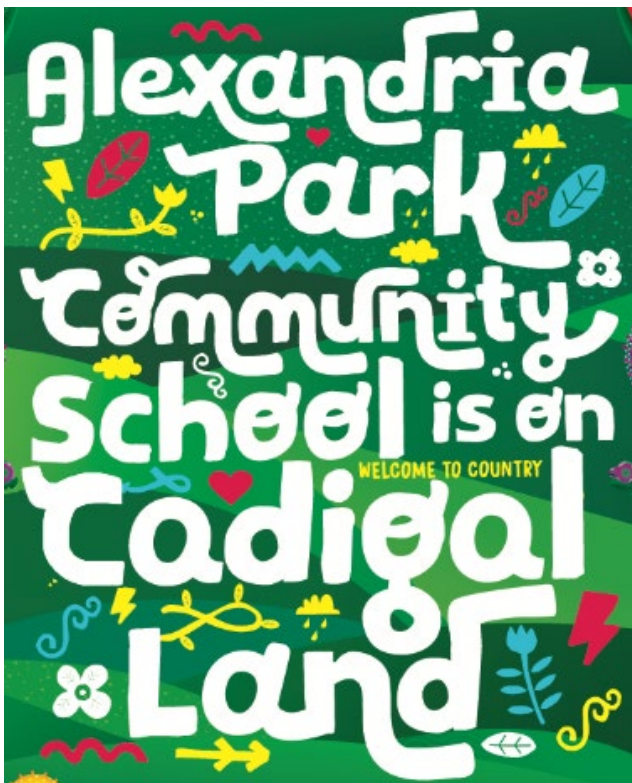


Year 10

Alexandria Park Community School

2024 Curriculum and Assessment Booklet



This booklet provides information to students and parents about the Year 10 teaching, learning and assessment programs at APCS.

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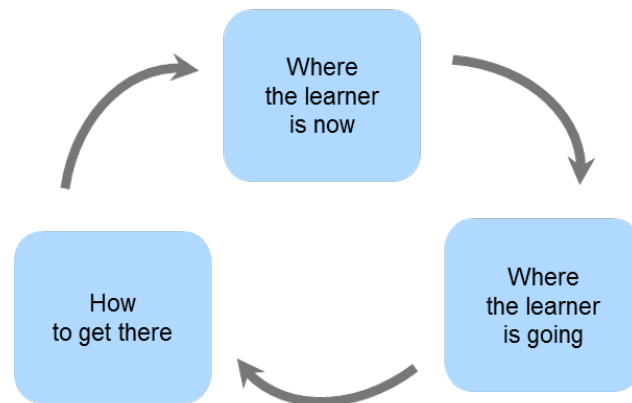
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What is Assessment?

Teachers at Alexandria Community School use a range of informal and formal assessment to measure student achievement of course outcomes; to allow students to demonstrate what they know and can do; to clarify student understanding of concepts and promote deeper understanding; and to provide evidence that informs the ongoing teaching and learning cycle.

It is important that students make the most of the array of opportunities afforded to them through class work and assessment to provide teachers with a holistic picture of their ability and achievement for the purpose of programming and reporting.

The policies and procedures at APCS follow those advised by NESAs.



School based assessment tasks

A. You will be given at least two weeks written notice for a formal assessment task. You will sign for this notification which will explain: a. the type of task (e.g. in-class, submitted, performance, practical)

- the timing of the task or the time and date due
- the weighting of the task (e.g. 20%)
- the outcomes being assessed and
- the assessment criteria
- instructions for submission.

B. In school examinations, you must follow the same procedures as outlined by the requirements of NESAs for all examinations.

How Can Parents/Carers Help at Home?

- Provide an uncluttered, quiet study area free from distractions
- Designate structured weekly study times, including time for preparation of study notes
- Plan for rest and relaxation time, including 8 hours of undisturbed sleep each night
- Provide reliable internet access in a public space
- Provide a personal assessment and homework diary
- Make a family calendar to record task schedules and study time



Awarding Grades

All assessment activity that a student completes provides information about a student's progress, so when a teacher determines a student's grade, they may take into account both formal assessment tasks and informal assessment for learning activities. This occurs in the Stage 4, Stage 5 and Preliminary Stage 6 (Year 11) courses. Teachers award grades according to the relevant NSW Educational Standards Authority (NESA) Syllabus Course Performance Descriptors and Common Grade Scale. Classroom teachers will use their professional judgement to make a final determination of the student's grade.

1.1.1 ASSESSMENT SCHEDULES

An assessment schedule for each subject is provided to students in the Assessment Booklet, containing an outline of all assessment tasks for that year, the weightings of tasks, assessed outcomes and estimated timing within the school calendar.

Students should expect between 2 and 4 formal assessment tasks for each subject. The tasks will form the basis for the reports issued at the end of each semester and therefore they will be designed to assess a range of syllabus outcomes and course content that has been taught in class.

Assessment tasks are compulsory for all students, excluding those completing Life Skill courses. All tasks are important and regardless of the weighting for an individual task, students should do their best to meet the criteria of the task rather than allocate effort based on the weighting.

1.1.2 WRITTEN NOTIFICATION OF ASSESSMENT TASKS

A written notification will be issued for each assessment task (including exams) typically at least two weeks prior to the submission date. Exam notifications will include the topics being assessed, components of the exam, mark range and weighting. It is the student's responsibility to seek the assessment task notification if they are absent when the notification is issued as the assessment task schedule booklet is deemed the first notification.

1.1.3 SUBMISSION OF ASSESSMENT TASKS

Assessment tasks are to be submitted on the due date (excluding in class tasks), this includes all material for speeches and oral presentations. Students should ensure that their name is on each page or item of the submitted task. If a student cannot attend school on the day a task is due, then it is acceptable that a friend or relative submit the task on their behalf to the front office before 9am.

Major works and practical assessment submission times will be at the discretion of the Head Teacher and will be printed on the assessment task notification along with details of submission.

Each faculty is responsible for coordinating the process of collecting tasks to ensure accurate recording of the time and date that the student submits the task. Students must complete all tasks to the best of their ability or may be subject to the N-determination process.

Electronic/digital submission will be coordinated by the Head Teacher of the subject. Requirements for digital submission will be clearly stated on the assessment task notification sheet. Ideally, digital submission should be in an appropriate format as directed on the assessment notification.

1.1.4 FORMAL EXAMINATIONS AND IN CLASS TASKS

.All class assessment tasks and formal examinations will be completed on the designated day and time. Attendance in each lesson prior to the class task or formal examination is required on the day a task is due. Failure to do this will result in a penalty. In special circumstances where a student cannot attend all lessons on the day, special consideration may be requested by submitting a Missed/Late/Illness/ Misadventure application. Examinations will NOT be rescheduled for unapproved leave such as vacations.

1.1.5 TECHNOLOGY AND ASSESSMENTS

Technology failure is not a valid reason for failure to submit an assessment task on time.

Students should:

- continually backup all work on the hard drive of your computer and on an external portable storage media(USB)
- You might also consider emailing it to yourself.
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that data can be accessed at school.
- Check the compatibility of your home software with the school's technology.
- Save a copy of the final version of your task to an email address that can be accessed at school (such as your student.fantastic@education.nsw.gov.au email account), as well as bringing it to school on external portable storage media.
- A student presenting work produced via computer or submitting work online who experiences computer/technology difficulties or printer failure must follow these procedures by applying for misadventure on the date the task was due by:
 - completing a misadventure form (from the secondary Deputy Principal or Head Teacher of that course) presenting it to the Head Teacher of that subject before school along with documentary evidence, such as a note from home
 - submitting any saved work on a USB drive and submitting any hard copies of drafts, rough notes, USB. If a student chooses or is required to prepare and produce work with the use of technology, it is their responsibility to ensure backups and hard copies are made well in advance of the due date of the assessment task. Program and software compatibility are also potential problems and need to be considered in advance. Malfunctions of computer technology, even theft, without evidence of 'work in progress' are NOT valid reasons for the late submission of an assessment task.

1.1.6 THE ASSESSMENT PROGRAM FOR LIFE SKILLS COURSES

Students studying Life Skills courses will follow a different assessment program. Each student accessing Life Skills outcomes and content will be assessed on their achievement of the selected outcomes. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement and can occur in a range of situations or environments such as the school and wider community.

Evidence of achievement can be based on:

- assessment as learning (where students monitor and reflect on their own learning)
- assessment for learning (such as observation during teaching and learning or work samples)
- assessment of learning (assessment activities specifically designed to assess achievement at particular points).

1.1.7 EXTENSION/ ILLNESS/ LATE/ MISSED/ MISADVENTURE

In special circumstances where a student is unable to complete or submit the task by the due date then special consideration may be sought in writing from the Head Teacher using the Extension/ Illness/ Late/ Missed/ Misadventure application form. This form must be lodged with the Head Teacher or relieving Head Teacher. If the task is submitted after the due date and time and a student has not submitted the appropriate documentation, then the appropriate penalty will apply.

Extension: Extensions of time are generally only given in special circumstances. These include, but are not limited to, unexpected illness that extends for a significant period of time prior to the due date. If a student requires an extension for a relevant reason, they must complete the Extension/ Illness/ Late/ Missed/ Misadventure application form and **submit before the due date** (best practice is five days prior) to allow sufficient time for the application to be processed. The decision will be recorded in writing on the application form and communicated to the student.

- Unapproved leave such as family vacations are NOT considered approved reasons.
- DoE Accredited Elite Sports Programs include national and international sports organisations which run camps for athletes, and national sports squads in which students have been selected to participate are considered approved reasons.
- Talent identification programs run by the New South Wales Department of Sport and Recreation and DoE Elite Arts (defined as an opportunity for a student to participate in an event or program that is beyond the gifted and talented opportunities that DoE offers) are considered approved reasons.

- If a student has prior knowledge of a circumstance that will impact on their ability to submit a task on the due date or attend an in-class task, test or examination, they must request an Extension Application Form from the Head Teacher or access it on the school's website. This form should be submitted to the faculty Head Teacher at least five school days BEFORE the assessment task is due.



Illness or injury – means you are too sick to attend school.

If a student is ill and cannot attend on the day of the task or date a task is due, an Extension/Illness/Late/Missed/Misadventure application form should be completed with the appropriate parental/carer note. This must be submitted on **the first day back after illness** to the relevant classroom teacher. An extension of time may be granted, a mark may be awarded based on a substitute task or a rank equivalency may be used, at the discretion of the Head Teacher. If a student becomes **ill** immediately prior or during the assessment task, which significantly diminished their task performance they should inform the teacher and lodge a Misadventure form.(found on website).



LATE AND NON SUBMISSION OF ASSESSMENT TASKS

Late or non-submission of a task without approved reason from the classroom teacher in Year 10 will result in the N determination process being followed. Please see N determination information below.

Teacher discretion in the submission of assessment tasks:

A teacher may practise discretion with submission of tasks for students identified as requiring additional support. This will be discussed with the student and / or parents / carer in conjunction with student learning support plans.

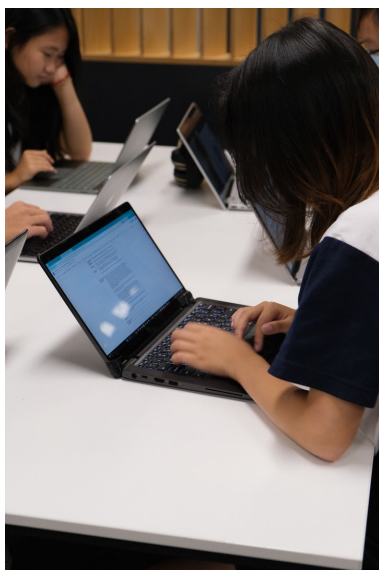
In special circumstances where a student is unable to complete or submit the task by the due date and time, special consideration for extension or exemption from penalties may be sought in writing from the Head Teacher using the Extension/ Illness/ Late/ Missed/ Misadventure application form. Computer/printer problems are not considered to be an acceptable reason for late submission of an assessment task. When an assessment task is a class test or an examination, a student must attempt the task at the scheduled time. A task, which is an assignment, is considered to be late if it is handed in after the scheduled time.

Missed

In Stages 5 and 6 courses, failure to complete assessment tasks will result in 'N' determination procedures being followed ('N' determination flowchart). This will also result in a zero mark being recorded for the task. Where an assessment task has not been submitted, classroom teachers notify Head Teachers who are responsible for generating a letter to be sent to the student's parents notifying them of the non-submission of the task, including an appropriate and reasonable period to rectify the matter and submit the task. Students will be required to submit a missed task or complete an equivalent alternative task to meet the requirements for satisfactory completion of the course. A zero mark will still be recorded but the N determination will be resolved and the task will be marked and feedback will be given to the student.

Misadventure

This is when something out-of-the-ordinary (e.g. an accident) has happened which is beyond your control and you believe your performance in the task has been negatively affected. Misadventure refers to an event beyond the student's control which allegedly prevented the student from attending the assessment task or school on the date that a task was due, or an event which hinders the student's ability to complete the assessment task to the best of their ability.



For example, a car accident or becoming ill during the assessment. Where a student experiences misadventure you should complete the illness/misadventure form in this booklet or on the website and give it to the Head Teacher for that subject.

MALPRACTICE

Malpractice can occur in several ways: cheating in an examination, plagiarism (making no change or insignificant changes to a copied sentence), use of AI like Chat GPT, collusion (working with another student, including the sharing or distribution of work), disrupting an examination, or a serious breach of the rules for an examination or task.

An assessment task must be the student's own work. Where malpractice has occurred a zero mark will be recorded for the task. The Head Teacher of a subject will make the final determination to record a zero mark and for students in Stage 5 (Year 10 at APCS) and 6 an 'N' determination warning letter will be sent to the parent(s)/guardian and procedures for an 'N' determination warning will be followed. Where malpractice has occurred, the student will be required to re-attempt the task or complete an equivalent alternative task. The teacher of the subject will determine in writing a reasonable time and the circumstances for this.

Students in Year 10 must complete the NESAs "All my own work" mandatory program.



1.1.8 'N' DETERMINATION PROCEDURES FOR NON-COMPLETION OF COURSE REQUIREMENTS (STAGE 5 & 6)

Stage 5 and 6 students are bound by the expectations set out in NESAs 'N' determination process for the RoSA and the HSC. NESAs states that satisfactory participation in and completion of a course requires a student to meet the following course completion criteria.

- Follow the course developed or endorsed by the NESAs.
- Apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- Achieved some or all the course outcomes.

NESAs also states that students must make a genuine attempt at assessment tasks that contribute **in excess**.

of 50% of the available marks. Whilst a particular rate of attendance is not specified for the completion of a course, irregular attendance can clearly impact on students' application of diligence and sustained effort to the set tasks and experiences for the course. Attendance could thus be a significant factor leading to potential warning letters and ultimately an 'N' determination.

1.1.9 After an 'N' determination warning letter is received.

If a student does not meet the criteria set out by NESAs for satisfactory participation or completion of a course, subject teachers/Head teachers will issue students with an 'N' determination warning letter. This letter will stipulate the task or work for which the student is required to complete and the original due date of this task/work. The letter will also stipulate a new due date and requirements for how to satisfactorily complete the task/work. It is important for the student to be aware that 'N' determination warning letters are not task specific, they are subject specific and therefore accumulate across tasks/work in any subject.

Failure to complete work stipulated in the 'N' determination warning letter is received.

Alexandria Park Community School will offer support to students to address the concerns if they are at risk of being 'N' determined. Students who have been issued with two or more 'N' determination warning letters in one subject will be interviewed as part of the school review process and placed on a contract containing a list of the 'N' determination warnings that are unresolved and the time frame in which they must be completed. The onus is always on the student to follow up with the teacher(s) to find out exactly what needs to be done to meet the requirements of the 'N' determination warning so it can be resolved.

Students who have not complied with the course completion criteria and who have received three written warnings (for a course) can be considered as not having satisfactorily completed the course at the time of finalising grades. In this instance the Principal may make a determination of non-completion of course requirements by a student, known as an N Determination. The Principal will undertake a formal interview of the student, making clear the grounds for which the 'N' determination is being applied. The Principal will outline the NESAs appeals process and will provide the student with copies of the N determination warning letters.

If an 'N' determination is applied, it may mean the student is no longer eligible for the HSC or RoSA.

SUMMARY OF N Determination PROCESS

N Determination warning

If a student is not meeting the course requirements or fails to complete an assessment task they are given what is termed a non-completion warning (or N completion determination). A copy is also posted home, which outlines:

- a. any issues of concern or outstanding work and
- b. the date by which students should redeem the outcomes of the missed work.
- c. If a student is to be given a non-completion ('N') determination because of failure to complete tasks which contribute in excess of 50 percent of the final assessment marks in that course, the principal will inform NESAs.

The 'Warning Letter' process

If you are not working and if you are not attending school and classes regularly (i.e. above 85%) you may be at risk of not meeting the requirements to gain your HSC. If this is the case then teachers will give you formal warnings in writing, as follows:

a. Warning 1 – A 'FIRST' formal warning letter will be sent by your class teacher and the Head Teacher outlining work that is to be completed and a due date. This letter will be handed to the student and a copy posted to the parent/carer. The parent/carer of the student will also be contacted by telephone to alert them to the situation.

If the work is not completed and/or there is no improvement then:

b. Warning 2 – A 'SECOND' formal warning letter will be issued and an interview will be organised with the Head Teacher and your parent/guardian.

If this work is not completed and there is still no improvement then:

c. FINAL Warning - You will be interviewed by the Deputy Principal and a 'THIRD and FINAL' formal warning letter will be issued. The Deputy Principal will organise an interview with your parent/carer.

If after these warnings there is still no improvement, the Principal will conduct an interview with you and your parent(s)/carer where the 'N' determination will be formally made.

'N' determinations

If students don't complete a course's requirements they will receive an 'N' determination.

Students are warned via a letter from their school if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem.

If a student receives an 'N' determination in a mandatory curriculum requirement course, they won't be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' determination.

If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

Principals need to contact NESAs if they feel a student is eligible for a RoSA after being deemed ineligible at the end of Year 10 because they failed to meet the mandatory curriculum requirements.

1.1.10 N-DETERMINATION FLOWCHART



This process is to be followed for each course.

This flowchart is designed to assist students and parents/carers to understand the process.



	Student concern	Intervention(s)	Teacher Actions
1 st event – CLASSROOM TEACHER	Early intervention	<ol style="list-style-type: none"> 1. Student spoken to about concern. 2. Parents / carers contacted and notified that student is not meeting course requirements or submitting tasks 	Initial discussion with Student Additional discussion with parent / carer
	Classwork not completed OR Assessment task not complete/submitted on time OR Non-serious attempt.	1 st N-warning letter through: <ul style="list-style-type: none"> • letter of concern • telephone call → 1 st N-warning letter	Will involve: <ul style="list-style-type: none"> • phone call home from teacher • reissuing copies of Assessment tasks/classwork/textbook work • Student acknowledgement of receiving task • If needed - providing alternative tasks • discussing requirements of the task with student • Arrange an alternative time for completion of assessment • Although zero penalty will still apply
Continual consultation to occur between teacher and HT			
2 nd event – HEAD TEACHER	Student concern	Intervention(s)	Support provided for student
	Classwork not completed Non serious attempt Assessment task not complete/submitted on time. 1 st N-warning letter not actioned	→ 2 nd N-warning letter	Will involve: <ul style="list-style-type: none"> • reissuing copies of tasks/classwork/textbook work or <ul style="list-style-type: none"> • providing alternative tasks • discussion with HT • phone call home from HT also include: <ul style="list-style-type: none"> • arranging time to work with student. • review of student progress by HT of year group • discussing requirements of the task with student • Although zero penalty will still apply
Referral & consultation with Deputy Principal to initiate joint monitoring process.			
3 rd and final event – DEPUTY PRINCIPAL	Student concern	Intervention(s)	Support provided for student
	Classwork not completed Assessment task not complete/submitted on time Non serious attempt Previous N-warning letter(s) not actioned	Immediate referral to DP and → 3 rd and final warning letter	Will involve: <ul style="list-style-type: none"> • phone call home from Head Teacher/Deputy Principal/Principal • discussion with Head Teacher/Deputy Principal/Principal • reissuing copies of tasks/classwork/textbook work and may also include: <ul style="list-style-type: none"> • arranging time to work with students • providing alternative tasks • discussing requirements of the task with student • Although zero penalty will still apply
OR			
Parent interview with Principal and Principal will proceed with N Determination process with NESAs			

Non-Serious attempt

A non-serious attempt is considered as failing to submit a reasonable attempt at a task. This may include, but is not limited to, the following:

- Inappropriate written content submitted as part of a task
- Inappropriate behaviour during an examination
- Failure to complete significant sections of an assessment (e.g. only attempting the multiple choice and not attempting extended response questions)

The Head Teacher of a subject will determine whether a task is a non-serious attempt. In the case of a non-serious attempt the 'N' determination procedures will be followed.

APPEALS PROCESS

Students have the right to ask their teacher to review a mark at the time a task is returned but cannot appeal against the teacher's judgement. If a student believes there has been an issue with the assessment 'process', a formal appeal process should be commenced and a formal appeal form should be submitted to the Head Teacher, outlining the grounds for appeal. This appeal should focus on the process of assessment only. The student will then have 24 hours to lodge an appeal with the Faculty Head Teacher, on the APCS Appeal Form and with the original assessment task attached.

The only areas to be considered in the review are:

- 1.9.1 Does the assessment program conform to the NESA requirements in respect to components and weightings?
- 1.9.2 Has the assessment task sheet been followed and, has the stated values of the task been maintained?
- 1.9.3 Have there been any computational errors?

If necessary, an appeals panel may be convened to review the assessment process and to decide whether or not there are justifiable grounds for appeal. The panel may require the student and the teacher to present their views in person before reaching a decision. The school's Appeals Committee, composed of the secondary Deputy Principal, the subject Head Teacher and another Head Teacher, will investigate the claim by reviewing and examining appropriate records and report its findings to the student. The final decision rests with the Principal.

1.1.11 REPORTING

A school report is issued each semester. Reports should reflect the extent to which students have met a range of the outcomes that have been assessed for each subject. Work habits as well as an overall grade will usually be included. Where this is not possible, the report comment may indicate that a grade was not awarded. In Years 10-12, where a student has been 'N' determined in a subject, this 'N' determination will be reported upon in the Semester 2 Report.

1.1.12 TASKS THAT PRODUCE INVALID OR UNRELIABLE RESULTS

In exceptionally rare circumstances a task might not adequately discriminate between students, in such a case everyone gets the same or similar mark. Sometimes a mark might become invalid or inequitable due to problems associated with its administration. In these circumstances the Head Teacher in consultation with the Deputy Principal will ascertain the best method to address these issues. This may include:

- Part of the task will be used to calculate the assessment mark.
- The weighting of the task may be reduced, and additional weighting added to a future task
- The original assessment task will be replaced by an additional task. Sufficient written notice will be provided for any additional tasks and if necessary, weightings will be adjusted accordingly.

Students will be notified in writing if any assessment task is deemed to be invalid or unreliable and the course of action that will be taken to rectify this issue. Steps taken to address this issue will not have an adverse impact on individual students or classes so that fairness and equity is maintained.

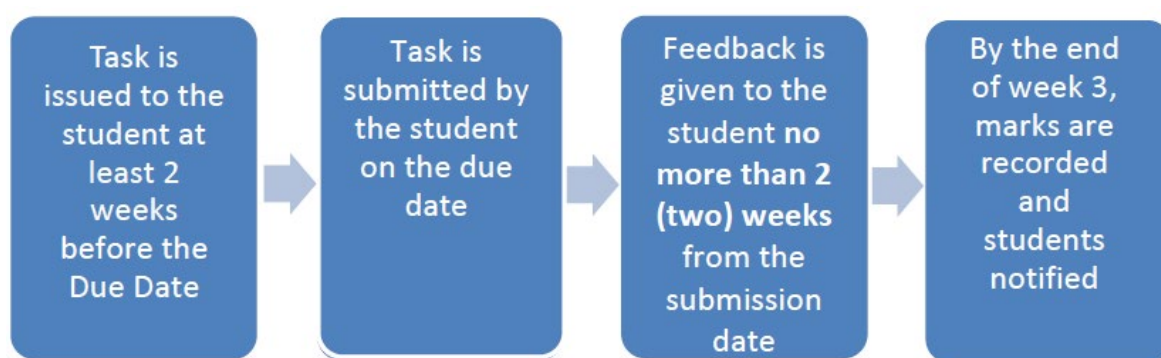
1.1.13 FEEDBACK to STUDENTS

Following a formal assessment task, teachers will provide positive and constructive feedback to students that may identify strengths and weaknesses, correct misunderstandings, state clearly how students can improve and allow students to take an active role in their learning. Tasks should be designed and feedback provided in a way that allows students to improve upon their performance in subsequent tasks.

It is recommended that feedback be given in one or more of the following ways:

- oral discussion with class, groups or individual students
- written annotations on the submitted work
- general comments to the class about those aspects of the activity or task in which students excelled and those aspects that still need addressing
- examples of good responses
- self-evaluation

Drafts of assessment tasks are encouraged where appropriate. However, a teacher may refuse to provide feedback on a draft if it is received within 5 school days of the due date. **One draft per student** during any assessment period will exist. Refer to the **Drafts Procedure**.



1.1.14 DISABILITY PROVISIONS

Disability provisions are practical arrangements that enable students with disability to access learning and assessment. Principals have the authority to decide on and to implement disability provisions for school-based assessments and tests. Students who have a diagnosed disability can apply to have this taken into consideration when completing an assessment task at school and the process will be coordinated by the Head Teacher Teaching and Learning.

1.1.15 DRAFT PROCEDURES

Rationale:

These procedures are intended to provide guidance and support for staff and students in the completion of written tasks, in order to provide a balance between staff supporting students in creating their best possible work and excessively contributing to their work via draft feedback.

1. Aim:

To ensure that the process of drafting assists students in refining their work for the purpose of producing the highest-quality assessment submissions.

2. Procedures:

- Drafting is encouraged, but not compulsory.
- When students request feedback on a draft, they must submit to the teacher as specified by the teacher.
- Students are to submit drafts outside of class time.
- Teachers will return drafts once completed for student review and application.
- Students can submit **one draft** per assessment task to their teacher for feedback.
- The cut-off date for the submission of drafts is **5 days** before the task is due, this is to include a weekend for staff to assess the draft and for the student to have time to utilise the feedback.
- Assessment Tasks will be issued a minimum of two weeks before the due date.

Year 10 Curriculum Structure

Course	Periods per cycle
English	8
Mathematics	8
Science	7
History	6

Course	Periods per cycle
PDHPE	4
Elective 1	5
Elective 2	5

Students also participate in Sport on Friday afternoons for 2 periods each week. Sport is a compulsory requirement in Years 7 – 10.

Communicating with our school

Alexandria Park Community School values parent communication and engagement with our school and recognises the importance of having an effective system in place to assist with this process. The link below to the school community charter outlines the responsibilities of parents, carers, and school staff to ensure our learning environments are collaborative, supportive and cohesive.

<https://education.nsw.gov.au/public-schools/going-to-a-public-school/school-community-charter>

If you would like to contact the school, you can do so by:

- Phoning the school admin office on 9698 1967
- In person – please report to the Administration Office
- By email @alexparkcs-schools.nsw.edu.au, please write the name of teacher in the subject box.

Year 10 has a Google Classroom that all students will join, and parents are also invited to join. This is a great place for the Year Adviser to communicate with the students. Parents and students will be invited to join the APCS Sentral Portal. You will be issued with a code that allows you to access information such as school reports, the booking system for Parent Teacher Night, school newsletters and daily notices. A letter with more information will be sent out to all parents and students.

Who to contact:

Position at APCS	Matters they deal with:
Classroom teachers	First contact for anything pertaining to that individual subject. This may include class work, homework, assignments or a specific incident that occurred in that classroom.
Head Teachers of each subject area	If a parent/carer has worked with their child's classroom teacher and feels that their needs should be further addressed. If a parent/carer would like to share some positive experiences that are happening in the classroom or at home in relation to that topic.
Learning and Support Teachers	If a parent/carer feels that their child needs some support in the classroom due to diverse learning needs.
Year Adviser	Can assist with matters that are occurring outside of the classroom and with wellbeing concerns. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child. Ms. Nikola Jackson
Head Teacher Wellbeing	Can assist with matters that are occurring outside the classroom and with wellbeing concerns that are serious in nature. Can also assist with serious ongoing medical condition notifications (diabetes, anaphylaxis).
Deputy Principal	To be notified directly with serious concerns that a parent/carer feels cannot be dealt with by other staff at the school. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child.
Principal	To be notified directly with serious concerns that a parent/carer feels cannot be dealt with by the Deputy Principal. If a parent/carer would like to share some positive experiences that are happening at school or at home in relation to their child.

HSC Minimum Standard

Students must demonstrate a minimum standard of literacy and numeracy to be eligible for the award of the Higher School Certificate. Students must demonstrate the minimum standard in each domain of reading, writing and numeracy.

The HSC minimum standard is set at the Australian Core Skills Framework (ACSF) Level 3. ACSF Level 3 describes the functional literacy and numeracy skills required for life after school, for work and further education.

Students in Years 10 to 12 may demonstrate the HSC minimum standard by achieving Level 3 or above in the NESA minimum standard online reading, writing and numeracy tests.

School leavers in Years 10 to 12 may sit the NESA minimum standard online tests and use the test results to demonstrate their levels of reading, writing and numeracy to employers and/or further education and training providers.

Throughout Year 10 students will sit the online tests in reading, writing and numeracy to meet the minimum standard. There will be more information provided to students and carers about the minimum standard tests. You can also find more information at

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/school-resources>



PLEASE NOTE:

The Assessment Schedules printed in this booklet for all curriculum areas are intended as a guide. Changes to these may be made during the year as extenuating circumstances may occur. Students will receive advance warning of assessments via an assessment notification at least two weeks prior to the task.



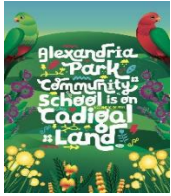
Alexandria Park Community School

Assessment Schedule

Subject: ENGLISH Year: 10

Outcome	Description
EN5-1A	responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN5-2A	effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
EN5-3B	selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
EN5-4B	effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
EN5-5C	thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
EN5-6C	investigates the relationships between and among texts
EN5-7D	understands and evaluates the diverse ways texts can represent personal and public worlds
EN5-8D	questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
EN5-9E	purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.					Weighting and components		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Life skills outcome	Understanding texts	Composing texts	TOTAL
1	Extended Response: Persuasive	Term 1, Week 7	EN5-1A; EN5-4B; EN5-7D.	ENLS-1A ENLS-2A ENLS-3A ENLS-4A ENLS-5A ENLS-5A	5%	15%	20
2	Imaginative: Script Writing	Term 2, Week 6	EN5-3B; EN5-5C; EN5-8D	ENLS-6A ENLS-7A ENLS-8A ENLS-9A	10%	20%	30
3	Multimodal: Podcast	Term 3 Week 9	EN5-1A; EN5-2A; EN5-5C	ENLS-10B ENLS-11B ENLS-12C ENLS-13C ENLS-14D ENLS-15D	25%	10%	35
4	Examination: Unseen texts	Term 4, Week 5	EN5-1A; EN5-6C; EN5-9E	ENLS-16D ENLS-17E <i>All Life Skills outcomes will be achieved by the end of Year 10</i>	10%	5%	15
Component Weighting					50	50	100



Alexandria Park Community School

Assessment Schedule

Subject: Mathematics Year: 10

Table of Outcomes

Topic	Outcome and Description
Financial Mathematics	MA5.1-4NA solves financial problems involving earning, spending and investing money MA5.2-4NA solves financial problems involving compound interest
Ratios and Rates	MA4-7NA operates with ratios and rates, and explores their graphical representation MA5.2-5NA recognises direct and indirect proportion, and solves problems involving direct proportion MA5.3-4NA draws, interprets and analyses graphs of physical phenomena
Algebraic Techniques	MA4-8NA generalises number properties to operate with algebraic expressions MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions
Surds and Indices	MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices MA5.3-6NA performs operations with surds and indices
Equations	MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations 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
Linear Relationships	MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships 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
Non-Linear Relationships	MA5.1-7NA graphs simple non-linear relationships MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationships MA5.3-9NA sketches and interprets a variety of non-linear relationships
Polynomials	MA5.3-10NA recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
Logarithms	MA5.3-11NA uses the definition of a logarithm to establish and apply the laws of logarithms
Functions and Other Graphs	MA5.3-12NA uses function notation to describe and sketch functions
Area and Surface Area	MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
Volume	MA4-14MG uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related

	composite solids
Numbers of Any Magnitude	MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
Right-Angled Triangles (Trigonometry)	MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings 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
Properties of Geometrical Figures	MA5.1-11MG describes and applies the properties of similar figures and scale drawings MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
Circle Geometry	MA5.3-17MG applies deductive reasoning to prove circle theorems and to solve related problems
Single Variable Data Analysis	MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data MA5.3-18SP uses standard deviation to analyse data
Bivariate Data Analysis	MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time 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
Probability	MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events MA5.2-17SP describes and calculates probabilities in multi-step chance experiments
Working Mathematically	MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts MA5.1-2WM selects and uses appropriate strategies to solve problems MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems MA5.2-3WM constructs arguments to prove and justify results MA5.3-1WM uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures MA5.3-2WM generalises mathematical ideas and techniques to analyse and solve problems efficiently MA5.3-3WM uses deductive reasoning in presenting arguments and formal proofs

Subject: Mathematics 5.1 Year: 10

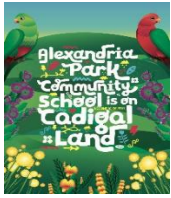
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.					Weighting and components
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Life skills outcome	TOTAL
1	In class test Topics: Area, Surface Area, Volume; Indices; Numbers of Any Magnitude	Term 1 Week 8	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-8MG MA5.2-11MG MA4-14MG MA5.2-12MG MA5.1-5NA MA5.1-9MG	MALS-ARE-01, MALS-ARE-01	25
2	In class test Topics: Probability; Data & Statistics	Term 2 Week 5	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-12SP MA5.2-15SP MA5.1-13SP	MALS-ARE-01, MALS-ARE-01, MALS-DAT-02	25
3	Investigation Task + Validation test Topics: Properties of Geometric Figures; Trigonometry	Term 3 Week 9	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-11MG MA5.1-10MG	N/A	25
4	In class test Topics: Algebraic Techniques; Equations; Linear Relationships Properties of Geometric Figures; Trigonometry	Term 4 Week 4	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA4-8NA MA4-10NA MA5.1-6NA MA5.1-11MG MA5.1-10MG	MALS-POS-01	25
					100

Subject: Mathematics 5.2 Year: 10

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.					Weighting and components
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Life skills outcome	TOTAL
1	In class test Topics: Area, Surface Area, Volume; Indices; Numbers of Any Magnitude	Term 1 Week 8	MA5.2-1WM MA5.2-2WM MA5.2-3WM MA5.1-8MG MA5.2-11MG MA4-14MG MA5.2-12MG MA5.1-5NA MA5.1-9MG MA5.2-7NA	MALS-ARE-01, MALS-ARE-01	25
2	In class test Topics: Probability; Data & Statistics	Term 2 Week 5	MA5.2-1WM MA5.2-2WM MA5.2-3WM MA5.1-12SP MA5.2-15SP MA5.2-16SP MA5.1-13SP MA5.2-17SP	MALS-ARE-01, MALS-ARE-01, MALS-DAT-02	25
3	Investigation Task + Validation test Topics: Properties of Geometric Figures; Trigonometry	Term 3 Week 9	MA5.2-1WM MA5.2-2WM MA5.2-3WM MA5.1-11MG MA5.1-10MG	N/A	25
4	In class test Topics: Algebraic Techniques; Equations; Linear Relationships Properties of Geometric Figures; Trigonometry	Term 4 Week 4	MA5.2-1WM MA5.2-2WM MA5.2-3WM MA4-8NA MA4-10NA MA5.2-6NA MA5.2-8NA MA5.1-6NA MA5.2-9NA MA5.3-8NA MA5.1-11MG MA5.1-10MG MA5.2-13MG	MALS-POS-01	25
					100

Subject: Mathematics 5.3 Year: 10

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.					Weighting and components
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Life skills outcome	TOTAL
1	In class test Topics: Area, Surface Area, Volume; Indices; Numbers of Any Magnitude	Term 1 Week 8	MA5.3-1WM; MA5.3-2WM; MA5.3-3WM; MA5.1-8MG; MA5.2-11MG; MA5.3-13MG; MA5.1-5NA; MA5.2-7NA; MA5.3-6NA; MA5.3-11NA	MALS-ARE-01, MALS-ARE-01	25
2	In class test Topics: Probability; Data & Statistics	Term 2 Week 5	MA5.3-1WM; MA5.3-2WM; MA5.3-3WM; MA5.1-8MG; MA5.2-11MG; MA5.3-13MG; MA5.1-5NA; MA5.2-7NA; MA5.3-6NA; MA5.3-11NA; MA5.1-13SP; MA5.2-17SP; MA5.1-12SP; MA5.2-15SP; MA5.3-18SP; MA5.2-16SP; MA5.3-19SP	MALS-ARE-01, MALS-ARE-01, MALS-DAT-02	25
3	Investigation Task + Validation test Topics: Properties of Geometric Figures; Trigonometry	Term 3 Week 9	MA5.3-1WM; MA5.3-2WM; MA5.3-3WM; MA5.1-11MG; MA5.2-14MG; MA5.3-16MG; MA5.1-10MG; MA5.2-13MG; MA5.3-15MG	N/A	25
4	In class test Topics: Algebraic Techniques; Equations; Linear Relationships Properties of Geometric Figures; Trigonometry	Term 4 Week 4	MA5.3-1WM; MA5.3-2WM; MA5.3-3WM; MA5.1-11MG; MA5.2-14MG; MA5.3-16MG; MA5.1-10MG; MA5.2-13MG; MA5.3-15MG; MA5.2-8NA; MA5.1-6NA; MA5.2-9NA; MA5.3-8NA; MA5.3-5NA; MA5.3-7NA	MALS-POS-01	25
					100



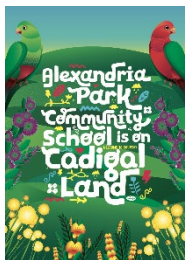
Alexandria Park Community School

Assessment Schedule

Subject: Science Year: 10

Outcome	Description
SC5-1VA	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC5-2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
SC5-3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
SC5-4WS	develops questions or hypotheses to be investigated scientifically
SC5-5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
SC5-6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
SC5-7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5-8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5-9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC5-10PW	applies models, theories and laws to explain situations involving energy, force and motion
SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
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
SC5-13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issue
SC5-14LW	analyses interactions between components and processes within biological systems
SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
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

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Task Number	Topic & Type of Task	Due Date	Life skills outcome	Working Scientifically Skills	Knowledge and Understanding	TOTAL
Task 1	Chemical World Practical Exam	Term 1 Week 10	SCLS-22CW SCLS-23CW	SC5-7WS SC5-8WS	SC5-16CW SC5-17CW	20
Task 2	Living World Semester 1 Exam	Term 2, Week 6	SCLS-19LW SCLS-20LW SCLS-21LW	SC5-6WS SC5-7WS	SC5-14LW SC5-15LW	25
Task 3	Physical World Student Research Project	Term 3, Week 8	SCLS-11PW SCLS-12PW	SC5-4WS SC5-5WS SC5-9WS	SC5-10PW SC5-11PW	25
Task 4	Earth and Space Semester 2 Exam	Term 4, Week 5	SCLS-13ES SCLS-16ES	SC5-9WS	SC5-12ES SC5-13ES SC5-10PW SC5-11PW	30
Component Weighting				60	40	100



Alexandria Park Community School

Assessment Schedule

Subject: History Year: 10

Outcome	Description
HT5-1	explains and assesses the historical forces and factors that shaped the modern world and Australia
HT5-2	Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
HT5-3	Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT5-4	explains and analyses the causes and effects of events and developments in the modern world and Australia
HT5-5	identifies and evaluates the usefulness of sources in the historical inquiry process
HT5-6	Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
HT5-7	explains different contexts, perspectives and interpretations of the modern world and Australia
HT5-8	Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HT5-9	Applies a range of relevant historical terms and concepts when communicating an understanding of the past
HT5-10	Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

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Task Number	Topic & Type of Task	Due Date	Outcomes	Skills	Knowledge and Understanding	TOTAL
Task 1	Movement of People In class Assessment	Term 1, Week 7	HTLS-1, HTLS-5 HTLS-7, HTLS-8	15	10	25
Task 2	Australians at War Extended Response	Term 2 Week 6	HT5-1, HT5-2 HT5-4, HT5-5 HT5-7, HT5-9, HT5-10	10	15	25
Task 3	Rights and Freedoms In class source based Test	Term 3 Week 8	HT5-2, HT5-3 HT5-6, HT5-8 HT5-9, HT5-10	15	10	25
Task 4	The Cold War Extended Response	Term 4 Week 4	HT5-1, HT5-2 HT5-4, HT5-5 HT5-7, HT5-9 HT5-10	10	15	25
Component Weighting				50	50	100



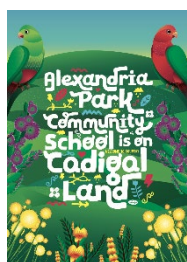
Alexandria Park Community School

Assessment Schedule

Subject: PDHPE Year: 10

	Description
PD5-1	assesses their own and others' capacity to reflect on and respond positively to challenges
PD5-2	researches and appraises the effectiveness of health information and support services available in the community
PD5-3	analyses factors and strategies that enhance inclusivity, equality and respectful relationships
PD5-4	adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
PD5-5	appraises and justifies choices of actions when solving complex movement challenges
PD5-6	critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
PD5-7	plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
PD5-8	designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
PD5-9	assesses and applies self-management skills to effectively manage complex situations
PD5-10	critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
PD5-11	refines and applies movement skills and concepts to compose and perform innovative movement sequences

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Task Number	Topic & Type of Task	Due Date	Syllabus outcomes	Life Skills outcomes	Skills	Knowledge and Understanding	TOTAL
Task 1	The Next Chapter: Job Interview Day Theoretical	Week 9, Term 1	PD5-1 PD5-9 PD5-10	PDLS-1 PDLS-2	15	10	25
Task 2	Exploring Calisthenic Movement: Gymnastics Floor Routine Practical	Weeks 7-8, Term 2	PD5-4 PD5-11	PDLS-5 PDLS-6	15	10	25
Task 3	Game Sense: Flag Football Observation Practical	Weeks 5-9, Term 3	PD5-4 PD5-5 PD5-11	PDLS-5 PDLS-6	15	10	25
Task 4	Self Care, Nurturing You: Website Design Theoretical Group Task	Week 5, Term 4	PD5-6 PD5-7 PD5-8	PDLS-7 PDLS-8	5	20	25
Component Weighting					50	50	100



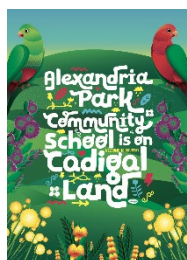
Alexandria Park Community School

Assessment Schedule

Subject: Aboriginal Studies Year: 10

Outcome	Description
AST5-1	Describes the factors that contribute to an Aboriginal person's identity
AST5-2	Explains ways in which Aboriginal Peoples maintain identity
AST5-3	Describes the dynamic nature of Aboriginal cultures
AST5-4	Explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
AST5-5	Explains the importance of families and communities to Aboriginal Peoples
AST5-6	Explains the importance of self-determination and autonomy to Aboriginal Peoples' participation nationally and internationally
AST5-7	Assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally
AST5-8	Analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples
AST5-9	Analyses the factors that influence non-Aboriginal peoples' range of perceptions of Aboriginal Peoples and cultures
AST5-10	Identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data
AST5-11	Selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

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Task Number	Topic & Type of Task	Due Date	Life skills outcome	TOTAL
Task 1	Core 2: Aboriginal peoples Autonomy Presentation	Term 2 Week 6	ASTLS-1, ASTLS-2 ASTLS-5, ASTLS-8 ASTLS-11, ASTLS-12	25
Task 2	Option 2: Aboriginal peoples and Art Artwork	Term 3 Week 4	ASTLS-3, ASTLS-11 ASTLS-12	25
Task 3	Option 8: Aboriginal Peoples and Sport Fieldwork Booklet	Term 3 Week 8	ASTLS-1, ASTLS-6 ASTLS-11, ASTLS-12	25
Task 4	Option 1: Aboriginal Organisations Case study Report	Term 4 Week 4	ASTLS-7, ASTLS-8 ASTLS-9, ASTLS-10 ASTLS-11, ASTLS-12	25
Component Weighting				100

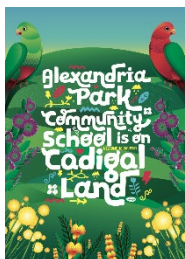


Alexandria Park Community School Assessment Schedule

Subject: Commerce Year: 10

Outcome	Description
COM5-1	applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
COM5-2	analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
COM5-3	examines the role of law in society
COM5-4	analyses key factors affecting decisions
COM5-5	evaluates options for solving problems and issues
COM5-6	develops and implements plans designed to achieve goals
COM5-7	researches and assesses information using a variety of sources
COM5-8	explains information using a variety of forms
COM5-9	› works independently and collaboratively to meet individual and collective goals within specified timeframes

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Task Number	Topic & Type of Task	Due Date	Life skills outcome	Skills	Knowledge and Understanding	TOTAL
Task 1	Employment and Work Futures: Stimulus response: Changes in the Participation Rate	Term 1, Week 6	COMLS-4	5	20	25
Task 2	Law, Society and Political Involvement: Case Study, Group Presentation	Term 2, Week 5	COMLS-11	10	15	25
Task 3	Running a Business: The Pitch, Group Presentation	Term 4, Week 1	COMLS-12	15	10	25
Task 4	Promoting and Selling: Advertising, Group designs marketing material	Term 4, Week 5	COMLS-13	15	10	25
Component Weighting				45	55	100



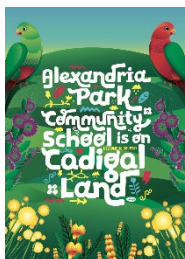
Alexandria Park Community School

Subject: Drama Year: 10

	Description
	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
5.1.3	devises, interprets and enacts drama using scripted and unscripted material or text
5.1.4	explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies
5.2.1	applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
5.2.2	selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
5.2.3	employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
5.3.1	responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
5.3.2	analyses the contemporary and historical contexts of drama
5.3.3	analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

Assessment Schedule

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Task Number	Topic & Type of Task	Due Date	Syllabus outcomes	Skills	Knowledge and Understanding	TOTAL
Task 1	Staniskavski - Monologue and Logbook	Term 1, Week 9	5.1.1 5.1.3 5.2.3 5.3.1 5.3.3	15	5	20
Task 2	Presentation of Group Performance and Rationale	Term 2, Week 7	5.1.4 5.2.1 5.2.2	15	5	20
Task 3	Play Study - Performance of selected scenes and submitted essay	Term 3, Week 8	5.1.3 5.2.1 5.3.2	10	20	30
Task 4	Commedia dell' Arte Performance and Logbook	Term 4, Week 7	5.2.3 5.1.2 5.3.2 5.3.3	20	10	30
Component Weighting						100



Alexandria Park Community School

Assessment Schedule

Subject: Food Technology Year: 10

Outcome	Description
FT5-1	demonstrates hygienic handling of food to ensure a safe and appealing product
FT5-2	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
FT5-3	describes the physical and chemical properties of a variety of foods
FT5-4	accounts for changes to the properties of food which occur during food processing, preparation and storage
FT5-5	applies appropriate methods of food processing, preparation and storage
FT5-6	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT5-7	justifies food choices by analysing the factors that influence eating habits
FT5-8	collects, evaluates and applies information from a variety of sources
FT5-9	communicates ideas and information using a range of media and appropriate terminology
FT5-10	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT5-11	plans, prepares, presents and evaluates food solutions for specific purposes
FT5-12	examines the relationship between food, technology and society
FT5-13	evaluates the impact of activities related to food on the individual, society and the environment

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components				
Task Number	Topic & Type of Task	Due Date	Syllabus outcomes	Life Skills outcomes	Knowledge and Understanding	Researching, Evaluating and Communicating	Designing, Producing and Evaluating	TOTAL
Task 1	FOOD TRENDS Research, design, plan, prepare, present and evaluate	Term 1, Week 10	FT5-1, FT5-2, FT5-3, FT5-4, FT5-9, FT5-12	FTLS 1, FTLS 2, FTLS6, FTLS11	5	10	10	25
Task 2	FOOD SERVICE AND CATERING Research, design, plan, prepare, serve and evaluate	Term 2, WEEK 9	FT5-1, FT5-2, FT5-4, FT5-5, FT5-10	FTLS 1, FTLS 2, FTLS 8	5	10	10	25
Task 3	FOOD PRODUCT DEVELOPMENT Research, design, produce, market and evaluate an innovative food product.	Term 3, WEEK 9	FT5-1, FT5-2, FT5-10, FT5-11, FT5-13	FTLS 1, FTLS 2, FTLS 8, FTLS 9, FTLS 12	5	10	10	25
Task 4	FOOD FOR SPECIAL OCCASIONS Research, design, plan, prepare and evaluate safe and hygienic food items for a special occasion.	Term 4, WEEK 7	FT5-1, FT5-2, FT5-8, FT5-9, FT5-10, FT5-11.	FTLS 1, FTLS 2, FTLS 5, FTLS 6, FTLS 7, FTLS 10	5	10	10	25
Component Weighting					20	40	40	100



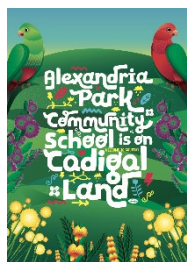
Alexandria Park Community School

Assessment Schedule

Subject: Graphics Technology Year: 10

Outcome	Description
GT5-1	communicates ideas graphically using freehand sketching and accurate drafting techniques
GT5-2	analyses the context of information and intended audience to select and develop appropriate presentations
GT5-3	designs and produces a range of graphical presentations
GT5-4	evaluates the effectiveness of different modes of graphical communications for a variety of purposes
GT5-5	identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications
GT5-6	manages the development of graphical presentations to meet project briefs and specifications
GT5-7	manipulates and produces images using digital drafting and presentation technologies
GT5-8	designs, produces and evaluates multimedia presentations
GT5-9	identifies, assesses and manages relevant WHS factors to minimise risks in the work environment
GT5-10	demonstrates responsible and safe work practices for self and others
GT5-11	demonstrates the application of graphics to a range of industrial, commercial and personal settings
GT5-12	evaluates the impact of graphics on society, industry and the environment
GTLS-1	participates in the development of graphics projects
GTLS-2	undertakes graphical presentations to communicate ideas
GTLS-3	recognises appropriate techniques for a variety of projects
GTLS-4	evaluates the effectiveness of graphical presentations
GTLS-5	recognises that there is a range of graphics standards
GTLS-6	uses digital presentation techniques
GTLS-7	demonstrates safe practices in the use of tools, materials and techniques in undertaking a project
GTLS-8	recognises the use of graphics technology in a variety of contexts

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components	
Task Number	Topic & Type of Task	Due Date	Life skills outcome	Outcomes	TOTAL
Task 1	Optional Module 1: Architectural Drawing - Sketchup (Portfolio and 3D modelling)	Term 1 -Week 7	GTLS-2, GTLS-3 GTLS-5.	GT5-2, GT5-3, GT5-5, GT5-6.	25
Task 2	Option Module 8: Landscape Drawing (Portfolio and 3D modelling)	Term 2 -Week 5	GTLS-2, GTLS-3, GTLS-5, GTLS-8.	GT5-2, GT5-3, GT5-6, GT5-11.	25
Task 3	Option Module 7: Graphic Design and Communication - Logo Design using Adobe Illustrator (Portfolio and logo design)	Term 3 -Week 6	GTLS-1, GTLS-3, GTLS-4, GTLS-5.	GT5-1, GT5-3 , GT5-4, GT5-5.	20
Task 4	Option Module 10: Student Negotiated Project. Major Design Project (Portfolio and major project)	Term 4 -Week 5	GTLS-2, GTLS-3, GTLS-7, GTLS-8.	GT5-2, GT5-3 , GT5-10, GT5-11, GT5-12.	30
Component Weighting					100



Alexandria Park Community School Assessment Schedule

Subject: Computing Technology Year: 10

Outcome	Description
CT5-SAF-01	selects and applies safe, secure and responsible practices in the ethical use of data and computing technology
CT5-DPM-01	applies iterative processes to define problems and plan, design, develop and evaluate computing solutions
CT5-COL-01	manages, documents and explains individual and collaborative work practices
CT5-EVL-01	understands how innovation, enterprise and automation have inspired the evolution of computing technology
CT5-DAT-01	explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts
CT5-COM-01	communicates ideas, processes and solutions using appropriate media
CT5-OPL-01	designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language
CT5-THI-01	applies computational, design and systems thinking to the development of computing solutions
CT5-DAT-02	acquires, represents, analyses and visualises simple and structured data
CT5-DES-01	designs and creates user interfaces and the user experience

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.			Weighting and components	
Task Number	Topic & Type of Task	Due Date	Outcomes	TOTAL
Task 1	Creating games and Simulations: Topic Test	Term 1 Week 9	CT5-THI-01 CT5-DPM-01	20
Task 2	Creating games and Simulations: Game Design Presentation	Term 2 Week 5	CT5-DES-01 CT5-OPL-01 CT5-COM-01	30
Task 3	Building mechatronic and automated systems: Robotics Report	Term 3 Week 5	CT5-EVL-01 CT5-COM-01	20
Task 4	Building mechatronic and automated systems: Automated System Portfolio	Term 4 Week 4	CT5-COL-01 CT5-DPM-01 CT5-THI-01	30
Component Weighting				100



Alexandria Park Community School Assessment Schedule

Subject: Industrial Technology - Timber Year: 10

Outcome	Description
IND5-1	identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2	applies design principles in the modification, development and production of projects
IND5-3	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND5-4	selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5	selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND5-6	identifies and participates in collaborative work practices in the learning environment
IND5-7	applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-8	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.			Weighting and components	
Task Number	Topic & Type of Task	Due Date	Outcomes	TOTAL
Task 1	Sensory Wall: Project proposal and management portfolio	Term 1 Week 7	IND5-8 IND5-2 IND5-6	25
Task 2	Sensory Wall: Final Product	Term 2 Week 5	IND5-1 IND5-7	25
Task 3	Pen Project: Final Product	Term 3 Week 5	IND5-3 IND5-4	25
Task 4	Timer product: case study	Term 4 Week 4	IND5-8 IND5-6 IND5-5	25
Component Weighting				100

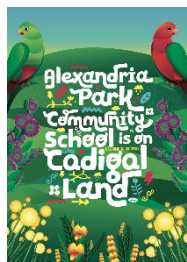


Alexandria Park Community School Assessment Schedule

Subject: Physical Activity & Sport Studies Year: 10

Outcome	Description
PASS5-1	discusses factors that limit and enhance the capacity to move and perform
PASS5-2	analyses the benefits of participation and performance in physical activity and sport
PASS5-3	discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4	analyses physical activity and sport from personal, social and cultural perspectives
PASS5-5	demonstrates actions and strategies that contribute to active participation and skillful performance
PASS5-6	evaluates the characteristics of participation and quality performance in physical activity and sport
PASS5-7	works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8	works collaboratively with others to enhance participation, enjoyment and performance
PASS5-9	performs movement skills with increasing proficiency
PASS5-10	analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				Weighting and components			
Task Number	Topic & Type of Task	Due Date	Syllabus outcomes	Life Skills outcomes	Skills	Knowledge and Understanding	TOTAL
Task 1	Module 1: Sports Coaching: Design and present a coaching session	Weeks 6-10, Term 1	PASS5-5 PASS5-6 PASS5-7 PASS5-8	PASSLS-5 PASSLS-6 PASSLS-7	15	10	25
Task 2	Module 2: Event Management: Planning portfolio and event implementation	Part A Week 6, Term 2 Part B Weeks 7-8, Term 2	PASS5-7 PASS5-8 PASS5-10	PASSLS-7 PASSLS-8	15	10	25
Task 3	Module 3: Striking and Fielding Games: Practical assessment of skills and tactical awareness	Weeks 7-9, Term 3	PASS5-5 PASS5-7 PASS5-9	PASSLS-7 PASSLS-9 PASSLS-10	15	15	30
Task 4	Module 4: Issues in Physical Activity and Sport: Athlete case study	Week 4, Term 4	PASS5-3 PASS5-4	PASSLS-3 PASSLS-4	5	15	20
Component Weighting					50	50	100



Alexandria Park Community School

Assessment Schedule

Subject: Visual Arts Year: 10

Outcome	Description
5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
5.2	makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
5.3	makes artworks informed by an understanding of how the frames affect meaning
5.4	investigates the world as a source of ideas, concepts and subject matter in the visual arts
5.5	makes informed choices to develop and extend concepts and different meanings in their artworks
5.6	demonstrates developing technical accomplishment and refinement in making artworks
5.7	applies their understanding of aspects of practice to critical and historical interpretations of art
5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
5.9	demonstrates how the frames provide different interpretations of art
5.10	demonstrates how art criticism and art history construct meanings

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.					Weighting and components		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Life skills outcome	Artmaking	Critical and Historical Studies	TOTAL
Task 1	Humanity and Portraiture Portrait Drawings (Artmaking task - majority to be completed during artmaking lessons)	Term 1 Week 11	5.1 5.3 5.6	LS.9 uses a range of materials, techniques and processes to make artworks.	30		30
Task 2	Making a Statement: Street Art, Political Art and Challenge Essay (Take home task. Some time will be provided in class.)	Term 2 Week 6	5.7 5.10	LS.3 explores the function of a variety of artists and audiences		20	20
Task 3	Timeless Fictions: Digital Photography Body of Work (Artmaking task - majority to be completed during artmaking lessons)	Term 4 Week 10	5.2 5.4 5.5	LS.8 explores ways to develop ideas in artworks	30		30
Task 4	Masquerade Critical Response Writing Task (In class)	Term 4 Week 4	5.8 5.9	LS.5 recognises that various interpretations of artworks are possible		20%	20%
Component Weighting					60%	40%	100%



**Alexandria Park Community School
Illness or Misadventure Application Form**

This form must be returned on the first day back after absence from school to your teacher or Head Teacher in their absence

Name: _____ Task Due Date: _____ Task number: _____

KLA/Subject: _____ Class Teacher: _____ Weighting _____%

Task Description:

- | | | | |
|--------------------------|-------------------|--------------------------|-------------|
| <input type="checkbox"/> | Hand in task | <input type="checkbox"/> | Other _____ |
| <input type="checkbox"/> | Oral Presentation | | _____ |
| <input type="checkbox"/> | Examination | | _____ |

Reason for Appeal:

- | | | | |
|--------------------------|--------------|--------------------------|-------------|
| <input type="checkbox"/> | Illness | <input type="checkbox"/> | Other _____ |
| <input type="checkbox"/> | Misadventure | | _____ |
| <input type="checkbox"/> | Process | | _____ |

Were Disability Provisions provided for this assessment task? Yes/ No

If yes, what were they? _____

Details for appeal: (Attach supporting documentation e.g Doctor's Certificate in case of illness)

Confidential: Principal (or nominee) to contact. Please provide phone number. _____

Signatures: Student _____ **Parent/Carer:** _____ **Date:** _____

Upheld	Dismissed
<input type="checkbox"/> Estimate to be given, ranking to be maintained	<input type="checkbox"/> Zero marks to be awarded to completed task
<input type="checkbox"/> Alternative task to be set, rank to be maintained	<input type="checkbox"/> Marks to count
<input type="checkbox"/> Alternate task to be completed, rank can improve	<input type="checkbox"/> Marks to be deducted
<input type="checkbox"/> Task to be completed	<input type="checkbox"/> Task to be completed, ranking cannot improve
<input type="checkbox"/> Marks to be revisited	<input type="checkbox"/> Other _____
<input type="checkbox"/> Other _____	
Comment:	
HT Sign:	

Head Teacher Recommendation:

Complete the form to this point and submit this form to the Deputy Principal: Date Received _____ **Sign** _____

APPEALS COMMITTEE USE ONLY

<input type="checkbox"/> Upheld	<input type="checkbox"/> Dismissed
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Comment: _____

Signatures: DP _____ Date: _____

Checklist:

- Medical certificate and/or supporting documentation is attached
- Submission is within timeframes outlined in the Assessment Guidelines
- Communication of appeal and outcomes of appeal to HTs /teaching staff via email
- Communication of outcomes of appeal to student and parent
- Details of appeal and outcomes of appeal recorded in Sentral
- Committee discussed the appeal with HT



Alexandria Park Community School Application for Extension of Assessment Task

Name: _____ Task Due Date: _____ Task number: _____

KLA/Subject: _____ Class Teacher: _____ Weighting _____%

Task Description:

- | | | | |
|--------------------------|-------------------|--------------------------|-------|
| <input type="checkbox"/> | Hand in task | <input type="checkbox"/> | Other |
| <input type="checkbox"/> | Oral Presentation | | _____ |
| <input type="checkbox"/> | Examination | | |

Reason for Extension:

- | | | | |
|--------------------------|--------------|--------------------------|-------|
| <input type="checkbox"/> | Illness | <input type="checkbox"/> | Other |
| <input type="checkbox"/> | Misadventure | | _____ |
| <input type="checkbox"/> | Process | | — |

Supporting details: *(Attach supporting documentation)*

Confidential: Head Teacher (or nominee) to contact. Please provide phone number _____

Signatures:

Student _____ Parent/Carer: _____ Date: _____

Class teacher: I do / do not support this application. Signature: _____

Office Use Only:

<input type="checkbox"/> Approved	<input type="checkbox"/> Dismissed
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Reason for approval/dismissal:

New submission date: _____

Signatures: Head Teacher _____ Date: _____

Checklist:

- Medical certificate and/or supporting documentation is attached
- request for submission is within timeframes outlined in the Assessment Guidelines
- Communication of outcomes of application for extension to HTs /teaching staff via email
- Communication of outcomes of application for extension to student and parent
- Details of application for extension recorded in Sentral

Appeal Form



Students Name:		Year:
Subject:		
Task:		
Due Date of Task:		Teacher:
Submitted to the HT:	Date:	

Summary of Reason for Appeal	
Student Signature: _____	Date: _____

Outcome of Appeal	
Approved:	Declined:
Deputy Signature: _____	Date: _____
Head Teacher Signature: _____	Date: _____
Student Signature: _____	Date: _____

This form must be submitted to the Head Teacher of the Faculty.

PERSONAL ASSESSMENT PLANNER

SUBJECT	TERM1	TERM2	TERM3	TERM4