



*Newtown High School
of the
Performing Arts*

*ASSESSMENT
BOOKLET*

YEAR 10

2024

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.

Excellence, Creativity, Equity

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

First Course Warning Letter Issued

- This letter is issued by the classroom teacher due to concerns with the satisfactory completion of a course.
- This may include but not limited to:
 - Non-serious attempt made in a formal assessment task
 - Lack of application in completing course work
 - A pattern of unexplained absence impacting on the undertaking of the course



ONE Course Warning Letter Head Teacher Student Interview

- Areas of concern discussed and support provided
- A plan is devised, outlining steps required in order to resolve the issue.
- A minimum of two weeks is given to redeem the situation.



TWO Course Warning Letters DP/Delegate Student Interview

- Student discusses areas of concerns with the Deputy Principal or Delegate
- Program of improvement is devised
- Parent phone call to outline interview outcomes.



THREE Course Warning Letters DP Year Group Parent Interview

- An interview is conducted between the parent/ carer, student and deputy to discuss the letters issued to date, NESAs requirements and explain the N-Award process
- A formal program of improvement is developed
- The program of improvement is implemented and reviewed at an agreed time.



FOUR Course Warning Letters Principal/Deputy Parent Review Interview

An interview is conducted between the principal, parent, or carer, student and deputy to review support implemented so far and discuss the N-Award process in detail.

INTERVENTION/SUPPORT

Classroom Teacher

Send an official warning – Non-completion of Course letter, which stipulates:

- The Course requirements, specifically outlining the nature of the task(s) to be completed.
- The original due date for this work
- The actions, required by the student, to resolve the Warning letter
- The revised due date for this work to be completed

Has a conversation with the student affirming the need to undertake and complete course work to satisfy the course outcomes.

Head Teacher Interview

Provide student with information about the work that needs to be completed as well as a clear plan/timeframe to resolve the situation. A record of interview is placed on student record

Deputy Principal Teaching and Learning Interview

Interview support could include:

- A step-by-step plan and direction to address and resolve issues as stipulated in the Course Warning Letters.
- A two-week time frame to complete resolve the issue with a review meeting to confirm progress
- Support student with organisational skills
- Outline further school provided support mechanisms (for example: study centre)
- Referral to the Deputy Principal in charge of Year 10 if unresolved

Deputy Principal in charge of Year 10 Interview

Interview support includes:

- Parental Interview conducted
- Negotiated Program of Improvement developed and communicated to student/parent/teachers
- Support provided with clear targets/goals and a review meeting time arranged

Principal Interview

Interview outcomes:

- Negotiated Program of Improvement developed and review date set to follow up progress

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

Year 10 Commerce

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

Year 10 Dance

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

Year 10 Dance Extension

Task	Outcomes	Task Detail	Weighting	Date Due
1	<ul style="list-style-type: none"> 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 A student demonstrates enhanced dance technique by manipulating aspects of the elements of dance A student demonstrates an understanding and application of aspects of performance quality and interpretation through performance A student describes and analyses dance as the communication of ideas within a context 	<p>Part 1: Performance of Class Dance (18%)</p> <p>Part 2: Written (12%)</p>	30%	<p>Term 1 Week 7</p> <p>Week 9</p>
2	<ul style="list-style-type: none"> 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 A student demonstrates enhanced dance technique by manipulating aspects of the elements of dance A student demonstrates an understanding and application of aspects of performance quality and interpretation through performance A student describes and analyses dance as the communication of ideas within a context A student identifies and analyses the link between their performances and compositions and dance works of art 	<p>Part 1: Performance of Class Dance</p> <p>Part 2: Written</p>	30%	<p>Term 2 Week 6 (Parts 1 & 2)</p>
3	<ul style="list-style-type: none"> 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 A student demonstrates enhanced dance technique by manipulating aspects of the elements of dance A student demonstrates an understanding and application of aspects of performance quality and interpretation through performance A student describes and analyses dance as the communication of ideas within a context applies understandings and experiences drawn from their own work and dance works of art 	<p>Part 1: Performance of Class Dance and viva voce (30%)</p> <p>Part 2: In-class Written (10%)</p>	40%	<p>Term 3 Week 9 (Part 1)</p> <p>Term 3 Week 10 (Part 2)</p>

Year 10 Design & Technology

Task	Outcomes	Task Detail	Weighting	Date Due
1	5.1 Analyses and applies a range of design concepts and processes 5.2. Applies and justifies an appropriate process of design when developing design ideas and solutions 5.6 Develops and evaluates innovative, enterprising and creative design ideas and solutions 5.7 Uses appropriate techniques when communicating design ideas and solutions to a range of audiences 5.8 Selects and applies management strategies when developing design solutions 5.9 Applies risk management practices and work safely in developing quality design solutions	Design Project 1	30%	Term 1 Week 11
2	5.1 Analyses and applies a range of design concepts and processes 5.2. Applies and justifies an appropriate process of design when developing design ideas and solutions 5.3 Evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments 5.4 Analyses the work and responsibilities of designers and the factors affecting their work 5.5 Evaluates designed solutions that consider preferred futures, principles of appropriate technology and ethical and responsible design 5.6 Develops and evaluates innovative, enterprising and creative design ideas and solutions 5.7 Uses appropriate techniques when communicating design ideas and solutions to a range of audiences 5.8 Selects and applies management strategies when developing design solutions 5.10 Selects and uses a range of technologies competently in the development and management of quality design solutions	Design Project 2 and research task	30%	Term 2 Week 10
3	5.1 Analyses and applies a range of design concepts and processes 5.2. Applies and justifies an appropriate process of design when developing design ideas and solutions 5.3 Evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments 5.5 Evaluates designed solutions that consider preferred futures, principles of appropriate technology and ethical and responsible design 5.7 Uses appropriate techniques when communicating design ideas and solutions to a range of audiences 5.8 Selects and applies management strategies when developing design solution 5.9 Applies risk management practices and work safely in developing quality design solutions 5.10 Selects and uses a range of technologies competently in the development and management of quality design solutions	Mini Major Project	40%	Term 4 Week 4

Year 10 Drama

Task	Outcomes	Task Detail	Weighting	Date Due
1	<ul style="list-style-type: none"> explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies. selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience analyses the contemporary and historical contexts of drama analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology. 	<p style="text-align: center;">Naturalism</p> <p>Scripted Performance & Essay</p>	25%	Term 1 Week 10
2	<ul style="list-style-type: none"> manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action contributes, selects, develops and structures ideas in improvisation and play-building explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology 	<p style="text-align: center;">Brecht</p> <p>Devised Performance & Log book</p>	30%	Term 2 Week 7
3	<ul style="list-style-type: none"> explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies. applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions analyses the contemporary and historical contexts of drama 	<p style="text-align: center;">Indigenous Theatre</p> <p>Scripted Performance & Reflection</p>	25%	Term 3 Week 5
4	<ul style="list-style-type: none"> manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action devises, interprets and enacts drama using scripted and unscripted material or text analyses the contemporary and historical contexts of drama analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology 	<p style="text-align: center;">Absurdism</p> <p>Scripted Performance & Essay</p>	20%	Term 4 Week 4

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Year 10 Drama Extension

Task	Outcomes	Task Detail	Weighting	Due Date
1	<ul style="list-style-type: none"> • explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies. • applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning • selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience • analyses the contemporary and historical contexts of drama 	<p style="text-align: center;">Influential Figures</p> <p style="text-align: center;">Peer led workshop & research</p>	50%	Term 2 Week 7-9 progressive
2	<ul style="list-style-type: none"> • manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action • contributes, selects, develops and structures ideas in improvisation and playbuilding • devises, interprets and enacts drama using scripted and unscripted material or text • explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies. • selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience • responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions 	<p style="text-align: center;">Ideas in Action</p> <p style="text-align: center;">Scripted performance & reflective logbook</p>	50%	Term 3 Week 9

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

Focus Areas	Outcomes
<i>The focus areas for each stage support student's growing knowledge and understanding in the areas of:</i>	<i>A Student:</i>
<ul style="list-style-type: none"> Reading, viewing and listening to texts 	<ul style="list-style-type: none"> EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts
<ul style="list-style-type: none"> Understanding and responding to texts 	<ul style="list-style-type: none"> EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes EN5-URC-01 investigates and explains ways of valuing texts and the relationships between them
<ul style="list-style-type: none"> Expressing ideas and composing texts 	<ul style="list-style-type: none"> EN5-ECA-01 crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning EN5-ECB-01 uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

Task	Outcomes	Task Detail	Weighting	Date Due
1	EN5-URA-01 EN5-URB-01 EN5-ECA-01 EN5-ECB-01	In this module on writing with purpose, students write an imaginative, persuasive, or discursive piece with a reflection justifying their creative choices.	35%	Term 1 Week 9
2	EN5-URA-01 EN5-URB-01 EN5-URC-01	In this module on Shakespearean Tragedy, students will be required to complete an essay.	30%	Term 2 Week 9
3	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-URC-01	In this module on 'To Kill a Mockingbird' and a related text, students will be required to prepare and deliver a multimodal presentation.	35%	Term 3 Week 9

Year 10 Film Studies

Task	Outcomes	Task Detail	Weighting	Date
1	<ul style="list-style-type: none"> 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 Identifies and uses computer generated editing techniques to construct montage and manipulate time, space, mood and rhythm for dramatic effect and narrative 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 Develops ideas and clarity of purpose in dramatic intent, action and narrative for screenplay Identifies, explores and uses the notion of forms as structural elements, which guide the audience’s expectations of a film Analyses the contemporary and historical milieus of film, particularly in an Australian context 	<p style="text-align: center;">Sound in Film 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 Week 9</p> <p style="text-align: center;">Term 2 Week 2</p>
2	<ul style="list-style-type: none"> 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 Identifies, uses and manipulates sound and music as an expressive and dramatic element in combination with film images 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 Develops ideas and clarity of purpose in dramatic intent, action and narrative for screenplay Recognises and distinguishes the relationship between the ideology of directors and the social, cultural and historical context that shape a film Applies theoretical studies of film to film making practice, and appreciates and evaluates own film and the films of others 	<p style="text-align: center;">Acting for Film Filmed Scene / Reflection</p>	<p style="text-align: center;">30%</p>	<p style="text-align: center;">Term 3 Week 1</p>

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Year 10 Film Studies (continued)

3	<ul style="list-style-type: none"> • Identifies and uses computer generated editing techniques to construct montage and manipulate time, space, mood and rhythm for dramatic effect and narrative • Identifies, uses and manipulates sound and music as an expressive and dramatic element in combination with film images • 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 • Explores and applies acting techniques for film • Identifies, explores and uses the notion of forms as structural elements, which guide the audience's expectations of a film • Recognises and applies the codes and conventions of genre as a means of creating film type and audience expectation, in film making • Uses Film Meta Language in oral and written critical analysis of the film making process • Applies theoretical studies of film to film making practice, and appreciates and evaluates own film and the films of others 	Genre Major Film Project / Presentation	40%	Term 4 Week 4
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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>Food Product Development, Food Preparation & Processing</p> <p>Practical & menu card (10%)</p> <p>Exam (20%)</p> <p>Folio of Classwork (20%)</p>	50%	<p>Term 1 Week 10</p> <p>Term 2 Week 3</p> <p>Term 2 Week 3</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>Food for Special Needs</p> <p>Practical/Theory Assessment (20%)</p> <p>Exam (20%)</p> <p>Folio of Classwork (10%)</p>	50%	<p>Term 3 Week 9</p> <p>Term 4 Week 3</p> <p>Ongoing Assessment in class</p>

Year 10 French

Task	Outcomes	Task Details	Weighting	Due Date
1	<p>LFR5 - 1C Manipulates French in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate</p> <p>LFR5 – 2C Identifies and interprets information in a range of texts</p> <p>LFR5 – 3C Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences</p>	Multimodal task	<p>20%</p> <p><i>(Interacting 10%, Accessing & Responding 10%)</i></p>	Term 1 Week 8
2	<p>LFR5 – 2C Identifies and interprets information in a range of texts</p> <p>LFR5 – 3C Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences</p> <p>LFR5 – 4C Experiments with linguistic patterns and structures to compose texts in French, using a range of formats for a variety of contexts, purposes and audiences</p>	Multimodal task	<p>20%</p> <p><i>(Accessing & Responding 10%, Composing 10%)</i></p>	Term 2 Week 4
3	<p>LFR5 - 1C Manipulates French in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate</p> <p>LFR5 – 4C Experiments with linguistic patterns and structures to compose texts in French, using a range of formats for a variety of contexts, purposes and audiences</p>	Multimodal task	<p>30%</p> <p><i>(Interacting 15%, Composing 15%)</i></p>	Term 3 Week 8
4	<p>LFR5 – 2C Identifies and interprets information in a range of texts</p> <p>LFR5 – 3C Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences</p>	Multimodal task	<p>30%</p> <p><i>(Accessing & Responding)</i></p>	Term 4 Week 4

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

Year 10 History

Task	Outcomes	Task Details	Weighting	Due Date
1	<p>HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia</p> <p>HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process</p> <p>HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia</p> <p>HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia</p>	<p>Australians at War WW I and WW II</p> <p>Knowledge and Source Analysis test</p>	50%	<p>Semester 1 Term 1 Week 10</p>
2	<p>HT5-3 explains and analyses the causes and effects of events and developments in the modern world and Australia</p> <p>HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry</p> <p>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</p>	<p>Pop Culture – post WW II period</p> <p>Investigation and creative task</p>	50%	<p>Semester 1 Term 2 Week 5</p>

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 MA5.1-11MG describes and applies the properties of similar figures and scale drawings	Rich Task 1	15%	Term 1 Week 7
2	MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships MA5.1-7NA graphs simple non-linear relationships MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms MA4-14MG uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume 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 MA4-7NA operates with ratios and rates, and explores their graphical representation MA4-8NA generalises number properties to operate with algebraic expressions MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations 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 MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events	*Assessment Task 4	25%	Term 4 Week 4

Notes

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

Notes

- 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 MA5.3-4NA draws, interprets and analyses graphs of physical phenomena MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions MA5.3-6NA performs operations with surds and indices MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations	Rich 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 MA5.3-17MG applies deductive reasoning to prove circle theorems and to solve related problems MA5.3-18SP uses standard deviation to analyse data MA5.3-19SP investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes	*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 MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids MA5.3-15MG applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions	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..... MA5.3-8NA uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line MA5.3-9NA sketches and interprets a variety of non-linear relationships MA5.3-10NA recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems MA5.3-12NA uses function notation to describe and sketch functions	*Assessment Task 4	25%	Term 4 Week 4

Notes

*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"> Performs music selected for study, demonstrating solo performance skills with appropriate stylistic features 	Solo Performance	15%	Term 1 Week 9
2	Twentieth Century Styles: The Shock of the New <ul style="list-style-type: none"> Aurally identifies the use of concepts reflecting the contexts studied Demonstrates an understanding of and discriminates between stylistic features studied 	Written Test: Aural and Musicology skills	20%	Term 2 Week 4
3	Music & Technology <ul style="list-style-type: none"> Personal Project Focus: Examines perspectives using the concepts of music Notates and records own composition using notation, relevant to the context chosen and concepts featured 	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"> Demonstrates ensemble awareness & skills in a prepared work from repertoire selected for study 	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"> • Demonstrates an understanding of musical concepts through aural discrimination & notation in the music selected for study • Develops musical literacy, more advanced score reading & analytical skills 	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"> • Demonstrates an understanding of and discriminates between stylistic features studied • Notates own composition using notation relevant to the context chosen • Documents composition process through a folio of listening, research and composition 	Individual composition- Score (notation) Recording/live performance	25%	Term 2 Week 9
3	<p>Music for Small Ensembles</p> <ul style="list-style-type: none"> • Performs music selected for study, demonstrating ensemble performance skills with appropriate stylistic features • Demonstrates an understanding of and discriminates between stylistic features studied 	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"> • Performs music selected for study, demonstrating solo performance skills with appropriate stylistic features studied • Demonstrates development of aural discrimination 	Solo Performance Sight singing	20% 5%	Term 4 Weeks 2-4 Week 4

Year 10 PDHPE

Outcomes	Task	Task Details	Weighting	Date Due
<p>PD5-1 assesses their own and other's capacity to reflect on and respond positively to challenges.</p> <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>	1	Social Justice Research task	35%	Term 1 Week 11
<p>PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts.</p> <p>PD5-5 appraises and justifies choices of actions when solving complex movement challenges.</p> <p>PD5-9 assesses and applies self-management skills to effectively manage complex situations.</p>	2	Bstreetsmart 'Bfilmed'	35%	Term 2 Week 8
<p>PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences.</p>	3	Creative Movements Skipping assessment	30%	Term 4 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 In-class exam</p>	35%	<p>Term 1 Week 11</p>
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 task</p>	35%	<p>Ongoing Term 2 Weeks 2-10</p>
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 PASS Task</p>	30%	<p>Ongoing Term 3 Week 6 Term 4 Week 2</p>

Year 10 Science

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

Year 10 Science (continued)

Task	Outcomes	Task Detail	Weighting	Date Due
3	<p>SC5-4WS develops questions or hypotheses to be investigated scientifically</p> <p>SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p>SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively</p> <p>SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p>SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems</p> <p>SC5-9WS 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;">Student Research Project</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 Week 4
4	<p>Working Scientifically: SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS (refer descriptions Task 3)</p> <p>Knowledge and Understanding:</p> <p>SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion</p> <p>SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems</p> <p>SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community</p> <p>SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society</p>	<p style="text-align: center;">In-class Knowledge and Skills task</p> <p>Written assessment of the skills and knowledge covered in On the Move and Life Goes On topics.</p>	25%	Term 4 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 TEX 5.9 Critically selects and creatively manipulates a range of textile materials to produce quality textile items TEX 5.10 Selects appropriate techniques and uses equipment safely in the production of quality textile projects TEX 5.11 Demonstrates competence in the production of textile projects to completion TEX 5.12 Evaluates textile items to determine quality in their design and construction	Mini Textile Project 1	30%	Term 2 Week 4
2	TEX 5.3 Explains the creative process of design used in the work of textile designers TEX 5.6 Analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use 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 TEX 5.2 Justifies the selection of textile materials for specific end uses	Textile Exam	20%	Term 3 Week 9
4	TEX 5.1 Explains the properties and performance of a range of textile items TEX 5.2 Justifies the selection of textile materials for specific end uses TEX 5.4 Generates and develops textile design ideas TEX 5.5 Investigates and applies methods of colouration and decoration for a range of textile items TEX 5.8 Selects and uses appropriate technology to creatively document, communicate and present design and project work TEX 5.9 Critically selects and creatively manipulates a range of textile materials to produce quality textile items TEX 5.10 Selects appropriate techniques and uses equipment safely in the production of quality textile projects TEX 5.11 Demonstrates competence in the production of textile projects to completion TEX 5.12 Evaluates textile items to determine quality in their design and construction	Mini-Major Textile Project 2	40%	Term 4 Week 4

Year 10 Visual Arts

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

Year 10 2024 Assessment Booklet

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

Dear Dr Green

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:
Mr J. Gonda and TBA (Year 10 Student Advisers) or Deputy Principal TBA**