	Practical assessment	Skills	10%
Term 2	Half Yearly Examination	Knowledge	20%
Term 3	Research Task	Knowledge, Practical	20%
Term 3	Practical assessment	Skills	10%
Term 4	Yearly Examination	Knowledge	25%



## CHILD STUDIES – Year 10

Head Teacher (Rel.): Ms L Fitzhugh

### ASSESSMENT SCHEDULE:

#### 100 Hour course

Topics / Theme Description	Assessment	Approx. due date
1. Preparing for parenthood	Preparing for parenthood (25%)	Term 1
2. Conception to birth	Family planning method (25%)	Term 2
3. Newborn care	Issues in parenting (50%)	Term 3
4. Family Interactions		
<b>Equipment required:</b> iPad		

#### 200 Hour course

Topics / Theme Description	Assessment	Approx due date
Unit 1 IPL Toddler entertaining	<b>Project based Learning for Unit 1: Toddler entertaining</b> Written record of life of the project (20%) Create an original activity (40%) Activity presentation (40%)	Term 1
Unit 2 Culture and children		
Unit 3: Careers involving Children	<b>Project based Learning for Unit 3: Careers involving Children</b> Written record of life of the project (20%) Create an information stand for a specific career that works with children. (50%) Reflect on what you would need to do to prepare for the specific career you have chosen (30%)	Term 3
Unit 4: Feeding little ones		
Unit 5: Safety		
Unit 6: Every child is different		
<b>Equipment required:</b> iPad		

## COMMERCE – Year 10

Head Teacher: Mr W Smith

**INTRODUCTION:** This course includes the following modules of study:

1. Overview of Consumers/Business/Government
2. Law
3. Buying a Car
4. Moving Out
5. Making a Will
6. Choosing a Career
7. Applying for Employment
8. Income Tax

### **ASSESSMENT SCHEDULE:** 100 Hour Course

Timeframe	Task	Assessment Area	Weighting
Term 1	Research Assignment	Knowledge, research and Understanding	50%
Term 2	Examination	Knowledge, Understanding and Skills	50%

### **ASSESSMENT SCHEDULE:** 200 Hour Course

Timeframe	Task	Assessment Area	Weighting
Term 1	Research Assignment	Knowledge, research and Understanding	25%
Term 2	Examination	Knowledge, Understanding and Skills	25%
Term 3	Research Assignment	Knowledge, research and Understanding	25%
Term 4	Tests and Examinations	Knowledge, Understanding and Skills	25%

## DANCE – Year 10

Head Teacher (Rel): Mr A Holliday

### **INTRODUCTION:**

The course consists of the following modules of study:

1. Performance
2. Composition
3. Appreciation

### **STAGE 5 ASSESSMENT SCHEDULE:**

Semester 1

100 Hour Course

#### **Term 1**

Unit	Component	Task Due	Weighting
Arts As Stimulus	Composition	Week 5	10%
Musical Theatre	Performance/Appreciation	Week 10	20%

#### **Term 2**

Unit	Component	Task Due	Weighting
Choreographic Forms (with a focus on incorporating the Elements of Dance)	Composition	Week 4	10%
Pioneers of Modern Dance	Performance/Appreciation	Week 9	20%

#### **Term 3**

Unit	Component	Task Due	Weighting
Jazz	Performance/ Appreciation	Week 6	10%
Unpacking Alignment	Performance/Appreciation	Week 9	15%

#### **Term 4**

Unit	Component	Task Due	Weighting
Constructing A Composition Work	Composition	Week 5	15%

## DRAMA – Year 10

Head Teacher (Rel): Mr A Holliday

**INTRODUCTION:** The course consists of the following modules of study:

1. Greek Theatre and Tragedy
2. The theatrical style of Commedia Dell'Arte
3. From Page to Stage: Production Elements in Staged Performance
4. The theatrical style of Realism and the form of Monologues

### Drama Assessment Tasks

Please note: the timing of the following assessment tasks is approximate and may change without notification. Students will be notified in writing of the requirements and timing of all assessment tasks events in advance of the due date.

Topic	Task	Due Date	Weighting
Greek Theatre and the Mask	Group Performance (15%) and Logbook (10%)	Term 1, Week 10	25%
Commedia Dell'Arte and Comedic Performance	Commedia Dell'Arte Performance (20%) and peer reflection (5%)	Term 2, Week 9	25%
From Page to Stage	Production Portfolio – 25%	Term 3, Week 9	25%
Performance Style of Realism and the form of Monologues	Research Assignment (10%)	Term 4, Week 5	25%
	Performance (15%)	Term 4, Week 5	

## FOOD TECHNOLOGY – Year 10

Head Teacher: Mrs S Cowell

**INTRODUCTION:** The course consists of the following modules of study:

- Food product development
- Food Selection and Health

**The 200 hour course has the following additional modules:**

- Food Trends
- Food for Special Occasions

### **ASSESSMENT SCHEDULE:** 100 Hours Course – Stage 5 (Years 9 and 10) Food Technology

<b>Semester 1</b>		
<b><i>Unit of Work</i></b>	<b><i>Assessment</i></b>	
Food for Special Needs	Research Task (20%) and Practical (20%)	Term 2, Week 3 (approx.)
<b>Semester 2</b>		
Food in Australia	Folio (20%) and Practical (15%)	Term 3, Week 4-5 (approx)
Food Service and Catering	Examination (25%)	Term 3, Week 4-5 (approx)
<b>Equipment required for Food Technology</b> <ul style="list-style-type: none"><li>• Pens, pencils, apron for practical lessons, covered shoes</li><li>• Books, ingredients for food preparation provided through subject fees - \$40</li></ul>		
<b>How Can Parents Help?</b> Assisting students with research work as required		

**ASSESSMENT SCHEDULE: 200 Hours Course – Year 10 Food Technology**

<b>Semester 1</b>		
<b><i>Unit of Work</i></b>	<b><i>Assessment</i></b>	
Food for Special Occasions	Folio (15%) and Practical (20%)	Term 1, Week 9/10 (approx.)
<b>Semester 2</b>		
Food Product Development	Folio (25%) and Practical (15%)	Term 3, Week 8/9 (approx)
Food Selection and Health	Examination (25%)	Term 4, Week 4 (approx)
<b>Equipment required for Food Technology</b> <ul style="list-style-type: none"><li>• Pens, pencils, apron for practical lessons, covered shoes</li><li>• Books, ingredients for food preparation provided through subject fees - \$40</li></ul>		
<b>How Can Parents Help?</b> Assisting students with research work as required		

## GLOBAL STUDIES – Year 10

Head Teacher: Mr W Smith

**INTRODUCTION:** This course includes the following modules of study:

1. Australia's Neighbours
2. Political and Developmental Geography

### **ASSESSMENT SCHEDULE:** 100 Hour Course

Timeframe	Task	Assessment Area	Weighting
Term 1	Research Assignment	Knowledge, research and Understanding	50%
Term 2	Examination	Knowledge, Understanding and Skills	50%

## INDUSTRIAL TECHNOLOGY – METAL / MULTIMEDIA/ TIMBER / ENGINEERING – Year 10

Head Teacher: Mr M Wiggins

**INTRODUCTION:** The course consists of the following modules of study:

1. Workplace Safety
2. Project Folio – Project design, management and communication (Drawing/Planning/Documenting)
3. Practical Project

### **ASSESSMENT SCHEDULE:** 100 Hour Course

Timeframe	Task	Outcomes	Assessment Area	Weighting
Term 2 Week 4	Project and Digital Project Folio	IND5-1, IND5-3, IND5-5	WHS practices, practical skills and communication skills	30%
Term 1 Week 9	Research Assignment	IND5-10	Knowledge and communication	20%
Term 4 Week 2	Project and Digital Project Folio	IND5-2, IND5-3, IND5-4, IND5-6, IND5-9	Practical skills, design, management and communication skills	30%
Term 4 Week 4	Examination	IND5-7, IND5-8	Knowledge	20%

### **ASSESSMENT SCHEDULE:** 200 Hour Course

Timeframe	Task	Outcomes	Assessment Area	Weighting
Term 2 Week 4	Project and Digital Project Folio	IND5-1, IND5-3, IND5-5	WHS practices, practical skills and communication skills	30%
Term 1 Week 9	Research Assignment	IND5-10	Knowledge and communication	20%
Term 4 Week 2	Project and Digital Project Folio	IND5-2, IND5-3, IND5-4, IND5-6, IND5-9	Practical skills, design, management and communication skills	30%
Term 4 Week 4	Examination	IND5-7, IND5-8	Knowledge	20%



## INTERNATIONAL STUDIES – Year 10

Head Teacher: Mr W Smith

This course was formerly known as Social Studies

**INTRODUCTION:** This course consists of the following modules of study:

1. Core module. Understanding culture and diversity in today's world.
2. Cultural tourism
3. Culture and sport
4. Coming to Australia

### **ASSESSMENT SCHEDULE:** 100 Hour Course

Timeframe	Task	Assessment Area	Weighting
Term 1	Research Assignment	Knowledge and Skills	50%
Term 2	Examination	Knowledge, Skills and Understanding	50%

## MARINE TECHNOLOGY – Year 10

Head Teacher: Mrs J O’Keeffe

**INTRODUCTION:** The course consists of the following areas of study: water safety, first aid, snorkelling, fish and estuaries, oceans, coastlines, mangroves and rock platforms, marine plants and animals, management and employment.

### **ASSESSMENT SCHEDULE: 100 Hour Course – Semester 1**

Approximate Timeframe	Task	Assessment Area	Weighting
Term 1, Week 11	Practical Skills	Swimming / Snorkelling	10%
Term 2, Week 6	Examination	Knowledge	30%

### **ASSESSMENT SCHEDULE: 100 Hour Course – Semester 2**

Timeframe	Task	Assessment Area	Weighting
Term 3, Week 10	Report	Research	30%
Term 4, Week 5	Examination	Knowledge	30%

### **ASSESSMENT SCHEDULE: 200 Hour Course**

Timeframe	Task	Assessment Area	Weighting
Term 1, Week 11	Practical Skills	Swimming / Snorkelling	10%
Term 2, Week 6	Examination	Knowledge	30%
Term 3, Week 10	Report	Research	30%
Term 4, Week 5	Yearly Examination	Knowledge	30%

## MUSIC – Year 10

Head Teacher: Mr A Holliday

**INTRODUCTION:** The course consists of the following modules of study:

1. Performing
2. Composing
3. Listening

### Year 9 & 10 Assessment Schedule – 100hr course

Syllabus Components	Syllabus Weighting %	TASK 1	TASK 2	TASK 3	TASK 4
		Term 1	Term 2	Term 3	Term 4
		<b>Australian Music</b> Solo performance of an Australian song (Due Term 1, Week 9)	<b>Music Technology</b> Composition task (Due Term 2, Week 7)	<b>Music of a Culture</b> Group/Ensemble performance of a Reggae song (Due Term 3, Week 8)	<b>Popular Music</b> Theory/Listening/Topic test (Due Term 4, Week 5)
	Syllabus Outcomes	5.1, 5.2	5.3, 5.11, 5.12	5.5, 5.8	5.4, 5.6, 5.10
Performing	50	25		25	
Composing	25		25		
Listening	25				25
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

### Year 10 Assessment Schedule – 200hr course

Syllabus Components	Syllabus Weighting %	TASK 1	TASK 2	TASK 3	TASK 4
		Term 1	Term 2	Term 3	Term 4
		<b>Music for Small Ensembles</b> Solo performance of 'Eine Kleine Nacht Musik' (Due Term 1, Week 7)	<b>Rock Music</b> Theory/Listening/Topic test (Due Term 2, Week 6)	<b>Jazz</b> Group/Ensemble performance of a Jazz song (Due Term 3, Week 8)	<b>Music for Radio, Film and Television</b> Composition Task (Due Term 4, Week 5)
	Syllabus Outcomes	5.1, 5.2, 5.12	5.4, 5.5.5.6, 5.10	5.2, 5.3, 5.11	5.7, 5.8, 5.9, 5.10
Performing	50	25		25	
Composing	25		25		
Listening	25				25
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

## PHOTOGRAPHIC AND DIGITAL MEDIA – Year 10

Head Teacher (Rel.): Mr A Holliday

**INTRODUCTION:** The course consists of the following modules of study:

1. Making
2. Critical and historical interpretations

### **ASSESSMENT SCHEDULE:**

Task Number	Task Description	Topic	Syllabus Outcomes	Weighting	Due Date
1	Critical/Historical Investigation	Portraiture	5.7 – 5.10	25%	Term 1 Week 9
	Portfolio of Images & Process Diary				
2	Critical/Historical Investigation	Familiar to Peculiar	5.7 – 5.10	25%	Term 2, Week 9
	Portfolio of Images & Process Diary				
3	Critical/Historical Investigation	Emulate	5.7 – 5.10	25%	Term 3, Week 9
	Portfolio of Images & Process Diary				
4	Critical/Historical Investigation	Movement	5.7 – 5.10	25%	Term 4, Week 7
	Portfolio of Images and Process Diary				

## PHYSICAL ACTIVITY AND SPORT STUDIES (PASS) – Year 10

Head Teacher (Rel.): Ms L Fitzhugh

The following modules are studied:

### Movement Skill and Performance Units

1. Ultimate Frisbee
2. Modified Grid Iron
3. Australian Rules Football
4. European Handball
5. Sofcrosse
6. Indoor hockey
7. Badminton
8. Lifestyle and recreation games – KUBB, Finska, Bocce, Croquet, Archery, Golf

### Theory Units

1. Sport Coaching
2. Event Management – Athletics carnivals, sports competitions

### ASSESSMENT SCHEDULE:

<b>SEMESTER 1 (for report convert to a mark out of 100)</b>		
<b>Topics/Theme Description</b>	<b>Assessment</b>	<b>Approx date</b>
Event Management 1	AT1 – In class athletics event / Athletics Carnivals  (20%)	Term 2, Term 3
Movement skill and performance	AT2a, b (2 of modified grid iron, indoor hockey, AFL)  (40%)	Term 1, Term 2
<b>SEMESTER 2 (for report convert to a mark out of 100)</b>		
Movement skill and performance	AT2c (1 of modified grid iron, indoor hockey, AFL)  (20%)	End of Term 2
Event management 2	AT3 – In class / recess competitions  (20%)	Term 3
Movement skill and performance	AT4a, b (2 of European handball, badminton, ultimate frisby)  (40%)	Term 3, Term 4

## SMART THINKING: UNLOCKING YOUR POTENTIAL (CRITICAL THINKING) – 100 HOUR – YEAR 10

Head Teacher: Mrs J O’Keeffe

<b>Term 1 – Assessment Task 1</b>		
<b>Topic: Core 1 Understanding critical thinking</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
Students will be keeping a journal of their learning as they work through the topic which will include reflections on their ability to be a critical thinker.	Journal – An ongoing reflection of student learning of, and experiences with, critical thinking	Week 10
<b>Term 2 – Assessment Task 2</b>		
<b>Topic: Core 2 Research skills to support the critical thinker</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
Students to research the impact of the quality of sources on the ability to form ideas and make judgements	Research Task	Week 10
<b>Term 3 – Assessment Task 3</b>		
<b>Topic: Option 1 – Strategies used in business and war</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
Application of learning – evaluation of strategies used in business and war	Debate	Week 6
<b>Term 4 – Assessment Task 4</b>		
<b>Topic: Advertising: Have they got your attention?</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
Students will study marketing strategies and provide a case study on a business and their use of marketing strategies	Case study and presentation	Week 5
<b>Equipment required:</b> <ul style="list-style-type: none"> <li>• Pens, pencils, ruler, calculator and eraser for every lesson</li> <li>• Workbook and iPad</li> </ul> <b>How Can Parents help?</b> <ul style="list-style-type: none"> <li>• Assist students to time manage homework and assessment activities and tasks set by their teachers</li> </ul>		

## VISUAL ARTS – Year 10

Head Teacher (Rel.): Mr A Holliday

### **INTRODUCTION:**

The course consists of the following modules of study:

1. Artmaking
2. Critical and Historical Studies

Students study art making, critical and historical studies through a use of the conceptual framework and a variety of frames. The elective course allows students to further develop their critical understanding of artists and different points of view of the visual arts. They also expand on their art making practice, using a variety of materials and techniques.

### **ASSESSMENT SCHEDULE:**

Task Number	Task Description	Topic	Syllabus Outcomes	Weighting	Due Date
1	Critical/Historical Investigation	Copy That! The Art of Printmaking	5.7 – 5.10	25%	Term 1 Week 9
	Portfolio of Works and VAPD		5.1 – 5.6		
2	Critical/Historical Investigation	The Vessel	5.7 – 5.10	25%	Term 2, Week 9
	Portfolio of Works and VAPD		5.1 – 5.6		
3	Critical/Historical Investigation	The Figure	5.7 – 5.10	25%	Term 3, Week 9
	Portfolio of Works and VAPD		5.1 – 5.6		
4	Critical/Historical Investigation	Coastal Appropriation	5.7 – 5.10	25%	Term 4, Week 7
	Portfolio of Works and VAPD		5.1 – 5.6		

## VISUAL DESIGN – Year 10

Head Teacher (Rel.): Mr A Holliday

### INTRODUCTION:

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. Students have the opportunity to learn to think in a creative, problem-solving way, produce real-world design products and develop a portfolio of work.

### ASSESSMENT SCHEDULE:

Task Number	Task Description	Topic	Syllabus Outcomes	Weighting	Due Date
1	Critical/Historical Investigation	<ul style="list-style-type: none"> <li>Anatomy of Type</li> <li>Ampersand - the 27th letter</li> <li>Ligatures</li> <li>Graffiti type &amp; symbols</li> </ul>	5.6 – 5.10	25%	Term 1 Week 9
	Portfolio of Works and VDPD		5.1 – 5.6		
2	Critical/Historical Investigation	<ul style="list-style-type: none"> <li>Emojis</li> <li>Illuminated manuscripts</li> <li>Illustration &amp; Text</li> </ul>	5.7 – 5.10	25%	Term 2, Week 9
	Portfolio of Works and VDPD		5.1 – 5.6		
3	Critical/Historical Investigation	<ul style="list-style-type: none"> <li>Grids, rules, roles and zines</li> <li>Design Synetics</li> </ul>	5.7 – 5.10	25%	Term 3, Week 9
	Portfolio of Works and VDPD		5.1 – 5.6		
4	Critical/Historical Investigation	<ul style="list-style-type: none"> <li>Individual/Collaborative Design Project</li> <li>Critical/Historical Designer Study</li> </ul>	5.7 – 5.10	25%	Term 4, Week 7
	Portfolio of Works and VDPD		5.1 – 5.6		



## WORK EDUCATION – Year 10

Head Teacher: Mr W Smith

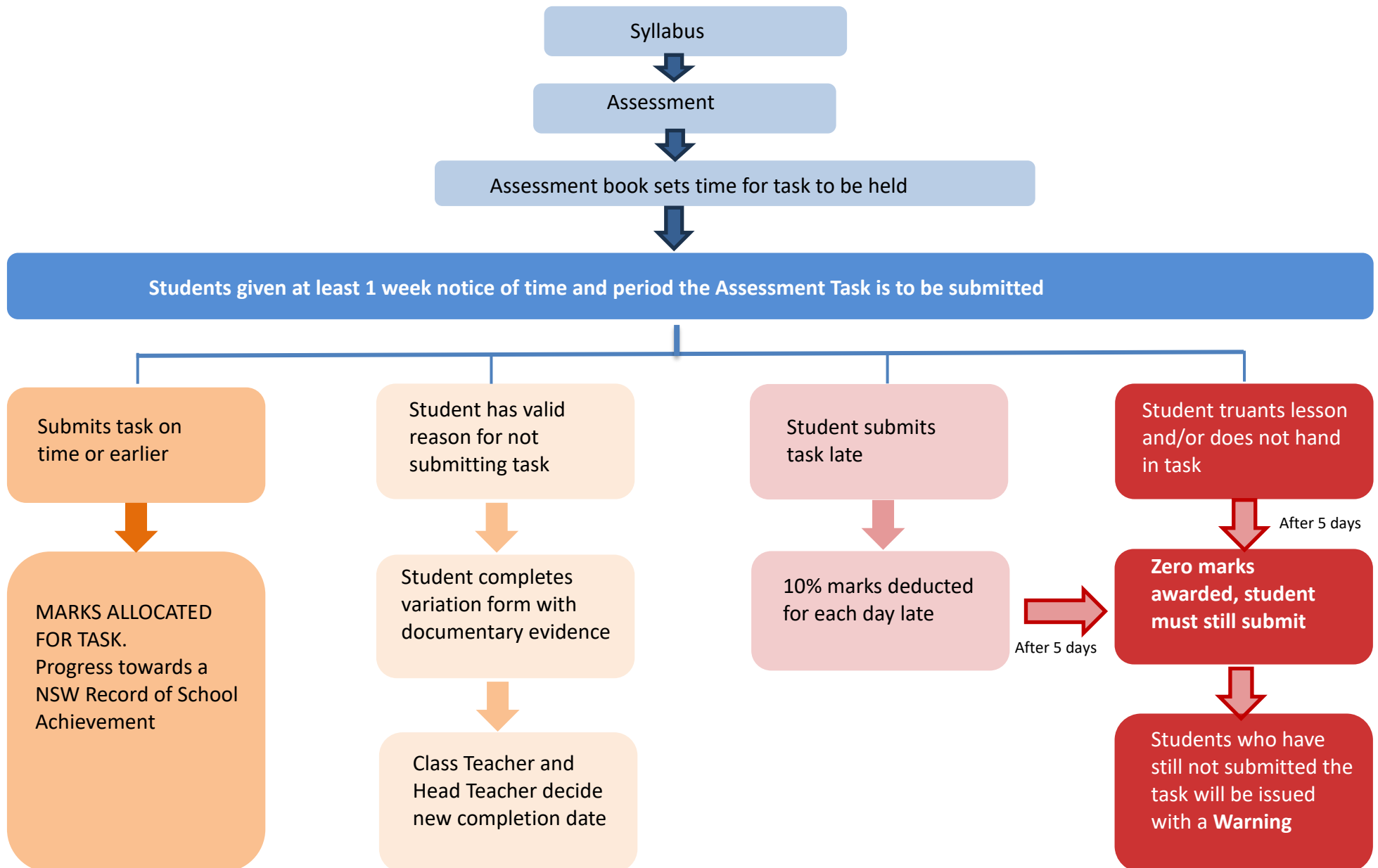
**INTRODUCTION:** The course consists of the following modules of study:

1. The world at work
2. Planning for a working life
3. Workplace
4. Work Portfolio

### **ASSESSMENT SCHEDULE:** 100 Hour Course

Timeframe	Task	Assessment Area	Weighting
Term 1	Career choice portfolio	Knowledge and Understanding	30%
Term 1	Workplace safety presentation	Knowledge and Understanding	20%
Term 2	Work Experience Diary	Knowledge, Understanding and Skills	30%
Term 2	Work Experience Employer Report	Knowledge, Understanding and Skills	20%

# ASSESSMENT TASK FLOWCHART - YEAR 10





## **ASSESSMENT RE-SCHEDULE SHEET**

(to be given to Year 10 Deputy Principal)

Name: \_\_\_\_\_

Roll Call Class: \_\_\_\_\_

Exams Missed: \_\_\_\_\_

Reason: \_\_\_\_\_

Parent/Carer Signature: \_\_\_\_\_

Phone number of Parent/Carer: \_\_\_\_\_