

**YEAR 10, 2018**  
**ASSESSMENT POLICY**

**INFORMATION FOR**  
**STUDENTS AND PARENTS**

**YEAR 10**  
**ASSESSMENT POLICY 2018**  
**Information for students and parents**

## **Introduction**

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC).

Instead of just showing what your 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.

## **Fair Allocation of Grades**

It is important for parents, employers and students to know that grades awarded for the RoSA credential are given fairly and consistently. There are no longer external examinations at the end of Year 10. All grades are determined within the school using information and guidance from the NSW Education Standards Authority (NESA).

- As A to E grading is extended into Preliminary (Year 11) courses, NESA will work with teachers to ensure that appropriate standards are developed and applied at that level.
- NESA will also provide schools with information about the historical allocation of grades to their students. This will serve as a guide for the allocation of grades to current students.
- These methods of moderation and monitoring of grades will help ensure that parents and employers can know that a grade awarded in one school is equivalent to the same grade awarded in another school.

## **Requirements**

To successfully complete the Year 10 course and qualify for the RoSA credential students must have:

- Satisfactorily completed the mandatory curriculum requirements prescribed by the NSW Education Standards Authority.
- Met satisfactory attendance requirements throughout the year and applied themselves in a serious manner to their courses.
- Made a serious attempt at all assessment tasks.

## Mandatory Curriculum

The NESA mandatory curriculum requirements for the completion of the Year 10 course are listed below:

English

Mathematics

Science

Human Society and its Environment: History and Geography in Stage 4; Australian History and Australian Geography in Stage 5

LOTE: at least one language over a 12 month period in Year 7 and/or Year 8

Technological and Applied Studies: Technology mandatory syllabus in Years 7 and 8

Creative Arts: mandatory courses in Years 7 and 8

PD/H/PE: mandatory integrated course in Years 7-10

The NESA also provides a wide range of additional (elective) courses that, if completed in accordance with Board Developed or Board Endorsed syllabuses and indicative time requirements, will be credentialed for the Year 10 course.

## Satisfactory Completion of a Course

A student will be considered to have satisfactorily completed a course if they have:

- **followed** the course developed or endorsed by the NESA; 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.

## 'N' Determinations

The NESA has delegated to principals the authority to determine whether students have satisfactorily completed the mandatory curriculum requirements.

Students not satisfactorily completing tasks with diligence and sustained effort will be advised of the tasks or actions to be undertaken in time for the problem to be corrected and alerted to the possible consequences of an 'N' award determination. The parent or guardian will be advised in writing.

Students who have not complied with the course completion criteria and who have received two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The Principal may then apply for 'N' determination.

Students may appeal against the 'N' award determination to the Principal.

## **Assessment of Student Achievement at the Completion of the Course**

**Course Performance Descriptors** have been specifically developed for the Years 7-10 syllabuses. They describe the main features of a typical performance at each grade measured against the syllabus objectives and outcomes for the course. These are available on the NESAs website for each subject.

**Areas of Assessment** have been developed for each course, and are published with the Course Performance Descriptors. They provide a framework for structuring assessment tasks and reporting student achievement.

**Assessing** student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course.

**Grading** student achievement is the process of assigning a letter (A/B/C/D/E) to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3, E2)  
The grading system is intended to describe the student's achievement at the end of each course in Stage 5. The final judgement of the grade gained will be based on assessment information and reference to the Course Performance Descriptors.

## **Credentialing**

Year 10 students from 2018 will be entered with the NESAs for a Year 10 pattern of study.

## **Attendance and application to tests and assessment tasks**

### **Excursions**

Some subject rules require students to undertake compulsory field study while some tasks may well be linked to excursions and performances. In the case of an unavoidable absence from such activities, the student must negotiate alternate arrangements **prior** to the event.

### **Extended Leave (over 3 days)**

Students must apply in writing to the Principal for extended leave from school in Year 10.

If a student knows in advance that they will be absent on the day a task is due, then the task should be handed to the teacher **prior** to the due date.

When the task is to be completed in class on the day in question, arrangements need to be made with the Head Teacher **prior** to the task for a suitable time to sit the task.

### **Illness / Misadventure**

Consideration is given to students who suffer illness or misadventure at the time of a task or whose performance is impaired by circumstances beyond their control. The following policy will be applied at this school to ensure that no one student gains an unfair advantage over other students.

If a student is absent due to **illness/ misadventure on the day of an in-school assessment task**:

- The student or family member must contact the School on the day the task is scheduled.
- Students must report to the Deputy on the first day of their return to school to obtain an Illness/Misadventure Form and present a medical certificate for illness or a parent note for misadventure.

If **illness or misadventure occurs during an in-school assessment** for a student, they must inform the supervisor of the task about their condition or situation before leaving the room.

**If a student does not have a valid reason with the required documentation for missing an in-school task and has failed to follow this procedure, the student will be awarded zero for the task.**

If a student is absent due to **illness/misadventure on the day an assessment task is due to be submitted**:

- The student or family member must contact the School on the day the task is due to be handed in.
- The student must submit the task to the relevant Head Teacher on the first day of their return to school and obtain and complete an Illness/Misadventure Form, with medical certificate and/or parent note (only for misadventure) to the Deputy Principal.

Students are NOT to leave assessment tasks on the teacher's desk. Students are to submit their tasks to the Head Teacher or Deputy Principal in charge of Year 10.

If the student has only completed part of the hand-in task, this part must be submitted regardless.

**Students must attend all classes on the day tasks are due.**

**N.B.**

*Tasks must be submitted at the required time as a hard copy and NOT in electronic format, unless the latter is specifically requested as part of the task. Therefore, **technology problems are NOT a valid excuse for lateness. Technology problems are not accepted as misadventure.***

Failure to submit tasks on the due date will result in a **zero mark**, but tasks still have to be attempted to complete the outcomes of the course.

Students who fail to submit a task will be given an '**N**' **warning letter** and given a chance to make up the task to meet the course outcomes.

### **Malpractice and breaches of examination rules in relation to Year 10 assessments**

Malpractice is an activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- **Copying** someone else's work and presenting it as their own
- **Plagiarism** or using material directly from books, journals, CDs, or the internet without reference to the source
- **Borrowing** or stealing another person's work and presenting it as their own
- **Offering false documentation** or explanations in support of an appeal
- **Non-serious attempt** in an examination or assessment task, where work presented contains frivolous or objectionable material
- **Assisting** another student to engage in malpractice

Work submitted for **assessment tasks** must be the student's own work. Malpractice in an assessment task will render a **zero** score and the student will be subject to consequences based on the school's code of conduct.

### **Feedback on assessment tasks**

Students will be given meaningful feedback following each assessment task:

- A mark/grade and information on the outcomes achieved as indicted by the marking criteria
- Information which assists students to improve on their performance in future tasks.

**CHINESE YEAR 10 ASSESSMENT PROGRAM**

<b>Areas For Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	<b>Term 1 Week 8</b>	<b>Term 2 Week 7</b>	<b>Term 3 Week 6</b>	<b>Term 4 Week 5</b>	
	In class test	In class test	In class test	In class test	
Speaking	10		10		<b>20</b>
Listening	10		20		<b>30</b>
Reading		10		20	<b>30</b>
Writing		10		10	<b>20</b>
<b>Total%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

**COMMERCE YEAR 10 ASSESSMENT PROGRAM**

<b>Areas For Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	<b>Term 1 Week 8</b>	<b>Term 2 Week 7</b>	<b>Term 2 Week 10</b>	<b>Term 4 Week 1</b>	
	Group Presentation	Mid-Course Examination	Research and In-Class Essay	Examination	
Knowledge and understanding of consumer, financial, business, legal and employment matters	5	10	-	15	<b>30</b>
Skills in decision making and problem solving in relation to consumer, financial, business, legal and employment issues	5	10	5	10	<b>30</b>
Skills in effective research and communication	5		10	5	<b>20</b>
Skills in working independently and collaboratively	5	5	5	5	<b>20</b>
<b>Total%</b>	<b>20%</b>	<b>25%</b>	<b>20%</b>	<b>35%</b>	<b>100%</b>



**DESIGN AND TECHNOLOGY YEAR 10 ASSESSMENT PROGRAM**

<b>Areas For Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
	<b>Term 2 Week 5</b>	<b>Term 3 Week 5</b>	<b>Term 4 Week 8</b>	
	Design a model house and folio	Shark Tank invention task	Aeroplane design and folio	
<ul style="list-style-type: none"> <li>Investigating and researching</li> <li>Problem solving</li> </ul>	10	10	10	<b>30</b>
<ul style="list-style-type: none"> <li>Communicating</li> </ul>	10	10	10	<b>30</b>
<ul style="list-style-type: none"> <li>Knowledge and understanding</li> </ul>	10	10	20	<b>40</b>
<b>Total%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

**DRAMA YEAR 10 ASSESSMENT PROGRAM**

<b>Areas For Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
<b>Outcomes</b> 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.3.3				
	<b>Term 1 Week 5</b>	<b>Term 2 Week 7</b>	<b>Term 3 Week 3</b>	
	<p><b>Task 1A</b></p> <p>In class written response-essay Australian Theatre</p> <hr/> <p>Task 1B improvised Scene work</p>	<p><b>Task 2</b></p> <p>In class presentation Individual Project: written evidence in logbook</p>	<p><b>Task 3</b></p> <p>Practical</p> <p>Group Devised piece</p> <p>Drama Night performance</p> <p>Written component rationale</p>	
Critically studying	10%	10%		<b>20</b>
Making	5%	10%	5%	<b>20</b>
Performing	25%	5%	30%	<b>60</b>
<b>Total %</b>	<b>40%</b>	<b>25%</b>	<b>35%</b>	<b>100%</b>

**ENGLISH YEAR 10 ASSESSMENT PROGRAM**

<b>Areas For Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
	<b>Term 1 Week 8</b>	<b>Term 2 Week 10</b>	<b>Term 3 Week 10</b>	
	Creative Unit	Comparative Texts	Close Study of Text	
Content Knowledge		15	15	<b>30</b>
Communication/Presentation	10		5	<b>15</b>
Analysis/Evaluation	20	15	10	<b>45</b>
Synthesis/ Creativity	5	5		<b>10</b>
<b>Total%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>	<b>100%</b>

**FOOD TECHNOLOGY YEAR 10 ASSESSMENT PROGRAM**

<b>Areas For Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	<b>Term 2 Week 3</b>	<b>Term 3 Week 5</b>	<b>Term 4 Week 3</b>	<b>Term 4 Week 7</b>	
	Practical task and written  Food service and catering	Written report  Food trends	Oral report and written folio  Food equity	Formal exam  Formal unit test	
<ul style="list-style-type: none"> <li>Investigating and researching</li> <li>Problem solving</li> </ul>	15	10	15		<b>40</b>
<ul style="list-style-type: none"> <li>Communicating</li> </ul>	10	15	10		<b>35</b>
<ul style="list-style-type: none"> <li>Knowledge and understanding</li> </ul>				25	<b>25</b>
<b>Total%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>

**GEOGRAPHY YEAR 10 ASSESSMENT PROGRAM**

<b>Areas For Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
	<b>Term 1 Week 8</b>	<b>Term 2 Week 6</b>	<b>Term 4 Week 2</b>	
	Test	Research Report	Examination	
Knowledge and understanding of the features and characteristics of places and environments across a range of scales	10		20	<b>30</b>
Knowledge and understanding of interactions between people, places and environments	5	10	15	<b>30</b>
Apply geographical tools for geographical inquiry	5	10	5	<b>20</b>
Develop skills to acquire, process and communicate geographical information	5	10	5	<b>20</b>
<b>Total%</b>	<b>25%</b>	<b>30%</b>	<b>45%</b>	<b>100%</b>

**GLOBAL ISSUES YEAR 10 ASSESSMENT PROGRAM**

<b>Areas For Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
	<b>Term 1 Week 10</b>	<b>Term 2 Week 10</b>	<b>Term 4 Week 1</b>	
	Research Presentation OR Hand In	Research and In Class Essay	Research Action Plan and Report	
Develop knowledge and understanding of contemporary geographical issues and their management	10	20	10	<b>40</b>
Apply geographical tools for geographical inquiry	10	10	10	<b>30</b>
Develop skills to acquire, process and communicate geographical information	10	10	10	<b>30</b>
<b>Total%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

## HISTORY MANDATORY YEAR 10 ASSESSMENT PROGRAM

Areas for Assessment:

- Australians at War World Wars I & II (1914-1918, 1939-1945)
- Australians in the Vietnam War Era
- Rights and Freedoms (1945-Present)

Areas For Assessment	Task 1	Task 2	Task 3	Weighting
	<b>Term 1 Week 10</b>	<b>Term 3 Week 4</b>	<b>Term 4 Week 2</b>	
	WW1 & WW2 Research task and extended response	Vietnam Source Analysis Task	Yearly Examination	
	HT5-3, HT5-6, HT5-8 , HT5-9 & HT5-10	HT5-5, HT5-6, HT5-7 & HT5-8	HT 5-1, HT 5-2, HT5-3, HT5-4, HT5-5, HT5-6, HT5-9, HT5-10	
Knowledge and understanding of course content	10	5	20	<b>35</b>
Source based skills		20	5	<b>25</b>
Investigation and Research	10			<b>10</b>
Communication of Information, ideas and issues in appropriate forms	10	5	15	<b>30</b>
<b>Total%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

## HISTORY ELECTIVE YEAR 10 ASSESSMENT PROGRAM

Areas for Assessment:

- Constructing History
- Ancient, Medieval and Early Modern Societies
- Thematic study

Areas For Assessment	Task 1	Task 2	Task 3	Task 4	Weighting
	<b>Term 1 Week 10</b>	<b>Term 2 Week 6</b>	<b>Term 3 Week 3</b>	<b>Term 4 Week 4</b>	
	Blooms based Student-centred research task	Oral Presentation	Historical Investigation	Yearly Examination	
	E5.1, E5.2, E5.3, E5.4, E5.6, E5.7 & E5.8	E5.1, E5.2, E5.3, E5.4, E5.6, E5.7 & E5.8	E5.1, E5.2, E5.3, E5.4, E5.6, E5.7 & E5.8	E5.1, E5.2, E5.3, E5.4, E5.5, E5.6, E5.7 & E5.8	
Knowledge and understanding of course content	5	5		15	<b>25</b>
Source based skills	5	5		10	<b>20</b>
Investigation and research	5	5	15		<b>25</b>
Communication of information, ideas and issues in appropriate forms	5	5	10	10	<b>30</b>
<b>Total%</b>	<b>20%</b>	<b>20%</b>	<b>25%</b>	<b>35%</b>	<b>100%</b>



**INDUSTRIAL TECHNOLOGY: ELECTRONICS YEAR 10 ASSESSMENT PROGRAM**

Areas For Assessment	Task 1	Task 2	Task 3	Task 4	Weighting
	<b>Term 1 Week 7</b>	<b>Term 2 Week 10</b>	<b>Term 3 Week 10</b>	<b>Term 4 Week 3</b>	
	Research Historic Inventor	Small component Project	Major Project	Written Exam (Written)	
<ul style="list-style-type: none"> <li>Investigating and researching</li> <li>Problem solving</li> </ul>	<b>15%</b>	15%			<b>30</b>
<ul style="list-style-type: none"> <li>Communicating</li> </ul>		<b>10%</b>		15%	<b>25</b>
<ul style="list-style-type: none"> <li>Knowledge and understanding</li> </ul>	10%		<b>25%</b>	10%	<b>45</b>
<b>Total%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>

**INDUSTRIAL TECHNOLOGY: TIMBER YEAR 10 ASSESSMENT PROGRAM**

<b>Areas For Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	<b>Term 2 Week 3</b>	<b>Term 3 Week 5</b>	<b>Term 4 Week 7</b>	<b>Term 4 Week 3</b>	
	Orthogonal Drawing and practical	Serving Tray and folio	Formal Exam	Coffee Table and Folio	
<ul style="list-style-type: none"> <li>Investigating and researching</li> <li>Problem solving</li> </ul>	10	15		10	35
<ul style="list-style-type: none"> <li>Communicating</li> </ul>	10	5		10	25
<ul style="list-style-type: none"> <li>Knowledge and understanding</li> </ul>		5	15	20	40
<b>Total%</b>	<b>20%</b>	<b>25%</b>	<b>15%</b>	<b>40%</b>	<b>100</b>

**INFORMATION AND SOFTWARE TECHNOLOGY YEAR 10 ASSESSMENT PROGRAM**

Year 10 IST classes will complete the 3 option units according to the following schedule:

	Project 1 T1 W1 - T1 W11	Project 2 T2 W1 - T3 W1	Project 3 T3 W2 - T4 W3
10 IST 1	Programming	Film	Robotics
10 IST 2	Robotics	Programming	Film
10 IST 3	Film	Robotics	Programming

Areas For Assessment	Task 1	Task 2	Task 3	Task 4	Weighting
	<b>Term 1 Week 11</b>	<b>Term 3 Week 1</b>	<b>Term 3 Week 10</b>	<b>Term 4 Week 3</b>	
	Project 1	Project 2	Yearly Examination	Project 3	
Knowledge and understanding of software and hardware	10	10	5	10	<b>35</b>
Problem-solving and critical thinking skills	10	10		10	<b>30</b>
Knowledge and understanding of the effects of past, current and emerging technologies			5		<b>5</b>
Communication and collaboration skills	10	10		10	<b>30</b>
<b>Total%</b>	<b>30%</b>	<b>30%</b>	<b>10%</b>	<b>30%</b>	<b>100%</b>

**JAPANESE YEAR 10 ASSESSMENT PROGRAM**

<b>Areas For Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	<b>Term 1 Week 8</b>	<b>Term 2 Week 7</b>	<b>Term 3 Week 6</b>	<b>Term 4 Week 5</b>	
	In class test	In class test	In class test	In class test	
Speaking	10		10		<b>20</b>
Listening	10		20		<b>30</b>
Reading		10		20	<b>30</b>
Writing		10		10	<b>20</b>
<b>Total%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

**MATHEMATICS YEAR 10 ASSESSMENT PROGRAM**

<b>Areas for Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	<b>Term 1 Week 8</b>	<b>Term 2 Week 4</b>	<b>Term 3 Week 5</b>	<b>Term 4 Week 3</b>	
	In-class assessment	In-class assessment	In-class assessment	In-class assessment	
Understanding, fluency and communication	10	15	15	10	<b>50</b>
Problem solving, reasoning and justification	10	15	15	10	<b>50</b>
<b>Total (%)</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>

**MUSIC YEAR 10 ASSESSMENT PROGRAM**

<b>Areas For Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	<b>Term 1 Week 10</b>	<b>Term 2 Week 10</b>	<b>Term 3 Week 10</b>	<b>Term 4 Week 5</b>	
<b>Outcomes:</b> 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12					
<b>Performing</b>	Performance: 1 piece from the topic area	Performance: 1 piece from the topic area	Performance: 1 piece from the topic area	Performance: 1 piece from the topic area	
<b>Composing</b>				Composition	
<b>Listening</b>	Viva voce presentation	Mid-course exam		Yearly Exam	
Performing	10	10	10	10	<b>40</b>
Composing				20	<b>20</b>
Listening	10	15		15	<b>40</b>
<b>Total%</b>	<b>20%</b>	<b>25%</b>	<b>10%</b>	<b>45%</b>	<b>100%</b>

**PERSONAL DEVELOPMENT, HEALTH & PHYSICAL DEVELOPMENT YEAR 10 ASSESSMENT PROGRAM**

<b>Areas For Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	<b>Term 1 Week 7</b>	<b>Term 2 Week 10</b>	<b>Term 3 Week 10</b>	<b>Term 4 Week 3</b>	
	Performance (Practical)	Written Assign (Theory)	Performance (Practical)	Written Exam (Written)	
Dance	<b>25%</b>				<b>25</b>
Road Safety		<b>25%</b>			<b>25</b>
Sport Skills			<b>25%</b>		<b>25</b>
Knowledge and Understanding				<b>25%</b>	<b>25</b>
<b>Total%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>

**PHOTOGRAPHIC AND DIGITAL MEDIA YEAR 10 ASSESSMENT PROGRAM**

<b>Areas For Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
	<b>Term 1 Week 9</b>	<b>Term 2 Week 6</b>	<b>Term 4 Week 3</b>	
<b>Historical &amp; Critically A</b>	Task 1A Photo Journalism Research Project	Task 2A Art making Practice and Evaluation	Task 3A Conceptual Framework and Artist Practice. Photographer Profile and Persuasive text.	
<b>Outcomes</b>	5.7, 5.8, 5.9	5.7 and 5.10	5.7, 5.8, 5.9 and 5.10	
<b>Making B</b>	Task 1B Black and White portraits	Task 2B Stop Motion Animation – Claymation Group film	Task 3B Personal Interest Project and Exhibition	
<b>Outcomes</b>	5.1, 5.3, 5.5, 5.6	5.1, 5.2, 5.5, 5.6	5.2, 5.3, 5.4, 5.5, 5.6	
<b>Historical &amp; Critically</b>	15	10	15	<b>40</b>
<b>Making</b>	15	20	25	<b>60</b>
<b>Total%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>



**SCIENCE YEAR 10 ASSESSMENT PROGRAM**

<b>Areas For Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	<b>Term 1 Week 6</b>	<b>Term 2 Week 3</b>	<b>Term 3 Week 9</b>	<b>Term 4 Week 3</b>	
	Literacy skills	Half yearly/skills test	Independent research project	Yearly Exam	
OUTCOMES	SC5-14LW, SC5- 15LW SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	SC5-10PW, SC5—11PW SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	SC5- 16CW, SC5- 17CW SC5-4WS, SC5-5WS, SC5-6WS, SC5- 7WS, SC5-8WS, SC5-9WS	SC5-12ES, SC5-13ES. SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	
Knowledge and understanding of course content	5	10	5	10	<b>30</b>
Planning and conducting investigations		5	10	5	<b>20</b>
Processing and Analysing Data and Information	5		5	10	<b>20</b>
Communicating information and understanding	10	5	10	5	<b>30</b>
<b>Total%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

**VISUAL ARTS YEAR 10 ASSESSMENT PROGRAM**

<b>Areas For Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
<b>Outcomes</b> 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10				
	<b>Term 1 Week 4</b>	<b>Term 2 Week 5</b>	<b>Term 3 Week 5</b>	
Historical & Critically A Making B	Task 1A Empathy task Task 1B Week 8 Large mixed media drawing	Task 2A Written response Task 2B Week 9 Painting & clay model	Task 3A Presentation Task 3B Week 9 3D construction	
Historical & critically	10%	15%	15%	<b>40</b>
Making	10%	25%	25%	<b>60</b>
<b>Total%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>	<b>100%</b>