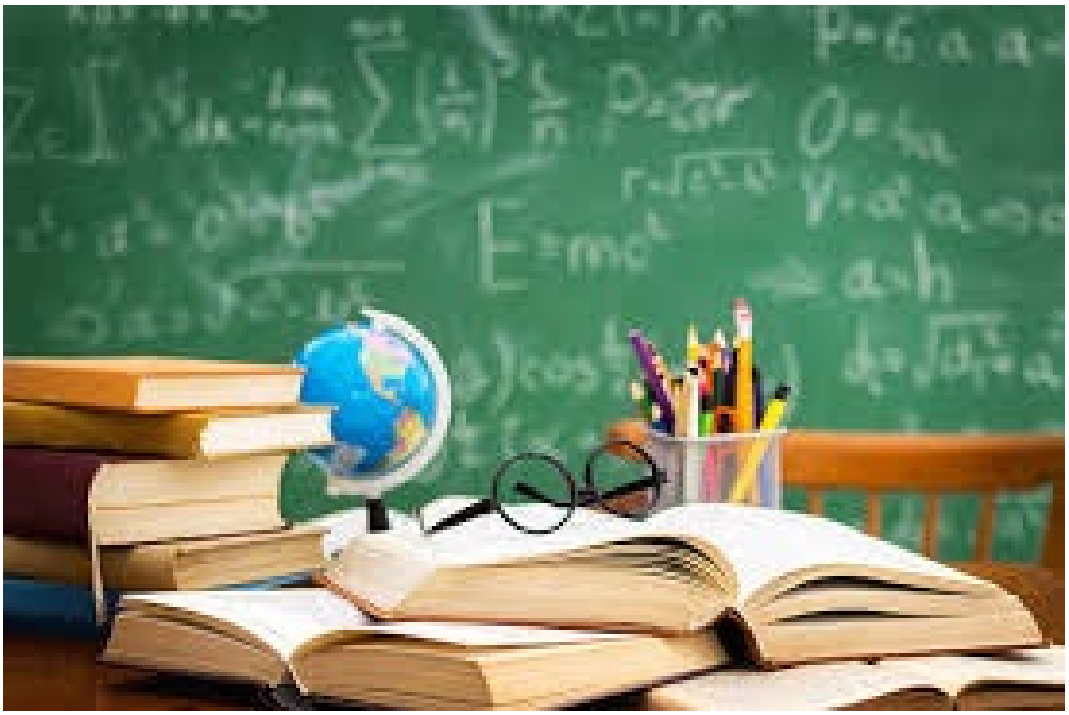
Evans High School

A diverse and innovative school of excellence



Year 10 Assessment Handbook

2020

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Evans High School
166 Walters Road
Blacktown NSW 2148

YEAR 10 - 2020
ASSESSMENT HANDBOOK

Contents

JUNIOR ASSESSMENT GUIDE

The purpose of this booklet is to introduce Parents/Carers and students to the general goals and policies which underpin the school's learning programs.
As well as some general statements in the first few pages of the booklet, included are the assessment schedules for subjects in each faculty area. Parents/Carers are encouraged to contact the appropriate Head Teacher if they wish to discuss any academic issues pertinent to that faculty area.
The emphasis in the booklet is on the development of good work habits, but motivation, self-confidence, perseverance, concentration, consistent attendance and good study skills are also important if students are to achieve to their full potential.

GENERAL GOALS

- To ensure that students feel comfortable and happy in an environment which encourages the pursuit of academic excellence.
- To foster a love of learning and a sense of satisfaction from the achievement of prescribed academic outcomes.
- To provide a rich program of extra-curricular activities which complement as well as supplement the school's academic programs.

SPECIFIC GOALS

- To encourage students to assume ownership of and responsibility for their academic development.
- To develop an understanding of how study for each subject is undertaken.
- To develop in students a comprehensive work ethic.
- To set up structures whereby regular study is rewarded by academic success.
- To develop in students independent learning and research skills.
- To develop in students an understanding of technology and an appreciation of its benefits.
- To develop an awareness and understanding of the academic options available in the junior school.

HOMEWORK

The school considers that homework is an integral part of the learning process and that homework should be used to:

- stimulate and challenge,
- reinforce what is learnt in class,
- ensure that students are prepared for the next lesson,
- provide students with the opportunity to practice skills being developed,
- extend and further skills and increase vocabulary range,
- develop topic summaries,
- assist students to develop a work ethic,
- test and reinforce the content covered in class.

HOMEWORK STUDY

In their home study each night, students should:

- do their homework
- work on major assessments
- revise class work
- read from prescribed texts

- read newspapers, journals, magazines, appropriate internet sites to stay up-to-date with current affairs
- develop topic summaries and study cards which they can use to prepare for examinations
- develop mind maps at the end of each topic, that show the relationships between concepts
- attempt a revision exercise from their textbooks
- complete past examinations or topic tests to consolidate their understanding of topics.

Parents / Carers can assist by

- encouraging their children to discipline themselves to sit down for approximately 1 to 2 hours of study each night in Year 10, extending this as they progress through the years
- providing a study place which:
  can be used regularly
  has ample space
  is quiet
  have good lighting
  is comfortably ventilated and temperature-controlled
- taking an active interest in their child's study. Supporting them buy discussing the work, encouraging them if they become discouraged and directing them to seek help from their teachers if they are struggling
- ensuring that their children have a healthy balance between work and recreation
- helping their children to become well organised in their approach to study so that they gain the optimum benefit from any study period
- encouraging their children to plan their homework tasks, as students progress through the school, a study timetable is essential if they are to give every subject due attention
- ensuring that their children have regular breaks in study sessions
- ensuring that their children have a diary in which they record homework
- ensuring that their children have a long-term planner to help them to systematically work through major assessments
- ensuring that their children have access to reference materials, including a dictionary, thesaurus and the internet.

ATTENDANCE

All children enrolled at school are required to attend school on each day that instruction is provided. Regular attendance and punctual arrival to school are important components of student welfare and achievement. Parents/Carers are required to send a note explaining any absences within seven days of the absence. If the absence is not explained within this time the absence becomes an 'unexplained absence'. It is vital that students attend school every day that they are not sick. Students who are frequently absent do not perform as well academically as those students who have good attendance. Officers from the Home School Liaison Program are specially trained to work with schools, staff, families and students to improve students' attendance at school. Home School Liaison Officers (HSLO) may be called upon to assist students and their parents/carers when students are not coming to school every day. The Home School Liaison Officer for Evans High School may be contacted through the school principal or regional office.

ROLL CALL

Roll Call is held at the beginning of each day at 8:35am. Each student's attendance is recorded. Parents/carers may be contacted (mail or phone) if the school has concerns regarding a student's attendance.

PERIOD MARKING

The roll is marked in every period. Students who are recorded as at school during Roll Call but are absent for a period will be considered to be truanting.

LATE TO SCHOOL

Students are to report to Front Office and 'sign in' where their lateness will be recorded. Students are to bring a note from home explaining the reason for their lateness. Students will be required to make up the missed time during their own time (recess and/or lunch time) as negotiated with their teacher of Head Teacher of the subject. Parents/carers will be notified of repeated lateness. Persistent lateness will be referred to a Deputy Principal.

LATE TO SCHOOL

Students are to report to Front Office and 'sign in' where their lateness will be recorded. Students are to bring a note from home explaining the reason for their lateness. Students are to meet the 'lates' coordinator during specified days for an interview. Students may be required to make up the missed time during their own time. Parents/carers will be notified of repeated lateness. Persistent lateness will be referred to a Deputy Principal.

EARLY LEAVERS

Students are to take their notes and report to Front Office before school, and receive an early leaver's pass. Parents/Carers should note that permission to leave school early will only be granted for specialist medical, dental or legal appointments or in the case of a family emergency. Ordinary medical appointments should be made for a time outside of school hours.

LATE TO CLASS

It is expected that all students will arrive to class on time. Students must carry a note from the teacher that detained them. Any student who is not in the correct class may be considered a truant. Parents/Carers may contact the school and request a copy of their child's attendance record.

ASSESSMENT POLICY

Assessment is an integral part of the learning process; in fact, its main purpose is the improvement of learning. It is used to report a student's progress to parents, prospective employers and other educational agencies. It provides a fair and structured method of measuring student achievements.
Assessment measures student achievement in a wide range of tasks and activities. The activities that make up the school assessment are called assessment tasks. Assessment tasks measure a variety of components in a course, including activities that cannot be tested in formal examinations such as field work and research. Teachers will advise students of the assessment requirements of their course. In addition to assessment tasks, students must satisfactorily complete each course of study, including the completion of non-assessable tasks such as class work.

ASSESSMENT TASKS

Assessment Tasks are to be presented in a formal way (Refer to **'Assessment Task Cover'** Form). The major assessment schedule for each subject is included in this booklet.

- Students will be given clear guidelines on assessment requirements
- Students will be given a minimum of two weeks to complete major assessments
- Students must submit assessments neatly, clearly labeled and on time

- Late assessments or tasks missed due to absence students need to complete a **'Task Missed due to Absence'** with a medical certificate attached. Form available from your classroom teacher and submitted to the Head Teacher. Please refer to the copy in this document.
- Missed tasks will be recorded awarded **zero** marks without adequate documentation
- Parents will be notified in writing of missed assessment tasks
- If an extension is needed, it must be submitted at least **2 days** prior to the date due (refer to '**Application for Extension'** form.
- Students must complete assessments to the best of their ability

Major assessments should reflect the required knowledge and skills demanded by the task.

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ASSESSMENT TASK COVER SHEET

Course Name:		
Student Name:		
ASSESSMENT TASK		
Assessment No.:	Title:	
Component/s		Weighting/s - %:
Due Date:		Date Distributed:
Extension Granted: YES/NO		If YES - New Due Date
Student Signature:		

Complete and detach this section when you hand in your assignment.

ASSESSMENT COVER SHEET RECEIPT

Course Name:		
Student Name:		
Assessment No:	Title:	
Due Date:		Date Handed In:
Teacher Signature:		

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TASK MISSED DUE TO ABSENCE

This form must be handed to your classroom teacher the day you return to school.

Course Name:	
Student Name:	
ASSESSMENT TASK	
Assessment No.:	Title:
Component/s	Weighting/s - %:
Due Date:	Today's Date::
Date/s of Absence:	
Reason for Absence:	
Student Signature:	
Parent Signature:	

Note: Appropriate evidence must accompany this application (e.g. Doctors Certificate)

Complete and detach this section when you hand in your Assessment

TASK MISSED DUE TO ABSENCE RECEIPT

Course Name:	
Student Name:	
Assessment No:	Title:
Granted: YES/NO	Refused: YES/NO
New date:	Reason for refusal:
Head Teacher Signature:	
Deputy Signature:	

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APPLICATION FOR EXTENSION

Course Name:	
Student Name:	
ASSESSMENT TASK	
Assessment No.:	Title:
Component/s:	Weighting/s - %:
Due Date:	Date of Applying for Extension:
Reason for Extension:	
Student Signature:	
Parent Signature:	

Complete and detach this section when you hand in your Assessment

EXTENSION APPLICATION RECEIPT

Course Name:	
Student Name:	
Assessment No:	Title:
Granted: YES/NO	Refused: YES/NO
Extension New Date:	Reason for Refusal:
Head Teacher Signature:	
Deputy Signature:	

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To be submitted to the Faculty Head Teacher on completion

Illness / Misadventure/Appeal Form			
Student Name:		**Year Group:**	

TYPE OF APPEAL:

□ Illness / Accident	□ School approved activity	□ Principal's leave
□ Malpractice	□ Misadventure	□ Other

REASON FOR APPEAL:

SUBJECT	TASK	DUE DATE	DATE SUBMITTED

SUPPORTING DOCUMENTATION (Please attach):

□ Medical Certificate □ Statutory Declaration

□ Other (Please specify) _____

Student Signature		**Date:**	
Parent Signature		**Date:**	

REVIEW PANEL DECISION:

□ Approved	□ Not Approved

COMMENTS:

Principal's Signature: **Date:**

ASSESSMENT PLANNER

Term 1	Term 2	Term 3	Term 4
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.
7.	7.	7.	7.
8.	8.	8.	8.
9.	9.	9.	9.
10.	10.	10.	10.
11.	11.	11.	11.

ASSESSMENT SCHEDULES

Following are the Assessment Schedules for all Year 10 courses offered at Evans High School. They are organised into faculty groups:

CREATIVE AND PERFORMING ARTS (CAPA)

Music
Photography
Visual Arts

ENGLISH

English

HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)

Commerce
History
Geography

MATHEMATICS

Mathematics Level 5.1/5.2
Mathematics Level 5.3

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PD/H/PE)

PD/H/PE
PASS

SCIENCE

Science

TECHNICAL AND APPLIED STUDIES (TAS)

Food Technology
IST
Industrial Technology – Metals

SUBJECT: MUSIC FACULTY: CAPA

Outcomes of Course: 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 on 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, memorization 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
Components of Course: A. Performing B. Composing C. Listening	**Weightings of Course: %** A. 40% B. 30% C. 30%

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term: 1 Week: 10	**Term: 2 Week: 7**	**Term: 3 Week: 10**	**Term: 4 Week: 5/6**
		Rock Music Video Essay	Performance	Songwriting Composition	Yearly Examination
Performing	40%		20%		20%
Composing	30%			30%	
Listening	30%	15%			15%
Total	100%	15%	20%	30%	35%
Outcomes		5.7, 5.8, 5.9, 5.10 5.12	5.1, 5.2, 5.3, 5.11, 5.12	5.4, 5.5, 5.6, 5.7, 5.12	5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10, 5.12

Coordinator: Mr Chapman **Head Teacher: Dr Fienberg**

SUBJECT: VISUAL ARTS FACULTY: CAPA

Outcomes of Course:	
5.1 A student develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks 5.2 A student makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience 5.3 A student makes artworks informed by an understanding of how the frames affect meaning 5.4 A student investigates the world as a source of ideas, concepts and subject matter in the visual arts 5.5 A student makes informed choices to develop and extend concepts and different meanings in their artworks	5.6 A student demonstrates developing technical accomplishment and refinement in making artworks 5.7 A student applies their understanding of aspects of practice to critical and historical interpretations of art 5.8 A student uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art 5.9 A student demonstrates how the frames provide different interpretations of art 5.10 A student demonstrates how art criticism and art history construct meanings
Components of Course: A. Artmaking B. Critical and Historical Studies	**Weightings of Course: %** A. 70% B. 30%

ASSESSMENT TASKS

Components (Syllabus)	**Weighting (Syllabus)**	**Task 1** **Term: 1** **Week: 8** Research Task	**Task 2** **Term: 2** **Week: 3** Artwork	**Task 3** **Term: 4** **Week: 4/5** Final Exam	**Task 4** **Term: 4** **Week: 9** Final Artwork/ Exhibition
Artmaking	70%		30%		40%
Critical and Historical Studies	30%	15%		15%	
Total	100%	15%	30%	15%	40%
Outcomes		5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6

Coordinator: Mr Dempsey **Head Teacher: Dr Fienberg**

SUBJECT: PHOTOGRAPHY & DIGITAL MEDIA FACULTY: CAPA

Outcomes of Course: 5.1 Develops range and autonomy in the selecting and applying photographic and digital conventions and procedures to make photographic and digital works 5.2 Makes photographic and digital works informed by their understanding of the function of and relationships between artist-artwork-world-audience 5.3 Makes photographic and digital works informed by an understanding of how the frames affect meaning 5.4 Investigates the world as a source of ideas, concepts and subject matter for photographic and digital works 5.5 Makes informed choices to develop and extend concepts and different meanings in their photographic and digital works	5.6 Selects appropriate procedures and techniques to make and refine photographic and digital works 5.7 Applies their understanding of aspects of practice to critically and historically interpret photographic and digital works 5.8 Uses their understanding of the function of and relationships between the artist-artwork-world-audience in the critically and historically interpretations photographic and digital works 5.9 Uses the frames to make different interpretations photographic and digital works 5.10 Constructs different critical and historical accounts of photographic and digital works
Components of Course: A. Making B. Critical and Historical Study	**Weightings of Course: %** A. 70% B. 30%

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term: 1 Week: 8	**Term: 2 Week: 2**	**Term: 4 Week: 4/5**	**Term: 4 Week: 8**
		Research Task	Practical Work	Yearly Exam	Practical Work
Making	70%		30%		40%
Critical and Historical Study	30%	15%		15%	
Total	100%	15%	30%	15%	40%
Outcomes		5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3

Coordinator: Mr Dempsey **Head Teacher: Dr Fienberg**

SUBJECT: YEAR 10 ENGLISH FACULTY: ENGLISH

Outcomes of Course 1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure 2A effectively uses and critically assesses a wide range of processes for responding to and composing a wide range of texts in different media and technologies 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 4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts	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 6C investigates the relationships between and among texts 7D understands and evaluates the diverse ways texts can represent personal and public worlds 8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning 9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.
Components of Course: A. Skills B. Content	**Weightings of Course:** A. 50% B. 50%

Components (Syllabus)		**Task 1**	**Task 2**	**Informal Task**	**Task 3**	**Task 4**
		T: 1 Wk: 9	**T: 2 Wk: 5**	**T: 2 Wk: 9**	**T: 3 Wk: 8**	**T: 4 Wk: 5**
		Speaking Task	Half-Yearly Examination	Visual Literacy Essay Task **Informal**	Writing Task: Comparative Essay - Intertextuality	Yearly Examination
Skills	50%	12.5%	12.5%	0%	12.5%	12.5%
Content	50%	12.5%	12.5%	0%	12.5%	12.5%
Total Marks	**100%**	**25%**	**25%**	**0%**	**25%**	**25%**
Outcomes Assessed		**7D 8D** *(3B 6C 9E)*	**1A 2A** *(4B 5C)*	**5C** *(1A 7D)*	**4B 5C 6C** (2A 8D)	**3B 9E** *(5C 4B)*

Co-ordinator: Ms Tweeddale Head Teacher: Ms Tweeddale

SUBJECT: COMMERCE FACULTY: HSIE

Outcomes of Course: **COM5-1** applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts **COM5-2** analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts **COM5-3** examines the role of law in society **COM5-4** analyses key factors affecting decisions **COM5-5** evaluates options for solving problems and issues	**COM5-6** develops and implements plans designed to achieve goals **COM5-7** researches and assesses information using a variety of sources **COM5-8** explains information using a variety of forms **COM5-9** works independently and collaboratively to meet individual and collective goals within specified timeframes
Components of Course: A. Knowledge and understanding of course content B. Inquiry and research C. Communication of commercial information, issues and ideas in appropriate forms	**Weightings of Course: %** A. 60% B. 20% C. 20%

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 8	Term 2 Week 5/6	Term 3 Week 8/9	Term 4 Week 4/5
		Inquiry and Research Task – Law, Society and Political Involvement	Half-Yearly Examination	Practical Group Task – Running a Business	Yearly Examination
Knowledge and understanding of course content	60%	15%	15%	15%	15%
Inquiry and research	20%	10%		10%	
Communication of commercial information, issues and ideas in appropriate forms	20%	5%	5%	5%	5%
Total	100%	30%	20%	30%	20%
Outcomes		COM5-1, COM5-3, COM5-7, COM5-8 and COM5-9	COM5-1, COM5-2, COM5-3 and COM5-5	COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8 and COM5-9	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5 AND COM5-8

Coordinator: Ms Newsome **Head Teacher: Mrs Celeban**

SUBJECT: HISTORY FACULTY: HSIE

Outcomes of Course: HT5-1 Explains and assesses the historical forces and factors that shaped the modern world and Australia HT5-2 Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-3 Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia HT5-4 Explains and analyses the causes and effects of events and developments in the modern world and Australia HT5-5 Identifies and evaluates the usefulness of sources in the historical inquiry process	HT5-6 Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-7 Explains different contexts, perspectives and interpretations of the modern world and Australia HT5-8 Selects and analyses a range of historical sources to locate information relevant to an historical inquiry HT5-9 Applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-10 Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences
Components of Course: A. Knowledge and understanding of course content B. Source-based skills: analysis and evaluation of historical information from a variety of sources C. Historical inquiry and research D. Communication of historical understanding in appropriate forms	**Weightings of Course %** A. 40% B. 20% C. 20% D. 20%

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1 Term 1 Week 7	Task 2 Term 2 Weeks 5/6
		Source Analysis and Presentation – The Stolen Generations	Examination
Knowledge and understanding of course content	40%	15%	25%
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20%	10%	10%
Historical inquiry and research	20%	20%	
Communication of historical understanding in appropriate forms	20%	10%	10%
Total	100%	55%	45%
Outcomes		HT5-1, HT5-3, HT5-4, HT5-5, HT5-6, HT5-8, HT5-9 and HT5-10	HT5-1, HT5-2, HT5-3, HT5-4, HT5-6, HT5-7, HT5-8, HT5-9 and HT5-10

Coordinator: Ms Miller **Head Teacher: Mrs Celeban**

SUBJECT: GEOGRAPHY FACULTY: HSIE

Outcomes of Course: 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 GE5-8 Communicates geographical information to a range of audiences using a variety of strategies
Components of Course: A. Knowledge and understanding of course content B. Geographical tools and skills C. Geographical inquiry and research, including fieldwork D. Communication of geographical information, ideas and issues in appropriate forms	**Weightings of Course %** A. 40% B. 20% C. 20% D. 20%

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1 Term 3 Week 8	Task 2 Term 4 Weeks 4/5
		Research and Report – Human Wellbeing	Examination
Knowledge and understanding of course content	40%	15%	25%
Geographical tools and skills	20%	10%	10%
Geographical inquiry and research, including fieldwork	20%	20%	
Communication of geographical information, ideas and issues in appropriate forms	20%	10%	10%
Total	100%	55%	45%
Outcomes		GE5-2, GE5-3, GE5-4, GE5-5, GE5-7 and GE5-8	GE5-1, GE5-2, GE5-3, GE5-4, GE5-5, GE5-6, GE5-7 and GE5-8

Coordinator: Ms Miller **Head Teacher: Mrs Celeban**

SUBJECT: Year 10-5.1 Mathematics 2020 FACULTY: Mathematics

Outcomes of Course:	
MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts MA5.1-2WM selects and uses appropriate strategies to solve problems MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context MA5.1-4NA solves financial problems involving earning, spending and investing money MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships MA5.1-7NA graphs simple non-linear relationships	MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression MA5.1-11MG describes and applies the properties of similar figures and scale drawings MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events
Components of Course: • Working Mathematically Measurement and Geometry • Number and Algebra Statistics and Probability	

ASSESSMENT TASKS

Topics (Syllabus)	**Task 1**	**Task 2**	**Task 3**	**Task 4**
	Term:1 Week: 9	**Term 2: Week: 6**	**Term: 3 Week: 8**	**Term 4: Week: 4/5**
	Open Book Test	Half Yearly Exam	Research Task	Yearly Exam
Working Mathematically, Number & Measurement, Algebra, Trigonometry	25%			
Working Mathematically Trigonometry, Area/Surface Area, Volume, Indices,		25%		
Equations			25%	
Working Mathematically, Equations, Coordinate				25%
Total	20%	25%	30%	25%
Outcomes	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-9MG, MA5.2-1WM, MA5.2-3WM, MA5.2-6NA	MA5.2-3WM, MA5.2-6NA, MA5.1-2WM, MA5.2-1WM, MA5.2-13MG, MA5.2- 2WM, MA5.1-5NA, MA5.1-9MG	MA5.2-1WM, MA5.2.2 WM, MA5.2-3WM, MA5-2-8NA, MA5.2-9NA, MA5.2-10NA, MA5.1-13SP, MA5.2-17SP, MA5.2-9NA, MA5.2-15SP	MA5.1-3WM, MA5.1-4NA, MA5.2-1WM, MA5.2-3WM, MA5.1-11MG, MA5.2-14MG, MA5.2-2WM, MA5.2- 5NA, MA5.2-3WM, MA5.2-8NA

Coordinator: Mr Younan **Head Teacher: Mr Khan**

SUBJECT: Year 10-5.2 Mathematics 2020 FACULTY: Mathematics

Outcomes of Course:

MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts

MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions

MA5.1-2WM selects and uses appropriate strategies to solve problems

MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems

Reasoning

MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context

MA5.2-3WM constructs arguments to prove and justify results

MA5.1-4NA solves financial problems involving earning, spending and investing money

MA5.2-4NA solves financial problems involving compound interest

MA5.2-5NA recognises direct and indirect proportion, and solves problems involving direct proportion

MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions

MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices

MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships

MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships

MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships

MA5.1-7NA graphs simple non-linear relationships

MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationships

MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids

MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders

MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures

MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression

MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings

Properties of Geometrical Figures

MA5.1-11MG describes and applies the properties of similar figures and scale drawings

MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar

MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media

MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data

MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time

Probability

MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events

MA5.2-17SP describes and calculates probabilities in multi-step chance experiments

Components of Course:

- Working Mathematically
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

ASSESSMENT TASKS

Topics (Syllabus)	Task 1	Task 2	Task 3	Task 4
	Term:1 Week: 9	Term 2: Week: 6	Term: 3 Week: 8	Term 4: Week: 4/5
	Common Test	Half Yearly Exam	Research Task	Yearly Exam
Financial Mathematics, Area/Surface Area, Volume, Surds and Indices	25%			
Algebra and Equations and Inequations, Coordinate Geometry and non-Linear equations		25%		
Trigonometry Bivariate Data Analysis			25%	
Rates and Ratios, Probability, Similarity and Congruence				25%
Total	25%	25%	25%	25%
Outcomes	MA5.2-11MG MA5.2-12MG, MA5.1-4NA MA5.1-8NA, MA5.2-4NA MA5.2-7NA,	MA5.1-6NA MA5.1-7NA, MA5.2-6NA, MA5.2-7NA, MA5.2-8NA, MA5.2-9NA, MA5.2-10NA,	MA5.1-10MG, MA5.2-13MG, MA5.1-12SP MA5.2-15SP, MA5.2-16SP	MA5.2-14MG, MA5.1-11MG MA5.2-5NA MA5.1-13SP MA5.2-17SP

Coordinator: Mr New **Head Teacher: Mr Khan**

SUBJECT: Year 10-5.3 Mathematics 2020 FACULTY: Mathematics

Outcomes of Course:	
MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions MA5.1-2WM selects and uses appropriate strategies to solve problems MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems Reasoning MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context MA5.2-3WM constructs arguments to prove and justify results MA5.1-4NA solves financial problems involving earning, spending and investing money MA5.2-4NA solves financial problems involving compound interest MA5.2-5NA recognises direct and indirect proportion, and solves problems involving direct proportion MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships	MA5.1-7NA graphs simple non-linear relationships MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationships MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings Properties of Geometrical Figures MA5.1-11MG describes and applies the properties of similar figures and scale drawings MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time Probability MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events MA5.2-17SP describes and calculates probabilities in multi-step chance experiments
Components of Course: • Working Mathematically Measurement and Geometry • Number and Algebra Statistics and Probability	

ASSESSMENT TASKS

Topics (Syllabus)	**Task 1**	**Task 2**	**Task 3**	**Task 4**
	Ongoing	**Term 2: Week: 6**	**Term: 3 Week: 8**	**Term 4: Week: 4/5**
	Topic Tests	Half Yearly Exam	Research Task	Yearly Exam
Quadratic Equations, Properties of Geometrical Figures	20%			
Probability, Surds, Financial Mathematics		25%		
Linear and non-linear relationships, Surface Area and Volume, Statistics			30%	
Similarity, Trigonometry, Further Equations, Circle Geometry				25%
Total	20%	25%	30%	25%
Outcomes	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-8NA, MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-7NA, MA5.2-14MG, MA5.3-16MG	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.2-1WM MA5.2-2WM MA5.2-3WM MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.1-4NA MA5.2-4NA MA5.2-8NA MA5.3-6NA MA5.3-7NA MA5.2-14MG MA5.1-13SP MA5.2-17SP	MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.1-6NA MA5.1-7NA MA5.2-9NA MA5.2-10NA MA5.3-8NA MA5.3-9NA MA5.2-11MG MA5.2-12MG MA5.3-13MG MA5.3-14MG MA5.1-12SP MA5.2-15SP MA5.2-16SP MA5.3-18SP MA5.3-19SP	MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.3-7NA MA5.3-15MG MA5.3-16MG MA5.3-17MG

Coordinator: Mrs Azzi **Head Teacher: Mr Khan**

Subject: Personal Development, Health and Physical Education FACULTY: PD/H/PE

Outcomes of Course:

Strand 1: Health, Wellbeing and Relationships

PD5-1 Assesses their own and others' capacity to reflect on and respond positively to challenges

PD5-2 Researches and appraises the effectiveness of health information and support services available in the community

PD5-3 Analyses factors and strategies that enhance inclusivity, equality and respectful relationships

Strand 2: Movement Skill and Performance

PD5-4 Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts

PD5-5 Appraises and justifies choices of actions when solving complex movement challenges

Strand 3: Healthy Safe and Active Lifestyles

PD5-6 Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

PD5-7 Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

PD5-8 Designs, implements and **e**valuates personalised plans to enhance health and participation in a lifetime of physical activity

Skill Domains – Self-Management, Interpersonal, Movement

PD5-9 Assesses and applies self-management skills to effectively manage complex situations

PD5-10 Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

PD5-11 Refines and applies movement skills and concepts to compose and perform innovative movement sequences

Components of Course:

Theory

A. Topic 1 – The Best Version of Me
B. Topic 2 – Change and Resilience
C. Topic 3 – Facing Future Challenges
D. Topic 4 – Enhancing Personal and Community Health
E. Topic 5 – What Influences my Health Decisions?

Practical

F. Topic 1 – Athletics
G. Topic 2 – Invasion Games
H. Topic 3 – Dance
I. Topic 4 – Event Management
J. Topic 5 – Elective Team Games
K. Topic 6 - Biomechanics

Weightings of Course: %

Theory

A. 12.5%
B. 7.5%
C. 5%
D. 10%
E. 15%

Practical

F. 5%
G. 10%
H. 10%
I. 10%
J. 10%
K. 5%

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 1 Week 10	Term 2 Weeks 1-2	Term 2 Week 6	Term 3 Weeks 7-8	Term 4 Week 5
		The Best Version of Me Written Task	Practical Assessment – Invasion Games	Half-Yearly Examination	Practical Assessment – Event Management	Yearly Examination
The Best Version of Me	12.5%	20%		5%		
Change and Resilience	7.5%			10%		
Facing Future Challenges	5%					
Enhancing Personal and Community Health	10%					7.5%
What Influences my Health Decisions?	15%					7.5%
Athletics	5%					
Invasion Games	10%		25%			
Dance	10%					
Event Management	10%				25%	
Elective Team Games	10%					
Biomechanics	5%					
Total	100%	20%	25%	15%	25%	15%
Outcomes		PD5-1, PD5-9, PD5-10	PD5-4, PD5-5, PD5-11	PD5-1, PD5-3, PD5-9, PD5-10	PD5-5, PD5-10	PD5-2, PD5-6, PD5-7, PD5-8, PD5-9

Coordinator: Mr Sondaar **Head Teacher: Mr Harrison**

SUBJECT: Physical Activity and Sports Studies FACULTY: PD/H/PE

Outcomes of Course: 1.1 Discusses factors that limit and enhance the capacity to move and perform 1.2 Analyses the benefits of participation and performances in physical activity and sport 2.1 Discusses the nature and impact of historical and contemporary issues in physical activity and sport 2.2 Analyses physical activity and sport from personal, social and cultural perspectives 3.1 Demonstrates actions and strategies that contribute to enjoyable participation and skillful performance	3.2 Evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport 4.1 Works collaboratively with others to enhance participation, enjoyment and performance 4.2 Displays management and planning skills to achieve personal and group goals 4.3 Performs movement skills with increasing proficiency 4.4 Analyses and appraises information, opinions and observations to inform physical activity and sport decisions
Components of Course: A. Nutrition and Physical Activity B. Physical Activity and Sport for Specific Groups C. Physical Fitness D. Games Games Games	**Weightings of Course: %** A. 25% B. 25% C. 25% D. 25%

ASSESSMENT TASK

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 1 Week 8	Term 2 Week 6	Term 1 & 2	Term 4 Week 4	Term 3 & 4
		In-Class Task Assessment Task	Half-Yearly Exam	Practical Assessment	Yearly Exam	Practical Assessment
Nutrition and Physical Activity	25%	10%	15%			
Physical Activity and Sport for Specific Groups	25%				25%	
Physical Fitness	25%			25%		
Games Games Games	25%					25%
Total	100%	10%	15%	25%	25%	25%
Outcomes		1.1, 1.2, 2.1, 2.2	3.1, 3.2, 4.1, 4.2	3.1, 4.1, 4.2, 4.3, 4.4	3.1, 4.1, 4.2, 4.3, 4.4	3.1, 4.1, 4.2, 4.3, 4.4

Coordinator: Ms Pagett **Head Teacher: Mr Harrison**

SUBJECT: SCIENCE-Year 10 FACULTY: SCIENCE

Outcomes of course:

- SC4-1VA, SC5-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
- SC4-2VA, SC5-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
- SC4-3VA, SC5-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
- SC5-4WS develops questions or hypotheses to be investigated scientifically
- SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
- SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
- SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
- SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
- SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
- SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion
- SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
- SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
- SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
- SC5-14LW analyses interactions between components and processes within biological systems
- SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
- SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
- SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

Components of Course	**Weightings of Course**
A: Values and Attitudes	A: 20%
B: Skills	B: 40%
C: Knowledge and Understanding	C: 40%

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term: 1 Week:9	**Term: 2 Week: 6**	**Term: 3 Week: 6**	**Term: 4 Week: 4**
		Practical Investigation	Half yearly exam	Research	Yearly Exam
A	20%		5%	10%	5%
B	40%	25%	5%	5%	5%
C	40%		15%	10%	15%
Total Marks	100%	25%	25%	25%	25%
Outcomes		4WS, 5WS, 6WS,7WS,8WS	1VA,2VA,11PW, 13ES,14LW	3VA,11PW, 12ES	1VA,2VA,11PW, 13ES,14LW

Coordinator: Mrs Khunger **Head Teacher: Mrs Marasinghe**

SUBJECT: Food Technology FACULTY: TAS

Outcomes of Course: 5.1.1 Demonstrates hygienic handling of food to ensure a safe and appealing product 5.1.2 Identifies, assesses and manages the risks of injury and OHS issues associated with the handling of food 5.2.1 Describes the physical and chemical properties of a variety of foods 5.2.2 Accounts for changes to the properties of food which occur during food processing, preparation and storage 5.2.3 Applies appropriate methods of food processing, preparation and storage 5.3.1 Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities	5.3.2 Justifies food choices by analysing the factors that influence eating habits 5.4.1 Collects, evaluates and applies information from a variety of sources 5.4.2 Communicates ideas and information using a range of media and appropriate terminology 5.5.1 Selects and employs appropriate techniques and equipment for a variety of food-specific purposes 5.5.2 Plans, prepares, presents and evaluates food solutions for specific purposes 5.6.1 Examines the relationship between food, technology and society 5.6.2 Evaluates the impact of activities related to food on the individual, society and the environment
Components of Course: A. Practical B. Theory	**Weightings of Course: %** A. 60% B. 40%

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term: 1 Week: 7	**Term: 2 Week: 5/6**	**Term: 3 Week: 4**	**Term: 4 Week: 5/6**
		Project and portfolio 1	Half Yearly Examination	Project and portfolio 2	Yearly Examination
Practical	60%	15%	10%	20%	15%
Theory	40%	5%	10%	10%	15%
Total	100%	20%	20%	30%	30%
Outcomes		5.1.1, 5.1.2, 5.2.3, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.5.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.6.1, 5.6.2	5.1.1, 5.1.2, 5.2.3, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.5.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.6.1, 5.6.2

Coordinator: Mr Nasiri **Head Teacher: Ms Rani**

SUBJECT: Industrial Technology-Metals FACULTY: TAS

Outcomes of Course: 5.1.1 Analyses and applies a range of design concepts and processes 5.1.2 Applies and justifies an appropriate process of design when developing ideas and solutions 5.2.1 Evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments 5.3.1 Analyses the work and responsibilities of designers and the factors affecting their work 5.3.2 Evaluates designed solutions that consider preferred futures, the principles of appropriate technology and ethical and responsible design	5.4.1 Develops and evaluates innovative, enterprising and creative design ideas and solutions 5.5.1 Uses appropriate techniques when communicating design ideas and solutions to a range of audiences 5.6.1 Selects and applies management strategies when developing design solutions 5.6.3 Selects and uses a range of technologies competently in the development and management of quality design solutions
Components of Course: C. Module 1 Practical D. Module 2 Theory	**Weightings of Course: %** C. 60% D. 40%

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term: 2 Week: 3	**Term: 2 Week: 6**	**Term: 4 Week: 2**	**Term: 4 Week: 4**
		Project one and Portfolio	Half Yearly Examination	Project two and portfolio	Yearly Examination
Module 1 Practical	60%	30%		30%	
Module 2 Theory	40%	5%	15%	5%	15%
Total	100%	35%	15%	35%	15%
Outcomes		5.1.2, 5.4.1, 5.5.1, 5.6.1, 6.6.3	5.1.1,5.1.2, 5.2.1	5.1.1, 5.3.2, 5.5.1, 5.6.1, 5.6.3	5.2.1, 5.3.1, 5.3.2

Coordinator: Mr Loughran **Head Teacher: Ms Rani**

SUBJECT: IST FACULTY: TAS

Course Outcomes:

Course outcomes:

5.1.1 Selects and justifies the application of appropriate software programs to a range of tasks
5.1.2 Selects, maintains and appropriately uses hardware for a range of tasks
5.2.1 Describes and applies problem-solving processes when creating solutions
5.2.2 Designs, produces and evaluates appropriate solutions to a range of challenging problems
5.2.3 Critically analyses decision making processes in a range of information and software solutions
5.3.1 Justifies responsible practices and ethical use of information and software technology
5.3.2 Acquires and manipulates data and information in an ethical manner
5.4.1 Analyses the effects of past, current and emerging information and software technologies on the individual and society

Components of Course:	**Weightings of Course: %**
E. Module 1 Practical	E. 60%
F. Module 2 Theory	F. 40%

ASSESSMENT TASKS

	Task 1	**Task 2**	**Task 3**	**Task 4**
	Week 10, Term 1	Week 6, Term 2	Week 9, Term 3	Week 6, Term 4
	Project	Written Exam	Project	Written Exam
Computer software and hardware	5.5.1			
Designing and developing software solutions	5.2.1, 5.2.2, 5.2.3	5.2.3	5.2.1	5.2.3
Responsible and ethical practices		5.3.2		
Information and software technologies and society				5.4.1
Communication and collaborative practices			5.1.1 5.5.2	5.5.3
Total Marks	**30%**	**20%**	**30%**	**20%**

Coordinator: Mr Khan **Head Teacher: Ms Rani**