GREAT LAKES COLLEGE

One College
Three Campuses
Unlimited Opportunities

PRINCIPAL: Ms Sally Chad
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DEPUTY PRINCIPAL: Mr Vincent Jensen

Tuncurry Campus

Assessment Schedule

Year 10
2020

Assessment Policy for Students and their Families

Contents

Examination Expectations

As a student of Great Lakes College Tuncurry Campus you are expected to follow the code of conduct and examination expectations. This includes:

Expectations throughout the Examination Process

- Follow the supervisor's instructions at all times
- Behave in a polite and courteous manner towards supervisors
- Demonstrate the College Core Expectations – Respect, Personal Best, Responsibility

Prior to the Examination

- Be aware of when and where examinations are held
- Go to the toilet and have a drink before the examinations begin
- You must be wearing your school uniform
- Arrive at the examination prior to the start time to allow for the settling of all students and explanation of examination requirements
- Line up in classes as per assembly entrances- or all students line up in the orange COLA as per instructions
- Leave all phones, ipods, organiser, dictionary or computerised watch and other electronic devices in bags along the wall. Electronic devices must also be switched off.

Entering the Examination Room

- Enter the hall quietly and in an orderly fashion. Talking is to cease as you enter the examination room
- All bags are to be left in the appropriate location to the side of the hall
- Take all necessary examination equipment with you
- Proceed quietly to your desk

During the Examination

- Write your name and your class in the spaces provided as directed by the supervisor
- Act appropriately in line with College expectations
- Check your examination paper to see if it has all the pages contained and it is in the correct order.
- Make a serious attempt at answering ALL the questions in the test
- Students are to remain in their seats until the examination time is up and the supervisor has indicated to move

At the End of the Examination

- Remain seated and follow the directions of the examination supervisor
- Exit the examination quietly as directed by the supervisors. This is usually done in rows.

Consequences for Failure to Follow the Expectations

- Students found to disrupt the test or the work of other students, or cheating will be removed and sent to the Head Teacher or the Deputy Principal. Parents will be informed of the incident.
- Students may be issued with consequences which include but are not limited to, a zero mark, N Warning, detention or Formal Caution of Suspension for failure to behave in an appropriate manner or follow the expectations outlined above

Behaviours which will not be tolerated in examinations include

- Signalling, distracting other students, borrowing of equipment, making inappropriate noises, and talking are not permitted
- Disrupting the test or the work of other students
- Students *are not permitted to go to the toilet* during examinations unless there is an emergency
- Eating is not permitted in the test room but you may bring in water in a clear bottle
- Attending a test while under the influence of alcohol or illicit drugs is a serious offence in will incur the appropriate consequences. Parents will also be notified.

Note: If you miss an examination it is **your** responsibility to see the Head Teacher of the subject immediately on your return to school. A note or Doctor's Certificate must be handed to the Head Teacher as well as an Illness & Misadventure form signed by your parents. You will complete the examination as arranged by staff.

Assessment and Reporting Guide

When a student enters Year 7, they start to work towards gaining a NESA credential which is achieved at the end of Year 10. To be awarded a full credential at the end of Year 10, a student must satisfactorily complete all mandatory courses and elective courses throughout the two years.
NESA states that:
A student is considered to have satisfactorily completed a course if they have:

- followed the course developed by NESA;
- applied themselves with diligence and sustained effort to the tasks and experiences offered;
- and, achieved some or all of the course outcomes.

This means a student attends lessons, completes all set class tasks and assessments and makes a genuine attempt to learn the course material and satisfactorily complete a course.

SCHOOL ASSESSMENTS AND ACADEMIC REPORTING

Student achievement is assessed throughout all the courses studied in Year 7 to 10, but the Year 10 credential (known as the Record of School Achievement or RoSA) is based on a student's achievement in Years 9 and 10. Course Performance Descriptors are used to describe student outcomes and levels of achievement and tasks are set to help assess the extent of a student's skills and knowledge. The student's performance on the achievement of the outcomes for each course is what is important. Teachers have many different ways of measuring and assessing the achievement of outcomes.

These methods may include:

- Class observations
- Completion of homework
- Book reviews
- Topic tests/class tests
- Excursion reports
- Practical projects
- Speaking tasks
- Research assignments
- Experiments
- Formal examinations

Reporting

Students will receive reports at the end of each semester. The report will indicate the overall performance of the student in each course. This will be determined by the quality of the student performance when measured against the course performance descriptors and course outcomes.

The marks and grades a student receives on these reports may mean different things from those in the NESA documents. NESA grades can be determined by the level of student application in class, the level of the course (eg Mathematics) and successful completion of the course. They also show the student's performance against a set of syllabus outcomes for each subject.

Feedback will be provided after each assessment task and through academic monitoring and school reports.

NESA Year 10 Credential: Assessment and Reporting

Eligibility for the Record of School Achievement (RoSA)

To be eligible for the award of the Year 10 credential a student must have:

- Satisfactorily completed courses that comprise the pattern of study required by NESA
- Complete all tasks as set by GLC Assessment Policy
- Sport is mandatory and each student must complete 400 hours of Sport to be eligible

NESA rules

The rules for the **RoSA** are set by NESA. NESA sends students a copy of these each year in a booklet called Guide to the Year 10 credential – Rules and Procedures.

The school is required to notify NESA whether students have or have not met the requirements for the award of a **RoSA**. The school also gives NESA grade recommendations for each course based on outcomes resulting from the student's achievements in course programs and assessment tasks.

Students are required to:

- complete all assigned work and assessment tasks to the best of their ability
- ensure that any questions about marks, grades or comments awarded for work are resolved with the teacher when the work is returned after marking
- meet all course requirements.

What accreditation will students receive after completing their Year 10 Studies?

The NESA Portfolio of Results will consist of:

- The Testamur
- A Record of School Achievement showing the courses studied and the grades awarded based on performance descriptors and the school assessment.

Students who are studying a reduced pattern of course work or who receive an N Determination in a course will not receive a Record of Student Achievement. In such cases the student will receive a Statement of Attainment showing grades attained in satisfactorily completed courses. Students who are not eligible for a RoSA may not be eligible to continue their studies into Year 11 and 12.

Additional information about satisfactory completion of Year 10 can be obtained from the NESA website: www.boardofstudies.nsw.edu.au

What are performance descriptors?

For all courses, each student's performance will be matched against **Course Performance Descriptors** based on the Knowledge and Skills objectives of courses.

General performance descriptors describe the main features of a typical student's performance at each level of achievement in that course. They serve as a standard or benchmark against which teachers will be able to match their assessment records and professional judgement in determining grades for particular students. There are descriptors for each Grade A - E**.**

Assessment Tasks and/or coursework will be used to determine the description, which best reflects the level of achievement of each student and thus the grade in a particular course.

Grade	General performance descriptors
A	The student has extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills of the course and can apply these skills to new situations.
B	The student has thorough knowledge and understanding of the course content and a high level of competence in the processes and skills of the course. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of the course content and has achieved an adequate level of competence in the processes and skills of the course.
D	The student has a basic knowledge and understanding of the course content and has achieved a limited level of competence in the processes and skills of the course.
E	The student has elementary knowledge and understanding in a few areas of the course content and has achieved very limited competence in some of the processes and skills of the course.

Mathematics performance descriptors?

Grade	Mathematics performance descriptors
A10	A student performing at this grade consistently selects efficient strategies and uses them accurately to solve unfamiliar multi-step problems; uses and interprets formal definitions and generalisations when explaining solutions; uses deductive reasoning in presenting clear and concise mathematical arguments and formal proofs; synthesises mathematical techniques, results and ideas across the course.
A9	A student performing at this grade selects and uses efficient strategies to solve unfamiliar multi-step problems; uses formal definitions and generalisations when explaining solutions; uses deductive reasoning in presenting mathematical arguments and formal proofs.
B8	A student performing at this grade selects and uses appropriate strategies to solve familiar and some unfamiliar multi-step problems; uses formal definitions when explaining solutions; uses some deductive reasoning in presenting mathematical arguments; may require some guidance to determine the most efficient methods.
B7	A student performing at this grade selects and uses appropriate strategies to solve familiar multi-step problems; uses appropriate mathematical language and notations in written, oral and/or graphical form; uses appropriate mathematical arguments to reach and justify conclusions; often requires guidance to determine the most efficient methods.
C6	A student performing at this grade uses appropriate strategies to solve familiar multi-step problems; uses appropriate mathematical language, notations and diagrams; uses some appropriate mathematical arguments to reach and justify conclusions.
C5	A student performing at this grade uses appropriate strategies, often with the assistance of given diagrams and formulae, to solve simple familiar problems; explains mathematical ideas using mathematical language, notations and diagrams; uses some mathematical arguments to reach conclusions.
D4	A student performing at this grade selects and uses standard procedures to solve simple familiar problems; communicates mathematical ideas using some mathematical language, notations and diagrams; explains and verifies simple mathematical relationships.
D3	A student performing at this grade uses standard procedures to solve simple familiar problems; communicates mathematical ideas using some mathematical language; may identify the strength/weakness of a particular strategy.
E2	A student performing at this grade uses, with guidance, standard procedures to solve simple familiar problems; identifies simple mathematical relationships.

The Year 10 grading system is concerned with grading student achievement at the end of each course. This final judgement about the grade awarded will be made on the basis of available assessment information and with reference to the Course Performance Descriptors.

Assessment Tasks are mandatory for each course. Students will be expected to complete set work regularly, in order to be determined as having satisfactorily studied the course. A variety of assessment task styles for example speaking, listening, reading and writing will be included in assessment programs to provide students with varied opportunities to demonstrate achievement of outcomes.

Procedures

Tasks

A maximum of five assessment tasks may be scheduled per course in a year. This may include both Semester 1 and 2 examinations. An assessment task may include more than one component.

Tasks are carefully timetabled to avoid student overload. A course assessment outline will be provided at the commencement of each calendar year to all students within Stage 5.

Notice to students

General notice about assessment tasks and procedures must be given to all students at the commencement of the course.

A moratorium on assessment tasks and excursions will be set during the week prior to semester examinations. Special exemptions will be at the campus Principal's discretion.

A common proforma on gold paper will be used indicating: date of the task, value of the task, required equipment, syllabus areas covered in the task, outcomes/ objectives to be assessed and marking criteria.
Notice of upcoming tasks will be given to students two weeks before the assessment due date.

Late submission/Absence on date of task

If a student is absent on the day or part day that a task is to be completed or submitted, the following procedure must be followed:

1. For known absences prior to the task, students are responsible for making arrangements with their teacher to submit or sit the task prior to their absence. This includes school representation. Where applicable, students may make other arrangements with their teacher with regards to submitting tasks. An illness/Misadventure form is to be submitted prior to the student's absence.

2. For unforeseen absences, on the morning of the task, the parent/carer must contact the Tuncurry Campus office on 6555 0500 and leave a message for the relevant Head Teacher.

3. The student must be prepared to complete the task in the first lesson, or hand in the task on the first day of return to school.

4. The student must collect an Illness/Misadventure form on the first day of returning to school and it is to be submitted to the relevant classroom teacher within two days of return to school. Completion of the form does not guarantee that no penalties will apply. Reasons provided on the form must be deemed valid with supporting evidence where appropriate and be approved by the relevant Head Teacher.

If the task is handed in, or completed one day after the due date, then 50% of the achieved marks will be deducted. If a task is handed in or completed more than one day after the due date then a zero mark will be recorded for the task.

The task must still be completed for assessment and to meet NESA requirements.

Requests for an extension of time on a take home task

Requests for an extension because of illness or other extenuating circumstances must be made before the due date by submitting an Illness/Misadventure/Extension form to the relevant classroom teacher. Such requests will be considered by the classroom teacher and Head Teacher. Requests for extensions must be made as soon as possible after the need for such a request is realised.

Students must show the classroom teacher their progress on the task to demonstrate that they have made a genuine attempt prior to the request for extension.

Work experience **is NOT** considered as a reason sufficient to grant an extension. Students on work experience when a task is due must submit or complete the task **before** going on Work experience.

Illness/Misadventure

If a student believes that his/her performance in an assessment task or test or examination was affected by illness on the day, then the student should notify the class teacher of this fact prior to or immediately following the completion of the task. A medical certificate may be required to support the student's case. The student submits a Misadventure/Illness form. These are available from the Head Teacher and Year Adviser.

Students should note that the loss of work through technological malfunction does not constitute a valid reason for misadventure. Students need to make provisions for such occurrences by using school computers and printers to prepare assessment tasks; save new work regularly to a USB drive; regularly print work; keep a backup of all work; submit the USB; or keep a copy of the rough draft.

Non-serious attempts

Students are obliged to make a serious and genuine attempt at all assessment tasks and examinations. If, in the teacher's professional judgment, a student has not made a genuine attempt, a zero mark will be recorded and the student may be required to redo the task or complete an alternative task.

Malpractice

All students must be aware that assessment tasks have to be their own work. In cases of proven dishonesty (e.g. copying in examinations, copying other student's project/work) a zero mark will be recorded and the student will be required to redo the task.

Copyright

The Copyright Act covers not only writings but digital images, architectural design, the graphic arts, motion pictures and sound recordings. This material is someone else's intellectual property and students must acknowledge sources when any other persons work is copied. Students must use quotation marks when the work is clearly identifiable as not your own work. Students should include a bibliography at the end of all assignments.

Plagiarism

The school and NESA take the issue of plagiarism very seriously. Students who use other people's work as their own, without acknowledging the source material (website, book etc) will receive: for Stage 4 the penalty is 50% of the available marks as a deduction; for Stage 5 the penalty is zero for the plagiarised work. Students will be required to resubmit the task. Plagiarism includes copying and pasting from the internet and claiming that work as your own. Teachers will and do check students work that is considered suspicious. Students are expected to follow accepted practices for acknowledging the use of other people's work.

Maintaining secure records

Head Teachers must ensure that secure copies of task results are filed both at school and at home.

Failure to Submit Tasks/Failure to make a Serious Attempt

Teachers/Head Teachers are required to inform parents when students have failed to make a serious attempt or submit tasks and warn students that they are in danger of receiving an "N" Determination.

If at any time students are at risk of not meeting their responsibilities in any course, written contact will be made with parents or caregivers. Specifically, contact will be made when a student fails to:

- **Follow** the course developed or endorsed by NESA; or
- **Apply** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; or
- **Achieve** some or all of the course outcomes.

This may be for:

- Failing to apply themselves with diligence and sustained effort to the set tasks e.g. Non-completion of assessment tasks, classwork or home work
- Non-completion of course requirement due to attendance, falling below 85% of programmed lesson time
- Non-completion of course requirements due to poor effort or misbehaviour

A NESA letter "Non-completion of a Stage 5 Course" will be used in these circumstances. Phone contact and interviews with parents/caregivers may also be arranged. The letter sent to parents/caregivers will outline the nature of the work to be completed, the weighting of the task (if any), the original due date and a new date for task completion.

Student appeals

Any request for a review of a mark awarded for any assessment task must be made at the time that the work and the mark are returned to the student. Students must direct all enquiries to the class teacher. Final decisions about appeals will be made by the relevant Head Teacher.

N Warnings and Recording Ongoing Student Concern

If at any time a student is at risk of receiving an 'N' determination in any course, a warning letter will be sent giving the student time to complete the required work.

The (head) teacher will determine a new due date for student work to be submitted. (Warning letter #1) A student is able to redeem that task by completing the requirements by the due date (but no marks will be awarded). (Warning letter #1 is redeemed.) The student therefore continues to have satisfactory status in that course.

If the student fails to submit the work by the new due date, then a follow up warning letter must be sent (Warning letter #2). The student remains unsatisfactory in this course until the task is redeemed.

If the student redeems this work, the next time the student fails to complete set tasks or work with due diligence Warning Letter # 3 will be sent. If the student does not redeem this work the follow up letter to this infringement would be Warning Letter # 4.

Each letter must include the details of the current task or work to be redeemed and any task details for previous warning letters still not redeemed.

Redeeming a Task

Students are expected to redeem any course work concerns which are identified in N Warning letters by the due date. Student must make a satisfactory attempt to complete all components of the set work to be redeemed. Where a student redeems a task they will be notified by their classroom teacher that the work is of an acceptable standard. This means that the N Warning letter that is aligned with the set work is redeemed. The classroom teacher or Head Teacher will then change the status of the N warning letter to 'Resolved' on SENTRAL.

Provisions for students with special needs

The Learning and Support team will work together to identify students who should apply for Special Provisions from NESA.

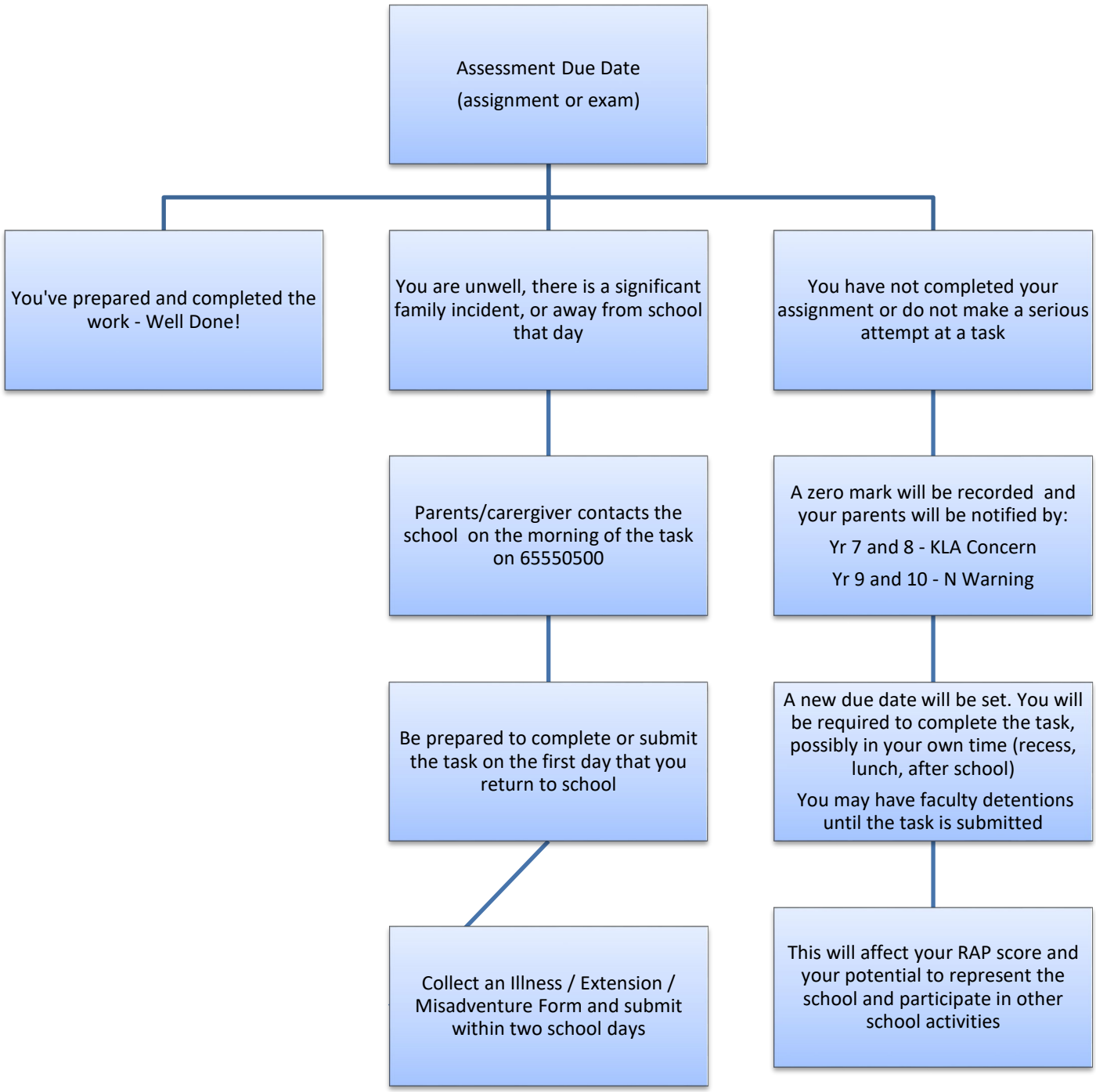
Special provisions may be available for school tests including oral/aural examinations. NESA may approve special provisions if a student has a disability which would, in a normal exam situation, prevent that student from:

- reading and interpreting the exam question; and/or
- communicating knowledge or understanding to an examiner as effectively as a student without that disability.

Special provisions are granted to address the effects of a disability on examination performance. Regardless of the nature of the disability, the provisions granted will be solely determined by the implications of that disability on examination performance.

NESA supports any decisions made at school level to offer provisions to students with disabilities in course work, assessment tasks and in-school examinations

Assessment Guideline Flowchart



TEACHER USE ONLY
DATE COLLECTED: __ / __ / __

DATE RETURNED: __ / __ / __

Great Lakes College Tuncurry Campus

Illness/Misadventure Form

Illness/Extension/Misadventure

Our campus assessment policy aims to support and encourage students to take responsibility for completing and submitting tasks on time. The purpose of this form is to provide parents/carers with the opportunity to explain why the student was not able to submit or complete the task on the due date. Completing this form does not guarantee approval of your application or exemption from penalty. Please refer to the policy for further details.

Student section to complete and return within 2 school days

Student name: _____ Subject: _____

Task: _____ Due date of task: _____

Please tick the reason for your application

☐ Illness ☐ Extension ☐ Misadventure

Explain the reason you are making this application. ☐ Doctor's certificate attached

_____

_____

_____

I hereby request: ☐ Extension new date: _____ ☐ Mark estimate ☐ No penalty for late submission/completion

Student signature: _____ Date: _____

Parent/carer signature: _____ Date: _____

Classroom teacher to complete

I have noted the above request and have made the following recommendation:

_____

_____

Teacher signature: _____ Date: _____

Head Teacher to complete

Based on the above details this application has been ☐ Approved ☐ Not Approved

_____

_____

Head Teacher signature: _____ Date: _____

Referencing

At Tuncurry Campus it is expected that you show references to demonstrate that you have researched and considered other people's intellectual property when completing assignments and assessments.

It also prevents plagiarism, which is where you use someone else's thoughts, words, ideas or images as if they were your own. It is technically stealing and can lead to an automatic failure in your assessment.

What is the difference between a Bibliography and a List of References?

A bibliography is a full list of all the reading and research sources you used, including background reading, to do your assignment.

A list of references has only the sources you have acknowledged in the text or images of your assignment.

What doesn't require referencing?

General knowledge does not need to be referenced, for example:

> Canberra is the capital of Australia.

Also any images, tables or photographs that you produced yourself.

What does require referencing?

If you use information in your assessment that has been discovered, proven, produced or published by someone else then you are using their intellectual property. As a student, you must acknowledge this. This is called "attribution" and often appears as a statement showing the source of your information or image.

When are quotes used?

Quotes are used as either direct quotes (word-for-word) or as indirect quotes (paraphrased into your own words). They must be referenced to acknowledge where they came from, in other words the source.

Indirect quotes- For example:

Shop-bought food is the second highest cause of climate pollution after coal-fired power stations in Australia (Mobbs, 2012)

Mobbs (2012) argues that growing our own food can be one of the single most valuable thing to sustain our resources.

Direct quotes- (notice that the font has changed to italics and the text is indented from the margin to indicate the quote being used is the exact text. For example:

Even a casual reading of history shows that under the right circumstances any one, or any combination of political turmoil, climatic extremes, or resource abuse can bring down a society. (Mobbs, 2012, p 225)

How do you reference images?

Just like the intellectual property of text, words and ideas, you must also acknowledge if you use images, artworks, graphs or tables. This is done at the point where you use them. For example:

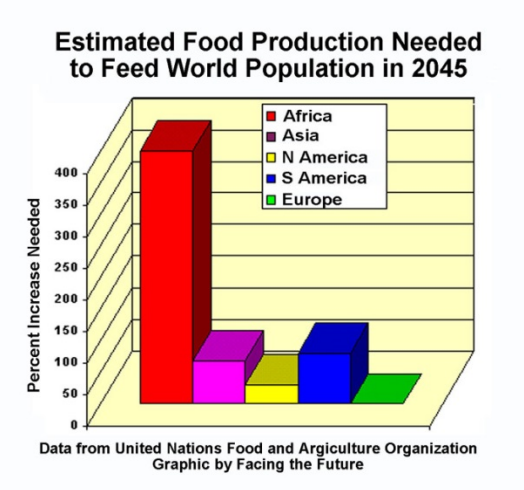


Table showing food production needed by 2045: (United Nations Food and Agriculture Organisation, 2015)

Drawing of sustainable food (Four reasons to eat sustainable food, 2014)

An image of sustainable food. (Sustainablity, 2015)

When do you start your reference list?

The easiest way is to start the moment you begin your research. This will save you time and effort at the end of your assignment. As soon as you find a source, list the details that you need for the bibliography. There are tools in Word to assist with this. It would look something like this.

Bibliography

BOOKS

Mobbs, M. (2012). Sustainable food. Sydney: Choice Books.

INTERNET

Four reasons to eat sustainable food. (2014). Retrieved October 13, 2015, from Ten Rivers Foodweb: https://www.facingthefuture.org

Sustainable food. (2015, May). Retrieved October 13, 2015, from Sustainability: http://www.uq.edu.au/sustainability/sustainable-food

Sustainablity. (2015, July). Retrieved October 23, 2015, from Wikipedia: https://en.wikipedia.org/wiki/Sustainability

United Nations Food and Agriculture Organisation. (2015, April). *Facing the future*. Retrieved October 13, 2015, from Global sustainability curriculum: https://www.facingthefuture.org/Portals/0/Images/Trends/foodneeded.jpg

Year 10 Assessment Schedules 2020

Commerce

SEMESTER 1				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 1	Business Plan Assignment	Term 1 Week 8	25%	5.5, 5.6, 5.9
Task 2	Topic Test	Term 2 Week 5	25%	5.1, 5.4, 5.5

SEMESTER 2				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 1	Research Task	Term 3 Week 7	25%	5.1, 5.4, 5.6, 5.9
Task 2	Final Examination	Term 4 Week 5	25%	5.1, 5.4, 5.5

COURSE OUTCOMES

OUTCOME	DESCRIPTION
5.1	Applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
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
5.9	Works independently and collaboratively to meet individual and collective goals within specified timelines

English

SEMESTER 1				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 1	Portfolio	Term 1 Week 9 or 10	25%	EN5-1A, EN5-3B, EN5-5C, EN5-9E
Task 2	Essay	Term 2 Week 10	20%	EN5-1A, EN5-3B, EN5-5C

SEMESTER 2				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 1	Differentiated Task	Term 3 Week 9	30%	EN5-2A, EN5-4B, EN5-7D, EN5-8D
Task 2	Semester 2 Examination	Term 4 Week 4	25%	EN5-1A, EN5-3B, EN5-6C, EN5-7D

COURSE OUTCOMES

Objective	DESCRIPTION
EN5-1A	Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN5-2A	Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
EN5-3B	Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
EN5-4B	Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
EN5-5C	Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
EN5-6C	Investigates the relationships between and among texts
EN5-7D	Understands and evaluates the diverse ways texts can represent personal and public worlds
EN5-8D	Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
EN5-9E	Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Food Technology

SEMESTER 1				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 1 Research and planning My Restaurant Rules	Take home task design a restaurant, unit of work Food service and catering	Term 1 Week 10	25%	5.4.1, 5.4.2, 5.6.1 5.6.2, 5.3.2, 5.1.2
Task 2 Food Product Development	Create a new food product: design and create food packaging and marketing of the product, in class practical and at home research.	Term 2 Week 10	25%	5.1.2 , 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.5.2, 5.6.1

SEMESTER 2				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 1 In class Practical test	WHS, food preparation skills, hygiene, food presentation, planning events with food	Term 3 Week 7	25%	5.1.1, 5.1.2, 5.2.1 5.2.2, 5.2.3, 5.5.1
Task 2 Yearly Examination	WHS, food preparation and processing, nutrition and consumption of food, food service and catering, food product development, food for special needs, food trends	Term 4 Week 4	25%	5.1.2, 5.2.1, 5.2.2 5.3.1, 5.3.2, 5.6.2

COURSE OUTCOMES

OUTCOME	DESCRIPTION
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
5.6.1	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
5.3.2	Justifies food choices by analysing the factors that influence eating habits
5.1.2	Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
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
5.1.1	Demonstrates hygienic handling of food to ensure a safe and appealing product
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	Relates the nutritional value of foods to health

Geography

SEMESTER 1 & 2				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 1	Skills Assessment	Term 1 Week 5	30%	5-7, 5-8
Task 2	Human Wellbeing Research Task	Term 3 Week 3	40%	5-6, 5-7, 5-8
Task 3	Online Assessment for Learning	Ongoing	30%	5-1, 5-4, 5-6, 5-8

COURSE OUTCOMES

OUTCOME	DESCRIPTION
GE5-1	Explains the diverse features and characteristics of a range of places and environments
GE5-4	Accounts for perspectives of people and organisations on a range of geographical issues
GE5-6	Analyses differences in human wellbeing and ways to improve human wellbeing
GE5-7	Acquires and processes geographical information by selecting and using geographical tools for inquiry
GE5-8	Communicates geographical information to a range of audiences using a variety of strategies

History

SEMESTER 1				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 1	WWII in-class test	Term 1 Week 10	25%	1, 2. 4, 9
Task 2	Semester 1 Examination	Term 2 Week 5	25%	1, 3, 4, 9
Task 3	Research Task: Using Sources	Term 2 Week 8	25%	3, 5, 6, 8, 10

SEMESTER 2				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 3 cont.	Research Task: Using Sources	Term 3 Week 4 & 6		
Task 4	Semester 2 Examination	Term 4 Week 4	25%	1, 2, 4, 5, 9

COURSE OUTCOMES

OUTCOME	DESCRIPTION
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 Metal

SEMESTER 1				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 1 Design folder	Designing and planning practical project	Term 1 Week 10	20%	5.5.1, 5.4.1
Task 2 Practical Project 1	Workplace Health & Safety, hand tools and machines, materials use	Term 2 Week 4	30%	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2 5.4.2, 5.5.1, 5.6.1

SEMESTER 2				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 1 Research task	How communication techniques and emerging technologies impact on society, the environment and the globe	Term 3 Week 10	20%	5.7.1 5.7.2
Task 2 Practical Project 2 and Major Project	Workplace Health & Safety, hand tools and machines, materials use	Term 4 Week 4	30%	

COURSE OUTCOMES

OUTCOME	DESCRIPTION
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
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

Industrial Technology Timber

SEMESTER 1				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 1 Design folder	Designing and planning practical project	Term 1 Week 10	20%	5.5.1 5.4.1
Task 2 Practical Project 1	Workplace Health & Safety, hand tools and machines, materials use	Term 2 Week 4	30%	5.1.1, 5.1.2, 5.2.1 5.2.2, 5.3.1, 5.3.2 5.4.2, 5.5.1, 5.6.1

SEMESTER 2				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 1 Research task	How communication techniques and emerging technologies impact on society, the environment and the globe	Term 3 Week 10	20%	5.7.1 5.7.2
Task 2 Practical Project 2 and Major Project	Workplace Health & Safety, hand tools and machines, materials use	Term 4 Week 4	30%	5.1.1, 5.1.2, 5.2.1 5.2.2, 5.3.1, 5.3.2 5.4.2, 5.5.1, 5.6.1

COURSE OUTCOMES

OUTCOME	DESCRIPTION
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
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

iSTEM

SEMESTER 1				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 1 Individual Project	Aerodynamics	Term 1 Week 5	25%	5.1.1, 5.3.1, 5.5.1
Task 2 Water Bottle Rocket Design Challenge	Practical Group Project and Portfolio	Term 2 Week 5	25%	5.1.2, 5.4.1 5.4.2, 5.5.1

SEMESTER 2				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 3 PIP – Personal Interest Project	Individual Project and Portfolio – Personal Improvement	Term 4 Week 4	50%	5.1.1, 5.2.2 5.3.2, 5.6.2

COURSE OUTCOMES

OUTCOME	DESCRIPTION
5.1.1	Develops ideas and explores solutions to STEM based problems
5.1.2	Demonstrated initiative, entrepreneurship, resilience and cognitive flexibility through the completion of practical STEM based activities
5.2.2	Applies cognitive processes to address real world STEM based problems in a variety of contexts
5.3.1	Applies a knowledge and understanding of STEM principals and processes
5.3.2	Identifies and uses a range of technologies in the development of solutions to STEM based problems
5.4.1	Plans and manages projects using an iterative and collaborative design process
5.4.2	Develops skills in using mathematical, scientific and graphical methods whilst working as a team
5.5.1	Applies a range of communication techniques in the presentation of research and design solutions
5.6.2	Will work individually or in teams to solve problems in STEM contexts
5.8.1	Understands the importance of working collaboratively, cooperatively and respectfully in the completion of STEM activities

Marine Aquaculture Studies

SEMESTER 1				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 1	Core 2 Water Safety Test & Open Water Snorkelling Skills Assessment	Term 1 Week 8	25%	5Mglc8 MAglc2
Task 2	Estuaries Field Report	Term 2 Week 7	25%	5.1.2

SEMESTER 2				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 3	Marine Careers & Business Tourism Itinerary	Term 3 Week 6	25%	5.1.2
Task 4	Personal Interest Project	Term 4 Week 5	25%	5Mglc11

COURSE OUTCOMES

OUTCOME	DESCRIPTION
5Mglc8	Understand and apply the theoretical components of open-water snorkelling
MAglc2	Identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment and a range of aquaculture, marine and maritime vocations and leisure pursuits
5.1.2	Identifies, describes and evaluates the social and economic importance of marine ecosystems
5Mglc11	Demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations

Mathematics 5.1

SEMESTER 1				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 1	Test	Term 1 Week 9	20%	1 2 3
Task 2	Semester 1 Exam	Term 2 Week 5	30%	1, 2, 3, 4, 5
Task 3	Project	Hand Out Term 2 – Week 8 Submit Term 2 – Week 10	10%	6 7

SEMESTER 2				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 1	Project	Hand Out Term 3 – Week 2 Submit Term 3 – Week 4	10 %	8
Task 2	Semester 2 Exam	Term 4 Week 4	30%	8, 9, 10, 11

COURSE OUTCOMES

OUTCOME	DESCRIPTION
1	Financial Maths
2	Algebraic Techniques
3	Numbers of Any Magnitude
4	Linear Relationships
5	Probability
6	Single Variable Data
7	Bivariate Data Analysis
8	Rates and Ratios
9	Properties of Geometrical Figures
10	Trigonometry
11	Equations
12	Non Linear Relationships

Mathematics 5.2

SEMESTER 1				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 1	Test	Term 1 Week 9	20%	1, 2, 3
Task 2	Semester 1 Exam	Term 2 Week 5	30%	1, 2, 3, 4, 5
Task 3	Project	Hand Out Term 2 – Week 8 Submit Term 2 – Week 10	10%	6, 7

SEMESTER 2				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 1	Project	Hand Out Term 3 – Week 2 Submit Term 3 – Week 4	10%	8
Task 2	Semester 2 Exam	Term 4 – Week 4	30%	8, 9, 10, 11

COURSE OUTCOMES

OUTCOME	DESCRIPTION
1	Financial Maths
2	Algebraic Techniques
3	Numbers of Any Magnitude
4	Linear Relationships
5	Probability
6	Single Variable Data
7	Bivariate Data Analysis
8	Rates and Ratios
9	Properties of Geometrical Figures
10	Trigonometry
11	Equations
12	Non Linear Relationships

Mathematics 5.3

SEMESTER 1				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 1	Test	Term 1 Week 8	20%	1, 2, 3
Task 2	Semester 1 Exam	Term 2 Week 5	30%	2, 3, 4, 5, 6
Task 3	Project	Hand Out Term 2 – Week 7 Submit Term 2 – Week 10	10%	7, 8

SEMESTER 2				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 1	Project	Hand Out Term 3 – Week 2 Submit Term 3 – Week 4	10%	9
Task 2	Semester 2 Exam	Term 4 – Week 4	30%	9, 10, 11, 12, 13

COURSE OUTCOMES

OUTCOME	DESCRIPTION
1	Financial Maths
2	Algebraic Techniques
3	Numbers of Any Magnitude
4	Linear Relationships
5	Properties of Geometrical Figures
6	Probability
7	Single Variable Data
8	Bivariate Data Analysis
9	Trigonometry
10	Indices and Surds
11	Equations
12	Volume
13	Non Linear Relationships
14	Logarithms, Functions and Polynomials

MUSIC

SEMESTER 1				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 1	Composition & Examination	Term 1 Week 9	30%	5.4, 5.7, 5.8, 5.10
Task 2	Performance (solo or group)	Term 2 Week 5	20%	5.3

SEMESTER 2				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 1	Composition & Examination	Term 3 Week 8	20%	5.5, 5.7
Task 2	Performance (solo or group)	Term 4 Week 5	30%	5.1, 5.2

COURSE OUTCOMES

OUTCOME	DESCRIPTION
5.1	Demonstrates an understanding of music through performing increasingly complex repertoire.
5.2	Performs music in a range of styles using different forms of notation and technology.
5.3	Performs music stylistically with an awareness of solo and/or ensemble skills.
5.4	Demonstrates an understanding of music through composing in a range of styles.
5.5	Notates own compositions using appropriate forms of notation.
5.6	Uses technology in the composition process
5.7	Demonstrates an understanding of music through analysis, comparison and discussion in a range of musical styles.
5.8	Demonstrates an understanding of music through aural identification and discrimination in a range of musical styles.
5.9	Demonstrates musical literacy through the application of notation and terminology in the analysis and interpretation of musical scores.
5.10	Demonstrates an understanding of the impact of technology on music
5.11	Demonstrates an appreciation, tolerance and respect for music as an artform.
5.12	Demonstrates a confidence and willingness to participate in all musical experiences.

PASS

SEMESTER 1				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 1	Enhancing Performance (Strategies and Technique)	Term 1 Week 10	25%	3.1 4.3
Task 2	Practical Tasks: Racquet Sports, Fitness	Ongoing, but completed Term 2 Week 1	50%	4.1 4.3
Task 3	Technology and Performance	Term 2 Week 6	25%	3.2 4.3 4.4

SEMESTER 2				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 1	Coaching	Term 3 Week 10	25%	3.2 4.1 4.2
Task 2	Practical Tasks: Recreation, Individual Games	Ongoing, but completed Term 4 Week 5	50%	3.1 4.3
Task 3	Injury Management	Term 4 Week 4	25%	1.2 3.1 4.1

COURSE OUTCOMES

OUTCOME	DESCRIPTION
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
2.2	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 decisions

Photographic and Digital Media

SEMESTER 1				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 1	Photographical Historical Research	Term 1 Week 11	20%	5.7, 5.8, 5.9, 5.10
Task 2	Portfolio of photographic works including Art Diary	By Term 2 Week 5	30%	5.1, 5.2, 5.3, 5.4 5.5, 5.6

SEMESTER 2				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 1	Critical Writing Task	Term 3 Week 8	20%	5.7, 5.8, 5.9, 5.10
Task 2	Portfolio of photographic works including Art Diary	By Term 4 Week 4	30%	5.1, 5.2, 5.3, 5.4 5.5, 5.6

COURSE OUTCOMES

OUTCOME	DESCRIPTION
5.1	Develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
5.2	Makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
5.3	Makes photographic and digital works informed by an understanding of how the frames affect meaning
5.4	Investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
5.5	Makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
5.6	Selects appropriate procedures and techniques to make and refine photographic and digital works
5.7	Applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
5.8	Uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works
5.9	Uses the frames to make different interpretations of photographic and digital works
5.10	Constructs different critical and historical accounts of photographic and digital works

PDHPE

SEMESTER 1				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 1	Living in the Digital World	Term 1 Week 8	25%	PD5- 7 PD5- 9 PD5- 10
Task 2	Practical Tasks: Net Games, Athletics	Ongoing, but completed Term 2 Week 1	50%	PD5- 4 PD5- 5
Task 3	We're all Individuals	Term 2 Week 5	25%	PD5- 1 PD5- 3

SEMESTER 2				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 1	How Can I Help?	Term 3 Week 8	20%	PD5- 2 PD5- 7 PD5- 8
Task 2	Football Games Hitting/Striking Games	Ongoing	50%	PD5- 4 PD5- 5
Task 3	Yearly Examination	Term 4 Week 4	30%	All

COURSE OUTCOMES

OUTCOME	DESCRIPTION
PD5- 1	assesses their own and others' capacity to reflect on and respond positively to challenges
PD5- 2	researches and appraises the effectiveness of health information and support services available in the community
PD5- 3	analyses factors and strategies that enhance inclusivity, equality and respectful relationships
PD5- 4	adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
PD5- 5	appraises and justifies choices of actions when solving complex movement challenges
PD5- 6	critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
PD5- 7	plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
PD5- 8	designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
PD5- 9	assesses and applies self-management skills to effectively manage complex situations
PD5- 10	critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

Science

SEMESTER 1				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 1	Student Research Project	Term 1 Week 8	20%	SC5-5WS, SC5-6WS, SC5-9WS
Task 2	Semester 1 examination	Term 2 Week 5	30%	SC5-PW2, SC5-CW3, SC5-CW3-f, CW3-g

SEMESTER TWO				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 1	Skills and Process Test	Term 3 Week 8	20%	SC5-7WS SC5-8WS
Task 2	Semester 2 examination	Term 4 Week 4	30%	SC5-17CW, SC5-13ES SC5-LW4, SC5-LW3

COURSE OUTCOMES

OUTCOME	DESCRIPTION
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
SC5-9WS	Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC5-PW2	The motion of objects can be described and predicted using the laws of Physics
SC5-CW3	Chemical reactions involve rearranging atoms to form new substances
SC5-CW3-f	Construct word equations from observations and written descriptions of a range of chemical reactions
CW3-g	Deduce that new substances are formed during chemical reactions by rearranging atoms rather than creating or destroying them
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
SC5-17CW	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
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-LW3	Advances in scientific understanding often rely on developments in technology, and technological advances are often linked to scientific discoveries.
SC5-LW4	The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence

Visual Arts

SEMESTER 1				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 1	Art Historical Research task	Term 1 Week 8	20%	5.7, 5.8, 5.9, 5.10
Task 2	Portfolio of artworks including Art Diary	By Term 2 Week 4	30%	5.1, 5.2, 5.3, 5.4 5.5, 5.6

SEMESTER 2				
	Task Description	**Scheduled For**	**Weighting**	**Outcomes Assessed**
Task 1	Critical Writing Task	Term 3 Week 7	20%	5.7, 5.8, 5.9, 5.10
Task 2	Portfolio of artworks including Art Diary	By Term 4 Week 5	30%	5.1, 5.2, 5.3, 5.4 5.5, 5.6

COURSE OUTCOMES

OUTCOME	DESCRIPTION
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

YEAR 10 Assessment Matrix 2020 - Semester 1

Term 1											
Year	**Week 1**	**Week2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**	**Week 9**	**Week 10**	**Week 11**
10					Geography iSTEM			Commerce Marine and Aquaculture Studies Mathematics 5.3 PDHPE Science Visual Arts	English Mathematics 5.1 Mathematics 5.2 Music	Food Technology History Industrial Technology –Timber Industrial Technology – Metal PASS	Photographic & Digital Media

Term 2										
Year	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**	**Week 9**	**Week 10**
10	PASS PDHPE		Photographic & Digital Media	Industrial Technology – Metal Industrial Technology – Timber Visual Arts	Commerce History iStem Mathematics 5.1 Mathematics 5.2 Mathematics 5.3 Music PDHPE Photographic & Digital Media Science	PASS	Marine and Aquaculture Studies	History		English Food Technology Mathematics 5.1 Mathematics 5.2 Mathematics 5.3

YEAR 10 Assessment Matrix 2020 - Semester 2

Term 3										
Year	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**	**Week 9**	**Week 10**
10			Geography	History Mathematics 5.1 Mathematics 5.2 Mathematics 5.3		History Marine and Aquaculture Studies	Commerce Food Technology Visual Arts	Music PDHPE Photographic & Digital Media Science	English	Industrial Technology –Timber Industrial Technology-Metal PASS

Term 4										
Year	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**	**Week 9**	**Week 10**
10				English Food Technology History Industrial Technology –Timber Industrial Technology – Metal iSTEM Mathematics 5.1 Mathematics 5.2 Mathematics 5.3 PASS PDHPE Photographic & Digital Media Science	Commerce Marine and Aquaculture Studies Music PASS Visual Arts					