

Stage 5
Assessment Schedule
Years 9-10

2017

KEIRA HIGH SCHOOL

Great traditions, a confident future.



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PRINCIPAL'S MESSAGE

This booklet has been prepared by Head Teachers, in consultation with Stage 5 teachers, and conforms to the rules and procedures determined by the Board of Studies, Teaching and Educational Standards NSW (BOSTES) as published on the *Assessment Certification Examination (ACE)* website.

The information in the booklet outlines the assessment program to enable students to successfully complete the Stage 5 Course in order to receive the award of a Record of School Achievement. By developing an organised approach to their schoolwork, students will find it easier to cope with the workload and also will become better prepared for the demands of the senior school.

The purpose of this booklet is to give you information about the specified assessment tasks and their weightings which will be used to determine a student's overall achievement in relation to the Course Performance Descriptors. The awarding of a Record of School Achievement is conditional upon students meeting course outcomes. Excellent attendance and a diligent approach to schoolwork are essential requirements.

It is extremely important for you to continue to work consistently and to complete all the assessment tasks on or before the due date. Your teachers will help you plan your work but remember that it is your responsibility to develop an appropriate work schedule. Each student should make full use of his/her school diary and the assessment planners at the end of this booklet.

It is important that you read the booklet carefully and discuss the information it contains with your parents/caregivers and teachers. If you have any questions regarding assessment procedures, you should talk, in the first instance, with the relevant Head Teacher and/or your Year Adviser.

Please keep this booklet in a safe place, as you will need to refer to it from time to time during the course.

I would also strongly recommend that all students read the relevant syllabus documents for each of their courses. These are available for perusal upon request from Head Teachers. A personal copy of each syllabus can be downloaded and printed from the Board of Studies Teaching and Educational Standards NSW website (www.boardofstudies.nsw.edu.au).

On behalf of the staff of Keira High School, may I wish every student all the very best as they complete their Stage 5 courses.

Mr D J Robson
Principal

KEIRA HIGH SCHOOL

STAGE 5 ASSESSMENT POLICY

The Record of School Achievement (RoSA), is a credential for students when they leave school before the HSC. Students can access a transcript electronically from the Board of Studies, Teaching and Educational Standards before they leave school but this is not an official document. The grades allocated to the Record of School Achievement are formulated by formal and informal assessment.

Students are awarded a grade by their school for each of the courses they have studied in Years 9 and 10. The grades are based on a set of Course Performance Descriptors developed by the Board of Studies, Teaching and Educational Standards. These will be determined from the assessments that Year 10 complete over this year, so students will need to work diligently throughout the entire year. They indicate a student's full range of achievements in each course, providing a detailed report of the student's overall performance.

Students will be eligible for a Record of School Achievement if they have:

- satisfactorily attended school;
- participated to the school's satisfaction in approved Board of Studies, Teaching and Educational Standards courses;
- completed the necessary assessments and examinations for each course of study; and
- complied with any requirements prescribed by the Board of Studies, Teaching and Educational Standards.

Specifically, at Keira High School, students must satisfy the above requirements through meeting course requirements for their chosen subjects in two areas:

1. Satisfactorily complete the compulsory assessment tasks for each course.
2. Satisfactorily complete other course requirements of attendance, classwork, homework and participation in class activities including field trips.

Each student is responsible for completing any assessment task and submitting it on or before the published due date. If the assessment task is a test, each student must undertake the test on the published date. Further, it must be understood that, for the most part, an assessment task is an original and individual effort on the part of the student.

Technology breakdowns are not a valid or acceptable excuse for late or non submission of tasks.

Students will use the assessment planner located at the back of this booklet and their school diary to maintain a calendar of assessment tasks for each Stage 5 course. Potential conflicts and/or work overload should be brought to the teacher's notice when a date is first set.

Students will be given at least two weeks' notice in writing of the due date for any assessment task. Any change to the due date will also be provided in writing to each student.

1.0 LATE SUBMISSION OF AN ASSESSMENT TASK

When an assessment task is an assignment, each student is responsible for completing the assessment task and submitting it on or before the published due date. In exceptional circumstances, an extension of time may be sought and approved.

Specifically:

- 1.1 Students are required to submit each assessment task on or before the due date.
- 1.2 On the due date, each student must hand his/her assessment task to the class teacher (or the appropriate Head Teacher if the teacher is absent) according to the guidelines set on the assessment task handout.
- 1.3 If the task is to be done in class, the student must be present from the beginning of the day.
- 1.4 In exceptional circumstances, a student may be granted an extension of time without incurring a penalty. Any student, who anticipates that he/she will not be able to submit an assessment task on the due date, may seek an extension of time with the appropriate Head Teacher. (This should occur even with school-based activities.) An application for an extension of time must be made in writing and countersigned by a parent/caregiver using the *Missed Assessment/Late Submission of an Assessment Task Blue Form*.
- 1.5 Late submission of an assessment task will result in a penalty of 10% reduction in marks up to a maximum of 70%. If the task is not completed after three school days the task will receive zero marks.
- 1.6 Late submissions will result in a notification to parent/caregiver.
- 1.7 If after a negotiated resolution the task has not been completed the class teacher will notify student's parent/caregiver, in writing, that the student has missed the assessment task. This notification will be in the form of a Non-Award letter.
- 1.8 The Head Teacher will only grant an extension of time if:
 - The student gives an acceptable and compelling reason for the impending late submission of the assessment task; and
 - The extension of time is negotiated prior to the due date.An extension of time will not be granted if:
 - The reason offered is deemed unacceptable.
 - No reason is offered.
 - The student did not lodge a written application for an extension of time with the appropriate Head Teacher prior to the due date.
- 1.9 If the reason offered is acceptable and prior negotiation has occurred, no penalty will be incurred so long as the assessment task is submitted on or before the revised date. It is unlikely that an extension of time in excess of two (2) weeks will be granted.

2.0 MISSED ASSESSMENT TASKS

- 2.1 When an assessment task is to be completed in class on a particular day, as in the case of a test or an examination, each student should be present at the published time. In exceptional circumstances, a student may be given special consideration if he/she is unable to complete that task at this time. (Appointments with a doctor or dentist will generally not be deemed a sufficient reason for missing an assessment task. It is the responsibility of the student to reschedule such appointments.)
- 2.2 If a student misses an assessment task for any reason they should contact the class teacher responsible for the course immediately the fact is known.

- 2.3 A *Missed Assessment/Late Submission of an Assessment Task Blue Form* must be submitted by the student immediately the fact is known. Any other written evidence must be submitted at this time.
- 2.4 The Head teacher in consultation with the class teacher will determine if the reason is acceptable and notify the student of the appropriate course of action.
- 2.5 Extension granted: Task to be completed by the revised date.
- 2.6 Extension **not** granted: Late completion of an assessment task will result in a penalty of 10% reduction in marks up to a maximum of 70%. If the task is not completed after three school days the task will receive zero marks.

Late completions will result in a notification to parents/caregivers.

- 2.7 If after a negotiated resolution the task has not been completed the class teacher will notify the student's parent/caregiver, in writing, that the student has missed the assessment task. This notification will be in the form of an 'N' award letter.

3.0 CHEATING AND PLAGIARISING:

In general, students will be expected to produce individual and original work as an assessment task. Head Teachers will determine the penalty to be imposed in cases where cheating or plagiarism is detected.

- 3.1 Significant cheating that is shown to affect the quality of the student's response in an assessment task will incur a 100% penalty. The work will be scored as a zero.
- 3.2 Deliberately breaking the rules under which the assessment task is to be completed will incur a 100% penalty. This could include deliberate disruptive or unacceptable behaviour.
- 3.3 Plagiarism, (that is, unacknowledged quoting and/or copying of another person's work) will be penalised. For example, using the work of a published author or copying substantially from a website without acknowledgement is plagiarism. The penalty will be based on the degree to which the student has made an original contribution to completing the task.
- 3.4 If a student is suspected of plagiarism, it will be the responsibility of the student to provide evidence to show that the work is original. This may take the form of providing drafts, notes, sources, work samples from throughout the year, essay plans, a bibliography and so on. In the absence of strong evidence that satisfies the relevant Head Teacher, the original penalty will stand.
- 3.5 Students are not to be in possession of a mobile phone during an assessment task. Mobile phones may not be brought into a classroom or exam centre under any circumstances.

4.0 ASSESSING STUDENTS WHO ENROL DURING A STAGE 5 COURSE:

Any student who has not been enrolled at Keira High School for all of a Stage 5 Course may have missed assessment tasks. In such cases, the following procedures will be used to establish his/her assessment record.

- The student's performance will be determined according to scores obtained for the first assessment period after enrolment at Keira High School. It may be necessary for class teachers to determine estimates for assessment tasks that the student missed during the assessment period, prior to enrolment.

- This estimate will then be applied to scores obtained by the rest of the class in previous assessment periods.
- Students arriving after Term 2 should be graded by their previous school. If this is not the case grades should be obtained from the student's previous school and used with task grades received after Term 2.

5.0 STUDENTS WITH SPECIAL EDUCATION NEEDS

- 5.1 Students with special education needs can meet the requirements of a Record of School Achievement by following a combination of study combining:
- Board Developed Life Skills Courses and/or
 - Board Developed Courses and/or
 - Board Endorsed Courses.
- 5.2 In each student's case, an individualized program of study will be developed.
- 5.3 The criteria for assessments for Life Skills courses in Stage 5 will reflect the levels identified in the Individual Transition Planning Process.
- 5.4 The assessment will indicate the student's achievements at the end of each course.
- 5.5 The school will complete a Profile of Student Achievement as provided by the Board of Studies, Teaching and Educational Standards for each student undertaking a Stage 5 Life Skills course.

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BOARD DEVELOPED COURSES

**CHILD STUDIES
YEARS 9 AND 10**

		TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Term1 Week 9	Term 2 Week 9	Term 2 Week 9	Term 3 Week 8	Term 4 Week 4
COMPONENTS	WEIGHT %	RESEARCH TASK	PROJECT	PRACTICAL	REPORT	YEARLY EXAM
Knowledge	30		5		5	20
Research	30	15	5	5	5	
Evaluation	5				5	
Communication	15			10	5	
Design and Produce	20		10	10		
	TASK TOTALS =100%	15	20	25	20	20

**COMMERCE (ELECTIVE)
YEARS 9 AND 10**

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 1 Week 7	Term 2 Week 6	Term 3 Week 8	Term 4 Week 3
OUTCOMES	WEIGHT %	TOPIC TEST	EXAM	BUSINESS PLAN	RESEARCH
Personal Finance	20	20			
Consumer Choice	25		25		
Promoting and Selling E-Commerce	25			25	
Political Investment	30				30
TASK TOTALS = 100%		20	25	25	30

**DRAMA
YEARS 9 AND 10**

			TASK 1	TASK 2	TASK 3	TASK 4
			Term 1 Week 8	Term 2 Week 7	Term 3 Week 5	Term 4 Week 5
OUTCOMES	COMPONENTS	WEIGHT %	PERFORMANCE + LOGBOOK	SCRIPT	PERFORMANCE	PERFORMANCE + ESSAY
51.1, 51.2, 51.3, 51.4, 52.1, 52.2	Theatre History	25	25			
51.1, 51.3, 52.1, 52.3, 53.3	Melodrama	25		25		
51.1, 51.3, 51.4, 52.2	Masks	25			25	
51.1, 51.3, 51.4, 52.1, 52.2, 52.3, 53.1, 53.3	Commedia dell'arte	25				25
TASK TOTALS = 100%			25	25	25	25

**ELECTRONICS TECHNOLOGY
YEARS 9 AND 10**

			TASK 1	TASK 2	TASK 3	TASK 4
			Term 1 Week 10	Term 2 Week 4	Term 3 Week 8	Term 4 Week 2
OUTCOMES	COMPONENTS	WEIGHT %	PROJECT	PROJECT	FOLIO	YEARLY EXAM
5.4.1 5.7.1 5.7.2	Communication	10	5			5
5.7.1 5.7.2	Research	15	5	10		
5.6.1 5.7.1 5.7.2	Evaluation	5			5	
5.1.1 5.3.1 5.3.2	Knowledge and Understanding	20		5		15
5.1.2 5.2.1 5.2.2 5.3.2 5.5.1	Designing and Producing	50	5	20	25	
TASK TOTALS = 100%			15	35	30	20

**ENGINEERING TECHNOLOGY
YEARS 9 AND 10**

			TASK 1	TASK 2	TASK 3	TASK 4
			Term 1 Week 10	Term 2 Week 4	Term 3 Week 8	Term 4 Week 4
OUTCOMES	COMPONENTS	WEIGHT %	PROJECT	ASSIGNMENT	FOLIO	YEARLY EXAM
5.4.1 5.7.1 5.7.2	Communication	10	5			5
5.7.1 5.7.2	Research	15	5	10		
5.6.1 5.7.1 5.7.2	Evaluation	5			5	
5.1.1 5.3.1 5.3.2	Knowledge and Understanding	20		5		15
5.1.2 5.2.1 5.2.2. 5.3.2 5.5.1	Designing and Producing	50	5		45	
TASK TOTALS = 100%			15	15	50	20

ENGLISH YEAR 9

			TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			Term 1 Week 5	Term 1 Week 10	Term 3 Week 2	Term 3 Week 7	Term 4 Week 4
OUTCOMES	COMPONENTS	WEIGHT %	NON FICTION	ART OF PERSUASION	SPEECH	CREATIVE WRITING	NOVEL ESSAY
2, 5, 6	Viewing and Listening	20	20				
1, 4, 7	Reading and Responding	20		20			
5, 6, 8	Speaking and Listening	20			20		
1, 3, 4, 9	Composing	20				20	
1, 4, 7	Reading and Responding	20					20
TASK TOTALS = 100%			20	20	20	20	20

ENGLISH YEAR 10

			TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			Term 1 Week 9	Term 2 Week 1	Term 2 Week 10	Term 3 Week 9	Term 4 Week 3
OUTCOMES	COMPONENTS	WEIGHT %	ICT PRESENTATION	CREATIVE WRITING	ESSAY ON NOVEL	ESSAY ON SHAKESPEARE	SHORT ANSWERS ON FILM STUDY
1, 3, 7, 8	Speaking ICT Presentation	20	20				
2, 4, 7, 8	Composition and Writing	20		20			
4, 6, 9, 11	Reading and Writing	20			20		
1, 4, 5, 7	Listening, Reading and Writing	20				20	
2, 3, 5, 9	Listening and Viewing	20					20
TASK TOTALS = 100%			20	20	20	20	20

ESL 9/10 LITERACY ELECTIVE

	Task 1	Task 2	Task 3	Task 4	
Date	Term 1 Week 8	Term 2 Week 7	Term 3 Week 6	Term 4 Week 4	
Task	Language Study 1	Language Study 2	Language Study 3	Language Study 4	
	Outcomes Assessed EN2-1A ESL Scales: Oral Interaction level 6	Outcomes Assessed EN2-6B ESL Scales: Oral Interaction level 6	Outcomes Assessed EN2-8B ESL Scales: Reading & Responding level 6	Outcomes Assessed EN2-7B ESL Scales: Writing level 5	Total
Unit 1	Listening 10% Formative Assessment 15%				25%
Unit 2		Speaking 10% Formative Assessment 15%			25%
Unit 3			Viewing 10% Formative Assessment 15%		25%
Unit 4				Reading & Writing 10% Formative Assessment 15%	25%
Total Weighing	25%	25%	25%	25%	100%

**FOOD TECHNOLOGY
YEARS 9 AND 10**

			TASK 1	TASK 2	TASK 3	TASK 4
			Term 1 Week 9	Term 2 Week 6	Term 3 Week 8	Term 4 Week 4
OUTCOMES	COMPONENTS	WEIGHT%	ASSIGNMENT	ASSIGNMENT	PRODUCT	YEARLY EXAM
5.3.2, 5.5.2, 5.6.1	Communication	10	5	5		
5.3.2, 5.5.1, 5.5.2	Research	10		10		
5.5.2	Evaluation	5			5	
5.3.2, 5.6.1	Knowledge and Understanding	35	5			30
5.3.2, 5.5.1, 5.5.2, 5.6.1	Designing and Producing	40	15	5	20	
TASK TOTALS =100%			25	20	25	30

GEOGRAPHY YEAR 9

			TASK 1	TASK 2	TASK 3	TASK 4
			Term 1 Week 7	Term 2 Weeks 4	Term 3 Week 7	Term 4 Week 4
OUTCOMES	COMPONENTS	Weight %	WRITING TASK	SUSTAINABLE DESIGN TASK	WRITING TASK	SUSTAINABLE DESIGN TASK
5.1, 5.2, 5.3, 5.4, 5.7	Sustainable Biomes	40	20		20	
5.1, 5.2, 5.3, 5.4	Changing Places	60		30		30
TASK TOTALS = 100%			20	30	20	30

GEOGRAPHY YEAR 10

			TASK 1	TASK 2	TASK 3	TASK 4
			Term 1 Week	Term 2 Week 8	Term 3 Week 9	Term 4 Week 2
OUTCOMES	COMPONENTS	WEIGHT %	FIELD WORK	RESEARCH	WRITING TASK	YEARLY EXAM
5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	Geographical Issues	20	20			
5.1, 5.2, 5.3, 5.5, 5.6, 5.7, 5.10	Research Action Plan	30		30		
5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	Australia in Regional and Global Context	20			20	
5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	Yearly Exam	30				30
TASK TOTALS = 100%			20	30	20	30

HISTORY YEAR 9

			TASK 1	TASK 2	TASK 3	TASK 4
			Term 1 Week 6	Term 2 Weeks 3-5	Term 3 Week 6	Term 4 Week 2
OUTCOMES	COMPONENTS	WEIGHT %	WRITING TASK	SOURCE ANALYSIS	RESEARCH ESSAY	SOURCE ANALYSIS
5.1, 5.2, 5.4, 5.6, 5.9, 5.10	MOVEMENT OF PEOPLES	40	20		20	
5.1, 5.2, 5.4, 5.5, 5.7, 5.9, 5.10	AUSTRALIANS AT WAR	60		30		30
	TASK TOTALS = 100%		20	30	20	30

HISTORY ELECTIVE

			TASK 1	TASK 2	TASK 3	TASK 4
			Term 1 Week 7	Term 2 Week 3	Term 3 Week 5	Term 4 Week 4
OUTCOMES	COMPONENTS	WEIGHT %	ORAL PRESENTATION	WRITING TEST	SOURCE ANALYSIS	HISTORICAL INVESTIGATION
5.1, 5.2, 5.6, 5.7, 5.8	Constructing History	20	20			
5.1, 5.3, 5.4, 5.8, 5.10	Ancient, Medieval and Early Modern Societies	30		30		
5.1, 5.5, 5.6, 5.8, 5.9, 5.10	Thematic Study 1	20			20	
5.1, 5.5, 5.6, 5.8, 5.9, 5.10	Thematic Study 2	30				30
TASK TOTALS = 100%			20	30	20	30

HISTORY YEAR 10

			TASK 1	TASK 2	TASK 3	TASK 4
			Term 1 Week 5	Term 2 Week 7	Term 3 Week 8	Term 4 Week 3
OUTCOMES	COMPONENTS	WEIGHT %	SOURCE ANALYSIS	PERSONALITY STUDY	SONG ANALYSIS	YEARLY EXAM
5.1,5.8, 5.9,5.10	Vietnam	20			20	
5.1, 5.2, 5.6, 5.7	Human Rights	20	20			
5.4, 5.5, 5.6, 5.7, 5.8 5.9 5.10	Rights And Freedoms	30		30		
5.1, 5.2, 5.3, 5.5	Yearly Exam	30				30
		TASK TOTALS = 100%	20	30	20	30

**INDUSTRIAL TECHNOLOGY - WOOD
YEARS 9 AND 10**

			TASK 1	TASK 2	TASK 3	TASK 4
			Term 1 Week 10	Term 2 Week 9	Term 3 Week 8	Term 4 Week 2
OUTCOMES	COMPONENTS	WEIGHT %	PROJECT	PROJECT	FOLIO	YEARLY EXAM
5.4.1 5.7.1 5.7.2	Communication	15	5		5	5
5.7.1 5.7.2	Research	15	5	10		
5.6.1 5.7.1 5.7.2	Evaluation	5			5	
5.1.1 5.3.1 5.3.2	Knowledge and Understanding	20		5		15
5.1.2 5.2.1 5.2.2. 5.3.2 5.5.1	Designing and Producing	45	5	15	25	
TASK TOTALS = 100%			15	30	35	20

**INFORMATION AND SOFTWARE TECHNOLOGY
YEARS 9 AND 10**

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 1 Week 5	Term 2 Week 4	Term 3 Week 7	Term 4 Week 3
COMPONENT	WEIGHT %	Group Project Plan and Design	Digital Media Project Component	Multimedia Project Component	Website Project Component
Knowledge and Understanding	50	10	15	15	10
Skills	50	0	15	15	20
TASK TOTALS =100%		10	30	30	30

In alternate years students will be required to complete projects based on three (3) other options. The course will cover core content through the completion of these projects.

This course may be studied as either a 100-hour or a 200-hour course. In a 100-hour course students will be introduced to all core content in the subject. Students undertaking a 200-hour course must complete all of the courses core content.

The weightings shown are used to determine grades and, for school purposes, an overall ranking based on all assessable items.

Students are reminded that they must make a serious attempt at all assigned work, including practical experiences and homework, in addition to formal assessment tasks. The maintenance of a neat and up to date work record is essential.

JAPANESE YEAR 9

			TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			Term 1 Week 7	Term 2 Week 5	Term 2 Week 9	Term 3 Week 8	Term 4 Week 4
OUTCOMES	COMPONENTS	WEIGHT %	COMPOSITION	HALF YEARLY	SPEECH	GROUP TASK	YEARLY EXAM
5 UL 1 5 MLC 1	Listening & Responding	15		5			10
5 UL 2 5 MLC 1 / 2	Reading & Responding in English	10		5			5
5 UL 3	Speaking in Japanese	25	5	5	10	5	
5 UL 4 5 MLC 1 / 2	Writing in Japanese	30	15	5	5		5
5 MBC 1 5 MBC 2	Culture	20			5	15	
TASK TOTALS =100%			20	20	20	20	20

JAPANESE YEAR 10

			TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			Term 1 Week 5	Term 2 Week 1	Term 2 Week 5	Term 3 Week 6	Term 4 Week 1
OUTCOMES	COMPONENTS	WEIGHT %	COMPOSITION	SPEECH	HALF YEARLY	GROUP TASK	YEARLY EXAM
5 UL 1 5 MLC 1	Listening & Responding	15			10		5
5 UL 2 5 MLC 1 / 2	Reading & Responding in English	15	5		5		5
5 UL 3 5 MLC 1 / 2	Speaking in Japanese	20		15		5	
5 UL 4 5 MLC 1 / 2	Writing in Japanese	35	15	5	5		10
5 MBC 1 5 MBC 2	Culture	15				15	
TASK TOTALS =100%			20	20	20	20	20

MATHEMATICS Year 9

Date of assessment	Total Weight %	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	
		Term 1 Week 4	Term 1 Week 10	Term 2 Week 10	Term 3 Week 5	Term 3 Week 10	Term 4 Week 6	Term 4 Week 9
		Class Exam	Enrichment Task ¹	Half Yearly Exam	Class Exam	Research Project ²	Class Exam	Yearly Exam
Outcomes Assessed								
MA5.1-4NA Financial Mathematics	15	15						*
MA5.1-5NA & MA5.2-7NA Indices MA5.3-6NA Surds & Indices	15		10	5				*
MA5.2-6NA & MA5.3-5NA Algebraic Techniques	15		10	5				*
MA5.1-13SP Probability	5			5				*
MA5.1-8MG Area and Surface Area	5			5				*
MA5.2-8NA & MA5.3-7NA Equations	5			5				*
MA5.1-6NA & MA5.2-9NA & MA5.3-7NA Linear Relationships	15				15			*
MA5.1-12SP & MA5.2-15SP & MA5.3-18SP Single Variable Data Analysis	15					15		*
MA5.2-5NA & MA5.3-4NA Ratios and Rates	5						5	*
MA5.1-9MG Numbers of Magnitude	5						5	*
Total Weighting = 100%		15	20	25	15	15	10	N/A

- There will be THREE different modes of assessment Class Examination, Research Project, Enrichment Task. The Half Yearly Examinations will be in classrooms and Yearly Examinations will be scheduled for the Hall. Ideas for these tasks can be found below.
- Examinations and Enrichment Tasks will contain questions from all stages 5.1, 5.2 and 5.3 and be organised into the sections.
- These tasks will be used to calculate grades for School Reports – this means students will partake in only 5 formal assessment tasks and then the Yearly Examination to be used as a tool to ensure they have been placed in the class for Year 10.
- ‘Summary Books’ will be used as the only written material to be taken into the assessment tasks. Students will complete an A4 double-sided hand written summary of the unit to be brought to class prior to the assessment task, and written into their Summary Books on a two-page open spread as discussed by their teachers. The hand written summary is to be completed at home and the Summary Book is to stay in the classroom. Class quizzes may also be used as revision tools, in revision lessons during class time, and these will also be stuck into Summary Books to be able to be used in Assessment tasks.

1. Enrichment Task – Students will be given a collection of open-ended questions, which they will need to complete in class. Half of these questions will be given to the students with the task notification to complete at home and can bring it to the assessment task as a part of their red book summary. The other questions will be of the style which requires students to apply their skills and provide one of many possible solutions.
2. Research Project – Students will need to develop their own question, conduct a survey, present and analyse their results, and compile their findings with conclusions in a typed report to submit on a given day. Students will be given a marking guide with the task, which teachers will use to mark their projects.

MATHEMATICS Year 10

Date of assessment	Total Weight %	Task 1	Task 2	Task 3	Task 4	Task 5	
		Term 1 Week 7	Term 2 Week 2	Term 2 Week 10	Term 3 Week 4	Term 4 Week 2	Term 4 Week 9
		Class Exam	Enrichment Task 1	Half Yearly Examination	Research Project ²	Class Presentation ³	Yearly Examination
Outcomes Assessed							
MA5.1-10MG MA5.2-13MG MA5.3-15MG Trigonometry	25	20		5			*
MA5.2-17SP Probability	25		20	5			*
MA5.2-4NA Financial Mathematics	10			10			*
MA5.1-11MG MA5.2-14MG MA5.3-16MG Properties of Geometrical Figures	5			5			*
MA5.2-8NA Simultaneous Equations	5			5			*
MA5.2-16SP MA5.3-19SP Bivariate Data Analysis	20				20		*
MA5.1-8MG MA5.2-11MG MA5.2-12MG MA5.3-13MG MA5.3-14MG Area and Surface Area and Volume	5					10	*
MA5.1-7NA & MA5.2-10NA MA5.3-9NA Non-Linear Relationships							*
Total Weighting = 100%		20	20	30	20	10	N/A

- There will be FOUR different modes of assessment - Class Examination, Research Project, Enrichment Task and Class Presentation. The Half Yearly will be in classrooms and Yearly Examinations will be scheduled for the Hall. Ideas for these tasks can be found below.
 - Examinations and Enrichment Tasks will contain questions from all stages 5.1, 5.2 and 5.3 and be organised into the sections.
 - These tasks will be used to calculate grades for School Reports – this means students will partake in only FIVE formal assessment tasks and then the Yearly Examination to be used as a tool to ensure they have been placed in the class for Year 10.
 - Students will be allowed to take only designated written material into assessment tasks. Class quizzes may also be used as revision tools, in revision lessons during class time.
1. Enrichment Task – Students will be given a collection of open-ended questions, which they will need to complete in class. Half of these questions will be given to the students with the task notification to complete at home and can bring it to the assessment task as a part of their red book summary. The other questions will be of the style which requires students to apply their skills and provide one of many possible solutions
 2. Research Project – Students will need to develop their own question, conduct a survey, present and analyse their results, and compile their findings with conclusions in a typed report to submit on a given day. Students will be given a marking guide with the task, which teachers will use to mark their projects.
 3. Class Presentation – Students will be given randomly selected subsections and will need to develop a 3–5 minute PowerPoint presentation to present to the class. It will need to contain an overview, with appropriate formulas and 2 examples. Students will need to present these to the class in the allocated week, acting as a 'teacher' for the specific concept.

**MUSIC
YEARS 9 AND 10**

			TASK 1	TASK 2	TASK 3	TASK 4
			Term 1 Week 6	Term 2 Week 7	Term 3 Week 8	Term 4 Week 4
OUTCOMES	COMPONENTS	WEIGHT %				
			Compose, Perform & discuss a composition in a given style using the concepts of music (min 32 Bars).	Perform an Australian piece as a soloist (200 hours) or in an ensemble (100 hours) using the concepts areas for a given audience.	Perform, arrange or compose and evaluate in a style studied throughout the course.	Aural skills on unprepared listening and Comparative analysis presentation.
5.3, 5.4, 5.5, 5.6, 5.7	Composition Performance Listening	25 5 5	35			
5.1, 5.2, 5.3, 5.7, 5.10	Performance Listening	12 3		15		
5.1, 5.3.5.4, 5.5, 5.9, 5.10	Performance Composition Listening	16 8 6			30	
5.7, 5.8, 5.9	Listening	20				20
TASK TOTALS = 100%			35	15	30	20

**PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION
YEARS 9 AND 10**

			TASK 1	TASK 2	TASK 3	TASK 4
			Term 1 Ongoing	Term 1 Week 9	Term 3 Week 8	Term 3 Week 9
OUTCOMES	COMPONENTS	WEIGHT %	Modified game/written reflection	Drug Investigation	Discrimination Analysis	Checkpoints and performance
5.4, 5.5, 5.9, 5.10	Being a Team Player	25	25			
5.6, 5.7, 5.8	Safe Partying	25		25		
5.1, 5.2, 5.3, 5.7	Difference and Diversity	25			25	
5.4, 5.5	Dance	25				25
TASK TOTALS = 100%			25	25	25	25

**PHOTOGRAPHIC AND DIGITAL MEDIA
YEARS 9 AND 10**

			TASK 1	TASK 2	TASK 3	TASK 4
			Term 1 Week 9	Term 2 Week 6	Term 3 Week 7	Term 4 Week 2
OUTCOMES	COMPONENTS	WEIGHT %	VAPD	RESEARCH	ESSAY	BOW
5.3, 5.4	Artmaking	60	10	10		
5.1, 5.2, 5.5, 5.6	Artmaking					40
5.7, 5.9	Critical and Historical	40		20		
5.7, 5.8, 5.10	Critical and Historical				20	
TASK TOTALS = 100%			10	30	20	40

SCIENCE YEAR 9

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 1 Week 9	Term 2 Week 7	Term 3 Week 7	AS REQUIRED
COMPONENT	WEIGHT %	Evaluating a Scientific Principle and Laboratory Skills	Group Project and Reporting on a Scientific Investigation	Secondary Sources Investigation	Topic Tests
KNOWLEDGE AND UNDERSTANDING	50	4	4	2	40
SKILLS	50	16	16	8	10
TASK TOTALS =100%		20	20	10	50

These learning activities are used to assist teachers in assessing students and to determine outcomes for half-yearly and yearly reports.

The weightings shown are used for school purposes to determine an overall ranking based on all assessable items.

Details of the Stage 5 Science course may be obtained from your class teacher or from the Board of Studies, Teaching and Educational Standards website - <http://www.boardofstudies.nsw.edu.au/>

Main ideas and concepts from Years 7 and 8 are assumed knowledge.

Students are reminded that they must make a serious attempt at all assigned work, including practical experiences and homework in addition to formal assessment tasks. The maintenance of a neat and up-to-date work record is essential.

SCIENCE YEAR 10

		TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6
		Term 1 Week 6	Term 1 Week 9	Term 2 Week 6	Term 3 Week 4	Term 4 Week 5	AS REQUIRED
COMPONENT	WEIGHT %	Secondary Sources Investigation	Planning a Scientific Investigation	Conducting a Scientific Investigation	Reporting on a Scientific Investigation	Laboratory Skills (ongoing)	Topic Tests
KNOWLEDGE AND UNDERSTANDING	50	2	2	2	2	2	40
SKILLS	50	8	8	8	8	8	10
TASK TOTALS =100%		10	10	10	10	10	50

These learning activities are used to assist teachers in assessing students and to determine outcomes for half-yearly and yearly reports.

The weightings shown are used to assist in determining ROSA grades and, for school purposes, an overall ranking based on all assessable items.

Details of the Stage 5 Science course may be obtained from your class teacher or from the Board of Studies, Teaching and Educational Standards website. <http://www.boardofstudies.nsw.edu.au/>

Please note that all content from Year 9 course work in the previous year is examinable in the Year 10 yearly examination. Main ideas and concepts from Years 7 and 8 are assumed knowledge.

Students are reminded that they must make a serious attempt at all assigned work, including practical experiences and homework in addition to formal assessment tasks. The maintenance of a neat and up-to-date work record is essential.

**TEXTILES AND DESIGN
YEARS 9 AND 10**

			TASK 1	TASK 2	TASK 3	TASK 4
			Term 1 Week 10	Term 2 Week 9	Term 3 Week 8	Term 4 Week 8
Outcomes	Components	Weight %	Project	Assignment	Textile Diary	Major Project
5.2.2 5.4.1	Communication	10	5		5	
5.2.1 5.2.2 5.3.1	Research	15	5	5		5
5.5.1 5.6.1	Evaluation	10	5		5	
5.1.1 5.1.2 5.3.1	Knowledge and Understanding	20	5	10	5	
5.5.2 5.5.3	Designing & Producing	45	5	10	10	20
TASK TOTALS = 100%			25	25	25	25

**VISUAL ARTS
YEARS 9 AND 10**

			TASK 1	TASK 2	TASK 3	TASK 4
			Term 1 Week 8	Term 2 Week 5	Term 3 Week 8	Term 4 Week 2
OUTCOMES	COMPONENTS	WEIGHTINGS %	VAPD	RESEARCH	ESSAY	BOW
5.4, 5.1, 5.2, 5.3, 5.5, 5.6	Artmaking	60	20			40
5.7, 5.9, 5.10, 5.8	Critical and Historical	40		20	20	
TASK TOTALS = 100%			20	20	20	40

BEC

BOARD ENDORSED COURSES

**MARINE AND AQUACULTURE TECHNOLOGY
YEARS 9 AND 10**

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 1 Week8	Term 2 Week8	Term 3 Week 8	AS REQUIRED
COMPONENT	WEIGHT %	Fisheries management investigation	Practical / laboratory report	Marine activities management investigation	Topic tests
KNOWLEDGE AND UNDERSTANDING	50	18	5	7	20
SKILLS	50	7	20	18	5
TASK TOTALS =100%		25	25	25	25

In alternate years, Task 1, the Fisheries management investigation is replaced by a Marine ecology investigation.

In alternate years, Task 3, the Marine activities management investigation is replaced by an Individual aquaculture project.

Other proficiency evaluations occur at intervals to address safety and first aid outcomes. These are mandatory but do not form part of the grading process.

The weightings shown are used to determine school-based ROSA grades and, for school purposes, an overall ranking based on all assessable items.

Details of the course may be obtained from your class teacher or from the Board of Studies, Teaching and Educational Standards website - <http://www.boardofstudies.nsw.edu.au/>

Students are reminded that they must make a serious attempt at all assigned work, including practical experiences and homework in addition to formal assessment tasks. The maintenance of a neat and up-to-date work record is essential.

**PHYSICAL ACTIVITY AND SPORT STUDIES
YEARS 9 AND 10**

			TASK 1	TASK 2	TASK 3	TASK 4
			Term 1 Week 6	Term 2 Week 4	Term 3 Week 9	Term 4 Week 3
OUTCOMES	COMPONENTS	WEIGHT %	PRODUCT ANALYSIS	CARNIVAL MANAGEMENT	COACHING PRACTICAL	EXAMINATION
5.4, 5.5, 5.9, 5.10	Nutrition and Physical Activity	25	25			
5.6, 5.7, 5.8	Event Management	25		25		
5.1, 5.2, 5.3, 5.7	Coaching	25			25	
5.4, 5.5	Final Exam	25				25
TASK TOTALS = 100%			25	25	25	25

SEC

SCHOOL ENDORSED COURSES

**CATERING
YEARS 9 AND 10**

		TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Term1 Week 9	Term 2 Week 9	Term 2 Week 8	Term 3 Week 4-8	Term 4 Week 4
COMPONENTS	WEIGHT %	RESEARCH ASSIGNMENT	MENU ASSIGNMENT	PRACTICAL TASK	PRODUCT DEVELOPMENT	YEARLY EXAM
Knowledge	25				5	20
Research	30	15	10	5		
Communication	20	5	5		10	
Design and Produce	25		5	10	10	
TASK TOTALS = 100%		20	20	15	25	20

FILM MAKING YEARS 9 AND 10

			TASK 1	TASK 2	TASK 3	TASK 4
			Term 1 Week 8	Term 2 Week 5	Term 3 Week 8	Term 4 Week 2
OUTCOMES	COMPONENTS	WEIGHT %	FILM TRAILER & VAD	ANIMATION AND RESEARCH	ESSAY	FILM
1, 3, 7	Film making	60	10	10		40
2, 3, 7	Critical and Historical	40	10	10	20	
TASK TOTALS = 100%			20	20	20	40

**TRANSITION TO TRADES
YEARS 9 AND 10**

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 2 Week 10	Term 3 Week 5	Term 3 Week 10	Term 4 Week 4
COMPONENTS	WEIGHT %	FOLIO	MINOR PROJECT	ASSIGNMENT	MAJOR PROJECT
COMMUNICATION	10	5			5
RESEARCH	15	5		10	
EVALUATION	5		5		
KNOWLEDGE & UNDERSTANDING	15			5	10
DESIGNING & PRODUCING	55	5	35		15
TASK TOTALS = 100%		15	40	15	30

PLANNERS

TERM 1 – 2017

DAY/ WK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

PLANNERS

TERM 2 – 2017

DAY/ WK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

PLANNERS

TERM 3 – 2017

DAY/ WK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

PLANNERS

TERM 4 – 2017

DAY/ WK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					