



*Newtown High School
of the
Performing Arts*

*ASSESSMENT
BOOKLET*

YEAR 10

2025

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

YEAR 10 ASSESSMENT BOOKLET

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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 they will be absent on the day a task is due, then the task should be handed to the teacher **prior** to the due date.

When the task is to be completed in class, arrangements need to be made with the Head Teacher **prior to the date of the task**.

Year 10 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 meaningful *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 sent 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 is student achievement 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, logbooks or journals
- Practical tasks, major works or performances
- Projects

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 or can be downloaded from the school website or Year 10 Assessment Booklet, 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.

Late submission/completion of tasks

A faculty will deduct 20% of the total assessment task mark each school day a task is late without a valid reason approved through the illness/misadventure process. After five school days, if the task is still not submitted the student will receive a mark of zero for the task.

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 will incur a penalty. 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.

Performances and Group Presentations

Students absent on the date of a performance will be assessed in the next lesson or another time as arranged by the class teacher. In the case of student absence for group performances, the group will still complete the task as scheduled without the absent student. The group will reform to perform for the absent student upon their return but not need to be marked again. If

the student does not complete the task within a 2 weeks period from the date of the task, a zero will be recorded.

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 regardless 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:

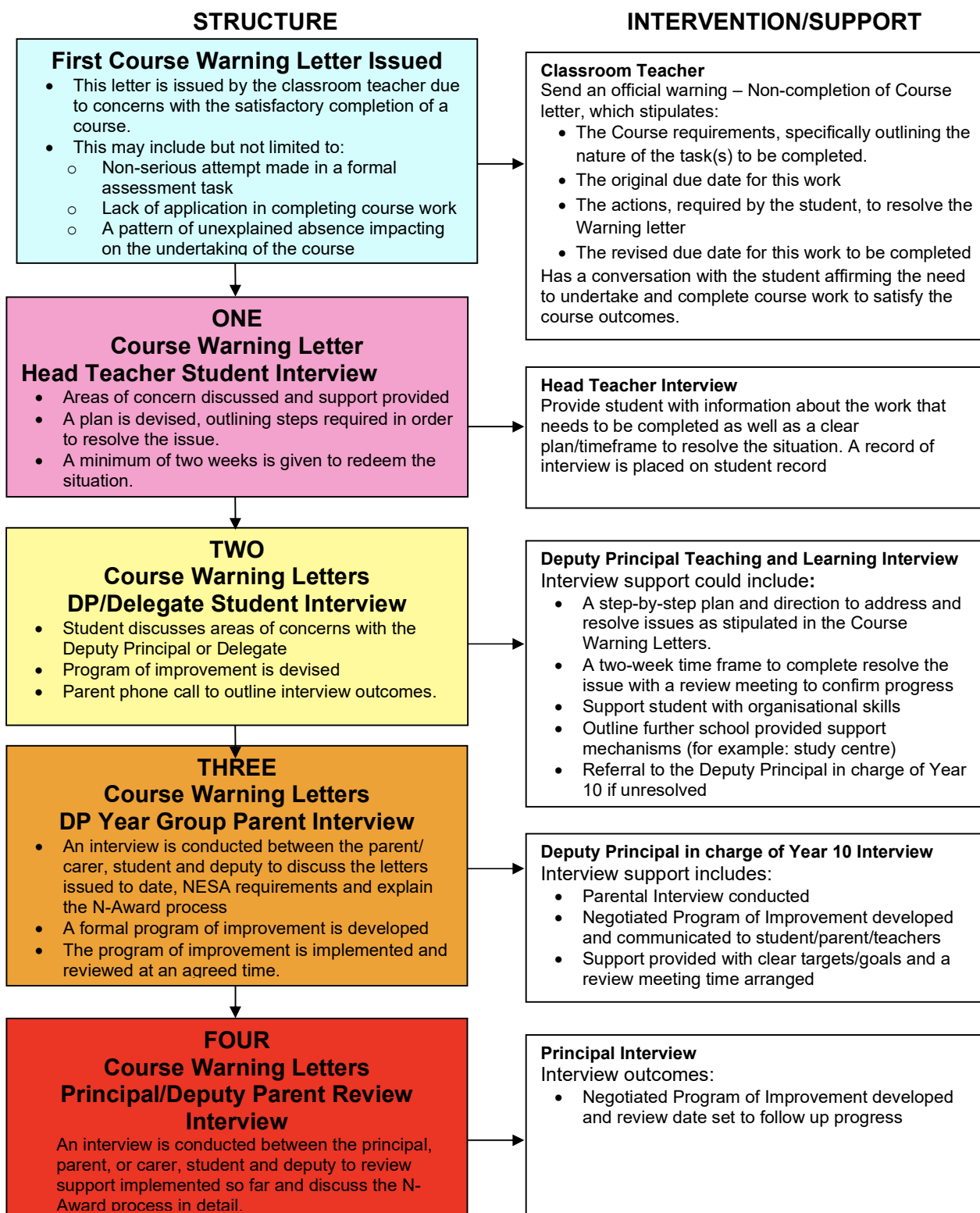
- A mark/grade and information on the outcomes achieved as indicated by the marking criteria
- Information, which assists students to improve on their performance in future tasks

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



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 Journal Questions</p> <p>Part 2: Performance of Solo -practical</p>	Technique and performance 40%	Term 1 Week 9 Term 1 Week 11
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 	Composition Journal	Composition 20%	Term 2 Week 9
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 recognises, understands and appreciates the artistic and culture of Classical Ballet. 	Performance- of Repertoire	Technique and Performance 40%	Term 3 Week 8

Year 10 Commerce

Task	Outcomes	Task Detail	Weighting	Date Due
1	<p>COM5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts</p> <p>COM5-4 analyses key factors affecting decisions</p> <p>COM5-7 researches and assesses information using a variety of sources</p>	<p>Economic and Business Environment</p> <p>In-class research-based essay</p>	35%	Term 1 Week 8
2	<p>COM5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts</p> <p>COM5-3 examines the role of law in society</p> <p>COM5-5 evaluates options for solving problems and issues</p>	<p>Law, Society and the Political Environment</p> <p>Exam (multiple choice and short responses)</p>	30%	Term 2 Week 9
3	<p>COM5-6 develops and implements plans designed to achieve goals</p> <p>COM5-7 researches and assesses information using a variety of sources</p> <p>COM5-8 explains information using a variety of forms</p> <p>COM5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes</p>	<p>Law and Action Presentation</p>	35%	Term 4 Week 2

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- Musical Theatre	Performance 30%	Term 1 Week 9
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 20%	Term 2 Week 6
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 task & Process Journal Part 2: Film	Composition 30%	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- Contemporary Sequence	Performance 20%	Term 4 Week 5

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: Contemporary</p> <p>Part 2: Written</p>	40%	Term 1 Week 10
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>Performance Performance of Class Dance: Musical Theatre</p>	30%	Term 2 Week 6
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 	Performance of Class 'work' and viva voce	30%	Term 3 Week 9

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. 	Naturalism Scripted Performance & Essay	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 	Brecht Devised Performance & Log book	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 	Absurdism Scripted Performance & Reflection	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 	Indigenous Theatre Scripted Performance & Essay	20%	Term 4 Week 4

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 	Influential Figures Peer led workshop & research	50%	Term 1 Week 5-7 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 	Ideas in Action Presentation and Logbook	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 students' growing knowledge and understanding in the areas of:</i>	A Student:
<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 compose an imaginative, persuasive, or discursive piece and a reflection justifying their creative choices.	35%	Term 1 Week 10
2	EN5-URA-01 EN5-URB-01 EN5-URC-01	In this module on Shakespearean Tragedy, students compose an essay in examination conditions.	30%	Term 2 Week 9
3	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-URC-01	In this module on representations of prejudice in fiction and film, students 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"> DM5-1 refers to relevant ideas, histories, and theories to analyse and produce design and media works DM5-3 applies design and media conventions, practices, techniques, and processes that reflect creative industry standards DM5-4 works independently and collaboratively to produce design and media works that respond to provocations, stimulus, or creative briefs DM5-6 applies project management strategies to develop, plan, produce, and deliver design and media projects DM5-8 explains a range of safe working practices and diverse cultural protocols associated with design and media 	<p>Option 5 – Film and video production 1: Development and pre-production</p> <p>Practical</p> <p>Written</p>	<p>20%</p> <p>10%</p>	<p>Term 1 Week 9</p> <p>Term 2 Week 2</p>
2	<ul style="list-style-type: none"> DM5-1 refers to relevant ideas, histories, and theories to analyse and produce design and media works DM5-3 applies design and media conventions, practices, techniques, and processes that reflect creative industry standards DM5-4 works independently and collaboratively to produce design and media works that respond to provocations, stimulus, or creative briefs DM5-6 applies project management strategies to develop, plan, produce, and deliver design and media projects DM5-8 explains a range of safe working practices and diverse cultural protocols associated with design and media 	<p>Option 6 – Film and video production 2: Production and post-production</p> <p>Prac</p> <p>Written</p>	<p>20%</p> <p>10%</p>	<p>Term 2 Week 9</p>
3	<ul style="list-style-type: none"> DM5-1 refers to relevant ideas, histories, and theories to analyse and produce design and media works DM5-3 applies design and media conventions, practices, techniques, and processes that reflect creative industry standards DM5-6 applies project management strategies to develop, plan, produce, and deliver design and media projects DM5-7 demonstrates creative intention and refinement to resolve design and media projects 	<p>Option 2 – Genre, narrative and meaning</p> <p>Prac</p> <p>Written</p>	<p>20%</p> <p>10%</p>	<p>Term 4 Week 2</p>
4	<ul style="list-style-type: none"> DM5-2 applies appropriate visual communication strategies to represent meaningful ideas about the world DM5-3 applies design and media conventions, practices, techniques, and processes that reflect creative industry standards 	<p>Core 2 – Design and media production project (Trailer)</p>	<p>10%</p>	<p>Term 4 Week 6</p>

	<ul style="list-style-type: none"> DM5-4 works independently and collaboratively to produce design and media works that respond to provocations, stimulus, or creative briefs DM5-6 applies project management strategies to develop, plan, produce, and deliver design and media projects DM5-7 demonstrates creative intention and refinement to resolve design and media projects 	Prac		
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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 & information using a range of media & 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 & information using a range of media & 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 & the environment</p>	<p>Food for Special Needs</p> <p>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>ML5-INT-01 exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language</p> <p>ML5-UND-01 analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding</p>	Multimodal Task 1	20% <i>(Interacting 10%, Understanding 10%)</i>	Term 1 Week 9
2	<p>ML5-UND-01 analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding</p> <p>ML5-CRT-01 creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language</p>	Multimodal Task 2	20% <i>(Understanding 10%, Creating 10%)</i>	Term 2 Week 5
3	<p>ML5-INT-01 exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language</p> <p>ML5-CRT-01 creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language</p>	Multimodal Task 3	30% <i>(Interacting 15%, Creating 15%)</i>	Term 3 Week 8
4	<p>ML5-UND-01 analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding</p>	Multimodal Task 4	30% <i>(Understanding)</i>	Term 4 Week 4

Year 10 Geography

Task	Outcomes	Task Details	Weighting	Due Date
1	<p>GE5-2 explains processes and influences that form and transform places and environments</p> <p>GE5-3 analyses the effect of interactions and connections between people, places and environments</p> <p>GE5-5 assesses management strategies for places and environments for their sustainability</p>	<p>Topic: Environmental Change and Management</p> <p>Knowledge and skills task</p>	50%	Term 3 Week 10
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>Topic: Human Wellbeing</p> <p>Critical investigation</p>	50%	Term 4 Week 5

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</p>	<p>Pop Culture – post WW II period</p> <p>Investigation and website</p>	50%	<p>Semester 1 Term 2 Week 5</p>

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 Standard and Advanced Pathways

	Outcomes	Task Detail	Weighting	Date Due
	Ongoing Topic Tests	S1 & S2	20%	Ongoing S1 & S2
1	MA5-IND-C-01 Simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases MA5-ALG-P-01 Simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv) MA5-ALG-P-02 Selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (Path: Adv) MA5-RAT-P-01 Identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv) MA5-IND-P-01 Applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv)	Task 1	20%	Term 1 Week 7
2	MA5-CIR-P-01 Applies deductive reasoning to prove circle theorems and solve related problems (Path: Ext) MA5-GEO-C-01 Identifies and applies the properties of similar figures and scale drawings to solve problems MA5-GEO-P-01 Establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (Path: Ext) MA5-GEO-P-02 Constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (Path: Ext) MA5-NET-P-01 Solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (Path: Stn) MA5-ALG-C-01 Simplifies algebraic fractions with numerical denominators and expands algebraic expressions MA5-ALG-P-01 Simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv) MA5-ALG-P-02 Selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (Path: Adv) MA5-EQU-C-01 Solves linear equations of up to 3 steps, limited to one algebraic fraction	Task 2	20%	Term 2 Week 4

	<p>MA5-EQU-P-01 Solves monic quadratic equations, linear inequalities and cubic equations of the form (Path: Adv)</p> <p>MA5-EQU-P-02 Solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv)</p>			
3	<p>MA5-TRG-C-01 Applies trigonometric ratios to solve right-angled triangle problems</p> <p>MA5-TRG-C-02: Applies trigonometry to solve problems, including bearings and angles of elevation and depression</p> <p>MA5-TRG-P-01 Applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (Path: Stn, Adv)</p> <p>MA5-TRG-P-02 Establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (Path: Adv)</p> <p>MA5-LIN-C-01 Determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools</p> <p>MA5-LIN-C-02 Graphs and interprets linear relationships using the gradient/slope-intercept form</p> <p>MA5-LIN-P-01 Describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv)</p>	Task 3	20%	Term 3 Week 3
4	<p>MA5-DAT-C-01 Compares and analyses datasets using summary statistics and graphical representations</p> <p>MA5-DAT-C-02 Displays and interprets datasets involving bivariate data</p> <p>MA5-DAT-P-01 Plans, conducts and reviews a statistical inquiry into a question of interest (Path: Stn, Adv)</p> <p>MA5-PRO-C-01 Solves problems involving probabilities in multistage chance experiments and simulations</p> <p>MA5-PRO-P-01 Solves problems involving Venn diagrams, 2-way tables and conditional probability (Path: Adv)</p> <p>MA5-FIN-C-02 Solves financial problems involving compound interest and depreciation</p>	Task 4	20%	Term 4 Week 4

Year 10 Music

Task	Outcomes	Task Detail	Weighting	Date Due
1	<p>Popular Music</p> <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	<p>Twentieth Century Styles: The Shock of the New</p> <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	<p>Music & Technology</p> <ul style="list-style-type: none"> Personal Project Focus: Examines perspectives using the concepts of music 	Viva voce	20%	Term 3 Week 5
4	<ul style="list-style-type: none"> Notates and records own composition using notation, relevant to the context chosen and concepts featured 	Composition	30%	Term 3 Week 9
5	<p>Music for Small Ensembles</p> <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	In class test	35%	Term 2 Week 2
<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>PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity</p> <p>PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities</p> <p>PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity</p>	2	Bstreetsmart 'Bfilmed'	35%	Term 2 Week 8
<p>PD5-9 assesses and applies self-management skills to effectively manage complex situations.</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> <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 (PASS)

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%	Term 1 Week 11
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%	Ongoing Term 2 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 PASS Tank</p>	30%	Term 4 Week 2

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>SC5-6WS 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;">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: SC5-5WS, SC5-7WS, SC5-8WS, SC5-9WS (<i>refer descriptions on Task 3</i>)</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 Test</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>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: SC5-5WS, SC5-7WS, SC5-8WS, SC5-9WS (<i>refer descriptions on Task 3</i>)</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>SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society</p>	<p>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

Technical Production

Task	Outcomes	Task Detail	Weighting	Date Due
1	PA5-1 identifies and explains a range of safe working practices and diverse cultural protocols associated with performing arts PA5-6 Researches, documents and reflects on performing arts concepts, ideas and processes. PA5-7 responds to provocations or stimulus to select, develop and produce performance material.	Audio Task and Written	25%	Term 1 Weeks 9
2	PA5-1 identifies and explains a range of safe working practices and diverse cultural protocols associated with performing arts PA5-2 experiments with ways in which space can be activated and transformed by the selection and manipulation performance elements. PA5-5 analyses the role of context and interpretation in realising artistic intention.	Lighting Task and Written	25%	Term 2 Week 8
3	PA5-5 analyses the role of context and interpretation in realising artistic intention. PA5-6 Researches, documents and reflects on performing arts concepts, ideas and processes. PA5-9 experiments with relevant essential performing arts concepts in new contexts.	Stage Design	20%	Term 3 Week 7
4	PA5-1 identifies and explains a range of safe working practices and diverse cultural protocols associated with performing arts PA5-2 experiments with ways in which space can be activated and transformed by the selection and manipulation performance elements. PA5-8 demonstrates the commitment, collaboration and agency required to stage a performing arts event.	Production Live Event	30%	Term 4 Week 4

Year 10 Textiles & Design

Task	Outcomes	Task Detail	Weighting	Date Due
1	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	Mini Textile Project 1	30%	Term 2 Week 4
2	TEX 5.1 Explains the properties and performance of a range of textile items 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	In class extended response	10%	Term 3 Week 2
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 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 & society	Textile Exam	20%	Term 3 Week 9
4	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, 5.9, 5.10	Theory task Written assessment	15%	Term 1 Week 9
2	Artmaking 5.1, 5.2, 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	Theory task Written assessment	25%	Term 3 Week 5
4	Artmaking 5.2, 5.3, 5.4, 5.6	Body of Work (BOW) Students submit Body of Work and documentation of processes in VAPD	30%	Term 4 Week 4

Year 10 2025 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:
D. Stephens and C. Nguyen (Year 10 Student Advisers) or
Deputy Principal N. Rajwar**