NAGLE COLLEGE

Year 10

2020

Assessment Information Handbook

Nagle College is under the patronage of Nano Nagle who, inspired by Christ, founded the congregation of the Presentation Sisters. She believed that education could transform a child's life for the better. Our College continues the educational vision which Nano Nagle first established when she began her schools in Ireland.

Today, the College provides an educational environment for the development of the whole person for religious and spiritual development, for rigorous educational and cultural endeavour and enrichment. Our girls are invited to encompass their lives with prayer and with a curiosity for learning. They are also challenged to look beyond their own lives and see how they can be of service to others.

Year 10 is a critical point in a young person's learning journey when the habits of good learning are embedded and developed. The skills and knowledge they will be challenged to acquire will broaden their view of the world – particularly in our digital, information rich times. Where once skills of content acquisition were viewed as of primary importance, now the skills of collaborative problem solving, deep research skills and critical thinking are the defining features of good learning.

This booklet outlines the major parts of the Year 10 program that allow each girl to develop appropriate skills. As in all educational programs, there are assessment and evaluation tasks of great importance. Parents are encouraged to be familiar with the requirements so that they may engage with their daughters in their ongoing education.

The schedules for each subject give you and your daughter information concerning the nature of the work covered in Year 10. In particular the schedules identify the course outcomes that will be covered, assessed and reported on throughout the year. When you receive your daughter's Semesters 1 and 2 reports, these schedules will assist you with understanding the details contained on the reports.

We encourage each of our young women to work to the best of her abilities and to experience satisfaction in doing so.

Mrs Delma Horan
Principal

CONTENTS

STAFF LIST 2020

Principal	**Mrs Delma Horan** dhoran@parra.catholic.edu.au
Assistant Principal	**Mr Michael Hall** mhall@parra.catholic.edu.au
Religious Education Co-ordinator	**Mr Derek Wales** dwales@parra.catholic.edu.au
Leader of Teaching and Learning	**Ms Dympna Reavey** dreavey@parra.catholic.edu.au
Leader of Student Well-being	**Mrs Diane Shean** dshean@parra.catholic.edu.au
Year Co-ordinator	**Mrs Juvy Reczek** jreczek@parra.catholic.edu.au

Key Learning Area (KLA) Co-ordinators	
RELIGIOUS EDUCATION	**Mr Derek Wales** dwales@parra.catholic.edu.au
ENGLISH	**Mrs Gai Mellier** gmellier@parra.catholic.edu.au
HUMAN SOCIETY AND ITS ENVIRONMENT ● Australian Geography ● Commerce ● Elective World History ● History	**Mr Steven Carr** scarr2@parra.catholic.edu.au
MATHEMATICS	**Ms Jacky Foley** jfoley@parra.catholic.edu.au
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION ● Personal Development, Health and Physical Education ● Physical Activity and Sports Studies	**Mrs Karyn Tillman** ktillman@parra.catholic.edu.au
SCIENCE	**Mr Fikru Aberra** faberra@parra.catholic.edu.au
TECHNOLOGICAL AND APPLIED STUDIES ● Design and Technology ● Food Technology ● Information Software and Technology ● Science, Technology, Engineering and Mathematics	**Miss Jacqueline McAlister** jmcalister2@parra.catholic.edu.au
CREATIVE ARTS & PERFORMING ARTS ● Dance ● Music ● Photographic and Digital Media ● Visual Arts	**Mrs Jaelithe Gherasim** jgherasim@parra.catholic.edu.au

POSITIONS OF SPECIAL RESPONSIBILITY	
Administration Co-ordinator	Mr Christopher Fitzsimons
Debating / Public Speaking Facilitator	Ms Michelle Aquilina
Diversity Team	Ms Sara Colbran / Mrs Cheryl Godfrey
English as a Second Language (EALD)	Mrs Ros Elliot
College Library Co-ordinator	Mr Ernesto Gutierrez
Peer Support Program Facilitator	Mrs Juvy Reczek
School Counsellor	Mr Stephen Hare
Teacher in Charge of Sport	Miss Tia O'Carroll / Miss Jessica Dahlberg
Careers Advisor	Mrs Marie Etherington

YEAR 10 HOMEROOM TEAM	
10.1	**Mrs Antonia Barreto**
10.2	**Miss Rosemary Gurney**
10.3	**Mrs Lisa Bradley**
10.4	**Mrs Catherine Abela/Mrs Natalie Farrugia**
10.5	**Mrs Hala Jibrail**

LEARNING IN STAGE 5

Nagle College aims to assist students in understanding that they are engaged in a process of lifelong learning. All that they do is part of a continuum in the development of skills, knowledge and attitudes to learning.

This year students will consolidate the work covered in Year 9 and prepare for the rigours of Stage 6, the demands of the Higher School Certificate and life beyond school. Skills previously acquired will be refined and embedded through coursework. Content knowledge will be extended as students become more analytical in their approach to their studies, assessing new material as it is encountered, questioning interpretations of content and sometimes suggesting alternative approaches.

The girls will be encouraged to consider their own learning needs and to reflect on their personal learning styles and challenged to develop strategies that will deepen their knowledge and understanding of course material and enable them to communicate confidently about their learning.

Record of School Achievement (RoSA)

The Record of School Achievement is a credential for all students and recognises school achievement before completion of the Higher School Certificate (HSC). Instead of just showing what a student's results were at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC, complete some Year 11 courses.

RoSA grades are determined by class teachers, using established guidelines and processes to ensure consistency of judgement.

Grades for all courses in Years 10 will be based on students' results in assessment tasks completed throughout the year. Assessment tasks may include tests developed and used at school.

The RoSA credential will report on students' achievements in Stage 5 courses, using A to E grades.

Satisfactory Completion of a Course

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

- **followed** the course issued by the Board; and
- **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- **achieved** some or all of the course outcomes.

Satisfactory completion of courses is judged, among other things, by your attendance and level of involvement in class, the assignments and homework completed and your level of achievement.

The Principal may determine that, as a result of absence, the above course completion criteria might not be met. Clearly absences, particularly requests to take additional holidays during term time, will be regarded seriously by the Principal.

Students must complete all set class/homework and across-the-year assessment tasks by the due dates.

If the Principal determines that the above course completion criteria have not been met, a student will be given written warning in sufficient time to correct any problems regarding application or completion of courses. A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then deem the student to be unsatisfactory in that course. (See the 'N' determination in the Year 10 Assessment Policy.)

Year 10 Assessment

Assessment – What We Believe

Assessment is integral to the teaching and learning process throughout the school. It should be a co-operative process that, through effective feedback, encourages students to take an active role in their development as independent, self-directed learners. A commitment to a just, valid and inclusive assessment process will empower them to become women who want to improve the world by their presence in it and who are prepared to work actively to achieve this goal.

Assessment is one of the significant means of assisting growth in students. At Nagle College the assessment methods used are designed to give each student opportunities to show her talents and abilities to the full. The Year 10 assessment program will encourage students to do their best under the caring supervision of the College staff.

Assessment Procedures

The grading system is intended to describe the student's achievement of the objectives and outcomes **at the end** of each course in Year 10. Teachers will make the final judgement of the grade deserved on the basis of available assessment information and with reference to Course Performance Descriptors. The results of assessment tasks carried out throughout the year will also be used to determine these grades. These grades will then be submitted to the New South Wales Education Standards Authority (NESA).

Three formal assessment tasks will be done in most subjects. These assessment tasks and other course work will be used to determine student grades. A variety of tasks will be used for assessment. These may include: essays, examinations, class tests, fieldwork, research assignments, practical work, oral presentations or any other method needed to assess student performance.

Students will be given adequate notice of the timing, nature and importance of individual assessment tasks. KLA Co-ordinators reserve the right, given adequate notice, to change details of assessment tasks. Students will, however, be given a precise date in writing at least two weeks before the task is due. Each student will be given **feedback** on her level of achievement in each task. This feedback may be written on the assessment task or be verbal, but should give students effective feedback on what they have done well and what they need to do to improve. All students who fit the 'A' grade description should be awarded an 'A'. If students have questions about their grades, they should discuss the matter immediately with their class teacher.

Notification of Assessment Tasks

- All tasks are listed in the individual course assessment schedules. These schedules contain details of tasks, due dates and components.
- A detailed notification of the requirements for each task will be issued in class, in writing, at least 2 weeks prior to the due date for the task.
- Students will be issued with marking guidelines to assist them.
- KLA Co-ordinators reserve the right, given adequate consultation with the Leader of Teaching and Learning, to change details (such as due date, outcomes). Students will, however, be given such notice, in writing, at least two weeks before the task is due.
- Each student will be given feedback on her level of achievement in each task. Should problems occur with grades or results, students must discuss the matter immediately with their class teacher in the first instance.

Submission of Tasks

Prepared tasks – assignments, research tasks, major works

- Students will be required to electronically submit most tasks via Turnitin.
- All tasks must be submitted NO LATER THAN 8.45 am on the morning that the task is due.
- Where a task cannot be submitted via Turnitin, it must be given to a representative of the appropriate department outside the student foyer NO LATER THAN 8.45 am on the morning that the task is due.
- When a task is submitted after 8.45 a.m., it will be considered late. The student will have to complete an illness/misadventure form, with appropriate written evidence, explaining the late submission. Late tasks are to be submitted to the Leader of Teaching and Learning upon the student's arrival at school.
- It is the student's responsibility to ensure that, when a hard copy of a task is submitted, that the task is securely stapled and clearly labelled. It is also the student's responsibility to ensure that she signs the submission roll, where appropriate. Should a task be misplaced, this roll will be evidence that the task has been submitted. Claims of stolen tasks will be subject to investigation. A copy of written tasks should always be kept by the student.

* When students use technology in the preparation of tasks, they must remember that a breakdown of that technology is always possible. Appropriate time management

skills should be employed when completing tasks so that, if the computer or printer fails, there will still be time to complete the task.

- In the case of tasks submitted on a USB, hard copies should be kept both during and at the end of the task preparation period. Backing up work is an important part of a student's learning. Consideration will not be given for faulty technology, including printers. It is the student's responsibility to plan ahead to ensure that there is time to print out a hard copy of each task.
- The College will not be responsible for printing out student's work from a disc or flash drive.

In-class tasks - tests, prepared essays, examinations

Students must ensure that they have the appropriate equipment for the task. The required equipment will be published on the Assessment Task Notification sheet and in the assessment task description.

Normal examination conditions will apply to all in-class tasks unless stated prior to the task.

Assessment Task Results

The marking of assessment tasks is carefully undertaken using the marking criteria given to the students. Students will receive meaningful feedback on all assessment tasks, generally within two weeks, depending on the size of the group.

When a task is returned, the student should check the grade. It is important that any addition of marks is checked carefully.

As assessment tasks will provide students with a range of information in a variety of ways, students will receive a grade and/or written feedback for every completed task. **Parents are asked to sign these tasks and return them for sighting by the teacher.**

Student Appeal

If a student has a query about a grade for an individual task, she should speak to the relevant Key Learning Area (KLA) Co-ordinator after first consulting the teacher of the course. This query must occur at the time that the task is returned.

Failure to Submit a Task or Attend a Task

If a student does not submit/attend a task, and does not have an acceptable reason, a warning letter will be issued. If the task is submitted after 8.45 am, it will be deemed to be late. Students receive no credit for tasks that are not submitted on time. The student will be required to attend Tuesday study skills and, if necessary, to complete the task.

What to do if absent from school when an ASSESSMENT IS SCHEDULED

If a student is absent on the day of an in-class assessment or examination, a parent must phone the College and inform us of your illness and your inability to attend the set task. Please ask for this information to be passed onto the relevant teacher/KLA co-ordinator and the Leader of Teacher and Learning at the College. The student must collect an Illness/Misadventure Form from the College office and complete it. All necessary documentation (doctor's certificate, funeral notice, court notice, etc.) to explain the absence should be attached to the form, as well as a written explanation from a parent/caregiver. The Illness/Misadventure Form and supporting documentation must be submitted to the Leader of Teaching and Learning **no later than 3 days** from the date of the student's return.

If a student is absent on the day of a hand-in assessment, it is the student's responsibility to delegate a person (e.g. parent/guardian) to submit the task on her behalf if it cannot be submitted electronically.

The penalty for failing to submit an assessment task on time on the due date without observing the procedures outlined above will be attendance at study skills. A warning letter from the College will be sent to parents.

A student always retains the right to appeal.

Appealing a decision

The College Assessment Review Panel consists of the Assistant Principal, Leader of Teaching and Learning, Year 10 Co-ordinator and KLA Co-ordinator. The written appeal is considered and a recommendation is made to the Principal.

Students wishing to appeal the decision must submit a **written appeal**, together with evidence and signed by parents, to the **Leader of Teaching and Learning for review within 3 days of receiving the original decision of the panel.** The decision will be considered by the College Assessment Review Panel.

The recommendation may be:

- an extension of time is granted;
- an alternative task is set;
- an approved assessed grade is determined; or
- no credit is given for the task

Please note:

An Illness/Misadventure Form for non-submissions should be completed, whatever the reason.

Missing an assessment task or not handing it in will only be justified if the reason is deemed sufficiently serious. This would generally **not** include forgetting to bring a task, nor would it include a known absence where an alternative arrangement was not made.

Handing in an Illness/Misadventure Form is not a guarantee that it will be approved.

Illness would have to be serious enough to affect your ability to do the assessment task. It would not be an acceptable excuse where the illness occurred briefly near the time of submitting an assessment task for which you had substantial time to complete the task.

Illness should be substantiated by a doctor's certificate. The certificate must clearly state why the task could not be attempted. A simple statement that the student was not able to come to school is not sufficient. Where there is a pattern of recurring illness affecting submission of assessment tasks, the school will require a doctor's certificate.
The following cases are examples where absence from an assessment task would **not** generally be acceptable: dental/orthodontist appointments, holidays or sporting events, unless there were extenuating circumstances and approval to miss the task was granted **before** the task took place.

No credit for a Task

A student will not receive a grade for a task under the following circumstances:

Malpractice

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice. Malpractice includes, but is not limited to, plagiarism, cheating, copying and collaboration, and is unacceptable. Allegations of malpractice will be treated seriously and detected malpractice may have a negative impact upon a student's grades. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own.

If an allegation of malpractice is proven, students will receive no credit for the task. A warning letter will be issued and the student will be required to repeat the task.

Unfair Advantage

A student must not attempt to gain an unfair advantage in the completion of tasks. Some examples of unfair advantage include:

- taking notes into exams or tests or attempting to gain access to notes during the tests;
- copying another student's work, allowing another student to copy work or collaborating with another student (unless the task requires group work); and
- absenting herself from a class prior to the completion of a task or absence from school prior to a task without a satisfactory reason and doctor's certificate. gained an In this case, the student may be required to attend Study Skills and/or complete another task.

Cancellation or Replacement of Task

The policy of the New South Wales Education Standards Authority is that assessment tasks must accurately measure the achievement of students and discriminate between different levels of achievement. If an assessment task does not adequately fulfil these requirements (i.e. produces invalid or unreliable results), the Principal reserves the right to amend the weighting of the task or order a new task to be set.

Notification of Assessment Tasks
A reasonable time, which is normally at least 10 school days, will be given to students between the detailed notification of the task and the due date of that task

This notification will be in writing and will give information on the following:

- topic;
- outcomes to be assessed;
- the number of the task;
- the due date or the date of task;
- task description; and
- marking guidelines.

Special Provisions

Students can apply to NESA for Special Provisions in Year 12 for examination purposes only.

The College may make a determination to provide Special Provisions for a student for tests or examinations based on recent diagnostic assessment and information provided by the student and parent(s).

However, until NESA has approved a student's application for Special Provisions for the 2020 HSC examinations, we cannot be sure that the student will be granted those provisions. In such cases, students would be encouraged to complete examinations without the use of Special Provisions.

Remember
It is **your** responsibility to:

- complete **all** assigned work, including each assessment task, to the best of your ability;
- ensure that any questions about grades or comments awarded for an individual piece of work are resolved **at the time** the work is handed back; and
- demonstrate that through effort and achievement you have met the requirements of that course.

Ms Dympna Reavey
Leader of Teaching and Learning

COMPULSORY SUBJECTS

RELIGIOUS EDUCATION

Assessment Components and Tasks

	Task 1	Task 2	Task 3
Topic	Reverence for Life	Ministry Project	A trial learning cycle
Format	Debate In-class	Mission Expo In-class	To be determined In-class
Date	Term 1, Week 7	Term 2, Week 4	Term 3, Week 10
Syllabus outcomes	C5.1, C5.9, C5.10, C5.11, C5.12	C5.8, C5.9, C5.10, C5.11, C5.12	To be advised

RELIGIOUS EDUCATION

C5.1 explains ways in which God is revealed in the world

C5.8 explains how religion contributes to culture and people's sense of belonging in community

C5.9 gathers and analyses information about religion, independently and in teams

C5.10 communicates information, ideas and issues in appropriate forms to different audiences and in different contexts

C5.11 uses appropriate terminology, related to religion and belief systems

C5.12 names, reflects on and integrates life experience within a response to the Christian story and vision

ENGLISH

Assessment Components and Tasks

	Task 1	**Task 2**	**Task 3**
Name	**Unit 1: Authority in Texts**	**Unit 2: Texts in Time**	**Unit 3: Is it even relevant?**
Format	Project-Based Learning Presentation and Reflection (submission and in class)	Creative Composition and Critical Reflection (submission and in class)	Speech Task (submission and in class)
Date	**Term 1, Week 8**	**Term 2, Week 9**	**Term 3, Week 9**
Syllabus Outcomes	EN5-1A, EN5-2A, EN5-5C, EN5-6C, EN5-7D, EN5-8D	EN5-3B, EN5-4B, EN5-5C, EN5-7D, EN5-8D	EN5-2A, EN5-3B, EN5-4B, EN5-5C, EN5-6C
Assessment Component	Reading and Writing	Reading, Writing and Representing	Speaking

ENGLISH

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

MATHEMATICS 5.3

Assessment Components and Tasks

	Task 1	**Task 2**	**Task 3**
Format	Test (in class)	Assignment/Test (hand in)	Exam (in class)
Date	**Term 1, Week 8**	**Term 2, Week 8**	**Term 4, Week 4**
Syllabus Outcomes	MA5.3-13MG, MA5.3-14MG MA5.2-1WM, MA5.2-2WM	MA5.3-18SP, MA5.3-19SP MA5.3-1WM	MA5.3-5NA MA5.3-2WM
Assessment Components	Recall of knowledge and knowledge of operational procedures relating to Measurement	Presentation and comparison of single variable and bivariate statistics	Recall of knowledge and application of operational procedures relating to all mathematical component areas including Trigonometry

MATHEMATICS 5.3

MS5.1.4-NA
Applies trigonometry to solve problems including those involving earning, spending and investing money
MS5.2.4-NA
Solves financial problems involving compound interest
MA5.2-6NA
Uses the interquartile range and standard deviation to analyse data.
MA5.1-5NA
Operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.2-7NA
Applies index laws to operate with algebraic expressions involving integer indices
MA5.1-9MG
Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-11MG
Describes and applies the properties of similar figures and scale drawings
MA5.2-14MG
Calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.1-10MG
Applies trigonometry, when given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.2-13MG
Applies trigonometry to solve problems, including problems involving bearings

MATHEMATICS 5.2

Assessment Components and Tasks

	Task 1	**Task 2**	**Task 3**
Format	Assignment/Test (hand in)	Exam (in class)	Multiple choice and Trigonometry/Algebra (in class)
Date	**Term 1, Week 6**	**Term 2, Week 6**	**Term 4, Week 4**
Syllabus Outcomes	MS5.1.4-NA, MS5.2.4-NA MA5.2-1WM, MA5.2-2WM	MA5.1 - 5NA, MA5.2 - 7NA, MA5.1 - 9MG, MA5.2 - 1WM, MA5.2 - 3WM	MA5.2 - 13MG, MA5.2-6NA MA5.2 - 1WM, MA5.2 - 2WM
Assessment Component	Application of course concepts relating to financial mathematics (income, taxation, simple interest, compound interest, depreciation, investments and loans)	Recall of knowledge and application of operational procedures relating to algebraic expressions and indices	Recall of knowledge and application of operational procedures relating to all mathematical component areas including knowledge and application of operational procedures relating to Trigonometry and Algebra

MATHEMATICS 5.2

MS5.1.4-NA
Applies trigonometry to solve problems including those involving earning, spending and investing money
MS5.2.4-NA
Solves financial problems involving compound interest
MA5.2-6NA
Uses the interquartile range and standard deviation to analyse data.
MA5.1-5NA
Operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.2-7NA
Applies index laws to operate with algebraic expressions involving integer indices
MA5.1-9MG
Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-11MG
Describes and applies the properties of similar figures and scale drawings
MA5.2-14MG
Calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.1-10MG
Applies trigonometry, when given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.2-13MG
Applies trigonometry to solve problems, including problems involving bearings

MATHEMATICS 5.1

Assessment Components and Tasks

	Task 1	**Task 2**	**Task 3**
Format	Assignment & Exam (in class)	Exam (in class)	Multiple choice/short answer (in class)
Date	**Term 1, Week 6**	**Term 2, Week 6**	**Term 4, Week 4**
Syllabus Outcomes	MA5.1-4NA MA5.1-1WM, MA5.1-2WM,MA5.1-3WM	MA5.1-5NA MA5.1-1WM,MA5.1-3WM	MA5.1-10MG MA5.1-1WM, MA5.1-3WM
Assessment Component	Assignment relating to financial problems involving earning, spending and investing money	Recall of knowledge and application of operational procedures relating to algebraic expressions and indices	Recall of knowledge and application of operational procedures relating to all mathematical component areas in Trigonometry

MATHEMATICS 5.1

MS5.1.4-NA

Applies trigonometry to solve problems including those involving earning, spending and investing money

MS5.2.4-NA

Solves financial problems involving compound interest

MA5.2-6NA

Uses the interquartile range and standard deviation to analyse data.

MA5.1-5NA

Operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

MA5.2-7NA

Applies index laws to operate with algebraic expressions involving integer indices

MA5.1-9MG

Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures

MA5.1-11MG

Describes and applies the properties of similar figures and scale drawings

MA5.2-14MG

Calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar

MA5.1-10MG

Applies trigonometry, when given diagrams, to solve problems, including problems involving angles of elevation and depression

MA5.2-13MG

Applies trigonometry to solve problems, including problems involving bearings

MATHEMATICS ADVANCED
PRELIMINARY HIGHER SCHOOL CERTIFICATE

Assessment Components and Tasks

	Task 1	**Task 2**	**Task 3**	**Total**
Name	Function and Graphs	Trigonometry and Differentiation	Preliminary Course Examination	
Format	Investigation	Test	Examination	
Date	**Term 1, Week 9**	**Term 2, Week 7**	**Term 3, Exam Block**	
Syllabus outcomes	MA11-1, MA11-2, MA11-8, MA 11-9	MA11-1, MA11-3, MA11-5, MA11-8, MA 11-9	MA11-1, MA11-2, MA11-3, MA11-5, MA 11-7, MA11-8, MA 11-9	
Assessment component				
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	15	15	20	50
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	15	15	20	50
Total	30	30	40	100

A student:

MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems

MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems

MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes

MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities

MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems

MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems

MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions

MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts

MA11-9 provides reasoning to support conclusions which are appropriate to the context

SCIENCE

Assessment Components and Tasks

	Task 1	Task 2	Task 3
Name	**Chemistry Research Task**	**Student Research Project**	**Examination**
Format	**Secondary Source Investigation** (Processing, Analysing and Communicating data and information) Hand in	**First-Hand Investigation** (plan and conduct experiment, submit experiment report).	**Examination**
Date	**Term 1, Week 9**	**Term 3, Week 9**	**Term 4, Week 4**
Syllabus Outcomes	SC5-5WS, SC5-7WS, SC5-9WS	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW, SC5-16CW, SC5-17CW, SC5-7WS, SC5-8WS, SC5-9WS
Assessment Component	**Values and Attitudes:** Students develop a willingness to use evidence and reason to engage with and respond to scientific ideas as informed, reflective citizens. **Skills**: Students develop knowledge, understanding of and skills in applying the processes of working scientifically.	**Values and Attitudes:** Students develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future. **Skills**: Students develop knowledge, understanding of and skills in applying the processes of working scientifically.	**Knowledge and Understanding:** Students develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science. **Skills**: Students develop knowledge, understanding of and skills in applying the processes of working scientifically.

SCIENCE

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

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

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

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

SC5‑13ES 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

HISTORY

Assessment Components and Tasks

	Task 1	**Task 2**
Name	**Rights and Freedoms**	**Source based Test**
Format	Research Task - hand in	In class
Date	**Term 1, Week 8**	**Term 2, Week 5**
Syllabus outcomes	HT5-2, HT5-3, HT5-6, HT5-8, HT5-9, HT5-10	HT5-1, HT5-3, HT5-5, HT5-6, HT5-7, HT5-8

HISTORY

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

GEOGRAPHY

Assessment Components and Tasks

	Task 1	**Task 2**
Name	**Changing Places Field work**	**Skills Test**
Format	Report	In-class test
Date	**Term 3, Week 5**	**Term 4, Week 1**
Syllabus outcomes	GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8

GEOGRAPHY

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

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Assessment Components and Tasks

	Task 1	**Task 2**	**Task 3**
Name	**Cultural Dance Assessment**	**Risk Taking**	**Safe Driving Campaign**
Format	In class performance	Extended response	Presentation and Evaluation
Date	**Term 1, Week 10**	**Term 2, Week 9**	**Term 3, Week 8**
Syllabus Outcomes	PD5.4, PD5.11	PD5.6, PD5.7	PD5.9
Assessment Component	Skills mastery in a group dance performance	Knowledge and understanding of the content and the ability to communicate it in written form	Knowledge and understanding of the content and the ability to select appropriate imagery to convey content

PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION

A Student:

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 and 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.
PD5-11 - refines and applies movement skills and concepts to compose and perform innovative movement sequences.

ELECTIVE SUBJECTS

COMMERCE

Assessment Components and Tasks

	TASK 1	TASK 2	TASK 3
Name	**Employment & Work Futures**	**Law, Society & Political Involvement**	**Employment & Work Futures, Law, Society & Political Involvement, Towards Independence**
Format	Written Research Report	Research Essay	Yearly Exam
Date	**Term 1, Week 9**	**Term 2, Week 6**	**Term 4, Week 4**
Syllabus Outcomes	COM5-1, COM5-5, COM5-7, COM5-8, COM5-9	COM5-1, COM5-2, COM5-3, COM5-5, COM5-7	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-8
Assessment Component	Collecting, analysing and organising information and communicating in a report format.	Collecting, analysing and organising relevant research information and communicating in an essay format.	Knowledge and understanding of legal and employment matters and decision-making and problem solving in relation to financial, legal and employment issues.

COMMERCE

COM5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts

COM5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts

COM5-3 examines the role of law in society

COM5-4 analyses key factors affecting decisions

COM5-5 evaluates options for solving problems and issues

COM5-6 develops and implements plans designed to achieve goals

COM5-7 researches and assesses information using a variety of sources

COM5-8 explains information using a variety of forms

COM5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes

DRAMA

Assessment Components and Tasks

	Task 1	**Task 2**	**Task 3**
Name	**Commedia Dell'Arte**	**All By Myself**	**Street Theatre PBL**
Format	Group Performance and Logbook	Individual Performance and Logbook	Group Performance and Logbook
Date	**Term 2, Week 1**	**Term 3, Week 3**	**Term 4, Week 3**
Syllabus outcomes	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5 2.2, 5.3.1, 5.3.2	5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.3	5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.3.3
Assessment component	Making Performing Appreciating	Making Performing Appreciating	Making Performing Appreciating

DRAMA

Making

5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
5.1.2 contributes, selects, develops and structures ideas in improvisation and playbuilding
5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text
5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.

Performing

5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.

Appreciating

5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
5.3.2 analyses the contemporary and historical contexts of drama
5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

FOOD TECHNOLOGY

Assessment Components and Tasks

	Task 1	**Task 2**	**Task 3**
Assessment Topic	**New Food**	**What's on the Menu?**	**Food Equity**
	Product Development Portfolio and Product	Catering Event and Report	Research Report
Format	Hand in and in class practical	Hand in and in class practical	Hand in
Date	**Term 2, Week 5**	**Term 3, Week 7**	**Term 4, Week 3**
Syllabus Outcomes	FT5.5, FT5.8, FT5.9, FT5.11	FT5.1, FT5.2, FT5.7, FT5.10, FT5.11	FT5.9, FT5.12, FT5.13

FOOD TECHNOLOGY

Outcomes:

FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product
FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
FT5-3 describes the physical and chemical properties of a variety of foods
FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage
FT5-5 applies appropriate methods of food processing, preparation and storage
FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT5-7 justifies food choices by analysing the factors that influence eating habits
FT5-8 collects, evaluates and applies information from a variety of sources
FT5-9 communicates ideas and information using a range of media and appropriate terminology
FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes
FT5-12 examines the relationship between food, technology and society
FT5-13 evaluates the impact of activities related to food on the individual, society and the environment

HISTORY ELECTIVE

Assessment Components and Tasks

	TASK 1	**TASK 2**	**TASK 3**
Name	**Research Task**	**Source Analysis Task**	**Yearly Exam**
Format	Hand in	In class	Short Answer and Extended Response (in class)
Date	**Term 1, Week 10**	**Term 2, Week 9**	**Term 4, Week 1**
Syllabus Outcomes	HTE5-1, HTE5-2, HTE5-4, HTE5-6, HTE5-7, HTE5-8, HTE5-9, HTE5-10	HTE5-1,HTE5-2, HTE5-3, HTE5-6, HTE5-7, HTE5-8, HTE5-9	HTE5-1, HTE5-2, HTE5-3, HTE5-4, HTE5-5, HTE5-6, HTE5-7, HTE5-8, HTE5-9, HTE5-10

HISTORY ELECTIVE

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

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

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

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

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

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

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

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

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

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

INFORMATION and SOFTWARE TECHNOLOGY

Assessment Components and Tasks

	Task 1	**Task 2**	**Task 3**
Assessment Topic	**Database Project**	**Network System Project**	**Yearly Exam**
Format	Hand In	Hand In	In Class
Date	**Term 1 Week 8**	**Term 3 Week 7**	**Term 3 Week 10**
Syllabus Outcomes	5.2.1, 5.2.2, 5.2.3	5.1.2, 5.3.1, 5.5.1	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.5.3

INFORMATION and SOFTWARE TECHNOLOGY

5.1.1 selects and justifies the application of appropriate software programs to a range of tasks
5.1.2 selects, maintains and appropriately uses hardware for a range of tasks
5.2.1 describes and applies problem-solving processes when creating solutions
5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems
5.2.3 critically analyses decisionmaking processes in a range of information and software solutions
5.3.1 justifies responsible practices and ethical use of information and software technology
5.3.2 acquires and manipulates data and information in an ethical manner
5.4.1 analyses the effects of past, current and emerging information and software technologies on the individual and society
5.5.1 applies collaborative work practices to complete tasks
5.5.2 communicates ideas, processes and solutions to a targeted audience
5.5.3 describes and compares key roles and responsibilities of people in the field of information and software technology

PHYSICAL ACTIVITY and SPORTS STUDIES

Assessment Components and Tasks

	Task 1	**Task 2**	**Task 3**
Name	**Energy Systems Task**	**Nutrition Task**	**Yearly Exam**
Format	Model and in-class analysis	Analysis	In class
Date	**Term 1, Week 9**	**Term 3, Week 9**	**Term 4, Week 3**
Syllabus outcomes	1.1, 1.2	1.1, 4.2, 4.4	1.1, 1.2, 4.2, 4.4
Assessment component	Knowledge and understanding of the functioning of the body systems and how they interrelate for effective functioning	Knowledge and understanding of nutritional practices within a sporting context pre, during and post training	Knowledge and understanding of the course content and the ability to apply glossary terms under exam conditions

PHYSICAL ACTIVITY and SPORTS STUDIES

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 decisions.

SCIENCE, TECHNOLOGY, ENGINEERING and MATHEMATICS (STEM)

Assessment Components and Tasks

	Task 1	**Task 2**	**Task 3**
Assessment Topic	**Aerodynamics**	**Motion**	**Biomedical**
Format	Hand in Project + Portfolio	Hand in Project + Portfolio	Hand in Portfolio + CAD design
	5.4.1, 5.4.2, 5.5.1, 5.5.2, 5.6.1	5.1.2, 5.2.2, 5.3.2, 5.4.1, 5.4.2, 5.6.2, 5.7.1	5.1.1, 5.1.2, 5.2.2, 5.3.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2
Date	**Term 2 Week 3**	**Term 3 Week 5**	**Term 4 Week 3**
Syllabus Outcomes	5.4.1, 5.4.2, 5.5.1, 5.5.2, 5.6.	5.1.2, 5.2.2, 5.3.2, 5.4.1, 5.4.2, 5.6.2, 5.7.1	5.1.1, 5.1.2, 5.2.2, 5.3.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2

SCIENCE, TECHNOLOGY, ENGINEERING and MATHEMATICS (STEM)

Outcomes:

5.2.1describe how scientific and mechanical concepts relate to technological and engineering practice
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 principles 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
5.5.2 critically evaluates innovative, enterprising and creative solutions
5.6.1 selects and uses appropriate problem solving and decision making techniques in a range of STEM contexts
5.6.2 will work individually or in teams to solve problems in STEM contexts
5.7.1 demonstrates an appreciation of the value of STEM in the world in which they live
5.8.1 understands the importance of working collaboratively, cooperatively and respectfully in the completion of STEM activities

VISUAL ARTS

Assessment Components, Weightings and Tasks

	TASK 1	**TASK 2**	**TASK 3**	
Name	**Human Form Body of Work**	**Class Test**	**Landscape Body of Work**	
Format	Body of Work Hand in	Written Responses In Class	Body of Work Hand in	
Date	**Term 2, Week 2**	**Term 3, Week 9**	**Term 4, Week 1**	
Syllabus Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10	5.1, 5.3, 5.4, 5.6	
Syllabus Weighting				
Artmaking	30 A-E		30 A-E	
Art Criticism / History		40 A-E		

VISUAL ARTS

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

VET Hospitality

SIT20316
Type of Course: Board Developed (ATAR – Category B)
Unit Value: 2
Preliminary Assessment Grid
Assessment in Vocational Educational and Training (VET) courses is continuous and ongoing throughout the 240 hour course (over two years). Assessment is competency-based, using a range of assessment tools, to determine the student's competency against set standards. A student's understanding of the underpinning knowledge and skills is tested in the end-of-year exam.

Course Components	Syllabus Weighting	TASK 1	TASK 2	TASK 3	TASK 4
		Term 1 2018	Terms 2 and 3 2018	Term 4 2018 to Term 3 2019	Term 1 2019 to Term 3 2019
Safety and Hygienic Workplaces	Competent or Progressing Towards Competency	✓			
Kitchen Skills			✓		
Food & Beverage Skills				✓	
Hospitality Industry					✓
Competency Assessed		SITXWHS001 SITXFSA001 SITXFSA002	SITHKOP001 SITHCCC001 SITHCCC003 SITHCCC002	SITHFAB004 SITHFAB005 SITHFAB007 BSBWOR203 SITXCCS003 SITHIND003	SITHIND002 SI TXCOM002
Type of Task		Questioning, Observation & Structured Activities	Questioning, Observation & Structured Activities	Questioning, Observation & Structured Activities	Questioning, Observation & Structured Activities