



**Moorefield Girls
High School**

Year 10 Assessment Policy and Course Schedules 2021

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1. Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC). From 2012 it replaced the School Certificate.

A cumulative record of all academic achievement

The RoSA is designed to record and credential all of a secondary school student's academic results up until the HSC.

- While all students currently receive grades for courses they complete at the end of Year 10, this system will be extended to also capture grades for courses a student completes in Year 11.
- If a student leaves school before receiving a grade in Year 11 or 12 courses, their RoSA will record the courses they commenced.
- This measure acknowledges the fact that many students begin senior secondary study but then leave school for employment or other training opportunities before receiving their HSC.

Eligibility for the Record of School Achievement (RoSA)

Eligibility requirements for the RoSA are largely unchanged from the School Certificate.

To qualify for the RoSA a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW
- completed courses of study that satisfy the NSW Education Standards Authority (NESA)'s curriculum and assessment requirements for the RoSA
- complied with all requirements imposed by the Minister or NESA and
- completed Year 10.

Students are awarded a grade from A to E for each of the courses they have studied in years 9 & 10. The grades are based on a set of Course Performance Descriptors developed by NESA

Issuance of the Record of School Achievement

The formal RoSA credential will be awarded to eligible students when they leave school.

- The RoSA will be provided by NESA in print format when they leave school.
- Students leaving school who do not meet RoSA requirements will be provided with a Transcript of Study.

Literacy and numeracy tests

To be eligible for a HSC you will need to meet a minimum standard of literacy and numeracy.

Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means you will have a level of skills necessary for success after school.

Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks.

Minimum standards tests will be available for students to sit when they are ready in Year 10, 11 or 12 and even after the HSC.

2. Assessment Overview

The Purpose of Your School Assessment

School assessment tasks are designed to measure your achievement in each course you study. A variety of assessment tools will be used to allow you to demonstrate your learning. There are some aspects of study which cannot be adequately assessed through examinations or research tasks, such as practical work in Science and oral work in English. School assessments will measure your actual performance in the whole course.

Satisfactory Completion of a Course

"Satisfactory completion" means that, in the Principal's view, there is sufficient evidence that a student has:

- followed the course developed or endorsed by NESA;
- applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- achieved some or all of the course outcomes;
- attended school sufficiently regularly so that course completion requirements can be met. As a general rule, an attendance rate of at least 85% would be expected.

School Assessment Tasks

School-based assessment tasks are designed to develop and assess a student's learning outcomes in each course. Students will be provided with marking guidelines for tasks to clearly identify performance standards.

Each task enables teachers to collect information about the students' achievement in relation to one or several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances

highlighting their strengths and where they could make improvements. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.

Reports will be available at the end of each semester. Each report will indicate your performance in each course at that time.

Course Assessment Schedule

It is your responsibility to check with the relevant Head Teacher if any areas of the course schedule need clarification, or if you do not have a course assessment schedule for a subject which you are studying.

The course assessment schedule is mandatory and is not negotiable. It contains information about the set tasks in each component of your course. The course assessment schedule also informs you of approximately when the various assessment tasks will take place, and tells you the weighting of each task.

The date of each assessment task will be provided by the classroom teacher, in writing, at least two weeks prior to the task.

Assessment of Outcomes

Twice a year, students are provided with a report which allocates an overall grade for each course, outlining student achievement levels. The school uses common grading language across all courses. A student working at a 'sound' level will achieve a 'C'.

Grade A

A student achieving at 'OUTSTANDING' level can consistently:

- Show highly detailed knowledge and apply it accurately and appropriately to various new situations and tasks.
- Demonstrate excellent skills.
- Apply critical thinking to a range of new and challenging situations.

Grade B

A student achieving at 'HIGH' level can usually:

- Show detailed knowledge and apply it accurately to various new situations and tasks.
- Demonstrate high level skills.
- Apply critical thinking to a range of situations.

Grade C

A student achieving at 'SOUND' level can:

- Show general knowledge to complete work in some detail with examples.

- Demonstrate skills with a degree of competency.
- Apply key terms appropriately in written and verbal responses.

Grade D

A student achieving at 'BASIC' level can:

- Show basic knowledge to complete work with some assistance.
- Demonstrate basic skills.
- Recall and use basic terminology.

Grade E

A student achieving at 'LIMITED' level can:

- Show limited knowledge to complete work with regular assistance.
- Demonstrate limited skills.
- Recall some information with guidance.

Grade N

A student will receive an 'N' grade when they:

- Have not completed any work to demonstrate sufficient knowledge and skills.

When an 'N' grade is given, a student is still required to complete the work to demonstrate achievement of outcomes. e.g. complete and submit for assessment purposes.

3. Illness or Misadventure

Student attendance before an assessment task:

Students will be **signed in for the whole school day** and **attend all timetabled lessons** or scheduled school activities (excursions) on the day of an assessment task.

If you know you will be away at the time of an assessment task with a valid reason (eg an operation) you need to request leave from the Principal and Head Teacher. This should be done in **advance** of the event and in writing.

Students who are aware they will be absent on the day of an assessment due to another school commitment will be required to notify the Head Teacher of the clash of dates. Teachers will arrange an alternative option for completing the task or handing it in that does not disadvantage any student.

If a student is sick and cannot attend on the day of the task or examination, the student is to:

- **notify the school office by phone** on 9587 6095 on the day of the task or examination. The

office will pass on this information to the Deputy Principal and the relevant Head Teacher

- **complete an illness/misadventure form** (Appendix B), with an attached doctor's certificate, and present it to the Deputy Principal on the first day of return to school. The doctor's certificate should state: "*(Student name) was not fit to attend the assessment task on...*" Post-dated doctor's certificates may not be accepted.

Student is absent due to a misadventure

Misadventure refers to an event beyond the student's control which allegedly prevented the student from attending the assessment task or school the date a task was due.

Following failure to complete an assessment task at the due time, the student is to:

- **notify the school office by phone** on 9587 6095 on the day of the task;
- **submit an illness / misadventure form** (Appendix B), with appropriate supporting documentation, to the Deputy Principal on the first day of return to school to negotiate alternative arrangements.

For illness or misadventure, an extension of time may be provided or a mark may be awarded based on a substitute task. Where there is no valid reason for not completing an assessment task, a zero mark will be recorded for that task.

Students who complete the assessment task and suffer illness/misadventure

Students may lodge an illness / misadventure appeal in writing if they believe that circumstances immediately prior or during the assessment task, which were beyond their control, significantly diminished their assessment performance.

In such cases, students need to **complete the Illness/ Misadventure appeal form (Appendix B) and provide documentary evidence** such as doctor's certificate, clearly detailing and supporting the illness or misadventure. The provision of such documents does not dictate the outcome of the appeal.

Students should submit this appeal to the Deputy Principal on the first day of their return to school after the assessment task.

Hand-In tasks

Hand-in tasks should be submitted to the teacher or faculty at the time and date as specified on the notification of the assessment task. Students are encouraged to submit drafts for teacher feedback, which may be used for assessment in the case of non-submission on the due date.

In the event of illness or misadventure, **the task is to be submitted by 8.45am to the office staff**, who will issue a receipt for the collection of the task and hand it to the Deputy Principal.

Technology and assessment tasks

Technology and / or computer equipment failure may not be valid grounds for misadventure involving the late submission of assessment tasks.

To assist students in the utilisation of technology, the following guidelines should be considered:

- Always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly or save to cloud-based platforms such as Microsoft one drive on the portal
- Print out copies of drafts and keep them while the assignment is in progress. Submit drafts to your teacher for feedback

4. Appeals Surrounding the Assessment Procedure

Grounds for an appeal

The appeal concerning assessment procedures may only be based on the assessment process and not on individual student related issues such as illness or misadventure.

While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgment of a teacher is not grounds for an appeal.

Appeals Process

When a student feels that a decision applied to her work is not consistent with the School's assessment policy and procedures she may appeal. The **first appeal MUST be to the Head Teacher**.

Where a student feels that the appeal to the head teacher has not been heard appropriately, she may appeal to the Deputy Principal to determine if:

- the weightings specified by the school in its assessment program were followed and conform with NESA's requirements as detailed in the syllabus;
- the procedures used to determine the final assessment marks conform with the issued assessment program; and,
- there are no computational or other clerical errors in the determination of the assessment mark.

5. Academic Integrity

NESA has strict requirements concerning the integrity of ownership of work submitted. These are mirrored by the school's expectations. All work presented in

assessment tasks and examinations, including submitted works and practical examinations, must be your own.

Any failure to comply with the rules as set out in this policy will be judged to be malpractice.

Defining Malpractice

Malpractice is any activity undertaken by a student that allows her to gain an unfair advantage over others or places other students at an advantage. It includes, but is not limited to:

- Plagiarism - copying someone else's work in part or in whole, and presenting it as your own or using material directly from books, journals, CDs or the internet without reference to the source. Refer to the appendix for more information.
- Building on the ideas of another person without reference to the source
- Buying, stealing or borrowing another person's work and presenting it as your own
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules
- Using non-approved aides during an assessment task
- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice

Misconduct in formal examinations and other assessment tasks

Misconduct during any task or formal examination may be regarded as malpractice. **Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment task.** Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice, is not consistent with school rules or causes disruption to assessment procedures.

All class tasks including formal examinations must be attempted seriously. Non-serious attempts or offensive language in answers will be referred to the Head Teacher and/or the Principal / Deputy Principal and may be awarded a zero for that task.

Managing Issues of Malpractice

Issues of malpractice need to be investigated by the Head Teacher and in more serious cases reported to the Principal / Deputy Principal.

Where the malpractice is serious and where penalty or zero mark is to be awarded, the student will be advised of the issue and the school's intention to manage a course of action. The student will be given an opportunity to appeal the outcome of this decision.

Students are made aware that sharing / showing their hand-in task to other students prior to it being submitted may lead to issues construed as malpractice and lead to a zero mark for that task. Students are encouraged not to share the substance of a hand-in task with other students. Likewise, students who may receive a substitute task through an appeal outcome are not to make any effort to gain knowledge, wording or content of the original task.

6. Course Requirements

Satisfactorily completing the course

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

- followed the course developed or endorsed by NESAs;
- applied herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and,
- achieved some or all of the course outcomes.

N Award Process

If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a written warning letter must be given to the student and their parents notifying of a potential for an 'N determination' in the course.

The letter will

- advise the student of the issue giving adequate time for the problem to be corrected;
- specifying details of action including a timeframe required by the student;
- alert the student to the possible consequences of an 'N' determination, and
- request from the student and his/her parent a written acknowledgement of the warning;

If the student is still at risk and is failing to address the issue detailed in the initial letter, a second follow-up warning letter will be issued.

On the first warning letter, a student may be interviewed by the classroom teacher. On the second warning letter, the student and their parents may be required to attend an interview with the Head Teacher (this may involve phone contact).

An N determination in a course may place the award of the Record of School Achievement (RoSA) in jeopardy and the individual course will not appear on the students' *Record of Achievement*.

7. Disability Provisions

Moorefield Girls High School will support students seeking disability provisions. Where it is appropriate and suitable these provisions will be offered to the students to complete their internal assessment component.

If a student experiences a one-off incident which affects her examination performance and requires Disability Provisions eg a physical injury, the Principal may elect to grant Disability Provisions for an individual task. These provisions will be issued using NESAs general guidelines.

Student responsibilities

Students must make an appointment with the Learning and Support Teacher (LaST) to formalise an application for disability examination provisions. Application forms are available from the LaST.

Students who have been awarded disability provisions are to check with their class teacher the arrangements for these provisions for the upcoming task.

8. Requesting Leave (eg Travel)

Students must inform the School if they are taking leave. They should ensure that their leave does not interfere with their assessment tasks. Taking leave without the School's knowledge may be putting the students Record of School Achievement at risk because they may not be able to satisfy course requirements.

If leave is necessary:

- Short periods of leave (**4 days or more**) for holidays must be applied for in writing to the Principal using the DEC 'Exemption from attendance' form available from the front office. **This must be done before departure/travel.**
- Students must complete and submit the form "Notification of Extended Absence" available from the front office. Students may still receive an 'N' award if they fail to meet course outcomes **even if** the school is aware of your absence.



APPENDIX A: Illness or Misadventure Claim Form

Attach any supporting evidence here with a staple or a pin.

MOOREFIELD GIRLS HIGH SCHOOL
ILLNESS OR MISADVENTURE CLAIM FORM

Student's Name: _____ Year: _____ Roll Class: _____

Parent's name: _____ Daytime parent phone number: _____

Assessment task affected: _____

Due date of task: ____/____/____

Subject: _____ Class Teacher's name: _____

Head Teacher name: _____

Type of claim (Please tick ✓) [] Illness [] Misadventure

Describe your reasons for submitting this claim. (Describe the illness or misadventure)
(Students must ensure they are familiar with MGHS assessment policy. Supporting evidence, such as a doctor's certificate should be attached to the top left corner of this form. Letters from parents are only applicable on compassionate grounds or in exceptional circumstances)

Parent or Guardian's Signature: _____ Date: ____/____/____

INSTRUCTIONS: (Please read the following instructions carefully.)

- This claim form, along with any supporting evidence, such as a doctor's certificate etc, should be submitted to the Deputy Principal.
• This claim form should be submitted as soon as possible after the examination or assessment task in question has occurred. (It may also be submitted before the task is due.)
• Failure to comply with these instructions may result in a zero assessment being recorded.

Deputy Principal's Decision:

Deputy Principal use only

Day & date claim received by Deputy Principal: Mo Tu We Th Fr ____/____/____

Copy forwarded to HT Date: _____

Name: _____ Signature: _____

This claim form should be filed in the student's master file attached to a brief note describing the outcome of the claim.

Assessment Schedules

English

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		Narrative and Reflection Task	Critical Literary Review	Digital Slideshow	Poetry Analysis Essay
		Term 1 Weeks 2 – 8 Task – T1 Wk. 8	Term 1 Weeks 9 - 11 Term 2 Weeks 1 – 4 Task – T2 Wk. 4	Term 2 Weeks 5 – 10 Term 3 Weeks 1 – 2 Task – T3 Wk. 3	Term 3 Weeks 3 – 10 Term 4 Weeks 1 – 2 Task – T4 week 2 Allocated date during exam time
		Focus outcomes 3B, 4B, 5C, 6C, 9E	Focus outcomes 1A, 3B, 4B, 8D	Focus outcomes 1A, 2A, 7D, 8D	Focus outcomes 4B, 7D, 8D
Unit 1: Connections to Stories	20	20			
Unit 2: Novel Study	25		25		
Unit 3: Representation – documentary and mockumentary	25			25	
Unit 4: Voices of Women	30				30
Unit 5: Protest	0				
Marks	100	20	25	25	30

HSIE

Semester 1	Weighting %	Task 1	Task 2	Semester 2	Weighting %	Task 1	Task 2
History Topics:		Research Empathy Task	Half Yearly Test	Geography Topics:		Research Task	Yearly Test
1. Overview: The Modern World and Australia	Term	1	2	1.Environmental Change and Management	Term	3	4
2. Depth Study 1: Rights and Freedoms (1945 to present)	Week	8	1		Week	8	1
3. Depth Study 2: The Globalising world (Popular Culture)	Date			2. Human Wellbeing	Date		
				3. Skills			
Total %	50	20	30	Total %	50	20	30
Outcomes		HT5-2,5-3,5-6, 5-8,5-9,5-10	HT5-1,5-3,5-4, 5-5,5-7,5-9,5- 10	Outcomes		GE 5.1, 5.2, 5.3, 5.5	GE 5.4, 5.6, 5.7, 5.7, 5.8

Mathematics - Stage 5.2/5.1

	Syllabus Components	Weight %	Task 1	Task 2	Task 3	Task 4
			Common Test	Common Test	Common Test	Common Test
			Term 1 Week 7	Term 2 Week 3	Term 3 Week 7	Term 4 Week 3
Financial Maths- Compound Interest Algebraic Techniques Equations	MA5.2-4NA MA5.2-6NA MA5.2-8NA	25	25%			
Trigonometry Area, Surface Area and Volume	MA5.2-13MG MA5.2—11MG MA5.2-12MG	25		25%		
Linear Relationships Non Linear Relationships	MA5.2-9NA MA5.1-7NA MA5.2-9NA	25			25%	
Single Variable Data- Box plots Bivariate Data	MA5.2-15SP MA5.2-16SP	25				25%
Total %		100	25	25	25	25

All assessments will be common across Year 10 based on the 5.1/5.2 course

Mathematics - Stage 5.3/5.2

	Syllabus Components	Weight %	Task 1	Task 2	Task 3	Task 4
			Stage 5.3 Test	Stage 5.3 Test	Stage 5.3 Test	Stage 5.3 Test
			Term 1 Week 8	Term 2 Week 9	Term 3 Week 8	Term 4 Week 3
Algebraic Techniques Equations	MA5.3-5NA MA5.3-7NA	25	25%			
Trigonometry Part B Surface Area and Volume	MA5.3-15MG MA5.3-13MG MA5.3-14MG	25		25%		
Linear and Non Linear Relationships Ratio and Rates	MA5.3-8NA MA5.3-9NA MA5.2-5NA MA5.5-4NA	25			25%	
Single Variable Data Bivariate Data	MA5.3-18SP MA5.3-19SP	25				25%
Total %		100	25	25	25	25

Students of the stage 5.3 course (10M1) will have an additional task covering content from stage 5.3 as well as the common task with content from stage 5.1/5.2

Mathematics – Stage 5.1

	Syllabus Components	Weight %	Task 1	Task 2	Task 3	Task 4
			Common Test	Common Test	Common Test	Common Test
			Term 1 Week 7	Term 2 Week 2	Term 3 Week 7	Term 4 Week 3
Financial Mathematics Equations Algebra	MA5.1-4NA MA 5.2-4NA MA4-10NA, MA5.2-8NA MA4-8NA, MA5.2-6NA	25	25%			
Right Angled Triangles (Trigonometry) Area and Surface Area	MA5.1-10MG MA5.1-8MG	25		25%		
Linear Relationships Non – Linear Relationships	MA5.1-6NA MA5.1-7NA	25			25%	
Single Variable Data	MA5.1-12SP MA5.2-15SP	25				25%
Total Task		100	25	25	25	25

All assessments will be common across Year 10 based on the 5.1/5.2 course

PDHPE

	Syllabus Components	Weight %	Task 1	Task 2	Task 3	Task 4
PDHPE			Driver safety campaign evaluation	Movements Skills	SEPEP Booklet	Yearly Exam
			Term 1	Term 1-2	Term 3	Term 4
			Week 7	Ongoing	Week 4-5	Week 2
Driver Survivor	PD 5.6 PD 5.7	25	20%			5%
Becoming Empowered	PD 5.7 PD 5.9 PD 5.10 PD 5.2 PD 5.3	20				20%
Lifelong Physical Activity	PD 5.6 PD 5.7 PD 5.8	25			15%	10%
Movement Skills and Performance	PD 5.4 PD 5.5 PD 5.8	30		20%	10%	
Total Task		100	20	20	25	35

Science

	Task 1	Task 2	Task 3	Task 4
Task Type	Research- Biotechnology	Working Scientifically Assessment	Student Research Project	Written Yearly Exam
Term	1	2	3	4
Week	9	2	6	2
Weighting (100%)	20	30	20	30
Syllabus Outcomes	LW3, WS5.1, WS7.1, WS7.2, WS8, WS9	LW3, CW1, CW2, WS4, WS5.2, WS7.1, WS7.2, WS8, WS9	WS4, WS5, WS6, WS7, WS9	PW2, ES1, ES3, LW3, LW4, CW1, CW2, CW3, WS7, WS8, WS9

Commerce

Syllabus Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Research Task	Half Yearly Exam	Report Task	Yearly Exam
		Term 1	Term 2	Term 3	Term 4
		Week 7	Week 1	Week 6	Week 2/3
1. Law and Society	30	25	5		
2. Employment Issues	30		20		10
3. Political Involvement	30			25	5
4. Travel	10				10
Total %	100	25	25	25	25
Outcomes		5.3, 5.5, 5.7, 5.8, 5.9	5.1, 5.2, 5.3, 5.4	5.6, 5.7, 5.8, 5.9	5.1, 5.2, 5.4

Drama

TERM	Course Component	Task	Due Date	Weighting %
1	Physical Theatre	a) Play built Performance based on Physical theatre techniques b) Log book	Term 1, Week 8	20 5
2	Shakespeare / Elizabethan Theatre	a) Scripted Performance b) Log book	Term 2, Week 6 Term 2, Week 9	20 5
3	Realism (Stanislavski)	Monologue	Term 3, Week 5	25
4	Non-realism (Brecht)	Non-realistic Performance based on Brechtian techniques	Term 4, Week 3	25

Food Technology

Topic Area	Weighting %	Task 1	Task 2	Task 3	Task 4	Task 5
		Design Marketing New food product	Research Design Practical	Yearly Exam	Practical - celebration cake	Practical lessons
		Term 2	Term 3	Term 4	Term 4	Term 1,2,3 & 4
		Week 2	Week 2	Week 2	Week 4	ongoing
Food product Development	25	25				
Food Service & catering	25		25			
Food for Special Occasions	15				15	
Exam - All units	15			15		
Practical - ongoing	20					20
Total %	100	25	25	15	15	20
Outcomes		FT5.1, FT5.2, FT5.8, FT5.9, FT5.11, FT5.12	FT5.1, FT5.2, FT5.8, FT5.9, FT5.11, FT5.12	FT5.3, FT5.4, FT5.6, FT5.7, FT5.12, FT5.13	FT5.1, FT5.2, FT5.5	FT5.1, FT5.2, FT5.5, FT5.10, FT5.11

Information Software and Technology

Term	Course Component	Task	Outcomes:	Due Date	Weighting %
1	Internet and Website Development	Individual Project Project based research and designing a website using Website Authoring Applications.	5.1.1,5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.3.1	Project due Term 1 weeks 5-6	15
		Topic Test An end of term a topic test will be looking at the Internet and World Wide Web (WWW).		Topic Test Due Term 1 Week 9	10
2	Authoring and Multimedia	Individual Project Project involving students combining data types into a multimedia presentation using existing application products using Adobe Creative Cloud suite.	5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.5.3, 5.4.1	Project due Term 2 weeks 5-6	15
		Topic Test An end of term topic test will look at Project Development and uses of Multimedia.		Topic Test Due Term 2 Week 9	10
3	Robotics and Automated Systems	Individual Project Project involving students designing, producing, and evaluating a range of projects based around automated control, from traffic lights to computer assembly and probes to other planets.	5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.5.2	Project due Term 3 weeks 5-6	15
		Topic Test An end of term topic test will look at Project Development and uses of Multimedia.		Topic Test Due Term 3 Week 9	10
4	Software Development and Programming	Individual Project Project involving students undertaking a range of activities that will lead them to write their own code when developing software products.	5.2.1, 5.2.2, 5.2.3,5.4.1,5.3.1, 5.5.2	Project due Term 4 weeks 4	25
					100%

Industrial Technology - Multimedia

Term	Course Component	Task	Due Date	Weighting %
1	Game Development	Practical project and portfolio Outcomes: IND5-2, IND5-3, IND5-4, IND5-5, IND5-9	Drafts Term 1, week 5 Project due term 1 weeks 10	5 20
2	Animations	Short Animation using Adobe Creative Cloud software Outcomes: IND5-2, IND5-3, IND5-4, IND5-5, IND5-9	Draft design Term 2, week 3 Project due Term 2, week 8-9	5 20
3	Animations	Storytelling using Alice 3 Outcomes IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-9	Draft Term 3, week 3 Project due Term 3, week 8-9	5 20
4	Final Unit of Work	Final Unit of Work Outcomes : IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-9	Project Due Term 4, week 4	25

Music

Syllabus Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Music		Musicology	Performance	Composition	Aural
	Date	Term 1 Week 8-9	Term 2 Week 8-9	Term 3 Week 8	Term 4 Week 4
Concepts	25	25			
Performance	25		25		
Composition	25			25	
Listening	25				25
Outcomes		5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4	5.4, 5.5, 5.7	5.6, 5.7, 5.9, 5.11
Total %	100	25	25	25	25

PASS – YEAR 10

	Weight %	Task 1	Task 2	Task 3	Task 4
P.A.S.S.		Event Management (Running of event/Evaluation)	Enhancing Performance Video Analysis Task	Technology in Sport: In class research	Yearly Exam (incl Issues in Sport)
	Term	Term 1	Term 2	Term 3	Term 4
	Week	Week 4 & Week 9 Term 2 Week 9	Week 7	4	2
Outcomes		PASS3-1,PASS4-1, PASS4.2, PASS 4.4	PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10	PASS5-6, PASS5-7, PASS5-10	PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10
Enhancing Performance	25%		20%		5%
Movement Skills and Performance	20%				
Technology, Participation & Performance	45%	20%		20%	5%
Personal skills to participate in physical activity and sport	10%				
Total task %	100%	20%	20%	20%	20%

Photography and Digital Media

	Syllabus Components	Task 1	Task 2	Task 3	Task 4
Photographic and Digital Media		Beached	Darkroom Techniques	Photoshop Techniques	Exam
		Term 2 Wk 4	Term 2 Wk 10	Term 3 Wk 10	Term 4 Wk 2
Wet Photography – Beached Plus study	Making photographic works, critical & historical interpretations	30%			
Darkroom Techniques – toning, vignetting, brush on developer	Making photographic and digital works, critical & historical interpretations		30%		
Photoshop Tutorial	Making digital works, critical & historical interpretations			30%	
Examination	Critical and historical interpretations				10%
Outcomes		5.1, 5.4, 5.5, 5.7, 5.8, 5.9	5.1, 5.4, 5.6, 5.7, 5.8, 5.10	5.1, 5.2, 5.3, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.7 5.9, 5.10

Visual Arts

	Syllabus Components	Task 1	Task 2	Task 3	Task 4
		Picasso Essay/ PowerPoint	Portfolio of work	Zines	Exam
		Term 1 Wk 8	Term 2 Wk 1	Term 3 Wk 10	Term 4 Wk 2
Topic: From Realism to Abstraction. Painting: Still life VAPD	Making Artworks	30%			
Picasso Task	Critical and Historical Studies		20%		
Topic: Zines Photography, Painting, Collage, Printmaking, Drawing VAPD	Making Artworks			30%	
Exam	Critical and Historical Studies				20%
Outcomes		5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10