



YEAR 10

ASSESSMENT

SCHEDULE

2023

The central text is set against a light blue background with a faint grid pattern. At the bottom corners, there are two identical illustrations of yellow pencil holders containing a red pen, a blue pencil, and a yellow pencil with the word 'MARK' written on it.



Year 10 Assessment Policy 2023

The **Record of School Achievement (RoSA)** is the New South Wales Education Standards Authority (NESA) credential available to Year 10 & 11 students. Students satisfactorily completing Year 10 in 2022 will be eligible for a RoSA if they leave school before the end of Year 12. The RoSA will show grades A-E for all Year 10 courses as well as any Year 11 or 12 courses completed before the student leaves school. It will also nominate, but not show grades, for any courses partially completed in Years 11 or 12. There are no RoSA external examinations for school courses but students may opt to sit state-wide online literacy and numeracy tests to augment the grades they receive for formal assessment tasks in completed courses. NESA specifies procedures governing schools' assessment processes for the fair and accurate awarding of grades so that they are comparable across the state. Students become ineligible for a RoSA if they receive an "N" Determination or Award for failing to satisfactorily complete any Year 10 course. It is therefore essential that *all students complete all assessment tasks to the best of their ability and submit them on time*. Assessment requirements are as follows:

1. Teachers will:

- a) Nominate assessment tasks to be listed in attached subject schedules, which also show the weighting for each task.
- b) Provide students with written assessment task outlines, including assessable components and outcomes, two weeks before due dates.
- c) Assign a mark/grade for each task which will formally contribute to the course grade (A-E) for each student as directed by NESA.
- d) Consider classwork and informal assessment as well as assessment tasks in determining final RoSA grades.
- e) Keep parents informed of general student progress, especially unsubmitted or incomplete tasks, and the risk of a failure to complete the course.
- f) Closely monitor and support student progress with tasks and provide meaningful feedback and guidance on outcomes.

Ensure assessment tasks respond to and reflect the context of student learning and are based on NESA-determined course components.



Students will:

- a) Complete all requirements of NESAs developed or endorsed courses and achieve at least some if not all of the course outcomes.
 - b) Apply themselves with 'diligence and sustained effort' to the set tasks and experiences provided in the course by the school. That is, work hard and keep working!
 - c) Complete all tasks honestly and submit them by the set date to gain marks or grades. (Parents/Carers are asked to notify the school if a student is unexpectedly absent on the day of a task). A number of unsubmitted tasks can result in an "N" award*.
 - d) If there are genuine reasons, complete and submit an Application for Extension (Appendix B) before the due date or an Assessment Task Appeal (Appendix A) after the due date, signed by a parent/carers. Provide supporting evidence such as a medical certificate if ill or a written explanation of unavailability or misadventure signed by parents/carers. If an Extension or Appeal is granted, an alternative task may be set or an estimate given based on work completed.
2. To safeguard effective communication and fairness, an Assessment Panel (head teacher and principal's nominee) will:
- a) Adjudicate, where necessary, on Extensions and Appeals and advise students of the outcome.
 - b) Refer the matter to the principal if the student and/or parents are unhappy with the outcome.
 - c) Determine the best course of action in the case of unexpected or unusual circumstances.

An "N" Determination, made when a student has failed to complete the essential requirements of a course, can only be given following appropriate warning letters home (**Appendix C**) and after time for correction has been allowed. Students have a right to appeal an "N" Award (see NESAs website above for procedures). "N" awards in mandatory courses will result in ineligibility for a RoSA and may prevent entry into Year 11 Preliminary courses.

The following schedules include an indication of the outcome categories or numbers covered in each task. As each task is issued, more explicit information about the outcomes is given to students. Assessment task details will be available on the Year 10 Assessment Calendar on the school website. Students, parents and carers can access detailed information about outcomes in each course through the NESAs website. Contact the school if you require assistance with this.



Assessment Task Illness/Misadventure Application

Name: Year..... Date:

Subject Teacher:

Assessment Task Number (as per booklet):.....

Assessment Task Title:.....

Assessment Weighting: Your mark: Your rank:.....

I wish to appeal on the following grounds: (Please staple any documentary evidence to this form including Assessment Task Notification Sheet, Marking guidelines and your submitted task

.....
.....
.....
.....

I have read the Assessment Booklet and ensured that the grounds for appeal are consistent with that policy.

Student's signature: Date:.....

Parent/Carer's signature: Date:.....

Signature of Head Teacher:..... Date:.....

Comment.....

.....
.....

Assessment Appeal – Panel Recommendation

If Appeal is not recommended by Head Teacher

Decision details

.....

Deputy/Principal: Date:

Original to student, copy to teacher & student file



Assessment Task

Extension Application

Name:..... Year:..... Date:.....

Subject:..... Teacher:.....

Assessment Task Number (as per booklet):.....

Assessment Task Title:.....

I apply for an extension based on consideration of the following factors which may affect my performance in this Assessment Task. (Documentary evidence must be provided except in exceptional circumstances).

.....
.....

Proposed new date:

In applying for this special consideration, I assure the principal that I am not seeking unfair advantage over other students in this course.

Student's signature:..... Date:.....

Parent/Carer's signature:..... Date:.....

Head Teacher signature Date:.....

Comment:.....

.....

Application for Extension – Panel Recommendation If Extension is not recommended by Head Teacher

Decision details:

Deputy Principal: Date:.....

Original to student, copy to teacher, copy to student file Year 10-12 Assessment Submission process flow chart

Yass High School



Principal: Mrs Linda Langton Deputy Principals: Mr Andrew Facer, Mrs Ruth Riach
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We Value respect, responsibility and honesty

30/01/17

Mr.John Smith and Mrs.Elizabeth Smith

Official Warning - Non-completion of a Year 12 Course

Non-completion of a task by the due date -

Teacher - Karen Barty

Dear Mr.John Smith and Mrs.Elizabeth Smith

I am writing to advise that [redacted] is in danger of not meeting the Course Completion Criteria for the HSC course in [redacted].

The NSW Educational Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. Please regard this letter as an official warning concerning [redacted].

A minimum of two unresolved course-specific warnings must be issued prior to a final 'N' (non-completion of course) determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and affect the student's eligibility for the Higher School Certificate. It may also mean that the student is unable to proceed to the Higher School Certificate course if [redacted] has not satisfactorily completed the Preliminary Course.

To date [redacted] has not satisfactorily met criteria [redacted] of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for [redacted] to satisfy the Course Completion Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by .

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by

{studentLastName has also previously received notification of the following task/s which still remain uncompleted:

Previous Task Name/Course Requirement/Course Outcome	Letter Date	Date Task Initially Due	Action Required by Student

Please discuss this matter with and contact the school if further information or clarification is needed.

Yours sincerely

Linda Langton
Principal

Please detach and return this section to the Front Office on the next school day

Year 12 Course Warning -
Non-completion of a task by the due date

Requirements for the satisfactory completion of HSC Course:

* I have received the letter dated 30/01/17 indicating that is in danger of not having satisfactorily completed .

* I am aware that this course may appear on 's Record of Achievement.

* I am also aware that the determination of non-completion of course requirements may make ineligible to receive the Higher School Certificate.

Parent/Guardian's signature Date

Student's signature Date

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Year 10 Course Assessment – 2023 Subject: Commerce

Component	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 11	Term 2 Week 5	Term 3 Week 10	
	Australia's Political System Task	Economics Task	Australia's Legal System	
	COM5-2, COM5-4	COM5-1, COM5-7	COM5-3, COM5-8	
Weighting	30	30	40	100

Year 10 Course Outcomes - Commerce

A student:

- 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, business, economic, 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

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Year 10 Course Assessment– 2023 Subject: English

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1 Week 9	Term 2 Week 7	Term 3 Week 5	Term 4 Week 4	
	Media Unit: Advertising Campaign and Pitch	Director's Study: Half-Yearly Exam	Critical Study of Poetry: Poetry Writing & Explanation	Bildungsroman Novel Study: Yearly Exam	
	EN5-2A, EN5-3B, EN4-4B, EN5-5C	EN5-1A, EN5-2A, EN5-7D, EN5-6C	EN5-2A, EN5-5C, EN5-6C, EN5-7D	EN5-1A, EN5-3B, EN5-8D, EN5-9E	
Knowledge and understanding of course content	15	10	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context	15	10	10	15	50
Weighting	30	20	20	30	100

Year 10 Assessment Outcomes – English

A student:

- 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

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Year 10 Course Assessment– 2023 Subject: Food Technology

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1 Week 11	Term 2 Week 6	Term 3 Week 10	Term 4 Week 4	
	Food in Australia research task	Practical work	Food for specific needs design task	Yearly Examination	
	FT5-7, FT5-8, FT5-9	FT5.1, FT5-3, FT5-5	FT5-2, FT5-10, FT5-11	FT5-3, FT5-4, FT5-6, FT5-12	
Weighting	25	25	25	25	100

Year 10 Course Outcomes – Food Technology

A Student:

- 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

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Year 10 Geography Course Assessment – 2023 Subject: Geography

Component	Task 1	Task 2	Weighting
	Term 1 Week 10 or Term 3 Week 9	Term 2 Week 4 or Term 4 Week 4	
	Research Task	Examination	
	GE5-2, GE5-5, GE5-7, GE5-8	GE5-1, GE5-3, GE5-4, GE5-6, GE5-7	
Tools & Skills Apply geographical tools for geographical inquiry. Develop skills to acquire, process and communicate geographical information	30	10	40
Knowledge and understanding Knowledge and understanding of the features, characteristics and interactions of people, places and environments across a range of scales	10	50	60
Weighting	40	60	100

Year 10 Course Outcomes – Geography

A student:

- GE5-1 explains the diverse features and characteristics of a range of places and environments
- GE5-2 explains the processes 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

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Year 10 Course Assessment – 2023 Subject: History

Component	Task 1	Task 2	Weighting
	Term 1 Week 10 or Term 3 Week 9	Term 2 Week 4 or Term 4 Week 4	
	WWII Source Analysis	Examination	
	HT5-5, HT5-8, HT5-9	HT5-2, HT5-3, HT5-4, HT5-9	
Knowledge and understanding Knowledge and understanding of the nature of history, significant changes and impact of ideas, movements, people and events.	15	25	40
Tools and Skills Skills to undertake historical inquiry and to communicate an understanding of history.	35	25	60
Weighting	50	50	100

Year 10 Course Outcomes – History

A student:

- HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia
- HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
- HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia
- HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process
- HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
- HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia
- HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
- HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

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Year 10 Course Assessment– 2023 Subject: Industrial Technology – Metal

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 2 Week 1	Term 3 Week 6	Term 4 Week 2	Term 4 Week 4	
	Camp BBQ	Tradesman Tool Box or Ute Box	Major Project and Portfolio	End of Course Examination	
	IND5-4, IND5-8	IND5-5	IND5-7, IND5-5	IND5-9, IND5-10	
Weighting	20	25	40	15	100

Year 10 Assessment Outcomes – Industrial Technology – Metal (200 hours)

A student:

- IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.
- IND5-2 applies design principles in the modification, development and production of projects
- IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications
- IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- IND5-6 identifies and participates in collaborative work practices in the learning environment
- IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects
- IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications
- IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

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Stage 5 Course Assessment– 2023 Subject: Industrial Technology – Timber

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 2 Week 5	Term 2 Week 7	Term 4 Week 2	Term 4 Week 4	
	Occasional Table	Folio	Chess Board	End of course examination	
	IND5-1, IND5-7	IND 5-5, IND5-8, IND5-9,IND5-10	IND 5-2, IND5-5, IND5-6, IND5-7	IND5-9, IND 5-10	
Weighting	30	30	30	10	100

Year 10 Assessment Outcomes – Industrial Technology - Timber

A student:

- IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.
- IND5-2 applies design principles in the modification, development and production of projects
- IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications
- IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- IND5-6 identifies and participates in collaborative work practices in the learning environment
- IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects
- IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications
- IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

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Stage 5 Course Assessment– 2023
Subject: iSTEM

Component	Task 1	Task 2	Task 3	Task 4
	Term 1 Week 9	Term 2 Week 7	Term 3 Week 9	Term 4 Week 5
	Cyber Security (practical task)	MedTech – assistive technology report	AgriTech – automated watering system	Sustainable Transport
	ST5-1,2,4,&9	ST5-5,6,8,&10	ST5-3,4,9&10	ST5-3,5,6,&7

Year 10 Assessment Outcomes – iSTEM

A student:

- ST5-1 designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems
- ST5-2 demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts
- ST5-3 applies engineering design processes to address real-world STEM-based problems
- ST5-4 works independently and collaboratively to produce practical solutions to real-world scenarios
- ST5-5 analyses a range of contexts and applies STEM principles and processes
- ST5-6 selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems
- ST5-7 selects and applies project management strategies when developing and evaluating STEM-based design solutions
- ST5-8 uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences
- ST5-9 collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions
- ST5-10 analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment

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Year 10 Course Assessment– 2023
Subject: Mathematics Course: 5.1 Pathway

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1 Week 4	Term 2 Week 4	Term 3 Week 4	Term 4 Week 4	
	Learning Portfolio	Open Book Topic Test	Assignment	Topic Test & Common whole year section with Summary Sheet	
	MA5.1-1WM	MA5.1-5NA MA5.2-6NA MA5.2-7NA	MA5.1-1WM MA5.1-12SP MA5.1-15SP	MA5.1-10MG MA5.2-13MG	
Weighting	25	25	25	25	100

Year 10 Assessment Outcomes – Mathematics 5.1 Pathway

A student:

MA5.1-1WM	uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.1-2WM	selects and uses appropriate strategies to solve problems
MA5.1-3WM	provides reasoning to support conclusions that are appropriate to the context
MA5.1-4NA	solves financial problems involving earning, spending and investing money
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-7NA	graphs simple non-linear relationships
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG	interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-11MG	describes and applies the properties of similar figures and scale drawings
MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events

Yass High School



Year 10 Course Assessment– 2023

Subject: Mathematics

Course: 5.2 Pathway

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1 Week 4	Term 2 Week 4	Term 3 Week 4	Term 4 Week 4	
	Learning Portfolio	Open Book Topic Test	Assignment	Topic Test & Common whole year section with Summary Sheet	
	MA5.2-1WM MA5.2-1WM	MA5.1-5NA MA5.2-6NA MA5.2-7NA	MA5.2-1WM	MA5.2-8NA MA5.2-2WM	
Weighting	25	25	25	25	100

Year 10 Assessment Outcomes – Mathematics 5.2 Pathway

A student:

MA5.2-1WM	selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM	interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2-3WM	constructs arguments to prove and justify results
MA5.2-4NA	solves financial problems involving compound interest
MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-9NA	uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-10NA	connects algebraic and graphical representations of simple non-linear relationships
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP	investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments

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Year 10 Course Assessment– 2023

Subject: Mathematics

Course: 5.3 Pathway

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1 Week 4	Term 2 Week 4	Term 3 Week 4	Term 4 Week 4	
	Learning Portfolio	Open Book Topic Test	Assignment	Topic Test & Common whole year section with Summary Sheet	
	MA5.2-1WM MA5.2-2WM	MA5.1-13SP MA5.2-17SP	MA5.1-12SP MA5.2-15SP MA5.3-2WM	MA5.3-5NA MA5.3-7NA	
Weighting	25	25	25	25	100

Year 10 Assessment Outcomes – Mathematics 5.3 Pathway

A student:

MA5.3.1WM	uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
MA5.3.2WM	generalises mathematical ideas and techniques to analyse and solve problems efficiently
MA5.3.3WM	uses deductive reasoning in presenting arguments and formal proofs
MA5.3.4NA	draws, interprets and analyses graphs of physical phenomena
MA5.3.5NA	selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3.6NA	performs operations with surds and indices
MA5.3.7NA	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.3.8NA	uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
MA5.3.9NA	sketches and interprets a variety of non-linear relationships
MA5.3.10NA	recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
MA5.3.11NA	uses the definition of a logarithm to establish and apply the laws of logarithms
MA5.3.12NA	uses function notation to describe and sketch functions
MA5.3.13MG	applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
MA5.3.14MG	applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
MA5.3.15MG	applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
MA5.3.16MG	proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
MA5.3.17MG	applies deductive reasoning to prove circle theorems and to solve related problems
MA5.3.18SP	uses standard deviation to analyse data
MA5.3.19SP	investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

Yass High School



Year 10 Course Assessment – 2023
Subject: Physical Activity and Sports Studies

	Task 1	Task 2	Task 3
Component	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10
	Foundations of Physical Activity	Physical Activity and Sport in Society	Enhancing Participation and Performance
	PASS5-1, PASS5-2 PASS5-6	PASS5-3, PASS5-4	PASS5-5, PASS5-7, PASS5-10
Weighting	40	30	30

Year 10 Course Outcomes – Physical Activity and Sports Studies (PASS)

A student:

- PASS5-1 discusses factors that limit and enhance the capacity to move and perform
- PASS5-2 analyses the benefits of participation and performance in physical activity and sport
- PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport
- PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives
- PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance
- PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport
- PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance
- PASS5-8 displays management and planning skills to achieve personal and group goals
- PASS5-9 performs movement skills with increasing proficiency
- PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions

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Year 10 Course Assessment – 2023

Subject: PD/Health/PE

	Task 1	Task 2	Task 3	
	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9	
Content Strand	Sexual Health	Mental Health	Drugs Research Task	Weighting
	PD5-2, PD5-3, PD5-10	PD5-1, PD5-2, PD5-7	PD5-2, PD5-6, PD5-9	
Weighting	30	30	40	100

Year 10 Course Outcomes – PDHPE

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 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

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

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Year 10 Course Assessment – 2023 Subject: Science

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1 Week 9	Term 2 Week 4	Term 3 Week 3	Term 4 Week 4	
	Portfolio of Classwork	Mid-course Examination	Student Research Project	Yearly Examination	
	SC5-9WS, SC5- 7WS, SC5WS	SC5-8WS, SC5- 10PW, SC5-15LW	SC5-4WS, SC5- 5WS, SC5-7WS, SC5-9WS	SC5-8WS, SC5- 15LW, SC5- 17CW	
Skills Skills in applying the processes of working scientifically	15	5	20	10	50
Knowledge and understanding Knowledge of the Physical World, Earth and Space, Living World and Chemical World and understanding about the nature, development, use and influence of Science	5	15	10	20	50
Weighting	20	20	30	30	100

Year 10 Course Outcomes – Science

A student:

- 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
- SC5-17CW 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



Year 10 Course Assessment 2023
Subject: Textiles Technology

Component	Task 1	Task 2	Task 3	Weighting
	Term 2 Week 6	Term 4 Week 2	Term 4 Week 4	
	Textile Art	Open focus area: student choice	Yearly Exam	
	TEX5-11, TEX5-12	TEX5-2, TEX5-8	TEX5-6, TEX5-7	
Weighting	40	40	20	100

Year 10 Course Outcomes – Textiles Technology

Students will:

- TEX5-1 explains the properties and performance of a range of textile items
- TEX5-2 justifies the selection of textile materials for specific end uses
- TEX5-3 explains the creative process of design used in the work of textile designers
- TEX5-4 generates and develops textile design ideas
- TEX5-5 investigates and applies methods of colouration and decoration for a range of textile items
- TEX5-6 analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
- TEX5-7 evaluates the impact of textiles production and use on the individual consumer and society
- TEX5-8 selects and uses appropriate technology to creatively document, communicate and present design and project work
- TEX5-9 critically selects and creatively manipulates a range of textile materials to produce quality textile items
- TEX5-10 selects appropriate techniques and uses equipment safely in the production of quality textile projects
- TEX5-11 demonstrates competence in the production of textile projects to completion
- TEX5-12 evaluates textile items to determine quality in their design and construction

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Year 10 Course Assessment 2023 Subject: Visual Arts

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8	Term 4 Week 3	
	Art practice and Historical study	Art practice and Critical study	Body of work and exhibition	Conceptual study and frames	
	5.1, 5.3, 5.5, 5.7 5.10	5.2, 5.4, 5.6, 5.7 5.10	5.1, 5.2, 5.5, 5.6	5.7, 5.8, 5.9	
History/Criticism	10	10		20	40
Art Making	15	15	30		60
Weighting	25	25	30	20	100

Year 10 Course Outcomes - Visual Arts

A student:

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.2 makes artworks informed by their understanding of the function of and relationships between the 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 relationship 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 PLANNING 2023

Line 1		Line 2
Industrial Technology Timber		iSTEM
Commerce		Physical Activities and Sports Studies
Food Technology		Visual Art
Textiles		Industrial Technology Timber
Industrial Technology Metal		Food Technology

Term 1	Week 1/2	Week 3	Week 4	Week 5	Week 6
			Maths		
	Week 7	Week 8	Week 9	Week 10	Week 11
			Visual Art (2)	PASS (2)	Commerce (1)
			English	PDHPE	Food Tech (1 &2)
			Science	HSIE	
			iSTEM (2)	History	
				Geography	
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5
	IT Metal (1)			Whole Year Group Exams in English, Maths, Science	Textiles Technology (1)
				History	Commerce (1)
				Geography	IT Timber (1&2)
				Science	
	Week 6	Week 7	Week 8	Week 9	Week 10
	Food tech (1 &2)	English		Visual Art (2)	PASS (2)
	Textiles (1)	iSTEM (2)		PDHPE	
		IT Timber (1&2)			

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5
			Science	Maths	English
	Week 6	Week 7	Week 8	Week 9	Week 10
	IT Metal (1)		Visual Art (2)	PDHPE	PASS (2)
				History	Commerce (1)
				Geography	Food tech (1&2)
				iSTEM (2)	
Term 4	Week 1/2	Week 3	Week 4	Week 5	Week 6
	Textiles Technology (1)	Visual Art (2)	Maths	iSTEM (2)	
	IT Metal (1)		English		
	IT Timber (1&2)		History		
			Science		
			Geography		
			IT Metal (1)		
			IT Timber (1&2)		
			Textiles (1)		
	Week 7	Week 8	Week 9	Week 10	Week 11