Kiama High School

2020 Year 10
Assessment Program

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1. Introduction

This document provides information relating to the assessment of the Year 10 courses at Kiama High School. The purpose of assessment is to:

- assist studentlearning;
- evaluate and improve teaching and learning programs;
- assess student achievement in the course;
- provide evidence of satisfactory completion of the course

Towards the end of Term 4, 2020, the school will submit a Record of School Achievement grade for each student to the NSW Education Standards Authority (NESA). The grade is intended to indicate the student's achievements at the end of the Year 10 courses.

Assessment marks are based on:

- a wider range of syllabus outcomes than can be measured by the formal examinations; and
- multiple measures and observations made throughout the Year 10 courses, rather than a single assessment event.

Measuring achievement at several points during the course can provide a better indication of student achievement than a single, final assessment event. This also caters for knowledge and skills outcomes that are better assessed in specific settings or times, such as fieldwork and practical skills.

2. The Assessment Program

The 2020 Year 10 Assessment Program begins during Term 1, 2020 and will continue up to the end of the Final Examinations in Term 4, 2020. This booklet outlines, for each course studied, the:

- Number of tasks
- Weightings for each task
- Scheduling of tasks – Terms and weeks. There is, generally, two weeks' notice for the specific task throughout the assessment period.
- General nature of tasks
- KHS policies with respect to student absences for tasks, late submission of tasks, illness and misadventure processes, addressing malpractice, and student appeals.

While the schedule is provided as a guide, unforeseen circumstances may result in a change of date for an assessment task. Generally, students should expect at least two weeks' notice in writing if a change is necessary.

3. Assessment Marks and Rankings

Students will be provided with an assessment mark (and rank where appropriate) for each assessment task completed. If necessary, students should appeal against an individual assessment mark or ranking **at the time the mark and ranking are received**.

In addition, students will be supplied with a course ranking for each reporting period and a final overall ranking, supplied after the completion of the Final Examinations at the end of Term 4.

4. Satisfactory Completion of Courses

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

a) **followed** the course developed or endorsed by the Authority; and

b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and

c) **achieved** some or all of the course outcomes.

Students must make a genuine attempt to complete course requirements and it is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete the requirements.

Further, a student must make a genuine attempt at assessment tasks.

Students must also fulfil the course completion criteria, above.

In the case of competency-based courses, where a student has not successfully completed any units of competency, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the "N" Determination.

If, at any time, it appears that a student is at risk of being given an "N" (non-completion of course requirements) Determination in any course, the Principal must warn the student as soon as possible and advise the parent or guardian - in writing.

Students are expected to complete **all** tasks required – both assessable and non-assessable – in all courses they are studying.

5. ‘N’ Determinations

If, at any time, it appears that a student is at risk of receiving an ‘N’ Determination (non-completion of course requirements) in any course, the Principal must:

- advise the student of the tasks or actions to be undertaken in time for the problem to be corrected and alert the student to the possible consequences of an ‘N’ Determination;
- advise the parent or guardian, in writing, if the student is under the age of 18;
- request from the student/parent/guardian a written acknowledgement of the warning;
- issue at least one follow-up warning letter, if the first letter is not effective.

6. Attendance

Principals may determine that, as the result of absence, the course completion criteria might not be met. Students whose attendance is called into question will be required to prove, to the Principal's satisfaction, that they are meeting the course criteria.

At Kiama High School, students who are absent for more than *eight days* per term may have their performance reviewed. In individual subjects, students who are absent for *eight periods* in a subject per term may also have their performance reviewed.

Absences in Assessment Tasks or Examinations Notification Periods

It is considered **UNFAIR ADVANTAGE** if a student, **without a VALID REASON**:

- is not in attendance at all classes within the notification period before any assessment task or exam; or
- arrives more than 20 minutes late to their first scheduled class on the day of an assessment task or in-class exam; and/or
- does not attend ALL scheduled classes on the day of the assessment task or in-class exam.

Any absence in the school day prior to and/or on the day of the task will require a medical certificate.

It is not acceptable for a student to attend school to fulfil the requirements of an assessment task **only** and not be present at timetabled lessons for that particular day.

Students taking unfair advantage will have their marks penalised by an amount determined by the Assessment Review Panel, **but not less than 20%.**

7. Student Responsibilities

Students must:

- ensure they have a copy of the Assessment Schedule for each course studied;
- ask their class teacher, after absences, whether any assessment notification has been given;
- present work according to the schedule of dates for assessment tasks;
- be aware of the penalties for late or non-submissionof assessment tasks;
- be aware of the procedure to be followed if absent when a task is to be submitted, or completed in class;
- be aware of the procedures to be followed if absent for a formal examination;
- satisfactorily explain all full and partial absences;
- submit an *Assessment Task Appeal Application Form*, with supporting documentation, within **two** days of return to school after an absence, when necessary.

When submitting work, students must:

- present their ownwork;
- submit work in an appropriate format;
- submit assessment tasks ***BEFORE 8.55am*** on the due date, unless they are to be completed as a discrete task in a scheduled lesson on the prescribed day *or* unless the Assessment Task Notification specifies submission at a different time.
- not interfere with the efforts of others.

NB: Failure to submit an Assessment Task as per the requirements stated on the Assessment Task Notification *may* result in ZERO MARKS being awarded. Students may submit an Assessment Task Appeal Application.

8. Teacher Responsibilities

The Deputy Principal/Head Teacher - Secondary Studies must ensure that students have a copy of the Assessment Schedule.

Class teachers must:

- follow the Assessment Schedule for their course;
- provide students at least two-weeks' written notice of the date of an assessment task, following NESA protocol;
- ensure that absent students receive the information the next time the student attends the class;
- schedule tasks, as best as possible, such that they do not conflict with other assessment tasks;
- negotiate a suitable date with students concerned, in the event that an assessment task needs to be rescheduled. Generally, at least two-weeks' written notice should be given.

NB: Students who are absent on the notification date of an assessment task may NOT request or be granted an extension on the basis of that absence. This includes absence due to TAFE or VET commitments, sporting events or any other school-endorsed activity. It is each student's responsibility to be aware of the scheduling of tasks in their courses and request any task notification sheets from their teacher upon their return to class.

9. Illness/Misadventure Appeals

As has been mentioned, it is a student's responsibility to ensure that they are present for scheduled Assessment Tasks. If, however, a student becomes ill or suffers an accident that prevents the student from attending school, completing a scheduled task or submitting an assessment task by the due date, the student should submit an *Assessment Task Appeal Application Form*. These are available from:-

- the Head Teacher – Secondary Studies in J20,
- the KHS Administration Office,
- the sign-on desk in the Library,
- the KHS website,
- the Year Adviser.

The completed *Assessment Task Appeal Application Form*, together with supporting documentation, must be returned to the Head Teacher – Secondary Studies within **two** days of a student's return to school, after an absence, or within **two** days of the assessment task date, if there was no absence from school.

A sample of the *Assessment Task Appeal Application Form* is available at the back of this booklet. Further information about Grounds for Appeal under Illness/Misadventure may be found at the NESA website: https://ace.nesa.nsw.edu.au/ace-11001.

NESA notes that the following are **NOT grounds for appeal** under the Illness/Misadventure process:-

- attendance at a sporting or cultural event, or family holiday;
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities;
- disabilities for which the School has already granted disability provisions, unless an unforeseen episode occurs during the examination/assessment task.

Students should **not plan absences during term time**, unless there are exceptional circumstances (eg, a medical operation). In general, family holidays will ***not*** be considered to be exceptional circumstances. Any requests for special consideration should be discussed with the Principal well before the date in question.

Technology issues, such as printer or computer failure, are NOT deemed an acceptable reason for late submission of a task. It is the student's responsibility to ensure that all digital work is "backed- up" and/or stored in multiple platforms.

10. Reasonable Requests for Consideration

If a student knows in advance that they are to be absent on the day of completion of an Assessment Task, they must complete an *Assessment Task Appeal Application Form*. There are three types of Consideration:

- School Business - where a student is attending a school-based excursion, sporting event, cultural or performing arts event, or representing the school in some way. The student will see the Head Teacher – Secondary Studies for an *Assessment Task Appeal Application Form.* They will then obtain a signature from the event's organising teacher, confirming the student's participation in the school-based event. They will then complete the form, returning it to the Head Teacher – Secondary Studies. An alternative date will be organised for completion of the Assessment Task. No penalty will apply.

- Non-School Business - where a student is attending an appointment (medical, dental, etc) or a family, religious or cultural event. The student will see the Head Teacher – Secondary Studies for an *Assessment Task Appeal Application Form*. They will then complete the form, returning it to the Head Teacher – Secondary Studies, together with any supporting documentation. An alternative date will be organised for completion of the Assessment Task. The Assessment Task Appeal Panel will determine the result of the Appeal.

- Exceptional Circumstances - where a student feels that they have a genuine inability to meet a scheduled due date because of unforeseen events. This *may* be deemed a genuine misadventure and an extension may be granted for the task. Students seeking this consideration need to notify the Head Teacher – Secondary Studies AT LEAST FOUR DAYS prior to the date of the assessment task to initiate the process, ensuring its completion two days prior to the scheduled date of the task.

NB: Requests for Consideration may not be granted if the student has not made arrangements and completed the necessary process TWO FULL SCHOOL DAYS prior to the scheduled date of the Assessment Task.

If there is any doubt about Assessment Task procedures,
including submission of tasks, Illness/Misadventure Processes or satisfying course outcomes,
please contact the School.

Year 10 Assessment Programs for Courses

Child Studies

TASK		1. Growth & Development Develop a children's book	2. Baby, Think it Over Baby Simulation	3. Food & Nutrition Develop a children's party	4. Final Examination
DUE DATE		Term 2, Week 1	Term 2, Week 5	Term 3, Week 10	Term 4, Week 2
OUTCOMES ASSESSED		1.2, 2.1, 2.2, 4.2, 4.3	1.1, 2.3, 3.3, 4.1	1.2, 2.1, 2.2, 3.2, 3.3, 4.2	1.1, 1.2, 1.3, 2.3, 3.1, 3.2, 3.3
TASK WEIGHTING	**100**	**20%**	**30%**	**20%**	**30%**

YEAR 10 CHILD STUDIES COURSE OUTCOMES

A student:-

1.1 identifies the characteristics of a child at each stage of growth and development

1.2 describes the factors that affect the health and wellbeing of the child

1.3 analyses the evolution of childhood experiences and parenting roles over time

2.1 plans and implements engaging activities when educating and caring for young children within a safe environment

2.2 evaluates strategies that promote the growth and development of children

2.3 describes a range of appropriate parenting practices for optimal growth and development

3.1 discusses the importance of positive relationships on the growth and development of children

3.2 evaluates the role of community resources that promote and support the wellbeing of children and families

3.3 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing

4.1 demonstrates a capacity to care for children in a positive, understanding and tolerant manner in a variety of settings and contexts

4.2 analyses and compares information from a variety of sources to develop an understanding of child growth and development

4.3 applies appropriate evaluation techniques when creating, discussing and assessing information related to child growth and development

Commerce

TASK		1. Employment Issues Research & In-class Essay	2. Employment Issues Common Test	3. Towards Independence Research Task	4. Law & Society Research Task	5. Law & Society Common Test
DUE DATE		Term 1 Week 8	Term 1 Week 10	Term 2 Week 7	Term 3 Week 10	Term 4 Week 3
OUTCOMES ASSESSED		5.7, 5.8, 5.9	5.1, 5.2	5.7, 5.8, 5.9	5.3, 5.7, 5.8, 5.9	5.1, 5.2, 5.3
Task Weighting	**100**	**20%**	**20%**	**20%**	**20%**	**20%**

NB: Class tasks will be used to inform the Grade submitted to NESA.

YEAR 10 COMMERCE COURSE OUTCOMES

A student:-

5.1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts

5.2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts

5.3 examines the role of law in society

5.4 analyses key factors affecting commercial and legal decisions

5.5 evaluates options for solving commercial and legal problems and issues

5.6 monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues

5.7 researches and assesses commercial and legal information using a variety of sources

5.8 explains commercial and legal information using a variety of forms

5.9 works independently and collaboratively to meet individual and collective goals within specified timelines

English

TASK		1. Film Trailer Essay (Viewing/Representing)	2. Creative Writing (Writing)	3. Multi-modal Presentation (Speaking/Listening/ Writing/Viewing/ Representing)	4. Class Tasks
DUE DATE		Term 1 Week 10	Term 2 Week 9	Term 3 Week 9	Terms 1- 4
OUTCOMES ASSESSED		EN5-1; EN5-2, EN5-4	EN5-1, EN5-5; EN5-9	EN5-3, EN5-6; EN5-7; EN5-8	EN5-1 – EN5-9
Components	**Weight %**				
Listening	10	5		5	
Speaking	10			10	
Reading	25		5		20
Writing	40	10	15	10	5
Viewing/Representing	15	5		5	5
	100	**20%**	**20%**	**30%**	**30%**

YEAR 10 ENGLISH COURSE OUTCOMES

A student:-

EN 5-1 responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN 5-2 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

EN 5-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EN 5-4 effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

EN 5-5 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

EN 5-6 investigates the relationships between and among texts

EN 5-7 understands and evaluates the diverse ways texts can represent personal and public worlds

EN 5-8 questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

EN 5-9 purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Food Technology

TASK		1. Work Health & Safety Research Task	2. Functional Properties of Food	3. Yearly Examination	4. Practical Examination
DUE DATE		Term 2 Week 2	Term 3 Week 4	Term 4 Week 1	Term 4 Week 2
OUTCOMES ASSESSED		5.1.2, 5.5.2, 5.6.1	5.2.1, 5.2.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.4.2, 5.5.1, 5.6.1	5.1.1, 5.2.3, 5.5.1
	100	**20%**	**20%**	**30%**	**30%**

YEAR 10 FOOD TECHNOLOGY COURSE OUTCOMES

A student:-

- 5.1.1 demonstrates hygienic understanding and handling of food to ensure a handling of food to ensure a safe and appealing product
- 5.1.2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- 5.2.1 describes the physical and chemical properties of a variety of foods
- 5.2.2 accounts for changes to the properties of food which occur during food processing, preparation and storage
- 5.2.3 applies appropriate methods of food processing, preparation and storage
- 5.3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- 5.3.2 justifies food choices by analysing the factors that influence eating habits
- 5.4.1 collects, evaluates and applies information from a variety of sources
- 5.4.2 communicates ideas and information using a range of media and appropriate terminology
- 5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- 5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes
- 5.6.1 examines the relationship between food, technology and society
- 5.6.2 evaluates the impact of activities related to food on the individual, society and the environment

Geography

TASK		1. Environmental Change & Management Test	2. Fieldwork Report	3. Fieldwork Test	4. Human Wellbeing Research Report	5. Final Examination
DUE DATE		Term 1 Week 9	Term 2 Week 2	Term 2 Week 3	Term 3 Week 9	Term 4 Week 3
OUTCOMES ASSESSED		GE5-1; GE5-2; GE5-3; GE5-4; GE5-5	GE5-1; GE5-3; GE5-4; GE5-5; GE5-7; GE5-8	GE5-2; GE5-3; GE5-4; GE5-5; GE5-7	GE5-1; GE5-2; GE5-6; GE5-7; GE5-8	GE5-1; GE5-2; GE5-3; GE5-4; GE5-6; GE5-7
Task Weighting	**100**	**20%**	**10%**	**15%**	**25%**	**30%**

NB: Class tasks will be used to inform the Grade submitted to NESA.

YEAR 10 GEOGRAPHY COURSE 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

History

TASK		1. The Holocaust Research Task	2. The Holocaust Topic Test	3. Rights & Freedoms Source Analysis	4. Final Examination
DUE DATE		Term 1 Week 9	Term 2 Week 4	Term 3 Week 6	Term 4 Week 3
OUTCOMES ASSESSED		HT5-3; HT5-4; HT5-9; HT5-10	HT5-2; HT5-6; HT5-9; HT5-10	HT5-1; HT5-5; HT5-6; HT5-8; HT5-9; HT5-10	HT5-9; HT5-10
Task Weighting	**100**	**25%**	**25%**	**25%**	**25%**

NB: Class tasks will be used to inform the Grade submitted to NESA.

YEAR 10 HISTORY COURSE 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 for different audiences

Industrial Technology – Timber

TASK		1. Practical & Folio	2. Half-yearly Examination	3. Research Assignment	4. Final Examination
DUE DATE		Continuous	Term 2 Week 4	Term 3 Week 5	Term 4 Week 2
OUTCOMES ASSESSED		5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1	5.1.1, 5.3.1, 5.5.1, 5.6.1, 5.7.1	5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1	5.1.1, 5.3.1, 5.5.1, 5.6.1, 5.7.1
Task Weighting	100	60%	10%	15%	15%

YEAR 10 INDUSTRIAL TECHNOLOGY - TIMBER COURSE OUTCOMES

A student:-

5.1.1	identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes
5.1.2	applies OHS practices to hand tools, machine tools, equipment and processes
5.2.1	applies design principles in the modification, development and production of projects
5.2.2	identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
5.3.1	justifies the use of a range of relevant and associated materials selects
5.3.2	selects and uses appropriate materials for specific applications'
5.4.1	selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
5.4.2	works cooperatively with others in the achievement of common goals
5.5.1	applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects
5.6.1	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
5.7.1	describes, analyses and uses a range of current, new and emerging technologies and their various applications
5.7.2	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Italian

TASK		1. Reading Task	2. Listening Task	3. Speaking Task	4. Research Task	5. Writing Task
DUE DATE		Term 1 Week 8	Term 2 Week 3	Term 3 Week 9	Term 4 Week 1	Term 4 Week 3
OUTCOMES ASSESSED		5.UL.2 5.MLC2	5.UL.1 5.MLC2	5.UL.3	5.MBC.1 5.MBC.2	5.UL.4 5.MLC2
Syllabus Components	**Weight %**					
Using language	65	15	15	20		15
Making linguistic connections	15	5	5			5
Moving between cultures	20				20	
	100	**20%**	**20%**	**20%**	**20%**	**20%**

YEAR 10 ITALIAN COURSE OUTCOMES

A student:

- 5.UL.1 selects, summarises and analyses information and ideas in spoken texts and responds appropriately
- 5.UL.2 selects, summarises and analyses information and ideas in written texts and responds appropriately
- 5.UL.3 uses Italian by incorporating diverse structures and features to express own ideas
- 5.UL.4 experiments with linguistic patterns and structures in Italian to convey information and to express own ideas
- 5.MLC.1 demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages
- 5.MLC.2 uses linguistic resources to support the study and production of texts in Italian
- 5.MBC.1 explores the interdependence of language and culture in a range of texts and contexts
- 5.MBC.2 identifies and explains aspects of the culture of Italian speaking communities in texts.

Japanese

TASK		1. End of Topic test Shopping/Dining Video + Menu	2. Youtuber - around town video	3. Plan a trip and accommodation	4. My Kitchen Rules
DUE DATE		Term 1 Week 9 + holiday	Term 2 Week 9	Term 3 Week 8	Term 4 Week 3
OUTCOMES ASSESSED		LJA5-4C, LJA5-5U, LJA5-6U	LJA5-1C, LJA5-7U	LJA5-2C, LJA5-9U	LJA5-3C, LJA5-8U
Syllabus Components	**Weight %**				
Communicating	50	20	10	10	10
Understanding	50	20	10	10	10
	100	**40%**	**20%**	**20%**	**20%**

YEAR 10 JAPANESE COURSE OUTCOMES

A student:

LJA5-1C Manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans to negotiate.

LJA5-2C Identifies and interprets information in a range of texts.

LJA5-3C Evaluates and responds to information, opinions and ideas in texts, using a range of formats for a variety of contexts, purposes and audiences.

LJA5-4C Experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences.

LJA5-5U Demonstrates how Japanese pronunciation and intonation are used to convey meaning.

LJA5-6U Demonstrates how Japanese writing conventions are used to convey meaning.

LJA5-7U Analyses the function of complex Japanese grammatical structures to extend meaning.

LJA5- 8U Analyses linguistic, structural and cultural features in a range of texts

LJA5-9U Explains and reflects on the interrelationship between language, culture and identity.

Marine & Aquaculture Technologies

TASK	1. Marine Employment Research Assignment	2. Fishing Industries PowerPoint Presentation	3. Marine Mammal Assignment	4. Yearly Examination
DUE DATE	Term 1 Week 7	Term 2 Week 7	Term 3 Week 7	Term 4 Week 4
OUTCOMES ASSESSED	MAR5-11, MAR5-12	MAR5-2, MAR5-7, MAR5-8	MAR5-2, MAR5-3	MAR5-1, MAR5-4, MAR5-5, MAR5-13, Mar5-14
TASK WEIGHTING	**20%**	**20%**	**20%**	**40%**

YEAR 10 MARINE & AQUACULTURE TECHNOLOGIES COURSE OUTCOMES

A student:-

MAR5-1 identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships

MAR5-2 identifies, describes and evaluates the social and economic importance of marine ecosystems

MAR5-3 identifies, describes and evaluates the effects humans have had on the marine environment

MAR5-4 explains why aquaculture provides an economically sustainable source of food

MAR5-5 assesses the potential of aquaculture to sustain wild fish stocks and the aquatic environment

MAR5-6 evaluates the economic and environmental sustainability of aquacultural pursuits

MAR5-7 identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment

MAR5-8 identifies, describes and evaluates policies for monitoring and conserving the marine environment

MAR5-9 selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings

MAR5-10 demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations

MAR5-11 identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits

MAR5-12 identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment

MAR5-13 collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information

MAR5-14 recalls aspects of the marine environment using relevant conventions, terminology and symbols

Mathematics - 5.1/5.3 Pathway

TASK	1. Half-Yearly Examination	2. Class Mark Semester One	3. Yearly Examination	4. Class Mark Semester Two
DUE DATE	Term 2	Term 2	Term 4	Term 4
OUTCOMES ASSESSED	MA5.1-5NA; MA5.1-9MG; MA5.1-13SP MA5.2-4NA; MA5.2-6NA; MA5.2-7NA; MA5.2-8NA; MA5.2-17SP		MA5.1-6NA; MA5.1-10MG; MA5.1-11MG; 5.1-12SP; MA5.2-8NA; MA5.2-9NA; MA5.2-10NA; MA5.1-15SP; MA5.2-11MG; MA5.2-12MG; MA5.2-14MG	
TASK WEIGHTING	**15%**	**85%**	**15%**	**85%**

NB: Semester 1 and Semester 2 Class Marks are made up of a range of informal tasks. Tasks may include and are not limited by: research, homework, assignments, topic tests and oral presentations.

At the end of the year, Semester 1 and Semester 2 marks are combined in the ratio 1:2 for comparison with the Course Performance Descriptors for Mathematics.

NB: The Pathways are through the Mathematics Continuum and students will be presented with outcomes that reflect their ability. For this Pathway, this may mean that some Stage 4 or 5.3 outcomes may be assessed.

YEAR 10 MATHEMATICS 5.1/5.2 PATHWAY COURSE OUTCOMES

A student:-

MA5.1-4NA	solves financial problems involving earning, spending and investing money
MA5.1-5NA	operates with algebraic expressions involving positive integer and zero indices, and established the meaning of negative indices for numerical bases
MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-7NA	graphs simple non-linear relationships
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG	interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-11MG	describes and applies the properties of similar figures and scale drawings
MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events
MA5.2-4NA	solves financial problems involving compound interest
MA5.2-5NA	recognises direct and indirect proportion, and solves problems involvingdirect proportion
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-9NA	uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-10NA	connects algebraic and graphical representations of simple non-linear relationships
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP	investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments

Mathematics - 5.2/5.3 Pathway

TASK	1. Half-Yearly Examination	2. Class Mark Semester One	3. Yearly Examination	4. Class Mark Semester Two
DUE DATE	Term 2	Term 2	Term 4	Term 4
OUTCOMES ASSESSED	MA5.2-4NA; MA5.2-6NA; MA5.2-8NA; MA5.2-9NA; MA5.3-5NA; MA5.3-6NA; MA5.3-7NA; MA5.3-8NA		MA5.2-7NA; MA5.2-8NA; MA5.2-10NA; MA5.2-11MG; MA5.2-12MG; MA5.2-13MG; MA5.2-15SP; MA5.2-16SP; MA5.2-17SP; MA5.3-4NA; MA5.3-6NA; MA5.3-9NA; MA5.3-11NA; MA5.3-13MG; MA5.3-14MG; MA5.3-15MG; MA5.3-18SP	
TASK WEIGHTING	**15%**	**85%**	**15%**	**85%**

NB: Semester 1 and Semester 2 Class Marks are made up of a range of informal tasks. Tasks may include and are not limited by: research, homework, assignments, topic tests and oral presentations.

At the end of the year, Semester 1 and Semester 2 marks are combined in the ratio 1:2 for comparison with the Course Performance Descriptors for Mathematics.

NB: The Pathways are through the Mathematics Continuum and students will be presented with outcomes that reflect their ability. For this Pathway, this may mean that some Stage 5.1 outcomes are assessed.

YEAR 10 MATHEMATICS 5.2/5.3 PATHWAY COURSE OUTCOMES

A student:-

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

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

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

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

MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques

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

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

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

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

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

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

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

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

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

MA5.3-4NA draws, interprets and analyses graphs of physical phenomena

MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions

MA5.3-6NA performs operations with surds and indices

MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations

MA5.3-8NA uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line

MA5.3-9NA sketches and interprets a variety of non-linear relationships

MA5.3-10NA recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems

MA5.3-11NA uses the definition of a logarithm to establish and apply the laws of logarithms

MA5.3-12NA uses function notation to describe and sketch functions

MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids

MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids

MA5.3-15MG applies Pythagoras' Theorem, trigonometric relationships, the sine rule, the cosine rule and the area rules to solve problems, including problems of three dimensions

MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals

MA5.3-17MG applies deductive reasoning to prove circle theorems and to solve related problems

MA5.3-18SP uses standard deviation to analyse data

MA5.3-19SP investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-marking processes

Music

TASK		1. COMPOSITION	2. PERFORMANCE	3. MUSICOLOGY
DUE DATE		Term 1 Week 8	Term 3 Week 8	Term 4 Week 4
OUTCOMES ASSESSED		5.4, 5.5, 5.6, 5.9	5.1, 5.2, 5.3	5.7, 5.8, 5.11
Syllabus Components	**Weight %**			
Performance	30		30	
Composition	30	30		
Musicology	40			40
	100	**30%**	**30%**	**40%**

YEAR 10 MUSIC COURSE 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 demonstrates 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 selected styles or genres of music

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 respe3ct forth aesthetic value of music as an artform

Personal Development, Health & Physical Education

TASK		1. Health Respectful Relationships	2. PE - Dance Practical	3. PE Movement Practical	4. Health On The Road	5. PE - Games Practical Demonstration
DUE DATE		Term 1 Week 9	Term 2 Week 6	Term 2 Week 10	Term 3 Week 8	Term 4 Week 4
OUTCOMES ASSESSED		5.2, 5.6, 5.10	5.4, 5.7, 5.11	5.4, 5.8, 5.11	5.1, 5.3, 5.6, 5.9	5.4, 5.5, 5.7, 5.9
TASK WEIGHTING	**100**	**20%**	**20%**	**20%**	**20%**	**20%**

YEAR 10 PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION COURSE OUTCOMES

A student:-

5.1 analyses how they can support their own and others' sense of self

5.2 evaluates their capacity to reflect on and respond positively to challenges

5.3 analyses factors that contribute to positive, inclusive and satisfying relationships

5.4 adapts, transfers and improvises movement skills and concepts to improve performance

5.5 composes, performs and appraises movement in a variety of challenging contexts

5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people

5.7 analyses influences on health decision making and develops strategies to promote health and safe behaviours

5.8 critically analyses health information, products and services to promote health

5.9 formulates goals and applies strategies to enhance participation in lifelong physical activity

5.10 adopts roles to enhance their own and others' enjoyment of physical activity

5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations

5.12 adapts and applies decision-making processes and justifies their choices in increasingly demanding contexts

5.13 adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives

5.14 confidently uses movement to satisfy personal needs and interests

5.15 devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively

5.16 predicts potential problems and develops, justifies and evaluates solutions

Physical Activity & Sports Studies

TASK		1. SIPP* & Enhancing Performance Examination Theory	2. Group Fitness Theory/Practical	3. Coaching Theory/Practical	4. Games Practical	5. Aquatics Practical
DUE DATE		Term 1 Week 10	Term 2 Week 5	Term 3 Week 4	Term 3 Week 8	Term 4 Week 4
OUTCOMES ASSESSED		5.1, 5.2	5.1, 5.2, 5.1, 5.2	5.2, 5.1, 5.2, 5.1, 5.2, 5.4	5.2, 5.1, 5.2, 5.1, 5.2, 5.4	5.1, 5.1, 5.3
TASK WEIGHTING	**100**	**20%**	**20%**	**20%**	**20%**	**20%**

*Sports Injury Prevention Plan

YEAR 10 PHYSICAL ACTIVITY & SPORTS STUDIES COURSE OUTCOMES

A student:-

1.1 discusses factors that limit and enhance the capacity to move and perform

1.2 analyses the benefits of participation and performance in physical activity and sport

2.1 discusses the nature and impact of historical and contemporary issues in physical activity and sport

2.2 analyses physical activity and sport from personal, social and cultural perspectives

3.1 demonstrates actions and strategies that contribute to enjoyable participation and skilful performance

3.2 evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport

4.1 works collaboratively with others to enhance participation, enjoyment and performance

4.2 displays management and planning skills to achieve personal and group goals

4.3 performs movement skills with increasing proficiency

4.4 analyses and appraises information, opinions and observations to inform physical activity and sport

Science

TASK	1. Practical Task	2. Scientific Method & Skills Task	3. Term 3 Examination
DUE DATE	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10
OUTCOMES ASSESSED	SC5-7WS; ; SC5-8WS; SC5-9WS; SC5-10PW	SC5-4WS; SC5-5WS; SC5-6WS; SC5-7WS; SC5-8WS; SC5-9WS	SC5-7WS; SC5-8WS; SC5-9WS; SC5-10PW; SC5-12ES; SC5-14LW; SC5-16CW; SC5-17CW
TASK WEIGHTINGS	**20%**	**30%**	**50%**

YEAR 10 SCIENCE COURSE OUTCOMES

A student:-

SC5-1 appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them

SC5-2 shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures

SC5-3 demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations

SC5-4WS develops questions or hypotheses to be investigated scientifically

SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively

SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively

SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions

SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems

SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations

SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion

SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems

SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community

SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues

SC5-14LW analyses interactions between components and processes within biological systems

SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society

SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available

SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.

Visual Arts

TASK		1. Portraiture	2. Experimental Drawing	3. Layered Animal Prints & Exhibition	4. Cubist Sculptures
DUE DATE		Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	Term 4 Week 3
OUTCOMES ASSESSED		5.1, 5.5	5.2, 5.3, 5.10	5.4, 5.6, 5.9	5.4, 5.7
Syllabus Components	**Weight %**				
Artmaking	60	10 (Portrait)	10 (Experimental Drawing Series)	15 (Print Series) 10 (VAPD)	5% (Work-in-Progress Sculpture)
Critical & Historical Study	40	20 (Chuck Close Assignment)	10 (VAPD)	20 (Exhibition Review Assignment)	
	100	**30%**	**20%**	**45%**	**5%**

YEAR 10 VISUAL ARTS COURSE OUTCOMES

A student:-

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

KIAMA HIGH SCHOOL
ASSESSMENT TASK APPEAL APPLICATION FORM
YEARS 10 - 12

Type of Appeal (Tick as applicable)

Illness and/or Misadventure Appeal		**Request for Consideration – School Business**		**Request for Consideration – Non-School Business**		**Request to Remove Unfair Advantage Determination**	

1. Complete applicable sections of this form, attaching any supporting documentation (eg, medical certificate, enrolment in extracurricular activity).
2. Return to Head Teacher: Secondary Studies in J20.

Name:	Year: **10 11 12** *(please circle)*
Course:	Teacher:
Task:	Date Issued:
Due Date: / / **M Tu W Th F** *(please circle)*	

Reason for appeal / request for consideration:

_____

_____

_____

Student signature: ……..… Date: / /

Parent signature: …….. Date: / /

Supporting documentation for: *(please circle, and attach - as applicable)*

Illness and/or Misadventure	**Request for Consideration – School Business**
Medical Certificate **Y / N** Part A completed: **Y / N**	Confirmation from Organ Teacher**:**

Signature of Organising Teacher – School Busine s: _____

Course Teacher Comment: Support [ ] Yes [ ] No

Teacher Signature:_____ Date: / /

Head Teacher Comment: Support [ ] Yes [ ] No

Head Teacher Signature:_____ Date: / /

Appeal Panel Decision

New Due Date: _____		Award Estimate assessment tas k
Student to complete alternative task. NO PENALTY APPLIES.		ZERO MARKS A issued.
Unfair Advantage Not Deemed. NO PENALTY		

KIAMA HIGH SCHOOL
ASSESSMENT TASK APPEAL APPLICATION FORM
YEARS 10 - 12

COMPLETE PART A for ILLNESS or PART B for MISADVENTURE or attach a Medical Certificate

PART A	**INDEPENDENT EVIDENCE OF ILLNESS** ***The person completing this form must not be related to the student***
Diagnosis of Medical Condition	
Date of onset of Illness	
Date(s) and time(s) of all consultations related to illness	
Please describe how the student's condition/symptoms could impede their performance in the relevant task: _____ _____	
Name of doctor or health care professional	
Profession:	Place of Work:
Address:	
Contact Number: Signed: Date: / /	

PART B	**INDEPENDENT EVIDENCE OF MISADVENTURE** ***(Not to be completed by the student)***
Date of event causing misadventure	
Were you a witness to the event	[ ] Yes [ ] No
If (NO), how did you obtain the information you are providing?	
What is your relationship to the student?	
Describe the event: _____ _____ _____	
Name:	Profession:
Contact Number: Signed: Date: / /	

2020 Assessment Task Calendar

Term 1	
1	
2	
3	
4	
5	
6	
7	Marine & Aquaculture Task 1
8	Italian Task 1; Music Task 1
9	Commerce Task 1; Geography Task 1; History Task 1; Japanese Task 1; Personal Development, Health & Physical Education Task 1
10	Child Studies Task 1 ; English Task 1; Personal Development, Health & Physical Education Task 2; Physical Activity & Sports Studies Task 1; Science Task 1; Visual Arts Task 1
11	

Term 2	
1	Commerce Task 2
2	Food Technology Task 1; Geography Task 2
3	Commerce Task 3; Geography Task 3, Italian Task 2
4	History Task 2; Industrial Technology – Timber Task 2
5	Child Studies Task 2; Physical Activity & Sports Studies Task 2
6	
7	Marine & Aquaculture Task 2
8	Information & Software Technology Task 2
9	English Task 2; Japanese Task 2
10	Personal Development, Health & Physical Education Task 3; Science Task 2; Visual Arts Task 2

Term 3	
1	
2	Commerce Task 4
3	
4	Food Technology Task 2; Physical Activity & Sports Studies Task 3
5	Child Studies Task 3; Industrial Technology – Timber Task 3
6	Commerce Task 5; History Task 3
7	Marine & Aquaculture Task 3
8	Japanese Task 3; Music Task 2; Personal Development, Health & Physical Education Task 4; Physical Activity & Sports Studies Task 4
9	English Task 3; Geography Task 4; Italian Task 3
10	Science Task 3; Visual Arts Task 3

Term 4	
1	Food Technology Task 3; Italian Task 4; Marine & Aquaculture Task 4
2	Child Studies Task 4; Food Technology Task 4; Industrial Technology – Timber Task 4
3	Commerce Task 5; Geography Task 5; History Task 4; Italian Task 5; Japanese Task 4; Visual Arts Task 4
4	Marine & Aquaculture Task 4; Music Task 3; Personal Development, Health & Physical Education Task 5; Physical Activity & Sports Studies Task 5
5	
6	
7	English Task 4
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