

Year 10 Assessment Booklet 2024

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



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

Table of Contents:

Page 3	Glen Innes High School Values Platform
Page 4	Message from the Deputy Principal
Page 5	Subject List 2024
Page 6	RoSA Assessment Guide
Page 7	Assessment Extension Form
Page 8	Glen Innes High School- <i>Appendix A</i>
Page 9	Appeal Form
Page 10	Plagiarism Policy
Page 11	Glossary of Key Words
Pages 12- 16	How to write a bibliography
Page 17	Yearly Overview - Assessment Tasks Calendar

Glen Innes High School Values Platform

At Glen Innes High School, we value:

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

A culture of respect, tolerance and inclusivity where students strive to achieve their personal best, without disrupting the learning of others.

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

Message from the Deputy

Dear Students, Parents and Families,

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

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

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

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

Yours in Education,

Mrs Millar

SUBJECTS FOR YEAR 10 2024

MANDATORY SUBJECTS:

ENGLISH

MATHEMATICS (5.1, 5.2 & 5.3)

SCIENCE

AUSTRALIAN HISTORY & GEOGRAPHY

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

SPORT

ELECTIVES:

AGRICULTURAL TECHNOLOGY

AGRIFOODS

CHILD STUDIES

COMMERCE

DRAMA

EVERYDAY ENGINEERING

FOOD TECHNOLOGY

FUN WITH FASHION

MUSIC

PASS -HPU

INDUSTRIAL TECHNOLOGY - METALS

INDUSTRIAL TECHNOLOGY – TIMBER

IST

PHYSICAL ACTIVITY & SPORTS STUDIES

COMPUTING TECHNOLOGY

VISUAL ARTS

ELECTIVE HISTORY

What is the Record of School Achievement (RoSA)

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

Mandatory Course Requirements for Year 9-10 RoSA Eligibility

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

1. followed the course developed or endorsed by NESA;
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and

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

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

1. have turned 17 and are leaving secondary schooling.
2. have completed year 10 and are attending training as a full time student at TAFE NSW or private training institution;
3. are undertaking a traineeship or apprenticeship; or
5. are doing a combination of the above.

Stage 5 Grading

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

Students Accessing Life Skills Courses

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

RoSA assessment and procedures

Students are required to complete Assessment Tasks which will assist in determining grades to be awarded. The nature of tasks varies from subject-to-subject. Students must make a genuine and serious attempt in all

tasks and complete and submit them by published due dates. All work is used in the determination of grades for Stage 5 RoSA. These grades will appear on the RoSA Credential. Students will be notified of assessments tasks either electronically or hard copy.

Assessment tasks - general guidelines

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

Timing of Assessment Tasks

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

Changes to the Assessment Program and Course Schedules

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

Honesty in Assessment

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

- Being honest and ethical about what is your own work and what is not; • Acknowledging where you got the work from that is not your own;
- Listing the sources of your information correctly and citing each source; • Using your own words; and

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

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

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

Submission of Tasks

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

Failure to complete assessment tasks

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

Submission of Drafts

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

'N' awards

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

- (a) Satisfactory attendance.
- (b) Participation in the required learning experiences and assessment tasks; and
- (c) Diligence and sustained effort in relation to the student's ability.

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

N' Determination

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

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

1. Followed the course developed or endorsed by the board

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

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

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

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

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

3. Achieved some or all of the course outcomes

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

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

REQUEST FOR EXTENSION OR CHANGE OF DUE DATE FOR ASSESSMENT TASK

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

Student's Name: _____ Year: _____

Subject: _____

Description of Task: _____

Due Date (As advertised): _____

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

SUPPORTING DOCUMENTS - Please identify and attach if applicable

Student's Signature: _____

Parent's Signature: _____

To be completed by TEACHER:-

Name: _____ Faculty: _____

Alternative Arrangements: _____

Teacher Signature: _____ Date: _____

Glen Innes High School- Appendix A

Assessment Task Variation Form

Principal Determination			
Principal Signature		Date	

This form is to be used when a student has not submitted or been present for an Assessment Task

<input type="radio"/> <p>ILLNESS Absence on the day of the task due to illness</p>	<input type="radio"/> <p>MISADVENTURE Something unexpected occurs on the day of the task</p>	<input type="radio"/> <p>SPECIAL CONSIDERATION Some reason you cannot sit/submit the task when scheduled</p>
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Name		Course	
Task Number		Task Description	
Due Date/ Time		Teacher	<small>Teacher Initials</small>

I declare that I was/or will be absent from school on the above date and therefore was/am unable to complete, submit or be present for the above task for the following reasons:

The following documentary evidence is attached (e.g. Doctor's Certificate, Funeral Notice, Parent Letter):

--

Excursion Organising Teacher Signature		Date	
The school was contacted by phone?	<input type="radio"/> YES <input type="radio"/> NO	Date	

Student Signature		Date	
Parent/Guardian Signature		Date	

Head Teacher Recommendation			
Head Teacher Signature		Date	

GLEN INNES HIGH SCHOOL

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

YEAR 9 Assessment Tasks

STUDENT NAME: _____ YEAR: _____

COURSE: _____

ASSESSMENT TASK TITLE: _____

CLASS TEACHER: _____

STUDENT REASON FOR APPEAL

STUDENT SIGNATURE: _____

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

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

- Appeal upheld – mark to be reinstated. Student provided with an opportunity to redeem task at a negotiated time and date.
- Appeal declined – Zero mark to stand. Assessment policy not followed.
- Zero mark awarded – reasons not substantiated/Assessment Policy not followed.
Task must still be submitted.
- Appeal documentation placed in student file. *(Front Office)*
- Letter sent to student and parent/carer stating basis for appeal committee decision.
- Incident recorded in Sentral #incident number _____

SIGNATURE (Appeal Committee member): _____ DATE: _____

Plagiarism Policy

Policy Rationale

With the explosion of information now available to students, it is essential that they learn how to use the ideas and work of others correctly in their own work and become competent with the accepted ways of acknowledging this use.

This policy aims to help students:

Understand what plagiarism means.

Know the procedures that will be used when plagiarism occurs.

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

Definition of Plagiarism

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

Plagiarism usually takes one of three forms:

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

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

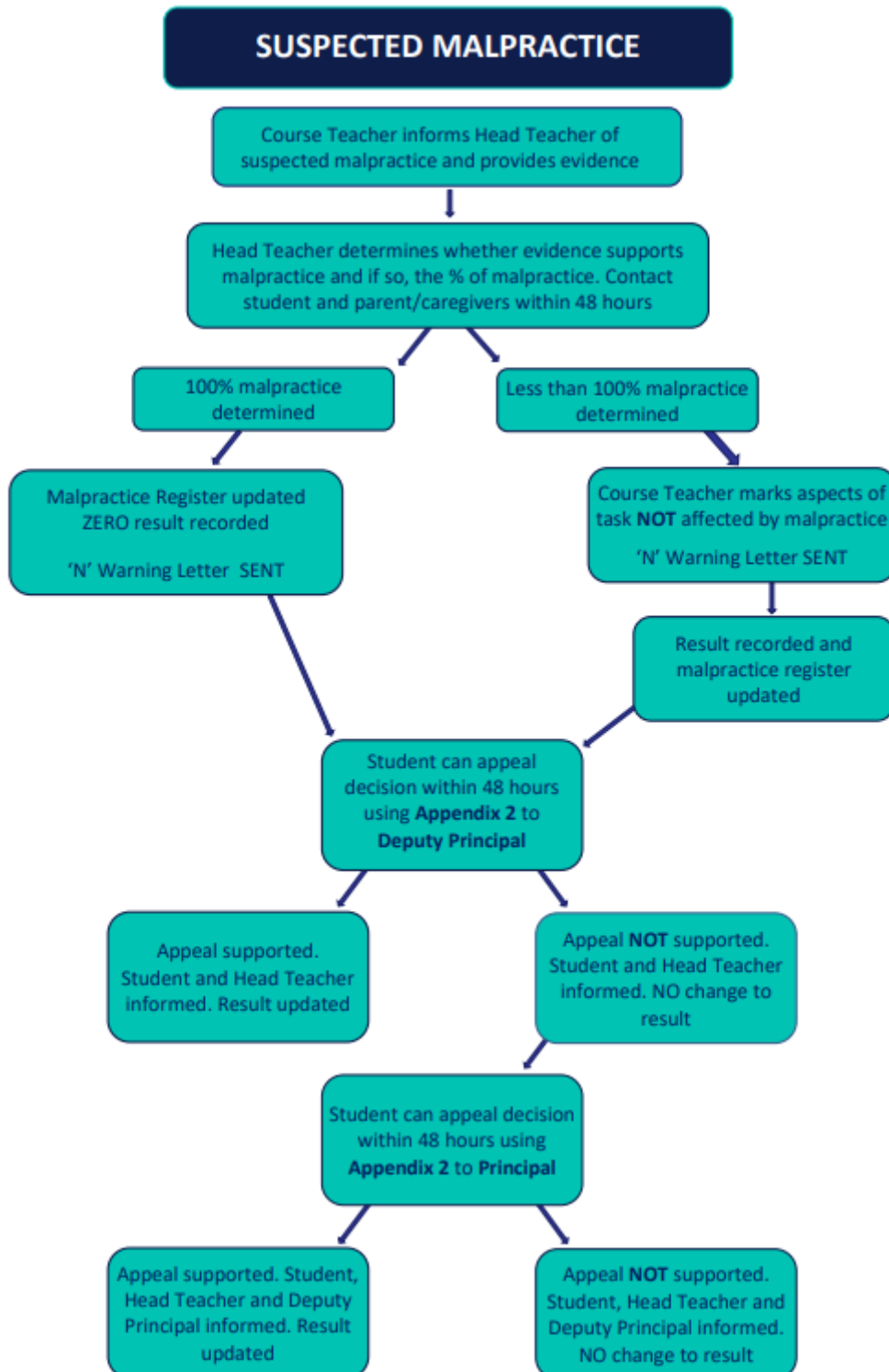
When students **contribute less** than their fellow students to a group assignment and then claim an equal share of the marks.

Procedures for Addressing Plagiarism

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

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

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



A Glossary of Key Words

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

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

Account	Account for, state reasons for, report on. Give an account or narrate a series of events or transactions.
Acknowledge	Indicate the source of information given
Analyse	Identify components and the relationship between them, draw out and relate implications.
Apply	Use utilize, employ in a particular situation.
Appreciate	Make a judgment about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Bibliography	A list of books, articles, movies, internet sites or music consulted, appearing at the end of work submitted
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make, build, put together items or arguments
Contrast	Show how things are different or opposite
Critically	Add a degree or level of accuracy depth, knowledge and understanding (analyse) logic, questioning, reflection and quality to (analysis/evaluation) (evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from, to note differences between
Electronic database	resources such as Encarta, Encyclopedia Britannica and various other collections of reference materials from CD or the internet
Evaluate	Make a judgment based on criteria, determine the value of
Examine	Inquire into

Explain	Relate causes and effect, makes the relationship between things evident, provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Inadvertent	Without intending to or without realizing
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Misconduct	Behaviour that is wrong and for which a penalty can be applied
Onus	A duty or responsibility
Outline	Sketch in general terms, indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommended	Provide reasons in favour
Recount	Retell a series of events
Reference	The method used to indicate the original information source
Summarise	Express, concisely the relevant details
Synthesise	Putting together various elements to make a whole.

How to Reference Sources/Writing a Bibliography



A Guide to Writing

Bibliographies

Based on the Harvard Style

Syba Signs 2003

www.sybasigns.com.au

Background

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

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

Bibliographical references need to be cited in two different places:

- 1 Where a document is referred to in the text.
- 2 In a list at the end of the work, which is arranged alphabetically by author then by date.

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

Books (incl. Reference)

Include the following information in this order:

1. Author's surname, (comma) initials. (full stop)
2. Date, (comma)
3. Title of book, (italics) (comma)
4. Publisher, (comma)
5. Place of publication. (full stop)

For a reference book:

Title of book, (italics) (comma)

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

Place of publication. (full stop)

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

Books (Edited)

Include the following information in this order:

1. Editor's surname, (comma) initials. (full stop)
2. Year, (comma)
3. Title of book, (italics) (comma)
4. Publisher, (comma)
5. Place of publication. (full stop)

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

For an Article in an edited book:

For example:

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

World wide energy, Blackwell, Sydney.

CD-ROMS

Include the following information in this order:

1. Subject, (in single quotation marks) (comma)
2. Date, (comma)
3. Title of CD ROM (italics)
4. CD ROM. [in square brackets] (full stop)
5. Publisher, (comma)
6. Place of publication. (full stop)

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

Databases

Include the following information in this order:

1. Title of the database, (comma)
2. The producer, (comma)

3. The vendor, (vendor in brackets) (comma)
4. Frequency of updating. (full stop)

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

E-mail

Include the following information in this order:

1. Author's surname, (comma) initials. (full stop)
2. Year, (comma)
3. Email, (comma)
4. Day and month of email, (comma)
5. Email address. (full stop)

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

Interviews

Include the following information in this order:

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

2. Month and Year of interview, (comma)
3. Title of interview, (italics) (comma)
4. Interviewer's name
5. Type of interview e.g. tape recording, transcript, video recording [in square brackets]
6. Place of interview. (full stop)

Berger, P. Aug 2002, *Teaching in L.A.*, Interviewed by J. Smith
[Transcript of Interview] Melbourne Conference Centre.

Journal Articles

Include the following information in this order:

1. Author's surname, (comma) initials. (full stop)
2. Date, (comma)
3. Title of the article, (in single quotation marks) (comma)
4. Title of the journal, (italics) (comma)
5. Volume, (comma) number, (comma) month/season, (comma)
6. Page numbers of article. (full stop)

Burns, S. 1989, 'There's more than one way to learn',
Australian Wellbeing, Vol 6, No 33, October, pp42-44.

Newspaper Articles

Include the following information in this order:

1. Author's surname, (comma) initials. (full stop)
2. Date, (comma)
3. Title of the article, (in single quotation marks) (comma)
4. Title of the newspaper, (italics) (comma)
5. Date of publication, (comma)
6. Page numbers of article. (full stop)

Popham, B. 1997, 'Saving the future',
Weekend Australian, 7 February, p2.

Videos

Include the following information in this order:

1. Title (italics)
2. Date, (comma)
3. Format, (video recording) (comma)
4. Publisher, (comma)
5. Place of publication. (full stop)

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

World Wide Web

Include the following information in this order:

1. Author - person or organisation responsible for the site
2. Site date, the date the site was created or last revised (comma)
3. Name of sponsor or publisher, (comma)
4. Place of sponsor or publisher, (comma)
5. Date of viewing of the site, (comma) year, (comma)
6. URL. (full stop)

Department of Finance and Administration 2001, Department of Finance and Administration, Canberra, viewed 7 August, 2001, <http://www.finance.gov.au>.

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

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

University of Western Sydney- This website provides various reference styles and examples including Harvard and APA. <http://library.uws.edu.au/citing.php?arg=1&p=ofs>

Internet Sites

Method recommended for university essays

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

Use inverted commas

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

(last updated December, 1995)

1. Author with surname first

3. URL where article was

4. Date of Publication*

found placed inside <>

locate date when site was last updated

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

Music References

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

**1. Names of
Songwriters**

Polygram, 1997

2. Title of Song

5. Company Holding

Copyright

3. Title of the Album

4. Band/Performer

In bold for easy reading

Movie References

The Truman Show directed by Peter Weir, Paramount, 1998



1. **Title of Movie**

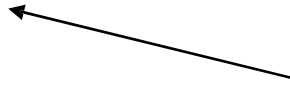


In bold print for easy reading

2. **Name of Director**



3. **Production Company**



4. **Year of Production**

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

ENGLISH Year 10 ASSESSMENT SCHEDULE 2024

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

Outcomes:

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

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

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

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

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

EN5-6C investigates the relationships between and among texts

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

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

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

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

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

**Year 10 (Stage 5) – Human Society and its Environment (HSIE)
– HISTORY and GEOGRAPHY
Assessment Schedule 2024**

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

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

Geography & History
Stage 5 Assessment Schedule

SEMESTER ONE

Geography Outcomes

A Student;

GE5-1 explains the diverse features and characteristics of a range of places and environments
 GE5-2 explains processes and influences that form and transform places and environments
 GE5-3 analyses the effect of interactions and connections between people, places and environments
 GE5-4 accounts for perspectives of people and organisations on a range of geographical issues
 GE5-5 assesses management strategies for places and environments for their sustainability
 GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing
 GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
 GE5-8 communicates geographical information to a range of audiences using a variety of strategies

SEMESTER TWO

History Outcomes

A Student;

HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia
HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia
HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process
HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia
HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past

Year 10 Mathematics - Assessment Schedule 2024

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

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

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

A full description of the outcomes are at

[:https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-k-10/outcomes/table-of-objectives-and-outcomes](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-k-10/outcomes/table-of-objectives-and-outcomes)

Glen Innes High School Year 10 Science Assessment 2024

Course: Science **Subject:** Science **Board Developed**
Length: Stage 5

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

Stage 5 (Year 10) Syllabus Outcomes for Science

Values and Attitudes

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

Skills

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

PD/H/PE – Stage 5 Assessment 2024

Course: Personal Development, Health and Physical Education

Board Developed

Assessment Tasks

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

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

Stage 5 Learning Outcomes for PDHPE

A Student will

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

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

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

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

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

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

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

Electives 2024 Glen Innes High School



Year 9/10 Agriculture Assessment 2024

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

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

Aim:

The aim of the Agricultural Technology Years 7–10 Syllabus is to develop students' knowledge and understanding of agricultural enterprises and the practices and skills required in producing plant and animal products. Students will develop skills in the effective management of sustainable production and marketing practices that are environmentally and socially responsible.

Stage 5 – Agricultural Technology

The knowledge, skills and attitudes that are developed in the Technology (Mandatory) Years 7–8 course are further enhanced through the study of agricultural enterprises and implementation of associated practical activities.

Students at Stage 5 demonstrate a detailed understanding of the diverse and dynamic nature of Australian agriculture. Students are able to analyse the management of agricultural enterprises and the marketing of a range of products. They use a variety of techniques and associated technologies in the demonstration of workplace practices associated with agricultural enterprises and are aware of the impact of current and emerging technologies on local and global environments. Students make considered decisions and responsible judgements on the use of sustainable and ethical management practices.

Students work safely and independently and apply appropriate OHS practices whenever engaged in practical activities. They perform agricultural experiments and investigations based on sound experimental method, collect and draw valid and reliable conclusions.

Students demonstrate an appreciation of the value of working cooperatively with others on a common task.

Students are able to identify hazards and apply risk management strategies when using chemicals, tools and agricultural machinery, when handling animals and performing animal and plant husbandry procedures.

VET Agriculture, Horticulture and Conservation and Land Management

AHC10216 Certificate I in AgriFood Operations

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

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

Year 9/10 Child Studies ASSESSMENT SCHEDULE 2024

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

**Commerce 100 hour
Assessment Schedule Stage 5 – Year 9
2024**

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

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

SEMESTER ONE

Law, Society and the Political Environment Outcomes

A Student;

- › applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts COM5-1
- › analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts COM5-2
- › analyses key factors affecting decisions COM5-4
- › evaluates options for solving problems and issues COM5-5
- › develops and implements plans designed to achieve goals COM5-6
- › researches and assesses information using a variety of sources COM5-7
- › explains information using a variety of forms COM5-8
- › works independently and collaboratively to meet individual and collective goals within specified timeframes COM5-9

Law in Action Outcomes

A Student;

- › applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts COM5-1
- › analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts COM5-2
- › examines the role of law in society COM5-3
- › analyses key factors affecting decisions COM5-4
- › evaluates options for solving problems and issues COM5-5
- › develops and implements plans designed to achieve goals COM5-6
- › researches and assesses information using a variety of sources COM5-7
- › explains information using a variety of forms COM5-8
- › works independently and collaboratively to meet individual and collective goals within specified timeframes COM5-9

SEMESTER TWO

The Economic and Business Environment Outcomes

A Student;

- › applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts COM5-1
- › analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts COM5-2
- › analyses key factors affecting decisions COM5-4
- › evaluates options for solving problems and issues COM5-5
- › develops and implements plans designed to achieve goals COM5-6
- › researches and assesses information using a variety of sources COM5-7
- › explains information using a variety of forms COM5-8
- › works independently and collaboratively to meet individual and collective goals within specified timeframes COM5-9

Promoting and Selling Outcomes

A Student;

- › applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts COM5-1
- › analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts COM5-2
- › analyses key factors affecting decisions COM5-4
- › evaluates options for solving problems and issues COM5-5
- › develops and implements plans designed to achieve goals COM5-6
- › researches and assesses information using a variety of sources COM5-7
- › explains information using a variety of forms COM5-8
- › works independently and collaboratively to meet individual and collective goals within specified timeframes COM5-9

**Year 9/10 Computing Technology
ASSESSMENT SCHEDULE 2024**

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

Outcomes:

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

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

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

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

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

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

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

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

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

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

Year 9 and 10 (STAGE 5) ELECTIVE HISTORY

Assessment Schedule 2024

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

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

SEMESTER ONE and Two -ELECTIVE HISTORY OUTCOMES

A Student;

HTE5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry

HTE5-2 examines the ways in which historical meanings can be constructed through a range of media

HTE5-3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation

HTE5-4 explains the importance of key features of past societies or periods, including groups and personalities

HTE5-5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage

HTE5-6 identifies and evaluates the usefulness of historical sources in an historical inquiry process

HTE5-7 explains different contexts, perspectives and interpretations of the past

HTE5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

HTE5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

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

**Year 9/10 Fashion (Textiles Technology)
ASSESSMENT SCHEDULE 2024**

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

Outcomes:

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

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

TEX5-4 - generates and develops textile design ideas

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

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

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

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

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

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

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

**Year 9/10 Food Technology
ASSESSMENT SCHEDULE 2024**

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

Outcomes:

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

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

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

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

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

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

**Year 9/10 Industrial Technology - Engineering
ASSESSMENT SCHEDULE 2024**

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

Outcomes:

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

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

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

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

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

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

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

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

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

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

**Year 9/10 Industrial Technology - Timber
ASSESSMENT SCHEDULE 2024**

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

- Outcomes:**
- CS5-1 - identifies the characteristics of a child at each stage of growth and development
 - CS5-2 - describes the factors that affect the health and wellbeing of the child
 - CS5-3 - analyses the evolution of childhood experiences and parenting roles over time
 - CS5-4 - plans and implements engaging activities when educating and caring for young children within a safe environment
 - CS5-5 - evaluates strategies that promote the growth and development of children
 - CS5-9 - analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
 - CS5-11 - analyses and compares information from a variety of sources to develop an understanding of child growth and development
 - CS5-12 - applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Student Assessment Schedule 2024

VET Manufacturing

MSM10216 Certificate I in Manufacturing (Pathways)

Assessment events for MSM10216 Certificate I in Manufacturing (Pathways)			Cluster 1	Cluster 2	Cluster 3
			Week 4 Term 2	Week 5 Term 4	Week 7 Term 2
Cluster	Code	Unit of competency			
Cluster 1 <i>Your industry induction</i>	MSMPCI101	Adapt to work in industry	X		
	MSMPCI102	Apply effective work practices			
	MSMPCI103	Demonstrate care and apply safe practices at work			
	MSMOPS100	Use equipment			
Cluster 2 <i>Your work in manufacturing</i>	MSMOPS101	Make measurements		X	
	MSMOPS102	Perform tasks to support production			
	CPCCCM1011	Undertake basic estimation and costing			
	MSMPCII298 or MSMPCII296	Make an object from metal <i>or</i> Make a small furniture item from timber			
Cluster 3 <i>Prepare to work safely</i>	CPCCWHS1001	Prepare to work safely in the construction industry			X

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

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

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Year 10 Music Assessment Schedule 2024

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

Music Stage 5 Outcomes

A student:

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

**Year 9/10 Visual Arts
ASSESSMENT SCHEDULE 2024**

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

Outcomes:

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

Assessment Schedule –2024

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

Exams



