



# YEAR 10 ASSESSMENT AND REPORTING PROCEDURES 2024



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## Contents

<b>YEAR 10 ASSESSMENT PROCEDURES</b> .....	<b>4</b>
THE PURPOSE OF ASSESSMENT.....	4
HOW WILL ASSESSMENT BE UNDERTAKEN?.....	4
HOW WILL STUDENTS BE GRADED? - MANDATORY COURSES .....	5
HOW WILL STUDENTS BE GRADED? – ELECTIVE COURSES .....	6
OTHER COMPULSORY COURSES.....	6
<b>RESPONSIBILITY</b> .....	<b>7</b>
WHAT ARE PERFORMANCE DESCRIPTORS?.....	7
SUBMISSION OF TASKS.....	8
ABSENCE FROM AN ASSESSMENT TASK / EXAMINATION.....	9
ATTENDANCE BEFORE A TASK IS DUE .....	10
<b>INTEGRITY</b> .....	<b>10</b>
TASKS SUBMITTED LATE .....	10
NON-COMPLETION OF ASSESSMENT TASKS .....	11
ASSESSMENT INFORMATION TO BE PROVIDED TO STUDENTS.....	11
MALPRACTICE .....	12
CONSEQUENCES OF MALPRACTICE .....	12
MOBILE PHONES AND ELECTRONIC EQUIPMENT.....	13
<b>ACHIEVEMENT</b> .....	<b>14</b>
GENERAL COMMENTS ON ASSESSMENT.....	14
STEPS TO MANAGE ASSESSMENT TASKS.....	15
YEARLY EXAMINATIONS.....	15
EXAMINATION RULES .....	16
EXAMINATION RULES - CONTINUED .....	17
REPORTING ON STUDENT PROGRESS .....	17
SAMPLE ASSESSMENT TASK NOTIFICATION .....	18
<b>COURSE ASSESSMENT SCHEDULES</b> .....	<b>19</b>
<b>MANDATORY COURSES</b> .....	<b>20</b>
<b>ENGLISH</b> .....	<b>20</b>
<b>GEOGRAPHY</b> .....	<b>21</b>
<b>HISTORY</b> .....	<b>22</b>
<b>MATHEMATICS</b> .....	<b>23</b>
<b>PROPORTION OF MARKS</b> .....	<b>23</b>
<b>PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)</b> .....	<b>24</b>
<b>SCIENCE</b> .....	<b>25</b>

<b>ELECTIVE COURSES</b> .....	<b>26</b>
<b>ABORIGINAL STUDIES</b> .....	<b>26</b>
<b>AGRICULTURAL TECHNOLOGY</b> .....	<b>27</b>
<b>COMMERCE</b> .....	<b>28</b>
<b>DRAMA</b> .....	<b>29</b>
<b>FOOD TECHNOLOGY</b> .....	<b>30</b>
<b>ENGINEERING</b> .....	<b>32</b>
<b>INDUSTRIAL TECHNOLOGY: TIMBER</b> .....	<b>33</b>
<b>INFORMATION SYSTEMS TECHNOLGY</b> .....	<b>34</b>
<b>LANGUAGES - CHINESE</b> .....	<b>35</b>
<b>LANGUAGES - JAPANESE</b> .....	<b>36</b>
<b>MUSIC</b> .....	<b>37</b>
<b>PHOTOGRAPHIC AND DIGITAL MEDIA</b> .....	<b>38</b>
<b>PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)</b> .....	<b>39</b>
<b>TEXTILES TECHNOLOGY</b> .....	<b>40</b>
<b>VISUAL ARTS</b> .....	<b>42</b>

# YEAR 10 ASSESSMENT PROCEDURES

## The purpose of assessment

Assessment is the process of identifying, gathering and interpreting information about student learning. It is designed to provide information on student achievement and progress in each subject in relation to syllabus standards, and to report on the standard of performance reached. Assessment measures performance throughout the whole course in each subject, including knowledge, understanding, skills and processes. Students are assessed on what they understand, know and can do.

This booklet lists formal assessment items that are common to all students in that course. Students will also be given tasks that do not appear in this booklet, and are required to complete these. These tasks also contribute to students' ability to develop their knowledge, skills and understanding. The Years 7–10 syllabuses advocate assessment *for* learning and these tasks are important to the development of student awareness about their progress.

The evidence teachers gather about student achievement is used for assessment *of* learning, which takes place at key points in the assessment cycle, such as at the end of each semester, when students receive academic reports indicating their levels of achievement.

## How will assessment be undertaken?

NESA has provided a syllabus and a set of performance descriptors for each subject. Syllabus documents for each course are available on the NESA website, and can be accessed at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

The syllabus contains a statement of outcomes and content for each course. Each subject will require a different number of assessment tasks to adequately assess the course. Assessment tasks may include tests, assignments, projects, research tasks, class presentations, practical tests, class exercises and examinations.

## How will students be graded? - mandatory courses

### **English, Mathematics, Science, Australian History, Civics and Citizenship, Geography and Personal Development, Health and Physical Education (PDHPE)**

In accordance with the requirements of NESA, the NSW Education Standards Authority, students will receive a **ROSA** (Record of School Achievement) grade based on their performance in assessment tasks for stage 5 courses.

Students satisfactorily complete 200 hours for all core subjects.

Throughout the year teachers will:

- devise and administer assessment tasks that address the knowledge and skills objectives and outcomes of the syllabus;
- use assessment information to make a summative judgement of each student's overall level of achievement at the end of the course;
- Refer to the Course Performance Descriptors to award a grade that most appropriately describes a student's achievements.

Note: There are nine grade levels for Mathematics:

A10, A9, B8, B7, C6, C5, D4, D3, and E.

**An 'N' determination indicates that a student has not satisfied the requirements of the course.**

## How will students be graded? – elective courses

Grades A to E are awarded for elective courses. The grades in these subjects are awarded by the school based on performance descriptors issued by NESAs. These grades will indicate the students' level of achievement relative to the knowledge and skills objectives of the course.

Grades in these subjects are:

Grade A	Extensive
Grade B	Thorough
Grade C	Sound
Grade D	Basic
Grade E	Elementary
Grade N	No award

The grade a student receives in these subjects will be the one which best relates to the description of the student's achievement given in the Course Performance Descriptors on page 7.

**An 'N' determination indicates that a student has not satisfied the requirements of the course.**

## Other compulsory courses

For four other mandatory courses (Art, Music, Technology, Language Other Than English) - one of two grades will be awarded and reported as part of the Year 10 Record of School Achievement (ROSA).

These grades are:

<b>S</b>	Satisfactory completion
<b>U</b>	Unsatisfactory completion

Students will normally have completed these requirements by the end of Stage 4.

### **Sport**

Students are reminded that they must satisfactorily meet the requirements for Thursday Sport. Attendance each week is **compulsory**.

# Responsibility

## What are performance descriptors?

A *performance descriptor* is a statement about a student's level of achievement related to the knowledge and skills objectives of each course.

### Outline of General Performance Descriptors

<b>A</b>	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B</b>	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
<b>N</b>	An 'N' ranking may be applied, meaning the student has failed to meet requirements relating to attendance and/or participation in assessment, has shown limited effort or failed to reach course goals.

## Submission of tasks

Assessment tasks that are completed outside the classroom.

Tasks completed outside the classroom are to be submitted by the designated day and time as specified on the task notification sheet. They may be submitted early.

Any task submitted after the designated day and time will be deemed to be late, unless the student has been granted an extension, or is absent on the day due to illness or other acceptable reason.

**Assessment tasks that are completed in class**

Assessments completed in class, such as tests and examinations, practicals, performances, speeches, presentations and so on, must be completed on the designated day. Failure to do so, without the provision of documentary evidence, will result in **zero marks** being awarded.

Failure to submit a task on time will result in a mark deduction as follows:

### **One day late: 100% of total marks**

In Year 10, failure to sit an assessment task without valid reasons and supporting documentation will lead to a letter of concern being issued.



## Absence from an assessment task / examination

It is the student's responsibility to submit/complete all formal assessment tasks at the specified time. Unless prior application for an extension has been approved by the relevant Head Teacher, late submission will result in a deduction of marks. If an extension has been granted, and the task is submitted/ completed on the new date, no penalty applies.

If you become ill or suffer a misadventure that affects your submission of a task or your ability to attend an examination, you should provide a medical certificate or a letter explaining the misadventure to the Head Teacher. The misadventure application will be considered by a panel comprising the Head Teacher and a Deputy Principal. This documentation is to be brought to the Head Teacher on the first day of return to school, irrespective of whether the student has a timetabled period in that subject that day.

If a student is to be absent from an assessment task for any reason other than illness, the student must inform the class teacher prior to this absence (e.g. if the student is to represent the school in a curriculum enrichment event such as sport, debating or music, etc. on that day) to make alternative arrangements.

In the event of an unexpected issue (e.g. family illness), contact should be made with the school as soon as practicable given the particular circumstance.

The Head Teacher of the subject concerned will:

- allow the student to undertake the same task; or
- allow the student to undertake a suitable replacement task; or
- Give an estimate for that task only, based on the quality of the student's work in the components being assessed, if the Principal permits.

Students are advised that **no** adjustment of assessment marks is possible if a task has been attempted. If you are sick and have a medical certificate covering the period of the task, you are advised to stay at home and attempt the task upon your return to school.

If a student will miss an assessment task due to going on vacation, approval must be given by the Principal prior to the event.

## Attendance before a task is due

Where an assessment task is to be held in class or submitted on a due date students **MUST** attend **ALL** prior lessons on that day to be eligible to sit for or submit the task. If students are to be absent from an assessment task for any reason, they must explain the situation to the Head Teacher prior to the event.

# Integrity

## Tasks submitted late

Tasks submitted late without approved extension of time from the relevant Head Teacher will incur a 100% penalty. Even though late tasks may not be awarded marks, tasks **must still be completed** and submitted in order to meet course outcomes.

Head Teachers may accept tasks submitted late as long as the student requests consideration in writing **BEFORE** the date that the task is due. This also includes circumstances that occur on the evening prior to the submission date where prior written application cannot be made. Any extension time will only be granted in **exceptional circumstances**.

**Failure of computer equipment is NOT an acceptable reason.** Students should develop a pattern of regularly backing up work on a transportable or internet-based storage facility, which can be accessed at school in the event of any computer failure e.g. printer out of ink.

If late submission of a task is due to you should provide a medical certificate or a letter explaining the misadventure to the Head Teacher upon the expiration of the medical certificate or your return to school. The misadventure application will be considered by a panel comprising the Head Teacher and a Deputy Principal. Lateness beyond the period of illness or lateness for which a student does not seek approval before the due date will lead to a mark deduction.

## Non-completion of assessment tasks

Students must complete all assessment tasks. If tasks are not completed, an N-Award warning letter may be issued, depending upon the circumstances. A letter of concern will be sent home in the first instance.

If necessary, a meeting with the Head Teacher or Deputy Principal will be arranged as needed.

If no adequate resolution can be achieved, the Principal may determine that the course has not been studied satisfactorily.

## Assessment information to be provided to students

Each school has the responsibility to tell the students the following information:

- what aspects of the course will be assessed;
- how they will be assessed (the criteria for marking the task), e.g. what essays, tests, practical will be used;
- the marks and the weighting given to each task; and
- when they are going to be assessed.

Your class teacher will hand out a **task notification** with written details of each assessment task at least **two weeks** before the date that the task is due. A sample assessment notification is found on page 18 of this booklet.

The notification sheet must contain the following:

- Topic/s being assessed
- Outcomes being assessed
- Assessment criteria

## Malpractice

Malpractice or cheating is **dishonest behaviour** by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating. Please note that any malpractice in any task may result in zero being awarded for the task in its entirety.

Examples of behaviour considered to be cheating include, but are not limited to:

- copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as your own;
- using material directly from books, journals, newspapers, CDs or the internet without acknowledging the source;
- submitting work that contains a large contribution from another person, such as a parent, tutor, coach or subject expert, that is not acknowledged.

The examples above are generally referred to as **plagiarism**.

## Consequences of malpractice

All assessment tasks done at school or at home **must be the student's own work**. If any malpractice is proven, the **task concerned scores zero**. The Head Teacher of the faculty concerned will investigate allegations of malpractice.

**NESA** treats malpractice in written tasks, examinations and practical work very seriously and takes measures to deal with students who are caught.

Depending on the circumstances of the case, one or more of the following may apply:

- zero marks will be awarded for the examination/task in its entirety;
- You may be required to have an interview with a 'malpractice' panel.

Note: the act of bringing notes, etc. into a task/examination will attract a 100% penalty, irrespective of whether those notes were used.

## Mobile phones and electronic equipment

Mobile phones and smart watches must be switched off and kept in your bag before the start of an examination. Other than NESAs-approved calculators (when required), no other electronic equipment, including smart watches, will be permitted in examinations, or during in-class assessment tasks.

Essential medical appliances need prior approval before the examination/assessment task.

# Achievement

## General comments on assessment

1. Information is provided in this booklet about the tasks which will be set in each subject.
2. There may be variation in the number of tasks set or in the description of the task, but students will always be given notice of any change, in advance.
3. Two weeks **WRITTEN** notice will be given of the date for a set task.
4. Remember, work done in assignments, etc., must be the student's own efforts. It easily becomes apparent to teachers if this is not so. If work is proven to be other than the student's efforts, a zero mark may be awarded. Ignorance of the rules regarding plagiarism is not a reasonable excuse: it is the student's responsibility to read **all** information provided.
5. Please note that not all tasks are weighted equally and a poor level of achievement in a major task can have significant consequences. At the same time, it should be recognised that significant variation in a student's rank may occur as a consequence of relatively small mark differences.
6. Learn to organise your time and efforts, so that deadlines and other aspects of the assessment scheme do not cause unnecessary stress. If problems seem insurmountable, there are people in the school who will be available to provide advice and guidance - ask for help!
7. If a student is suspended when an assessment task is due/taking place the student must not attend school for the duration of the suspension. Assessment tasks are to be submitted on time either by email or by delivery to the Administration Office or to the respective faculty Head Teacher.

## Steps to manage assessment tasks

- Start tasks early so that you can ask for help if you need it.
- Read the task notification sheet carefully, so you are aware of all requirements.
- Be aware of due dates. Keep your school diary up-to-date with all assessment activities and other commitments.
- Break tasks into a series of smaller steps and set deadlines for completing each step.
- Record the sources of information you use as you find them so that acknowledgements do not become a major task at the end.
- Frequently save, back up and print any work completed on a computer. The failure of technology is NOT an acceptable reason for the late submission of work.
- Keep all your earlier drafts and copies of your resources.
- Keep a copy of any work you submit for marking.

## Yearly examinations

Towards the end of Year 10, students will sit Yearly Examinations. In 2024, these examinations will be held during the examination period, **Weeks 2-4, Term 4 (TBC)**

These exams may be timetabled and held in the MPC, subject to availability.

## Examination rules

- 1** All candidates must check the examination timetable carefully. No consideration will be given to students who arrive late for an examination or who miss an examination due to misreading the timetable.
- 2** All candidates are to remain in the examination room until time has expired for the examination, all papers have been collected, and the examination supervisor dismisses students from the examination room.
- 3** Candidates must check with their subject teachers in advance to ensure they take the necessary equipment to each examination.
- 4** You **MUST NOT**:
  - speak to any person other than a supervisor after entering the examination room;
  - take any electronic device into the examination, unless approved;
  - behave in any way likely to disturb the work of any other student or upset the conduct of the examination;
  - take into the examination room, or refer to during the examination, any books or notes, any paper, or any equipment other than the equipment approved for the specific examination;
  - wear a cap;
  - Take any food or drinks (other than water) into the examination room, unless you have been granted special provisions. Water in a clear bottle only may be taken into the examination room.
- 5** Only equipment that is necessary and approved for use in the examination is to be placed on the examination desk. Pencil cases and other equipment must be placed on the floor under your chair. You must remove your watch and place it in clear view on the examination desk.
- 6** **Mobile phones** and **smart watches** are to be kept in your school bag and must be turned **OFF**.



## Examination Rules - continued

- 7** If you need to leave the exam room to use the bathroom, you must raise your hand and wait until a teacher allows you to leave. Bathroom breaks are NOT permitted during the **first 15 minutes** OR the **last 15 minutes** of the examination. Exceptions will be made ONLY in the case of an emergency.
- 8** Full school uniform must be worn throughout the examination period. This includes school shoes.
- 9** If a candidate misses an examination due to illness or misadventure, the school is to be advised before the examination is held. You are to ring the school on 9473 5000 and leave a message for the relevant Head Teacher.
- 10** Candidates who miss an examination/task due to illness, misadventure or absence from school should see the appropriate subject Head Teacher immediately when they return to school. Upon acceptance of a medical certificate or document of explanation, provision will be made for the student to sit the examination paper at an appropriate time, or other arrangements will be made.

## Reporting on student progress

Student progress reports are issued twice each year in Semesters 1 and 2.

Achievement levels are recorded for each course outcome by a grade scale using course performance descriptors. The standard of achievement corresponding to each level of the grade scale is shown in the table below.

Progress reports also include achievement levels in general outcomes applicable to all courses, including:

- Prepared to learn
- Respects the rights of others to learn
- Produces quality work commensurate with level of ability

## Sample assessment task notification



Pennant Hills High School

Course: Stage: 5 Year: 10  
Areas of study:  
Date issued: Task date: Task number: 1  
Weighting:

### **Task type:**

For example: *research project, performance, test in class, practical, etc.*

### **Task description:**

*Any information that helps students understand what is expected of them. For example: a formal examination of 60 minutes duration, made up of multiple choice questions, short answer questions, and an extended response.*

### **Outcomes being assessed by this task:**

For example:

*5.1 explains social, political and cultural developments and events and evaluates their impact on Australian life*

*5.3 explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia*

### **Criteria for assessment:**

For example: *marking guidelines, where appropriate*

### **Additional information:**

This is a formal assessment item. Absence due to illness must be supported by a letter from a parent, presented to the Head Teacher on the **first** day of your return to school, irrespective of your timetable for this subject. You must be prepared to attempt/submit the task on the first day of your return to school.

If you are going to be absent for a legitimate reason known in advance, (such as representing the school in a curriculum enrichment event) you must discuss this with your teacher as soon as possible, and provide the Head Teacher with a letter from your parent.

*This section will also contain any relevant details about submission, equipment needed, how the presentation order will be determined for speeches, etc.*

## **COURSE ASSESSMENT SCHEDULES**

The following pages outline the assessment items for each Year 10 course.

The dates and details listed in each schedule are approximate and subject to change.

Students will be informed by their teacher of the actual date and details of the assessment task at least TWO weeks before the task.

# Mandatory Courses

## ENGLISH

### Areas of Assessment

- Speaking
- Reading
- Writing
- Creative and Imaginative Thinking
- Critical and Interpretive Thinking
- Knowledge and understanding
- Information and Communication Technology
- Viewing
- Listening
- Representing

<b>Task Number</b>	<b>Description</b>	<b>Topic</b>	<b>Weighting</b>	<b>Timing</b>
1	Creative Writing and Reflection	Conflict and Resolution	25%	Term 1 Week 8
2	Essay	Close Study: Macbeth	25%	Term 2, Week 8
3	Viewing and Listening	Satire	25%	Term 3, Week 5
4	Comparative Essay	Comparative Study	25%	Term 4, Week 4

# GEOGRAPHY

## Proportion Of Marks

Task Type	Weighting %
Research Task Extended Response	40
Test Components	40
Class-based Assessment	20

Task Number	Description	Topic	Timing	
Semester 1	1	Research-based Task: Extended Response	Environmental change and Management  Geographical Tools and Skills	Term 1, Week 8
	2	Stimulus-based Task: In-class Short Response	Human Wellbeing  Geographical Tools and Skills	Term 2, Week 5
	3	Class Assessment	Class assessment will include a range of smaller tasks based on the interests and ability of students.	Ongoing

Task Number	Description	Topic	Timing	
Semester 2	1	Research-based Task: Extended Response	Environmental change and Management  Geographical Tools and Skills	Term 3, Week 8
	2	Stimulus-based Task: In-class Short Response	Human Wellbeing  Geographical Tools and Skills	Examination Period
	3	Class Assessment	Class assessment will include a range of smaller tasks based on the interests and ability of students.	Ongoing

# HISTORY

## Proportion Of Marks

Task Type	Weighting %
Extended Response	40
Examination (Content and Skills)	40
Class Assessment	20

Task Number		Description	Topic	Timing
<b>Semester 1</b>	1	Extended response	The Holocaust	Term 1, Week 7
	2	Examination	Whole course	Term 2, Week 5
	3	Class Assessment	Various aspects of the course	Ongoing

Task Number		Description	Topic	Timing
<b>Semester 2</b>	1	Extended response	The Holocaust	Term 3, Week 7
	2	Examination	Whole course	Examination Period, Term 4
	3	Class Assessment	Various aspects of the course	Ongoing

# MATHEMATICS

## Areas of Assessment

### Working Mathematically:

- Communicating
- Problem Solving
- Reasoning

### Statistics and Probability

- Probability
- Single Variable Data Analysis
- Bivariate Data Analysis

### Measurement and Geometry

- Area and Surface Area
- Volume
- Numbers of Any Magnitude
- Properties of Geometrical Figures
- Circle Geometry
- Right-Angled Triangles (Trigonometry)

### Number and Algebra

- Indices and Surds
- Algebraic Techniques
- Equations
- Linear Relationships
- Non-Linear Relationships
- Functions and other Graphs
- Ratios and Rates
- Logarithms
- Polynomials

## Proportion of Marks

Task Type	% Weighting
Term 1 Test	22
Term 2 Test	22
Term 3 Test	22
Yearly Examination	34

## Task Schedule

Task	Areas of Learning*			Timing
	Stage 5.3	Stage 5.2	Stage 5.1	
1	Single Variable and Bivariate Statistics Indices and Surds	Single Variable and Bivariate Statistics Measurement	Financial Mathematics Measurement	Term 1, Week 7/8
2	Probability Measurement Expressions Equations Linear Relationships	Algebraic Expressions Indices Probability	Algebraic Expressions Indices Probability	Term 2, Week 7/8
2	Properties of Geometrical Figures Circle Geometry Trigonometry	Financial Mathematics Linear Relationships Properties of Geometrical Figures	Linear Relationships Length, Area, Surface Area and Volume	Term 3, Week 7/8
4	<b>All covered topics +</b> Quadratic Expressions and Quadratic Equations Logarithms	<b>All covered topics +</b> Right-Angled Triangles Equations, Formulas and Inequalities Quadratic Expressions	<b>All covered topics +</b> Right-Angled Triangles Equations and Formulas	Term 4, Week 5

\* In addition to the listed topics, **all** tasks include the Working Mathematically areas of Communicating, Problem Solving and Reasoning

# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

## Areas of Assessment

- Me and My Community
- Drugs
- Risky Business
- A New Chapter
- Minor games/Cross Country/football codes
- Athletics/Stick games/SEPEP - Volleyball
- Fitness/Invasion games
- Invasion Games/ striking games/Net/wall games

## Proportion of Marks

Task Type	Weighting %
Theory Tasks	40
Practical Skills	60

Task Number	Description	Topic	Timing
1	Theory	Me & My Community - Extended Response	Term 1
2	Practical	Minor games / Cross Country/football codes	
3	Theory	Informal Task – Drug & Alcohol workbook	Term 2
4	Practical	Athletics Carnival / Stick Games/SEPEP-Volleyball	
5	Theory	Risky Business - Sexting Assessment	Term 3
6	Practical	Fitness/Invasion games	
7	Theory	Interpersonal Group Work	Term 4
8	Practical	Invasion Game/Striking games/Net wall games	



# SCIENCE

## Areas of Assessment

- Knowledge and Understanding
- First Hand Investigations
- Data Processing and Critical thinking
- Second Hand Investigation & Communication Skills

## Proportion Of Marks

Task Type	Weighting %
Student Research Project (SRP)	20
Working Scientifically	30
Practical Task-First hand Investigation	30
Yearly Examination	20

Task Number	Description	Topic	Timing
1	Student Research Project (SRP)	Open Topic	Term 1, Week 10
2	Working Scientifically	Data Processing, Knowledge and Understanding	Term 2, Week 4
3	Practical Task-First-Hand Investigation	Chemical World	Term 3, Week 8
4	Yearly Examination	All topics and Skills	Term 4, Weeks 2-4 TBC

## Elective Courses

### ABORIGINAL STUDIES - PRELIMINARY COURSE

#### THE YEAR 10 **ACCELERATED** COURSE:

During Year 10, 2024, the course will cover the second half of the Preliminary Course. Students will commence the HSC course in Term 3 of Year 10, 2024.

Task Type					Weighting %
Written Task already completed in 2023					25%
<b>Preliminary Tasks to be completed in 2024:</b>					<b>75%</b>
Task	Description	Topic	Outcomes Assessed	Timing	
2	<b>Comparative Study</b>	International Indigenous Community	P1.2, P2.2, P3.2, P3.3	Term 2 Week 3	35%
3	<b>Formal Examination</b>	Aboriginality and the Land, Heritage and Identity, International Indigenous Community, Research and Inquiry Methods	P4.1, P4.2	Term 3 Weeks 9, 10	40%
Outcome Assessable Tasks		Informal assessment tasks will be completed throughout the year , contributing to assessment of outcomes.			Ongoing

#### PRELIMINARY OUTCOMES TO BE ASSESSED IN YEAR 10

A student...
<b>P1.1</b> identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non- Aboriginal peoples
<b>P1.2</b> explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples on social justice and human rights
<b>P1.3</b> explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures
<b>P2.1</b> explains the meaning of the Dreaming to Aboriginal peoples
<b>P2.2</b> explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples
<b>P3.1</b> describes government policies, legislation and legal decisions in relation to racism and discrimination
<b>P3.2</b> explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity
<b>P3.3</b> explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions
<b>P4.1</b> plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives
<b>P4.2</b> undertakes community consultation and fieldwork and applies ethical research practices
<b>P4.3</b> investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

# AGRICULTURAL TECHNOLOGY

## Areas of Assessment

- Knowledge and Understanding
- Practical Skills
- Communication Skills

## Proportion Of Marks

Task Type	Weighting %
Topic Tests	20
Book Work and Class Tasks	20
Research Task	20
Practical Assessment	20
Yearly Examination	20

Task Number	Description	Topic	Timing
1	Topic Test	Economics and Plants	Term 1, Week 9
2	Research Task	Sheep	Term 2, Week 9
3	Yearly Examination	All topics	Term 4, Weeks 2-4 Examination Period
4	Practical Assessment	Practical Skills	Ongoing
5	Course work	Written and Oral Skills	Ongoing

# COMMERCE

## Proportion Of Marks

<b>Task Type</b>	<b>Weighting %</b>
Extended Response	25
Half-Yearly Examination	25
Extended Response	25
Yearly Examination	25

<b>Task Number</b>	<b>Description</b>	<b>Topic</b>	<b>Timing</b>
1	Extended response in Business Report format	Employment & work futures	Term 1, Week 9
2	Half-Yearly Examination	Employment & work futures Our Economy	Term 2, Week 7
3	Extended response in essay format	Law in Action	Term 3, Week 8
4	Yearly Examination	All topics, including Promoting and Selling	Term4, Week 4

# DRAMA

## Areas of Assessment

- Knowledge and Understanding
- Investigation
- Performance
- Written Skills
- Presentation
- Analysis
- Research
- Speaking Skills
- Movement Skills

## Proportion Of Marks

Task Type	Weighting %
Pushing the Issue- Performance Task	20
Pushing the Issue- Logbook	10
Son et Lumiere Production Pitch and Performance	30
The Actor Awakens Monologue	20
The Actor Awakens Logbook and Script (Actioned)	10
The Actor Awakens Wide Reading Task	10

Task Number	Description	Topic	Timing
1	Pushing the Issue- Performance	<ul style="list-style-type: none"> <li>• Elements of Drama</li> <li>• Theatrical traditions and performance styles</li> <li>• Play building</li> </ul>	Term 2, Week 2
1b	Logbook	<ul style="list-style-type: none"> <li>• Appreciating</li> </ul>	
2	Son et Lumiere Production Pitch and Performance	<ul style="list-style-type: none"> <li>• Making</li> <li>• Elements of Drama</li> <li>• Theatrical traditions and performance styles</li> </ul>	Term 3, Week 5
3	The Actor Awakens Monologue,	<ul style="list-style-type: none"> <li>• Performing</li> <li>• Elements of Drama</li> <li>• Theatrical traditions and performance styles</li> </ul>	Term 4, Week 3
3b	Logbook & Script (actioned)	<ul style="list-style-type: none"> <li>• Appreciating</li> </ul>	
4	The Actor Awakens Wide Reading Task	<ul style="list-style-type: none"> <li>• Appreciating</li> <li>• Theatrical traditions and performance styles</li> </ul>	Term 4, Week 2

# FOOD TECHNOLOGY

## Areas of Assessment

- knowledge, understanding and skills related to food hygiene, safety and the provision of quality food
- knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food
- knowledge and understanding of nutrition and food consumption, and the consequences of food choices on health
- skills in researching, evaluating and communicating issues in relation to food
- skills in designing, producing and evaluating solutions for specific food purposes
- knowledge and understanding of the significant role of food in society.

## Proportion Of Marks

<b>Task Type</b>	<b>Weighting %</b>
Practical	30
Research Tasks	30
Tests/Examinations	20
Coursework	20

<b>Task</b>	<b>Description</b>	<b>Topic</b>	<b>Timing</b>
1	Research Task	<ul style="list-style-type: none"> <li>• knowledge, understanding and skills related to food hygiene, safety and the provision of quality food</li> <li>• skills in designing, producing and evaluating solutions for specific food purposes</li> </ul>	Term 1, Week 7
2	Unit Test	<ul style="list-style-type: none"> <li>• Knowledge, understanding and skills related to food hygiene, safety and the provision of quality food</li> <li>• Knowledge and understanding of food properties, processing and preparation and an appreciation of their interrelationship to produce quality food</li> </ul>	Term 2, Week 4
3	Research Task	<ul style="list-style-type: none"> <li>• Knowledge, understanding and skills related to food hygiene, safety and the provision of quality food</li> <li>• Skills in design, producing and evaluating solutions for specific food purposes</li> <li>• Knowledge and understanding of nutrition and food consumption and an appreciation of the consequences of food choices on health</li> </ul>	Term 3, Week 6
4	Yearly Examination	<ul style="list-style-type: none"> <li>• Knowledge, understanding and appreciation of the significant role of food in society</li> <li>• Knowledge and understanding of food properties, processing and preparation and an appreciation of their interrelationship to produce quality food</li> <li>• Knowledge, understanding and skills related to food hygiene, safety and the provision of quality food</li> <li>• Knowledge and understanding of nutrition and food consumption and an appreciation of the consequences of food choices on health</li> </ul>	Term 4, Week 4
5	Plans, prepares, presents and evaluations food solutions for specific purposes	<ul style="list-style-type: none"> <li>• Knowledge, understanding and skills related to food hygiene, safety and the provision of quality food</li> <li>• Knowledge and understanding of food properties, processing and preparation and an appreciation of their interrelationship to produce quality food</li> </ul>	Ongoing

# Engineering

## Areas of Assessment

- Demonstration of safe working practices.
  - Demonstrated skills in project production.
  - Knowledge of technology and its applications.
  - Quality of documentation of design processes.
- Safety Tests, Workshop behaviour
  - Practical
  - Test, Homework, Bookwork
  - Design Folios

## Proportion Of Marks

Task Type	Weighting %
Practical Tasks	40
Written Work, including portfolios	30
Research Tasks	10
Examinations	20

	Task Number	Description	Topic	Timing
<b>Semester 1</b>	1	Alternate energies project development	Ongoing development of Portfolio and Working Model to match design brief	Term 1, Week 10
	2	Research Task		Term 2, Week 3
	3	Alternate energies completion	Completed Portfolio and Working Model to match design brief	Term 2, Week 3
	4	Half Yearly Examination	Knowledge of Engineering principles related to Minor Projects	Term 2, Week 3

<b>Semester 2</b>	5	Control Systems Development	Ongoing development of Portfolio and Working Model to match design brief	Term 3, Week 4
	6	Research Task		Term 4, Week 3
	7	Control Systems	Completed Portfolio and Working Model to match design brief	Term 4, Week 2
	8	Yearly Examination	Knowledge of Engineering principles	Term 4, Week 3



# INDUSTRIAL TECHNOLOGY: TIMBER

## Areas of Assessment

- Demonstration of safe working practices.
- Safety Tests, Workshop Behaviour
- Demonstrated skills in project production.
- Practical
- Knowledge of technology and its applications.
- Test, Homework, Bookwork
- Quality of documentation of design processes.
- Design Folios

## Proportion Of Marks

Task Type		Weighting %	
Bookwork		15	
Design Folios		10	
Class Test		15	
Practical Projects		60	

Task Number	Description	Topic	Timing	
<b>Semester 1 – Cabinet Lobe 3</b>	1	Practical Joints	Initial bench and joint work – legs, tapers, M&T joints	Term 1, Week 6
	2	In class tasks	Mark based upon class theory and homework exercises.	Term 2, Week 3
	3	Half Yearly Test	Knowledge of materials, tools & processes.	Term 2, Week 3

Task Number	Description	Topic	Timing	
<b>Semester 2 – Cabinet Lobe 4</b>	1	Development of Table (practical)	Assembly of step-up	Term 2, Week 8
	2	Development of table portfolio	Documentation of the construction and management of the step-up including workshop drawings	Term 3, Week 1
	3	Completed Design Folio (Table)	Final documentation of the construction and management of the step-up including workshop drawings.	Term 3, Week 7
	4	Completed Table portfolio	Completed Step-up – assembly, sanding, hardware, finishing. Portfolio (max 30 pages)	Term 3, Week 7
	5	Book Mark	Book mark based upon class theory and homework exercises.	Term 4, Week 3
	6	Yearly Test	Knowledge of materials, tools & processes.	Term 4, Week 3

# INFORMATION SYSTEMS TECHNOLOGY

## Areas of Assessment

- Knowledge and understanding of hardware and software.
- Effective communication and collaborative work practices.
- Responsible and ethical use of information technology.
- Social and ethical use of past, current and emerging technologies.
- Problem solving and critical thinking skills

## Proportion Of Marks

Task Type	Weighting %
Project Work	50
Practical work	20
Research and written tasks	30

Task Number	Description	Topic	Timing
1	Digital Media – Stop Motion Animation Video Production	Digital Media (Video, Audio)	Term 1, Week 10
2	Programming Task	Software Design and Development	Term 2, Week 10
3	Digital Media – Advertising Campaign	Digital Media (Video, Audio, Graphics), Website Design	Term 3, Week 10
4	Personal Project	Can include any of the areas of assessment	Term 4, Week 6

# LANGUAGES - CHINESE

Students are continuing to study Chinese as one of their three elective subjects in Stage 5 at Pennant Hills High School. Students have completed 100 hours in Year 9, and will complete another 100 hours in Year 10. Students are required to have completed the Year 9 course as a prerequisite. Upon completion of 200 hours of Stage 5 language learning, students will be eligible to enroll in the Continuers level language courses in Stage 6.

## Communication

Interacting

Understanding texts

Creating texts

Applying knowledge of language systems

Developing intercultural capability

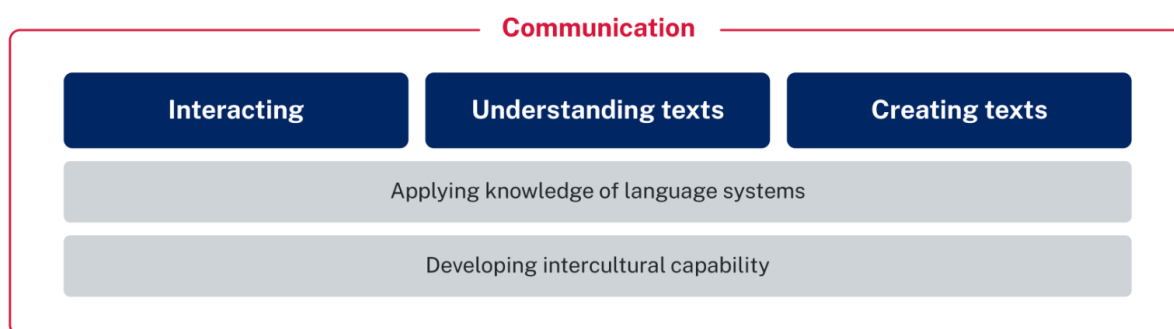
Focus Area	Description	Skill	Weighting
<b>Interacting</b> ML5-INT-01	Exchanges information and opinions in a range of familiar contexts by using culturally appropriate language	Speaking	20%
<b>Understanding texts</b> ML5-UND-01	Interprets and responds to information, opinions and ideas in texts to demonstrate understanding	Listening	30%
		Reading	30%
<b>Creating texts</b> ML5-CRT-01	Creates a range of texts for familiar communicative purposes by using culturally appropriate language	Writing	20%
<b>Applying knowledge of language systems</b>	Applies knowledge of language systems in all focus areas as an essential part of communication		
<b>Developing intercultural capability</b>	Demonstrates the capacity to exchange, understand and create meaning between people and across languages and cultures and is developed in all focus areas		

## Assessment Task Schedule

Task	Outcomes and Skills	Areas of Learning	Timing
Task 1: In-class test	Reading 10% Writing 10%  ML5-UND-01, ML5-CRT-01	Katakana Dates and Events	Term 1, Week 9
Task 2: In-class Test	Listening 10% Reading 5% Writing 5%  ML5-UND-01, ML5-CRT-01	Katakana Countries	Term 2, Week 7
Task 3: Video Assignment	Speaking 20% Writing 5%  ML5-INT-01, ML5-CRT-01	Recounting Events	Term 4, Week 2
Task 4: In-class Test	Listening 20% Reading 15%  ML5-INT-01, ML5-UND-01, ML5-CRT-01	Daily Routines Adjectives Verb Conjugations	Term 4, Week 6

# LANGUAGES - JAPANESE

Students are continuing to study Japanese as one of their three elective subjects in Stage 5 at Pennant Hills High School. Students have completed 100 hours in Year 9, and will complete another 100 hours in Year 10. Students are required to have completed the Year 9 course as a prerequisite. Upon completion of 200 hours of Stage 5 language learning, students will be eligible to enroll in the Continuers level language courses in Stage 6.



Focus Area	Description	Skill	Weighting
<b>Interacting</b> ML5-INT-01	Exchanges information and opinions in a range of familiar contexts by using culturally appropriate language	Speaking	20%
<b>Understanding texts</b> ML5-UND-01	Interprets and responds to information, opinions and ideas in texts to demonstrate understanding	Listening	30%
		Reading	30%
<b>Creating texts</b> ML5-CRT-01	Creates a range of texts for familiar communicative purposes by using culturally appropriate language	Writing	20%
<b>Applying knowledge of language systems</b>	Applies knowledge of language systems in all focus areas as an essential part of communication		
<b>Developing intercultural capability</b>	Demonstrates the capacity to exchange, understand and create meaning between people and across languages and cultures and is developed in all focus areas		

## Assessment Task Schedule

Task	Outcomes and Skills	Areas of Learning	Timing
Task 1: Assignment and In-class Test	Writing 10% ML5-CRT-01	My Studies	Term 1, Week 9
Task 2: In-class test	Listening 10% Reading 20% ML5-UND-01	School Life Directions	Term 2, Week 5
Task 3: Video Assignment	Speaking 20% ML5-INT-01	Leisure Life Physical Descriptions	Term 3, Week 9
Task 4: In-class test	Listening 20% Reading 10% Writing 10% ML5-UND-01, ML5-CRT-01	Travel Sickness	Term 4, Week 5

# MUSIC

## Areas of Assessment

- Knowledge and Understanding
- Research
- Aural Skills
- Composition
- Analysis
- Performance Skills
- Written Skills
- Class Presentation

## Proportion Of Marks

Task Type	Weighting %
Performing	25
Composing	25
Listening (incorporating musicology, aural skills and theory)	50

Task	Description	Topic	Timing
1a	Listening	Music of a Culture Presentation	Term 1 Week 5
1b	Performing	Music of a Culture Group Performance	Term 1, Week 8
2	Listening	Examination	Term 1, Week 10
3	Composing	Technology in Music Composition and Arrangement	Term 2, Week 4
4a	Performing	Australian Music Own choice Performance	Term 3, Week 5
4b	Composing	Australian Music Graphic Notation Composition	Term 3, Week 8
5	Listening	Yearly Examination	Term 4, Week 3
6	Performing	<i>(Music for Small Ensembles)</i> Own choice performance	Term 4, Week 4

# PHOTOGRAPHIC AND DIGITAL MEDIA

## Areas of Assessment

- Knowledge and Understanding
- Practical skills
- Written skills
- Problem solving
- Research and investigation

## Proportion Of Marks

Task Type	Weighting %
Making Photographic and Digital works - still, interactive, moving forms (Portfolio)	40
Journal (Process Diary)/Case Study/ Critical and Historical Interpretations	40
Essay/Short Answer Response/Yearly Examination	20

Task Number	Description	Topic	Timing
1	Essay/Short Answer Response: in-class	Critical and Historical Interpretation	Terms 1, 2, 3 - Week 7
2	Case Study: hand-in task	Critical and Historical Interpretation	Terms 1, 2, 3 - Week 8
3	Journal (Process Diary): hand-in task	Practical	Terms 1, 2, 3, 4 - Week 8
4	Photographic and Digital work (Portfolio): in-class task	Practical	Terms 1, 2, 3, 4 - Week 10
5	Yearly Examination: in-class	Critical and Historical Interpretation	Term 4, Week 2

# PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

## Areas of Assessment

- Body Systems - Exams
- Nutrition and physical activity  
Nutritional Product Design and Launch
- Coaching/Injury management  
Coaching session plan
- Lifestyle, Leisure and Recreation  
Research and Exposition
- Fitness type of training
- Vigorous vs Low intensity
- Coaching Practical Task
- Recreational Task  
Recreational activities excursion

## Proportion Of Marks

Task Type	Weighting %
Theory Tasks	50
Practical Skills	50

Task Number	Description	Topic	Timing
1	Theory	Body Systems - Exams	Term 1
2	Practical	Fitness type of training	
3	Theory	Nutrition and physical activity Nutritional Product Design and Launch	Term 2
4	Practical	Vigorous vs Low intensity	
5	Theory	Coaching/Injury management Coaching session plan	Term 3
6	Practical	Coaching Practical Task NRL Coaching Incursion	
7	Theory	Lifestyle, Leisure and Recreation Research and Exposition	Term 4
8	Practical	Recreational Games Task Recreational activities excursion	

# TEXTILES TECHNOLOGY

## Areas of Assessment

- Knowledge and understanding of the properties and performance of textiles
- Knowledge and understanding of and skills in design for range of textile applications
- Knowledge, understanding and appreciation of the significant role of textiles for the individual consumer and for society
- Skills in the creative documentation, communication and presentation of design ideas
- Skills in the selection and proficient and creative use of textile materials, equipment and techniques to produce quality textile items
- Knowledge and skills to evaluate quality in the design and construction of textile items

## Proportion Of Marks

<b>Task Type</b>	<b>Weighting %</b>
Project work	40
Research/assignment	30
Tests/examinations	20
Supporting documentation	10



<b>Task Number</b>	<b>Description</b>	<b>Topic</b>	<b>Timing</b>
1	Project work with supporting documentation	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the properties and performance of textiles</li> <li>• Knowledge and understanding of and skills in design for range of textile applications</li> <li>• Skills in the selection and proficient and creative use of textile materials, equipment and techniques to produce quality textile items</li> <li>• Skills in the creative documentation, communication and presentation of design ideas</li> </ul>	<p>Term2, Week 5</p> <p>Term 3, Week 8</p> <p>Term 4, Week 5</p>
2	Unit Test	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the properties and performance of textiles</li> <li>• Knowledge and understanding of and skills in design for range of textile applications</li> <li>• Knowledge and skills to evaluate quality in the design and construction of textile items</li> </ul>	Term 2, Week 3
3	Yearly Examination	<ul style="list-style-type: none"> <li>• Knowledge, understanding and appreciation of the significant role of textiles for the individual consumer and for society Knowledge and understanding of the properties and performance of textiles</li> <li>• Knowledge and understanding of and skills in design for range of textile applications</li> <li>• Knowledge and skills to evaluate quality in the design and construction of textile items</li> </ul>	Term 4, Week 5

# VISUAL ARTS

## Areas of Assessment

- Knowledge and Understanding
- Practical skills
- Written skills
- Problem solving
- Research and investigation

## Proportion Of Marks

Task Type	Weighting %
Body of Work (BOW)	40
Process Diary (VAPD)/ Case Study	40
Essay/Short Answer Response/Yearly Examination	20

Task Number	Description	Topic	Timing
1	Body of Work: in-class task	Practical	Terms 1, 2, 3, 4- Week 10
2	Process Diary: hand-in task	Practical	Terms 1, 2, 3- Week 8
3	Case Study: hand-in task	Critical and Historical Studies	Terms 1, 2, 3- Week 8
4	Essay/Short Answer Response: in-class	Critical and Historical Studies	Terms 1, 2, 3 - Week 6
5	Yearly Examination: in-class	Critical and Historical Studies	Term 4, Week 2