



*Newtown High School  
of the  
Performing Arts*

*ASSESSMENT  
BOOKLET*

**YEAR 10**

**2023**

This provides you with important information about the timing of assessment tasks, the content examined and the weighting of each assessable task you have this year.

*Equity, Creativity, Excellence*

# Newtown High School of the Performing Arts

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# Information for Students and Parents

## Introduction

A student is expected to:

- Satisfactorily complete the mandatory curriculum requirements as outlined by NESA (NSW Education Standards Authority).
- Attend school until the final day of Year 10 as determined by the Department of Education.
- Make a serious attempt at all school-based assessment tasks.

## Mandatory Curriculum

The NESA curriculum requirements 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
- Technology and Applied Science: 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

NESA 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.

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

## 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.

## Approved Leave

Students must apply in writing to the Principal for approved leave from school.

If a student knows in advance that he/she 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, arrangements need to be made with the Head Teacher **prior** to the date of the task.

# Assessment Policy

## Why do we need a school Assessment Policy?

- The school Assessment Policy is designed so that no student can be unfairly advantaged or disadvantaged by the school's system of assessment.
- Assessment at Newtown High School of the Performing Arts encourages progressive development of skills and knowledge while ensuring:
  - consistency across subjects and courses
  - fairness in marking and reporting
  - coordination of the assessment program to ease the load on students.

## What are the responsibilities of the school?

The school is required to provide students with the following information;

- An Assessment Calendar, which outlines what components are to be assessed, when the assessment tasks are scheduled and the relative weighting attached to each assessment task.
- Assessment tasks will be of the same type and have the same weighting for all classes studying that course. At the completion of each task, students will receive a *mark* and *written feedback concerning areas for development*.
- Written notification of the specific nature of each calendared assessment task at least TWO weeks in advance. This is a more detailed explanation of the specific nature of the task.
- In exceptional circumstances the date of a task may need to be changed. In such cases Class Teachers will inform students of the new arrangements in writing at least **two weeks** in advance.
- Official Course Warning letters will be posted home to parents/carers outlining the areas of unsatisfactory completion of course requirements. (Refer to Non-Completion of Year 10 Course, later in this document)

## What are the responsibilities of the students?

- Students must demonstrate sustained diligence and effort in each subject.
- Students must attend classes regularly and ensure their attendance does not fall below 85%.
- Students must complete all set tasks in order to achieve course outcomes.
- Students are required to participate in all lessons constructively.
- Every student has the responsibility to be familiar with the school's assessment and procedures policy handbook. Every student must also be familiar with the course information contained in the handbook.
- It is important that the student speaks with their Class Teacher or Head Teacher of the faculty if there is any doubt about the requirements of the subject/course assessment task.
- It is the responsibility of the student to be present for, or to hand in all assessment tasks **at the required time** as specified in the booklet and the assessment calendar.
- Students must be **present** for the **whole day** in which an assessment task is scheduled. It is not acceptable for a student to attend school to fulfil the requirements of an assessment task **only** and not be present at **all** the timetabled lessons for that particular day.

## How student achievement is assessed?

Students are assessed against course outcomes through a range of assessment tasks in each subject. An outcome is a description of the learning, which has taken place. Student progress in achieving course outcomes is reported twice a year. Schools are responsible for awarding each student with a grade (A, B, C, D or E) to summarise the student's achievement in any 100 or 200 hour course completed in Stage 5.

A range of tasks are used for assessment and will vary from course to course. These tasks may include;

- Tests which may take a written, practical and oral form
- Class essays, research tasks, assignments, portfolios, log books or journals
- Practical tasks, major works or performances
- Projects

## Excursions and Fieldwork

Some courses require students to undertake compulsory fieldwork or compulsory excursions to achieve and assess some outcomes. In the case of unavoidable absence from such activities students must negotiate alternate arrangements and follow Illness/Misadventure procedures.

## 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 or the day an assessment task is due to be submitted:**

- the student must complete an Application for Illness and Misadventure within two days of returning to school. The form is to be collected from and returned to the Head Teacher of the course, with relevant documentation supporting their application
- the Head Teacher will assess if the student's case is valid and decide which of the following is most appropriate:
  - an extension of time
  - completion of the task

Students must be aware that each case will be assessed on its merits. Alternative arrangements of any kind will not automatically be made on request. **If the case is not deemed valid, a zero mark will be awarded.**

## Hand-in Assessment Tasks

Hand-in tasks include tasks such as research essays, written reports and practical work. All assessment tasks are to be submitted on the **due date** at the **specified time**. It is the student's responsibility to ensure that these tasks are submitted on time. The tasks are to be submitted to the class teacher or the relevant faculty Head Teacher. **Students must not leave hand-in tasks on teachers' desks.** If the student has only completed part of the hand in task, this part must be submitted to the Class Teacher on the due date. Students must attend all classes on the day tasks are due. Failure to submit tasks on time, without a valid reason may result in mark of 'zero' being awarded to the student. In the case of illness or misadventure it is the student's responsibility to complete an Illness/Misadventure form and attach relevant documentation to support their application and return completed form to the relevant Head Teacher of the course.

**NOTE: Technology failure or printer breakdown will not be accepted as a valid reason for late submission. 'Teching' is also not a valid excuse for missing a scheduled assessment task.**

Failure to submit tasks on time without following the illness/misadventure process will result in a **zero mark**. The task must be completed to complete the outcomes of the course.

### **Malpractice**

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

- breaching published school examination rules
- being in possession of unauthorised notes
- being in possession of electronic devices during a test or examination
- using words, ideas, designs or workmanship of others without acknowledgement
- copying from another student
- presenting another person's work as their own
- paying someone to write or prepare an assessment task
- offering false documentation or explanations in support of an appeal/non-serious attempt in an exam or assessment task
- work presented which contains frivolous and/or objectionable material
- assisting another student to engage in malpractice
- behaving in a way likely to disrupt the work or concentration of other students

Students must engage in ethical practice regarding assessment tasks. Work submitted for assessment tasks must be the student's own work.

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the Head Teacher. If both are in agreement then the student will be awarded a **zero** for the task.

### **Feedback on Assessment Tasks**

Students will be given meaningful feedback following each assessment task:

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

# Unsatisfactory Completion of Course

## Process and Support for Students

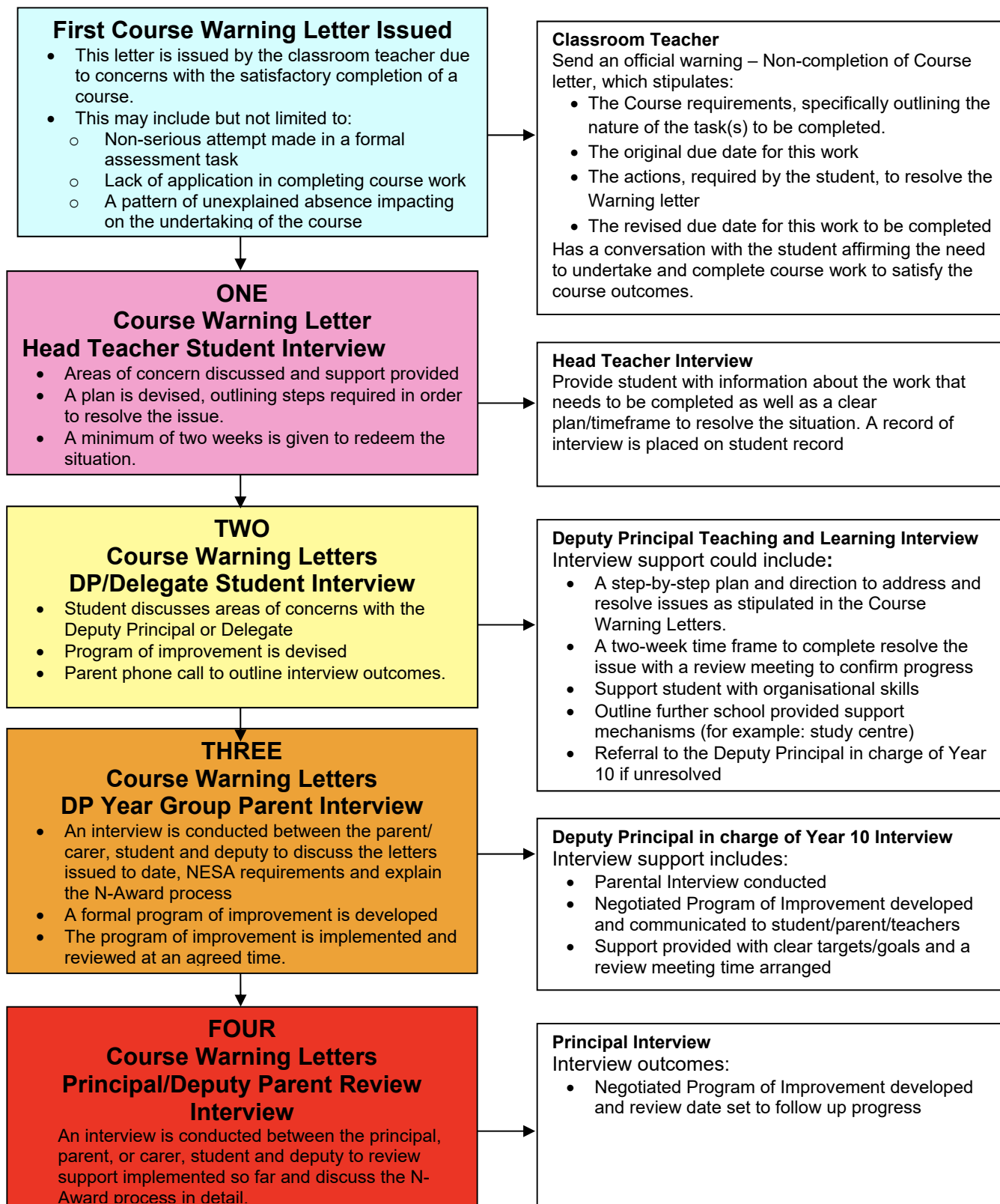
### Course Completion Criteria:

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

- a) **followed** the course developed or endorsed by NESAs; 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

### STRUCTURE

### INTERVENTION/SUPPORT



# YEAR 10 ILLNESS/MISADVENTURE FORM

Name:..... Course:..... Roll .....

Name of Assessment Task: .....

Weighting: .....Due Date: .....

## SECTION A

*To be completed by the student*

Outline the reasons for this application for illness/misadventure and attach any relevant documentation.

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

.....  
Parent/Carer Signature

.....  
Student Signature

.....  
Date

.....  
Date

---

## SECTION B

*To be completed by the Head Teacher*

Head Teacher's Name: ..... Faculty: .....

Receipt date of Illness/Misadventure form: .....

Task Submitted/completed: Yes/ No (please circle)

Decision:

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

.....  
Head Teacher Signature

**Copy to:** Faculty File, Student, Parent/Carer/Student File



## Year 10 Classical Ballet

| Task | Outcomes  | Task Detail   | Weighting   | Date Due   |
|------|---|---|---|--|
| 1    | <ul style="list-style-type: none"> <li>A student demonstrates enhanced dance technique by manipulation aspects of the elements of dance</li> <li>A student demonstrates an understanding of Classical Ballet technique and performance quality and style</li> <li>Demonstrates an understanding of the Classical Ballet performance quality and style through the performance of Classical Ballet dances</li> <li>A student recognises the importance of the application of Safe Dance Practice, performance quality and styles</li> <li>A student demonstrates in written and oral form the ability to analyse and synthesise information to make informed judgements about Classical Ballet</li> <li>A student recognises the importance of the application of Safe Dance Practice, performance quality and styles</li> </ul>   | <p><b>Part 1:</b><br/>Examination Class and Performance of Solo (18%)-practical</p> <p><b>Part 2:</b><br/>Journal Questions (12%)-written</p> | <p>Technique and performance<br/>30%</p>                        | <p>Term 1<br/>Week 9</p> <p>Term 1<br/>Week 10</p> |
| 2    | <ul style="list-style-type: none"> <li>A student learns about the elements of dance and their application to Classical Ballet performance.</li> <li>A student demonstrates the use of the elements of space, time and dynamics in Classical Ballet steps, exercises and sequences.</li> <li>A student demonstrates in written and oral form the ability to analyse and synthesise information to make informed judgements about Classical Ballet</li> </ul>   | <p>Composition</p> <p>Journal</p>   | <p>Composition<br/>20%</p>                                      | <p>Term 2<br/>Week 9</p>                           |
| 3    | <ul style="list-style-type: none"> <li>A student demonstrates enhanced dance technique by manipulation aspects of the elements of dance</li> <li>A student demonstrates an understanding of Classical Ballet technique and performance quality and style.</li> <li>Demonstrates an understanding of the Classical Ballet performance quality and style through the performance of Classical Ballet dances.</li> <li>A student recognises the importance of the application of Safe Dance Practice, performance quality and styles.</li> <li>A student demonstrates in written and oral form the ability to analyse and synthesise information to make informed judgements about Classical Ballet</li> <li>A student recognises, understands and appreciates the artistic and culture of Classical Ballet.</li> <li>A student recognises the importance of the application of Safe Dance Practice, performance quality and styles</li> </ul> | <p><b>Part 1:</b><br/>Performance- of Repertoire</p> <p><b>Part 2:</b><br/>Written Analysis</p>   | <p>Technique and Performance<br/>30%</p> <p>Written<br/>20%</p> | <p>Term 3<br/>Week 8<br/>(Parts 1 &amp; 2)</p>     |

## Year 10 Commerce

| Task | Outcomes  | Task Detail                          | Weighting | Date Due         |
|------|---|--------------------------------------|-----------|------------------|
| 1    | COM 5-4 analyses key factors affecting decisions<br>COM 5-8 explains information using a variety of forms   | Government in Australia writing task | 35%       | Term 1<br>Week 8 |
| 2    | COM 5-2 analyses the rights and responsibilities of individuals in the workplace<br>COM 5-7 researches and assesses information using a variety of sources  | Employment Infographic               | 30%       | Term 2<br>Week 4 |
| 3    | COM 5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology<br>COM 5-3 examines the role of law in society<br>COM 5-9 works independently and collaboratively to meet goals within specified timeframes | Knowledge and stimulus test          | 35%       | Term 4 Week<br>3 |

## Year 10 Dance

| Task | Outcomes   | Task Detail   | Weighting           | Date Due                                  |
|------|--|---|---------------------|---|
| 1    | <ul style="list-style-type: none"> <li>A student demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances</li> <li>A student demonstrates enhanced dance technique by manipulating aspects of the elements of dance</li> <li>A student demonstrates an understanding and application of aspects of performance quality and interpretation through performance</li> </ul> | Performance assessment  | Performance<br>30%  | Term 1<br>Week 10                         |
| 2    | <ul style="list-style-type: none"> <li>A student describes and analyses dance as the communication of ideas within a context</li> <li>A student identifies and analyses the link between their performances and compositions and dance works of art</li> <li>A student applies understandings and experiences drawn from their own work and dance works of art</li> </ul>  | Appreciation: West Side Story   | Appreciation<br>25% | Term 2<br>Week 10                         |
| 3    | <ul style="list-style-type: none"> <li>A student explores the elements of dance as the basis of the communication of ideas</li> <li>A student composes and structures dance movement that communicates an idea</li> <li>A student describes and analyses dance as the communication of ideas within a context</li> <li>A student applies understandings and experiences drawn from their own work and dance works of art</li> </ul>  | <b>Composition</b><br><b>Part 1:</b> Composition creativity task (15%)<br><b>Part 2:</b> Film & Process Journal (10%) | Composition<br>25%  | Term 3<br>Week 7<br><br>Term 3<br>Week 10 |
| 4    | <ul style="list-style-type: none"> <li>A student demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances</li> <li>A student demonstrates enhanced dance technique by manipulating aspects of the elements of dance</li> <li>A student demonstrates an understanding and application of aspects of performance quality and interpretation through performance</li> </ul> | Performance<br><br>Musical Theatre  | Performance<br>20%  | Term 4<br>Week 6                          |

## Year 10 Dance Extension

| Task | Outcomes   | Task Detail   | Weighting | Date Due  |
|------|--|---|-----------|---|
| 1    | <ul style="list-style-type: none"> <li>A student demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances</li> <li>A student demonstrates enhanced dance technique by manipulating aspects of the elements of dance</li> <li>A student demonstrates an understanding and application of aspects of performance quality and interpretation through performance</li> <li>A student describes and analyses dance as the communication of ideas within a context</li> </ul>  | <p><b>Part 1:</b><br/>Performance of Class Dance</p> <p><b>Part 2:</b><br/>Written</p>                                    | 30%       | Term 1<br>Week 8  |
| 2    | <ul style="list-style-type: none"> <li>A student demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances</li> <li>A student demonstrates enhanced dance technique by manipulating aspects of the elements of dance</li> <li>A student demonstrates an understanding and application of aspects of performance quality and interpretation through performance</li> <li>A student describes and analyses dance as the communication of ideas within a context</li> <li>A student identifies and analyses the link between their performances and compositions and dance works of art</li> </ul> | <p><b>Part 1:</b><br/>Performance of Class Dance</p> <p><b>Part 2:</b><br/>Written</p>                                    | 30%       | Term 2<br>Week 6<br><b>(Parts 1 &amp; 2)</b>                                    |
| 3    | <ul style="list-style-type: none"> <li>A student demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances</li> <li>A student demonstrates enhanced dance technique by manipulating aspects of the elements of dance</li> <li>A student demonstrates an understanding and application of aspects of performance quality and interpretation through performance</li> <li>A student describes and analyses dance as the communication of ideas within a context</li> <li>applies understandings and experiences drawn from their own work and dance works of art</li> </ul>                       | <p><b>Part 1:</b><br/>Performance of Class Dance and viva voce (30%)</p> <p><b>Part 2:</b><br/>In-class Written (10%)</p> | 40%       | Term 3<br>Week 9<br><b>(Part 1)</b><br><br>Term 3<br>Week 10<br><b>(Part 2)</b> |

## Year 10 Design & Technology

| Task | Outcomes   | Task Detail               | Weighting | Date Due         |
|------|--|---------------------------|-----------|------------------|
| 1    | 5.1.1 Analyses and applies a range of design concepts and processes<br>5.1.2. Applies and justifies an appropriate process of design when developing design ideas and solutions<br>5.2.1 Evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments<br>5.4.1 Develops and evaluates innovative, enterprising and creative design ideas and solutions<br>5.5.1 Uses appropriate techniques when communicating design ideas and solutions to a range of audiences  | <b>Design Project 1</b>   | 40%       | Term 2<br>Week 4 |
| 2    | 5.1.1 Analyses and applies a range of design concepts and processes<br>5.3.1 Analyses the work and responsibilities of designers and the factors affecting their work<br>5.6.1. Selects and applies management strategies when developing design solutions<br>5.3.2 Evaluates designed solutions that consider preferred futures, principles of appropriate technology and ethical and responsible design<br>5.6.2 Applies risk management practices and work safely in developing quality design solutions<br>5.4.1 Develops and evaluates innovative, enterprising and creative design ideas and solutions | <b>Design Project 2</b>   | 20%       | Term 3<br>Week 2 |
| 3    | 5.5.1 Uses appropriate techniques when communicating design ideas and solutions to a range of audiences<br>5.6.2 Applies risk management practices and work safely in developing quality design solutions<br>5.6.3 Selects and uses a range of technologies competently in the development and management of quality design solutions<br>5.1.1 Analyses and applies a range of design concepts and processes   | <b>Mini Major Project</b> | 40%       | Term 4<br>Week 4 |

## Year 10 Drama

| Task | Outcomes  | Task Detail  | Weighting | Date Due                          |
|------|---|--|-----------|-----------------------------------|
| 1    | <ul style="list-style-type: none"> <li>explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.</li> <li>selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience</li> <li>analyses the contemporary and historical contexts of drama</li> <li>analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.</li> </ul>   | <p style="text-align: center;"><b>Influential Figures</b></p> <p>Workshop and research task</p>  | 25%       | Term 1<br>Week 5-7<br>progressive |
| 2    | <ul style="list-style-type: none"> <li>manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action</li> <li>contributes, selects, develops and structures ideas in improvisation and play-building</li> <li>explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies</li> <li>applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning</li> <li>selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience</li> <li>analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology</li> </ul> | <p style="text-align: center;"><b>Brecht</b></p> <p>Devised Performance &amp; Log book</p>       | 30%       | Term 2<br>Week 7                  |
| 3    | <ul style="list-style-type: none"> <li>explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.</li> <li>applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning</li> <li>employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning</li> <li>responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions</li> <li>analyses the contemporary and historical contexts of drama</li> </ul>  | <p style="text-align: center;"><b>Indigenous Theatre</b></p> <p>Logbook and Director's folio</p> | 25%       | Term 3<br>Week 5                  |
| 4    | <ul style="list-style-type: none"> <li>manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action</li> <li>devises, interprets and enacts drama using scripted and unscripted material or text</li> <li>analyses the contemporary and historical contexts of drama</li> <li>analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology</li> </ul>   | <p style="text-align: center;"><b>Absurdism</b></p> <p>Scripted Performance &amp; Essay</p>      | 20%       | Term 4<br>Week 4                  |

Page Break

## Year 10 Drama Extension

| Task | Outcomes   | Task Detail  | Weighting | Due Date                     |
|------|--|--|-----------|------------------------------|
| 1    | <ul style="list-style-type: none"> <li>• explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.</li> <li>• applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning</li> <li>• selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience</li> <li>• analyses the contemporary and historical contexts of drama</li> </ul>   | <p style="text-align: center;"><b>Close study of Text</b></p> <p>Scripted Performance &amp; Essay/Annotated Script</p> | 50%       | Semester 1 Term 1<br>Week 10 |
| 2    | <ul style="list-style-type: none"> <li>• manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action</li> <li>• contributes, selects, develops and structures ideas in improvisation and playbuilding</li> <li>• devises, interprets and enacts drama using scripted and unscripted material or text</li> <li>• explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.</li> <li>• selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience</li> <li>• responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions</li> </ul> | <p style="text-align: center;"><b>Ideas in Action</b></p> <p>Peer led Performance scenes &amp; reflective Logbook</p>  | 50%       | Semester 2 Term 3<br>Week 8  |

Note: Students in the extension course are also studying the core Drama curriculum concurrent with this course, and this assessment is in addition to Drama Core.

## Year 10 English

| Objectives   | Outcomes  |
|--|---|
| <b><i>Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:</i></b> | <b><i>A Student:</i></b>  |
| <ul style="list-style-type: none"> <li>Communicate through speaking, listening, reading, writing, viewing and representing</li> </ul>  | <ul style="list-style-type: none"> <li>EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</li> </ul>                              |
| <ul style="list-style-type: none"> <li>Use language to shape and make meaning according to purpose, audience and context</li> </ul>  | <ul style="list-style-type: none"> <li>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</li> </ul> |
| <ul style="list-style-type: none"> <li>Think in ways that are imaginative, creative, interpretive and critical</li> </ul>  | <ul style="list-style-type: none"> <li>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</li> </ul>               |
| <ul style="list-style-type: none"> <li>Express themselves and their relationships with others and their world</li> </ul>   | <ul style="list-style-type: none"> <li>EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts</li> </ul>   |
| <ul style="list-style-type: none"> <li>Learn and reflect on their learning through their study of English</li> </ul>   | <ul style="list-style-type: none"> <li>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</li> </ul>          |
|  | <ul style="list-style-type: none"> <li>EN5-6C investigates the relationships between and among texts</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>EN5-8D question, challenges and evaluates cultural assumptions in texts and their effects on meaning</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness</li> </ul>   |

| Task | Outcomes                       | Task Detail   | Weighting | Date Due      |
|------|--------------------------------|---|-----------|---------------|
| 1    | EN5-1A EN5-2A<br>EN5-5C EN5-6C | In this module on Short Stories, students will compose a short story and write a reflection.          | 35%       | Term 1 Week 9 |
| 2    | EN5-1A EN5-4B<br>EN5-3B EN5-9E | In this Shakespeare module, students will be required to complete an essay.                           | 30%       | Term 2 Week 9 |
| 3    | EN5-1A EN5-4B<br>EN5-6C EN5-9E | In this module on "To Kill A Mockingbird," students will be required to prepare and deliver a speech. | 35%       | Term 3 Week 9 |



## Year 10 Film Studies

| Task | Outcomes   | Task Detail   | Weighting   | Date  |
|------|--|---|---|---|
| 1    | <ul style="list-style-type: none"> <li>Identifies, uses and manipulates camera shots, framing and composition to create a visual impact and dramatic purpose for Mise-en-scene and film narrative in the pre-production (screenplay – storyboards) and filming process</li> <li>Identifies and uses computer generated editing techniques to construct montage and manipulate time, space, mood and rhythm for dramatic effect and narrative</li> <li>Identifies and uses the elements of Mise-en-Scene such as: lighting, composition, the space in the frame, character placement, set/location/décor/costume design for dramatic and aesthetic effect</li> <li>Develops ideas and clarity of purpose in dramatic intent, action and narrative for screenplay</li> <li>Identifies, explores and uses the notion of forms as structural elements, which guide the audience's expectations of a film</li> <li>Analyses the contemporary and historical milieus of film, particularly in an Australian context</li> </ul>             | <p style="text-align: center;"><b>Sound in Film</b><br/>Essay</p> <p style="text-align: center;">Short Film</p> | <p style="text-align: center;">10%</p> <p style="text-align: center;">20%</p> | <p style="text-align: center;">Term 1<br/>Week 9</p> <p style="text-align: center;">Term 2<br/>Week 2</p> |
| 2    | <ul style="list-style-type: none"> <li>Identifies, uses and manipulates camera shots, framing and composition to create a visual impact and dramatic purpose for Mise-en-scene and film narrative in the pre-production (screenplay – storyboards) and filming process</li> <li>Identifies, uses and manipulates sound and music as an expressive and dramatic element in combination with film images</li> <li>Identifies and uses the elements of Mise-en-Scene such as: lighting, composition, the space in the frame, character placement, set/location/décor/costume design for dramatic and aesthetic effect</li> <li>Develops ideas and clarity of purpose in dramatic intent, action and narrative for screenplay</li> <li>Recognises and distinguishes the relationship between the ideology of directors and the social, cultural and historical context that shape a film</li> <li>Applies theoretical studies of film to film making practice, and appreciates and evaluates own film and the films of others</li> </ul> | <p style="text-align: center;"><b>Acting for Film</b><br/>Filmed Scene /<br/>Reflection</p>                     | <p style="text-align: center;">30%</p>  | <p style="text-align: center;">Term 3<br/>Week 1</p>  |

Page Break

## Year 10 Film Studies (continued)

|   |  |  |     |                  |
|---|--|--|-----|------------------|
| 3 | <ul style="list-style-type: none"> <li>• Identifies and uses computer generated editing techniques to construct montage and manipulate time, space, mood and rhythm for dramatic effect and narrative</li> <li>• Identifies, uses and manipulates sound and music as an expressive and dramatic element in combination with film images</li> <li>• Identifies and uses the elements of Mise-en-Scene such as: lighting, composition, the space in the frame, character placement, set/location/décor/costume design for dramatic and aesthetic effect</li> <li>• Explores and applies acting techniques for film</li> <li>• Identifies, explores and uses the notion of forms as structural elements, which guide the audience's expectations of a film</li> <li>• Recognises and applies the codes and conventions of genre as a means of creating film type and audience expectation, in film making</li> <li>• Uses Film Meta Language in oral and written critical analysis of the film making process</li> <li>• Applies theoretical studies of film to film making practice, and appreciates and evaluates own film and the films of others</li> </ul> | <b>Genre</b><br><br>Major Film Project /<br>Presentation | 40% | Term 4<br>Week 4 |
|---|--|--|-----|------------------|

## Year 10 Food Technology

| Task | Outcomes  | Task Detail  | Weighting | Due Date   |
|------|---|--|-----------|--|
| 1    | <p>FT5.1 demonstrates hygienic handling of food to ensure a safe and appealing product</p> <p>FT5.2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food</p> <p>FT5.3 describes the physical and chemical properties of a variety of foods</p> <p>FT5.4 accounts for changes to the properties of food which occur during food processing, preparation and storage</p> <p>FT5.5 applies appropriate methods of food processing, preparation and storage</p> <p>FT5.8 collects, evaluates and applies information from a variety of sources</p> <p>FT5.9 communicates ideas and information using a range of media and appropriate terminology</p> <p>FT5.10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes</p> <p>FT5.12 examines the relationship between food, technology and society</p> <p>FT5.13 evaluates the impact of activities related to food on the individual, society and the environment</p>   | <p><b>Food Product Development, Food Preparation &amp; Processing</b></p> <p>Practical (10%)</p> <p>Exam (20%)</p> <p>Folio of Classwork (20%)</p> | 50%       | <p>Term 1<br/>Week 9</p> <p>Term 2<br/>Week 3</p> <p>Ongoing</p>                     |
| 2    | <p>FT5.1 demonstrates hygienic handling of food to ensure a safe and appealing product</p> <p>FT5.2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food</p> <p>FT5.3 describes the physical and chemical properties of a variety of foods associated with the handling of food</p> <p>FT5.4 accounts for changes to the properties of food which occur during food processing, preparation and storage</p> <p>FT5.5 applies appropriate methods of food processing, preparation and storage</p> <p>FT5.6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities</p> <p>FT5.7 justifies food choices by analysing the factors that influence eating habits</p> <p>FT5.8 collects, evaluates and applies information from a variety of sources</p> <p>FT5.9 communicates ideas and information using a range of media and appropriate terminology</p> <p>FT5.11 plans, prepares, presents and evaluates food solutions for specific purposes</p> <p>FT5.12 examines the relationship between food, technology and society</p> <p>FT5.13 evaluates the impact of activities related to food on the individual, society and the environment</p> | <p><b>Food for Special Needs</b></p> <p>Practical/Theory Assessment (20%)</p> <p>Exam (20%)</p> <p>Folio of Classwork (10%)</p>                    | 50%       | <p>Term 3<br/>Week 9</p> <p>Term 4<br/>Week 3</p> <p>Ongoing Assessment in class</p> |

## Year 10 Geography

| Task | Outcomes  | Task Details   | Weighting | Due Date         |
|------|---|--|-----------|------------------|
| 1    | GE5-2 explains processes and influences that form and transform places and environments   | Topic: Environmental Change and Management           | N/A       | Term 3<br>Week 2 |
|      | GE5-3 analyses the effect of interactions and connections between people, places and environments   | Mandatory Fieldwork (Marine Environments)            |           |                  |
|      | GE5-5 assesses management strategies for places and environments for their sustainability   | Knowledge and skills task                            | 50%       | Term 3<br>Week 9 |
| 2    | GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry  | Topic: Human Wellbeing<br><br>Critical investigation | 50%       | Term 4<br>Week 4 |
|      | GE5-8 communicates geographical information to a range of audiences using a variety of strategies<br><br>thinks critically and creatively in evaluating efforts to improve human wellbeing in countries |  |           |                  |

## Year 10 History

| Task | Outcomes  | Task Details   | Weighting | Due Date                        |
|------|---|--|-----------|---------------------------------|
| 1    | HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia<br>HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process<br>HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia<br>HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia                                  | Australians at War<br>WW I and WW II<br><br>Knowledge and Source Analysis test | 50%       | Semester 1<br>Term 1<br>Week 10 |
| 2    | HT5-3 explains and analyses the causes and effects of events and developments in the modern world and Australia<br>HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry<br>HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past works collaboratively to think critically and creatively to investigate and present effects of popular culture on Australian society | Pop Culture – post WW II period<br><br>Investigation and creative task         | 50%       | Semester 1<br>Term 2<br>Week 5  |

## Year 10 Integrated Computing

| Task | Outcomes   | Task Detail   | Weighting | Date Due         |
|------|--|---|-----------|------------------|
| 1    | 5.2.1 describes and applies problem-solving processes when creating solutions<br>5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems<br>5.3.1 justifies responsible practices and ethical use of information and software technology<br>5.5.1 applies collaborative work practices to complete tasks<br>5.5.3 describes and compares key roles and responsibilities of people in the field of information and software technology | <b>Semester 1</b><br>Progressive Assessment<br>classwork, homework, unit quizzes  | 20%       | Ongoing          |
| 2    | 5.2.3 critically analyses decision-making processes in a range of information and software solutions<br>5.4.1 analyses the effects of the past, current and emerging information and software technologies on the individual and society<br>5.5.2 communicates ideas, processes and solutions to a targeted audience   | <b>Semester 1</b><br>Major Project 1  | 30%       | Term 2<br>Week 3 |
| 3    | 5.1.1 selects and justifies the application of appropriate software programs to a range of task<br>5.1.2 selects, maintains and appropriately uses hardware for a range of tasks<br>5.2.1 describes and applies problem-solving processes when creating solutions<br>5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems  | <b>Semester 2</b><br>Progressive Assessment<br>classwork, homework, unit quizzes. | 20%       | Ongoing          |
| 4    | 5.2.1 describes and applies problem-solving processes when creating solutions<br>5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems<br>5.2.3 critically analyses decision-making processes in a range of information and software solutions  | <b>Semester 2</b><br>Major Project 2  | 30%       | Term 4<br>Week 3 |

## Year 10 Mathematics Stage 5.1

| Task | Outcomes  | Task Detail              | Weighting | Date Due        |
|------|---|--------------------------|-----------|-----------------|
|      | Ongoing Topic Tests   | S1 & S2                  | 20%       | Ongoing S1 & S2 |
| 1    | MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression<br>MA5.1-11MG describes and applies the properties of similar figures and scale drawings  | Research Task 1          | 15%       | Term 1 Week 7   |
| 2    | MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships<br>MA5.1-7NA graphs simple non-linear relationships<br>MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms<br>MA4-14MG uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume<br>MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures | *Assessment Task 2       | 20%       | Term 2 Week 4   |
| 3    | MA4-6NA solves financial problems involving purchasing goods<br>MA4-7NA operates with ratios and rates, and explores their graphical representation<br>MA4-8NA generalises number properties to operate with algebraic expressions<br>MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations<br>MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases   | Assessment Task 3        | 20%       | Term 3 Week 3   |
|      | Stage 5 outcomes  | RoSA check-in assessment |           | Term 4 Week 5   |
| 4    | MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media<br>MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events  | *Assessment Task 4       | 25%       | Term 4 Week 4   |

**Notes**

- Half-Yearly Report will comprise tasks 1 and 2
- Yearly Report will comprise tasks 1, 2, 3, and 4
- Specific testing outcomes are subject to change throughout the year. Students are to be advised in writing, 2 weeks in advance of each common test by their classroom teacher

## Year 10 Mathematics Stage 5.2

| Task | Outcomes   | Task detail              | Weighting | Date Due        |
|------|--|--------------------------|-----------|-----------------|
|      | Ongoing Topic Tests  | S1 & S2                  | 20%       | Ongoing S1 & S2 |
| 1    | MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids<br>MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders<br>MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar<br>MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings         | Research Task 1          | 15%       | Term 1 Week 7   |
| 2    | MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices<br>MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques<br>MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships<br>MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationships | *Assessment Task 2       | 20%       | Term 2 Week 4   |
| 3    | MA5.1-4NA solves financial problems involving earning, spending and investing money<br>MA5.2-4NA solves financial problems involving compound interest<br>MA5.2-5NA recognises direct and indirect proportion, and solves problems involving direct proportion<br>MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions   | Assessment Task 3        | 20%       | Term 3 Week 3   |
|      | Stage 5 outcomes   | RoSA check-in assessment |           | Term 4 Week 5   |
| 4    | All the above outcomes and....<br>MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data<br>MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time<br>MA5.2-17SP describes and calculates probabilities in multi-step chance experiments  | *Assessment Task 4       | 25%       | Term 4 Week 4   |

### Notes

- Half-Yearly Report will comprise tasks 1 and 2
  - Yearly Report will comprise tasks 1, 2, 3, and 4
  - Specific testing outcomes are subject to change throughout the year. Students are to be advised in writing, 2 weeks in advance of each common test by their classroom teacher
- \*contains extension components



## Year 10 Mathematics Stage 5.3

| Task | Outcomes  | Task Detail              | Weighting | Date Due        |
|------|---|--------------------------|-----------|-----------------|
|      | Ongoing Topic Tests   | S1 & S2                  | 20%       | Ongoing S1 & S2 |
| 1    | MA5.2-4NA solves financial problems involving compound interest<br>MA5.3-4NA draws, interprets and analyses graphs of physical phenomena<br>MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions<br>MA5.3-6NA performs operations with surds and indices<br>MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques<br>MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations | Research Task 1          | 15%       | Term 1 Week 7   |
| 2    | MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals<br>MA5.3-17MG applies deductive reasoning to prove circle theorems and to solve related problems<br>MA5.3-18SP uses standard deviation to analyse data<br>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  | *Assessment Task 2       | 20%       | Term 2 Week 4   |
| 3    | MA5.3-11NA uses the definition of a logarithm to establish and apply the laws of logarithms<br>MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids<br>MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids<br>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   | Assessment Task 3        | 20%       | Term 3 Week 3   |
|      | Stage 5 outcomes  | RoSA check-in assessment |           | Term 4 Week 5   |
| 4    | All of the above outcomes and.....<br>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<br>MA5.3-9NA sketches and interprets a variety of non-linear relationships<br>MA5.3-10NA recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems<br>MA5.3-12NA uses function notation to describe and sketch functions  | *Assessment Task 4       | 25%       | Term 4 Week 4   |

**Notes**

- Half-Yearly Report will comprise tasks 1 and 2
  - Yearly Report will comprise tasks 1, 2, 3, and 4
  - Specific testing outcomes are subject to change throughout the year. Students are to be advised in writing, 2 weeks in advance of each common test by their classroom teacher
- \*Contains extension components

## Year 10 Music

| Task | Outcomes   | Task Detail                               | Weighting | Date Due      |
|------|--|---|-----------|---------------|
| 1    | Popular Music <ul style="list-style-type: none"> <li>Performs music selected for study, demonstrating solo performance skills with appropriate stylistic features</li> </ul>   | Solo Performance                          | 15%       | Term 1 Week 9 |
| 2    | Twentieth Century Styles: The Shock of the New <ul style="list-style-type: none"> <li>Aurally identifies the use of concepts reflecting the contexts studied</li> <li>Demonstrates an understanding of and discriminates between stylistic features studied</li> </ul> | Written Test: Aural and Musicology skills | 20%       | Term 2 Week 4 |
| 3    | Music & Technology <ul style="list-style-type: none"> <li>Personal Project Focus: Examines perspectives using the concepts of music</li> <li>Notates and records own composition using notation, relevant to the context chosen and concepts featured</li> </ul>       | Viva voce                                 | 20%       | Term 3 Week 5 |
| 4    |  | Composition                               | 30%       | Term 3 Week 9 |
| 5    | Music for Small Ensembles <ul style="list-style-type: none"> <li>Demonstrates ensemble awareness &amp; skills in a prepared work from repertoire selected for study</li> </ul>   | Ensemble Performance                      | 15%       | Term 4 Week 4 |

## Year 10 Music Extension

| Task | Outcomes   | Task Detail   | Weighting     | Date Due                          |
|------|--|---|---------------|-----------------------------------|
| 1    | <p>Music for Large Ensembles- The Concerto and The Symphony</p> <ul style="list-style-type: none"> <li>• Demonstrates an understanding of musical concepts through aural discrimination &amp; notation in the music selected for study</li> <li>• Develops musical literacy, more advanced score reading &amp; analytical skills</li> </ul>  | In Class Written Essay based on research, score and analysis              | 25%           | Term 1 Week 10                    |
| 2    | <p>Twentieth Century Music: The Avante Garde in Art Music</p> <ul style="list-style-type: none"> <li>• Demonstrates an understanding of and discriminates between stylistic features studied</li> <li>• Notates own composition using notation relevant to the context chosen</li> <li>• Documents composition process through a folio of listening, research and composition</li> </ul> | Individual composition-<br>Score (notation)<br>Recording/live performance | 25%           | Term 2 Week 9                     |
| 3    | <p>Music for Small Ensembles</p> <ul style="list-style-type: none"> <li>• Performs music selected for study, demonstrating ensemble performance skills with appropriate stylistic features</li> <li>• Demonstrates an understanding of and discriminates between stylistic features studied</li> </ul>   | Elective Project: Student devised activity, criteria and self-assessment  | 25%           | Term 3 Week 5                     |
| 4    | <p>An Instrument and its Repertoire</p> <ul style="list-style-type: none"> <li>• Performs music selected for study, demonstrating solo performance skills with appropriate stylistic features studied</li> <li>• Demonstrates development of aural discrimination</li> </ul>   | Solo Performance<br><br>Sight singing                                     | 20%<br><br>5% | Term 4<br>Weeks 2-4<br><br>Week 4 |

## Year 10 PDHPE

| Outcomes  | Task | Task Details                           | Weighting | Date Due          |
|---|------|--|-----------|-------------------|
| <p>PD5-2 researches and appraises the effectiveness of health information and support services available in the community</p> <p>PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships</p> <p>PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts</p>   | 1    | Social Justice Research task           | 35%       | Term 1<br>Week 10 |
| <p>PD5-5 appraises and justifies choices of actions when solving complex movement challenges</p> <p>PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety and wellbeing and participation in physical activity</p> <p>PD5-7 plans, implements and critiques strategies to promote health, safety and wellbeing and participation in physical activity in their communities</p> | 2    | Bstreetsmart 'Bfilmed'                 | 35%       | Term 2<br>Week 8  |
| <p>PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity</p> <p>PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts</p>  | 3    | Creative Movements Skipping assessment | 30%       | Term 4<br>Week 3  |

## Year 10 Physical Activity & Sports

| Task | Outcomes   | Task Detail                                  | Weighting | Date Due                                  |
|------|--|--|-----------|---|
| 1    | <p>PASS 5-1 discusses factors that limit and enhance the capacity to move and perform</p> <p>PASS 5-2 analyses the benefits of participation and performance in physical activity and sport</p> <p>PASS 5-9 performs movement skills with increasing proficiency</p> <p>PASS 5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions</p>  | <p>Movement Efficiency<br/>In-class exam</p> | 35%       | Term 1<br>Week 10                         |
| 2    | <p>PASS 5-5 demonstrates actions and strategies that contribute to active participation and skilful performance</p> <p>PASS 5-7 works collaboratively with others to enhance participation, enjoyment and performance</p> <p>PASS 5-8 displays management and planning skills to achieve personal and group goals</p> <p>PASS 5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions</p> | <p>Event Management group<br/>task</p>       | 35%       | Ongoing Term<br>2<br>Weeks 2-10           |
| 3    | <p>PASS 5-1 discusses factors that limit and enhance the capacity to move and perform</p> <p>PASS 5-2 analyses the benefits of participation and performance in physical activity and sport</p> <p>PASS 5-8 displays management and planning skills to achieve personal and group goals</p> <p>PASS 5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions</p>                           | <p>Nutrition group task<br/>PASS Tank</p>    | 30%       | Ongoing<br>Term 3 Week 6<br>Term 4 Week 2 |

## Production (Technical)

| Task | Outcomes   | Task Detail              | Weighting | Date Due             |
|------|--|--------------------------|-----------|----------------------|
| 1    | <ul style="list-style-type: none"> <li>• 2.1 Demonstrates knowledge and understanding of the fundamentals of stage lighting operation and design.</li> <li>• 2.2 Implements knowledge of stage lighting operation to achieve a design concept.</li> <li>• 2.3 Explores and manipulates the elements of lighting the elements of lighting design using computer design programs.</li> <li>• 4.3 Communicates an understanding of the components of theatrical production in written and oral form.</li> </ul>       | LX Free                  | 25%       | Term 1<br>Weeks 9/10 |
| 2    | <ul style="list-style-type: none"> <li>• 3.1 Demonstrates knowledge and understanding of the fundamentals of audio engineering and equipment operation.</li> <li>• 3.2 Applies knowledge of sound systems to audio design</li> <li>• 3.3 Explores and manipulates the elements of audio design using computer recording and editing programs.</li> <li>• 5.1 Understands, values and demonstrates the commitment, collaboration and self-discipline required of those working in theatrical production.</li> </ul> | Live Mix and Garage Band | 30%       | Term 2<br>Week 7     |
| 3    | <ul style="list-style-type: none"> <li>• 2.3 Manipulates and explores the elements of lighting design using computer design programs.</li> <li>• 3.3 Manipulates and explores the elements of audio design and computer recording and editing programs.</li> <li>• 4.1 Understands and prioritises the components of production management.</li> <li>• 4.3 Communicates their understanding of the production processes and techniques in written and oral form.</li> </ul>  | Design and written task  | 45%       | Term 4<br>Week 2     |

## Year 10 Science

| Task | Outcomes   | Task Detail   | Weighting | Date Due          |
|------|--|---|-----------|-------------------|
| 1    | <p><b>SC5-17CW</b> 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</p> <p><b>SC5-4WS</b> develops questions or hypotheses to be investigated scientifically</p> <p><b>SC5-5WS</b> produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p><b>SC5-7WS</b> processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p><b>SC5-8WS</b> applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems</p> <p><b>SC5-9WS</b> presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p> | <p style="text-align: center;"><b>Problem Solving Assessment</b></p> <p>Students will complete a problem-based task which will require them to apply their working scientifically skills and knowledge &amp; understanding from the Mystery Solutions topic to solve a crime mystery.</p> | 25%       | Term 1<br>Week 10 |
| 2    | <p>Working Scientifically: <b>SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS (refer descriptions Task 3)</b></p> <p><b>SC5-16CW</b> explains how models, theories and laws about matter have been refined as new scientific evidence becomes available</p> <p><b>SC5-17CW</b> 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</p> <p><b>SC5-10PW</b> applies models, theories and laws to explain situations involving energy, force and motion</p> <p><b>SC5-11PW</b> explains how scientific understanding about energy conservation, transfers and transformations is applied in systems</p>  | <p style="text-align: center;"><b>In-class Knowledge and Skills task</b></p> <p>Written assessment of topics and skills covered in Semester 1.</p>  | 25%       | Term 2<br>Week 4  |

## Year 10 Science (continued)

| Task | Outcomes  | Task Detail   | Weighting | Date Due         |
|------|---|---|-----------|------------------|
| 3    | <p><b>SC5-4WS</b> develops questions or hypotheses to be investigated scientifically</p> <p><b>SC5-5WS</b> produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p><b>SC5-6WS</b> undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively</p> <p><b>SC5-7WS</b> processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p><b>SC5-8WS</b> applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems</p> <p><b>SC5-9WS</b> presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p> | <p style="text-align: center;"><b>Student Research Project</b></p> <p>The student research project is a mandatory component of Stage 5 Science. The student research project promotes student inquiry, independent research and links the skills of working scientifically to the context of student's interests.</p> | 25%       | Term 3<br>Week 4 |
| 4    | <p>Working Scientifically: <b>SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS (refer descriptions Task 3)</b></p> <p>Knowledge and Understanding:</p> <p><b>SC5-10PW</b> applies models, theories and laws to explain situations involving energy, force and motion</p> <p><b>SC5-11PW</b> explains how scientific understanding about energy conservation, transfers and transformations is applied in systems</p> <p><b>SC5-12ES</b> 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</p> <p><b>SC5-15LW</b> explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society</p>  | <p style="text-align: center;"><b>In-class Knowledge and Skills task</b></p> <p>Written assessment of the skills and knowledge covered in On the Move and Life Goes On topics.</p>  | 25%       | Term 4<br>Week 2 |



## Year 10 Textiles & Design

| Task | Outcomes   | Task Detail                  | Weighting | Date Due         |
|------|--|------------------------------|-----------|------------------|
| 1    | TEX 5.8 Selects and uses appropriate technology to creatively document, communicate and present design and project work<br>TEX 5.9 Critically selects and creatively manipulates a range of textile materials to produce quality textile items<br>TEX 5.10 Selects appropriate techniques and uses equipment safely in the production of quality textile projects<br>TEX 5.11 Demonstrates competence in the production of textile projects to completion<br>TEX 5.12 Evaluates textile items to determine quality in their design and construction  | Mini Textile Project 1       | 30%       | Term 2<br>Week 4 |
| 2    | TEX 5.3 Explains the creative process of design used in the work of textile designers<br>TEX 5.6 Analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use<br>TEX 5.7 Evaluates the impact of textiles production and use on the individual consumer and society  | Classwork                    | 10%       | Ongoing          |
| 3    | TEX 5.1 Explains the properties and performance of a range of textile items<br>TEX 5.2 Justifies the selection of textile materials for specific end uses<br>TEX 5.3 Explains the creative process of design used in the work of textile designers<br>TEX 5.6 Analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use<br>TEX 5.7 Evaluates the impact of textiles production and use on the individual consumer and society   | Textile Exam                 | 20%       | Term 3<br>Week 9 |
| 4    | TEX 5.1 Explains the properties and performance of a range of textile items<br>TEX 5.2 Justifies the selection of textile materials for specific end uses<br>TEX 5.4 Generates and develops textile design ideas<br>TEX 5.5 Investigates and applies methods of colouration and decoration for a range of textile items<br>TEX 5.8 Selects and uses appropriate technology to creatively document, communicate and present design and project work<br>TEX 5.9 Critically selects and creatively manipulates a range of textile materials to produce quality textile items<br>TEX 5.10 Selects appropriate techniques and uses equipment safely in the production of quality textile projects<br>TEX 5.11 Demonstrates competence in the production of textile projects to completion<br>TEX 5.12 Evaluates textile items to determine quality in their design and construction | Mini-Major Textile Project 2 | 40%       | Term 4<br>Week 4 |

## Year 10 Visual Arts

| Task | Outcomes   | Task Detail  | Weighting | Due Date         |
|------|--|--|-----------|------------------|
| 1    | Art Criticism and Art History<br>5.7, 5.8, 5.9, 5.10 | <b>Theory task</b><br>Written assessment   | 15%       | Term 1<br>Week 9 |
| 2    | Artmaking<br>5.1, 5.2, 5.3, 5.4, 5.5, 5.6            | <b>Body of Work (BOW)</b><br>Students submit Body of Work and documentation of processes in VAPD | 30%       | Term 2<br>Week 4 |
| 3    | Art Criticism and Art History<br>5.7, 5.8, 5.9, 5.10 | <b>Theory task</b><br>Written assessment   | 25%       | Term 3<br>Week 5 |
| 4    | Artmaking<br>5.1, 5.2, 5.3, 5.4, 5.5, 5.6            | <b>Body of Work (BOW)</b><br>Students submit Body of Work and documentation of processes in VAPD | 30%       | Term 4<br>Week 4 |

# Year 10 2023

## Assessment Booklet

The Principal  
Newtown High School of the Performing Arts  
P O Box 785  
NEWTOWN NSW 2042

Dear Ms Roberts

I have received the Year 10 Assessment Booklet.

Student's Name: (Please print) .....

Student's Signature: .....

Date: .....

I have sighted the Year 10 Assessment Booklet and the Calendar of Tasks.

Parent/Carer's Signature: .....

Date: .....

**Please sign and return this page to:**

**Ms A. Johnson and Mr P. Podreka (Year 10 Student Advisers) or Deputy Principal Mr K. Pico**