

## **JAMES FALLON HIGH SCHOOL**

### **INFORMATION FOR YEAR 10 STUDENTS, 2020**

Dear Year 10 2020,

This year you will see changes in what is expected of you as a student as you get a taste of senior school. It is your responsibility to make the most of the opportunities school presents in Year 10. This year sees you commence your Record of School Achievement (ROSA), a cumulative document that spans Years 10, 11 and 12. The ROSA is a very important qualification because it means that you will be able to achieve recognition in one document for the awards of:

- Preliminary HSC and HSC
- Vocational Education and Training Courses
- An Exit Literacy and Numeracy skills result

The ROSA is a cumulative document. This means that each year is a step in a three year process. If you decide to leave school before the end of Year 12, you apply for your transcript of study and have your academic achievements recorded as at the time you leave school.

In 2020 you will engage in school based assessments that span the entire year. Your final assessment grades are not required to be submitted by the school to the NSW Education Standards Authority until the beginning of December. This means that there are formal written examinations for all of Year 10 held in November in a number of courses. Almost all of you will go on to study Year 11 in 2021. This means Year 10 in 2020 is a great opportunity to begin learning and practising study skills, particularly developing regular study routines, as well as examination preparation and execution skills.

In order to progress to Year 11 in 2021, you MUST satisfactorily complete all of the mandatory courses in Year 10 and at least one of your two elective courses. In order to satisfy the requirements for Year 10 in 2020 you also need to attend school every day you possibly can, pay attention and do your best in each of your lessons, make your best attempt with all learning including assessment tasks and develop a regular study and homework habit outside school hours.

As part of the continued learning of the ROSA, this booklet contains:

- Detailed outline of assessment policy and procedures for Year 10 in 2020
- An assessment schedule for Year 10 tasks
- Information on the process of curriculum selection for Year 11 in 2021

Please read this booklet carefully.

The school is ready to support you with Year 10 and its opportunities.

Are YOU ready and willing to make a genuine attempt at Year 10 in 2020?

Ross McGarvie  
DEPUTY PRINCIPAL

## **THE AWARD OF THE YEAR 10 RECORD OF SCHOOL ACHIEVEMENT**

### **PATTERN OF STUDY**

To qualify for a ROSA a student must have attended a NSW Secondary school for four years and successfully completed a program of study from the pattern below which includes all the mandatory subjects, and one elective subject (two are offered at James Fallon High School).

Failure to meet requirements in any of the mandatory subjects or any one of the general experience or elective subjects will mean a non-award of the ROSA. This will mean repeating Year 10 in 2021.

#### **Mandatory Subjects:**

English, Mathematics, Science, History, Geography and PD/Health/PE.

#### **Elective Subjects:**

Agriculture, Dance, Drama, Food Technology, Industrial Technology Metal, Industrial Technology Timber, iSTEM (Integrated Science, Technology, Engineering and Mathematics), Photographic and Digital Media, Physical Activity and Sports Studies, as well as Visual Arts.

Some students may study through TAFE or external providers to achieve certification, which can be recognised in the ROSA. These cases are done based on individual learning frameworks.

For students from interstate or overseas, the Principal decides if past secondary schooling qualifies for the ROSA. The **NSW Education Standards Authority (NESAs)** has qualification guidelines for interstate and overseas students which allows them to blend in with NSW students.

### **SATISFACTORY COMPLETION OF A COURSE**

The **NSW Education Standards Authority (NESAs)** has provided the following definition of satisfactory completion of a course:

**“a student will be considered to have satisfactorily completed a course, if, in the school’s view, there is sufficient evidence that the student has, by effort and achievement, indicated that he/she has followed the course laid down by the Board”. If such evidence does not exist, the Principal will apply the “N” indicator.**

## **ATTENDANCE AND APPLICATION**

In addition to meeting satisfactory effort and achievement in the study of ROSA courses, a student must have a satisfactory record of attendance and application up to and including the final date of attendance for Year 10 as determined by the *NSW Department of School Education*.

### **Attendance**

Students who have a record and/or pattern of attendance which, in the Principal's judgement, warrants the awarding of N determinations, will be required to justify the award of a ROSA to the Board's satisfaction. A ***GUIDE TO SATISFACTORY ATTENDANCE IS 85% OF ALL SCHOOL DAYS.***

Students whose overall attendance is deemed unsatisfactory will be given 'N' determinations for each subject/course so affected.

### **Application**

Satisfactory application is essential for the award of a ROSA. A judgement will be made by the Principal as to whether students have applied themselves at school to a degree which warrants the award of a ROSA. In making this judgement, Principals will take into account the degree of effort shown by students and their attitude to their studies.

## **RESPONSIBILITIES OF ALL YEAR 10 STUDENTS**

- \* Attending school and school sport regularly.
- \* Doing each assessment task to the best of their ability.
- \* Ensuring that any questions they have about the marks/grades/comments awarded for an individual piece of work are resolved at the time the work is handed back.
- \* Demonstrating that through effort and achievement they have met all the requirements of their courses.

## **ROSA ASSESSMENT - ALLOCATION OF GRADES**

In English, Mathematics, Science, History, Geography, PDHPE and the elective subjects, the school-based assessment component will be reported using grades A, B, C, D, E based on Performance Descriptors issued by the NSW Education Standards Authority.

The NSW Education Standards Authority has developed General Performance Descriptors describing varying levels of student achievement. These descriptors are grouped into five different levels, ranging from “elementary” to “excellent”. Schools will match students to the descriptor that best fits their overall achievement. The grade that corresponds with that descriptor is then awarded to the student.

(see General Performance Descriptors on page 6)

The General Performance Descriptors have been used by Syllabus Committees in each subject area to develop Course Performance Descriptors. These Course Performance Descriptors are used to describe student attainment of objectives specific to each subject. Students’ grades in each subject will be based on the school’s assessment of their achievement in terms of the Course Performance Descriptors.

A student who does not meet one or more of the NSW Education Standards Authority requirements for satisfactory completion of a course will receive an “N” award. An “N” award in one of the mandatory subjects will prevent a student gaining the Year 10 ROSA.

This method of grading reflects both national and international trends in assessment and reporting. It is generally considered a more positive approach to assessment because it focuses upon student achievement and reports on what a student actually knows and can do.

**THE GENERAL PERFORMANCE DESCRIPTORS - SIMPLIFIED**

No pre-determined percentage of students is allocated to any grade.

These apply to all courses however more specific Course Performance Descriptors apply to each individual subject.

GRADE A	Excellent Achievement
	<ul style="list-style-type: none"> <li>- extensive knowledge and understanding</li> <li>- application of knowledge</li> <li>- high level of competence</li> <li>- applied in new situations</li> </ul>
GRADE B	High Level of Achievement
	<ul style="list-style-type: none"> <li>- thorough knowledge</li> <li>- competence in processes and skills</li> <li>- applied in most new situations</li> </ul>
GRADE C	Substantial Achievement
	<ul style="list-style-type: none"> <li>- attainment of main knowledge and skills</li> <li>- sound level of competence in process and skills.</li> </ul>
GRADE D	Satisfactory Achievement
	<ul style="list-style-type: none"> <li>- acceptable level of knowledge and understanding</li> <li>- basic level of competence in processes and skills</li> </ul>
GRADE E	Elementary Achievement
	<ul style="list-style-type: none"> <li>- elementary knowledge and understanding</li> <li>- limited competence in process and skills</li> </ul>
GRADE N	Not satisfactorily completed in one or more of:
	<ul style="list-style-type: none"> <li>(a) attendance</li> <li>(b) participation</li> <li>(c) effort and achievement</li> <li>(d) goals</li> </ul>

## **JAMES FALLON HIGH SCHOOL ASSESSMENT POLICY**

This document sets out the Assessment Policy of James Fallon High School. It provides a concise and consistent framework from which Year 10, and in fact all students from Years 7-12, and their parents, can draw confidence. We will endeavour, where practical, to assist students who are experiencing difficulty but will apply this policy in a consistent manner across the school to ensure equity for every student.

Assessment at JFHS is conducted in a formal and informal way.

Informal assessment takes place on a daily basis in every lesson across the school.

For the purposes of reporting, both formal and informal assessment are taken into consideration.

This policy applies to formal assessment tasks only.

### **1. Notification of assessment tasks**

- Staff will provide students with two weeks' notice of formal assessment tasks in Years 10, 11 and 12 including for any formal examination, outlining what is in the examination.
- The class teacher will provide electronic notification of the task where possible, in addition to distributing hard copies of the notification in class.
- Students in Years 10, 11 and 12 must sign their name on a dedicated sheet or class roll when they receive notification for a submitted assessment task.
- If a student is absent on the day an assessment task is handed out, it is their responsibility to ensure that they see the class teacher, or the relevant Head Teacher on the day of their return to get their copy of the task.
- Student absence on the day a task is handed out is ordinarily NOT grounds for an extension.

### **2. Submission of assessment tasks**

- When submitting an assessment task, students must also complete an assessment cover sheet. These may also be found on the school website.
- Students in Years 10, 11 and 12 must sign their name on a dedicated sheet or class roll when they submit an assessment task.
- If a class teacher is absent on the day of submission the Head Teacher, or Head Teacher nominee, will facilitate the above process.
- It is the student's responsibility to submit the assessment task and any appropriate documentation to the Head Teacher on the first day they return to school even if they do not have a timetabled lesson for that class on that day.
- Where the day for an assessment has to change from its published date, students will be given written notification outlining these changes.

### 3. Rule for attendance on the due date of an assessment task

- Students must attend all timetabled lessons the day before AND on the day an assessment is due.
- Failure to do so will result in the application of the penalties for late submission as set out in *Point 6* of this document.
- Students will NOT be permitted to work on, or prepare assessments during other classes.

### 4. Rule for extensions, illness/misadventure for assessment tasks and examinations

#### Years 7-10:

- All applications for an extension MUST be submitted in writing, with appropriate documentation supporting the application, to the Head Teacher, where possible at least two days prior to the due date.
  - Students in Stage 4 (Years 7-8) and Stage 5 (Years 9-10 RoSA) need to provide appropriate supporting documentation in applying for extensions.
  - Appropriate supporting documentation for Stages 4 and 5 includes:
    - medical certificate and
    - parent letter/communication outlining exceptional circumstances.
- Technology problems will NOT be considered a legitimate reason for late submission and therefore any such application will be declined.

#### Years 11-12

- All applications for an extension or variation MUST be made at the earliest possible opportunity by:
  - completing the school's Variation from Assessment form
  - providing appropriate supporting documentation during an interview with the Deputy Principal responsible for curriculum.
    - Appropriate supporting documentation for Stage 6 includes:
      - \*\* medical certificate and
      - \*\* parent letter/communication outlining exceptional circumstances
- Technology problems will NOT be considered a legitimate reason for late submission and therefore any such application will be declined.
- Where practical, students who are organising work experience or work placement must endeavour to avoid clashes with published assessment and examination dates.

## 5. Nature or form of the extension

**For students in Years 7-10** the Head Teacher of the relevant subject will determine which of the following will be granted:

- An extension of time for submission
- Completion of an alternate task submitted at a later date
- An estimate (if authorised by the Deputy Principal responsible for curriculum) based upon the student's relative achievement in the course
- Zero mark awarded

**For students in Years 11-12** the Deputy Principal responsible for the school's curriculum will determine which of the following will be granted:

- An extension of time for submission
- An estimate (if authorised by the Deputy Principal responsible for curriculum) based upon the student's relative achievement in the course
- Zero mark awarded

**NOTE** Once notified of the decision, students have the option to appeal the decision as per point 9 in this document.

## 6. Acceptable grounds for an extension must be exceptional and may include:

- School-related, curriculum-based compulsory activity
- Illness or injury where the nature and duration of the injury or illness directly inhibits the student's capacity to fulfil the task's requirements
- Family bereavement

**NOTE:** Examination periods and formal assessments are published on Sentral, through the newsletter, the school Facebook page and other school communication platforms, as well as in the assessment booklets handed out to Years 10, 11 & 12. As a result of this advanced notification, family holidays are very strongly discouraged during these periods given that extensions are not granted for this situation.

## 7. Circumstances **NOT** recognised as exceptional and so **NOT** constituting grounds for an extension include:

- Extra-curricular activities
- Paid employment commitments
- Attending/preparations to attend recreational activities such as music concerts, live shows and the Albury Gold Cup
- Family holidays
- One or two days of illness during the fortnight leading up to the assessment task due date

## 8. Procedures for formal assessment tasks not submitted or not genuinely attempted by the due date

### Years 7-12

Unless there are exceptional circumstances warranting an extension of time or variation to the task, the following policy and procedure will be followed for assessment tasks not submitted or genuine attempted by any student in Years 7-12:

- Zero marks will be awarded if a task is not submitted by the due time/date.
- Zero marks will be awarded if a **genuine** attempt at the relevant task has not been made.
- Students who do not submit/genuinely attempt the relevant task, are still required to submit/make a genuine attempt at the task in a timely fashion.
- For as long as a formal assessment task remains overdue and so is yet to be submitted/genuinely attempted, students will have their names added to the NESAs list of outstanding tasks.
- Any student whose name is on the NESAs list will be ineligible to participate in all extra-curricular activities, including sporting events such as the Thunder Cup and performing arts events such as the School Musical.
- Students will still receive a grade for the relevant outcomes covered by the task.
- Students in Year 12 and Year 11 should refer to the detailed assessment policy and procedures set out in the front of their assessment booklets for further information.

## 9. Assessment Appeals

- Students are encouraged to make initial contact with the class teacher if they have concerns about the way their assessment has been dealt with in a particular course.
- If the matter remains unresolved the student is to contact the Head Teacher responsible for the course in question.
- If the matter continues to remain unresolved, students have the option to lodge an appeal in writing that will be addressed and ruled upon by an Assessment Appeals Panel made up of one of *either* the Principal *or* a Deputy Principal (who will act as chairperson) *and* two Head Teachers from faculties other than that which is involved in the appeal.
- The ruling of the Assessment Appeals Panel will be binding and final.

## 10. Plagiarism, Cheating and Malpractice

- Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating and considered malpractice.
- Students should consult the JFHS Malpractice Policy (which appears in the following two pages of this document) for details.
  - The **golden rule** is **if you are in doubt** about whether you are acting appropriately in a task, assignment or exam, **ASK a teacher** to clarify your proposed course of action **BEFORE** you commit to it.

## **JFHS MALPRACTICE POLICY\***

### **1. HONESTY AND INTEGRITY**

All JFHS students must be entirely honest when completing all assessment tasks, exams and submitted works.

You are marked only on the quality and originality of the work you have produced yourself.

### **2. ALWAYS ACKNOWLEDGE YOUR SOURCES**

You must acknowledge any part of your work that was written, created or developed by someone else. That includes any material from other sources like books, journals, electronic resources and the internet.

There is no need to formally acknowledge material you have learned from your teacher in classes.

### **3. UNDERSTANDING MALPRACTICE**

Cheating of any kind is unacceptable.

Behaving dishonestly to gain unfair advantage in assessments, exams, tests and assignments is malpractice, or cheating.

Any form of malpractice, including plagiarism, is unacceptable and will be treated very seriously by the school and, where relevant, NESA.

Plagiarism is the act of claiming the ideas, writings, images and other multimedia of others as one's own without crediting those sources. Plagiarism is academically dishonest and carries severe consequences at JFHS.

If you plagiarise or otherwise engage in malpractice in senior school:

- your HSC will be placed in jeopardy
- your name will be recorded on a malpractice register in Sydney
- you may even be referred to the Independent Commission Against Corruption

Malpractice includes:

- copying all or part of someone else's work and presenting it as your own
- using material directly from books, journals, CDs or the internet without giving its source
- building on someone else's ideas without giving their source
- buying, stealing or borrowing someone else's work and presenting it as your own
- slightly re-wording phrases from another source and passing the phrases off as your own
- submitting work that someone else, like a parent, coach or subject expert, substantially contributed to
- using someone else's words, ideas, designs, images or work in projects or performance tasks without giving their source
- paying someone to prepare or write material
- cheating in an exam
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice

\* Note: this document draws heavily on the NESA policy

#### 4. UNDERSTANDING MALPRACTICE AND ITS CONSEQUENCES

JFHS treats malpractice and cheating allegations very seriously.

If a student is unsure whether they are acting appropriately and honestly in a task, assignment or exam, they should ASK a teacher to clarify the particular situation immediately.

If suspected of malpractice, you will need to show that all unacknowledged work is entirely your own.

Detected malpractice in any assessment task, quiz, test, exam or assignment will mean a mark of 'zero' for that task.

All students in Years 7-12 who knowingly engage in malpractice can expect the following consequences:

##### **First Incident:**

- Interview with the appropriate head teacher
- Zero marks will be awarded and student will be required to resubmit task.
- Contact with parent/carer made by classroom teacher.
- Recorded on school's welfare system and possible level move

##### **Second Incident:**

- Interview with the appropriate head teacher and deputy principal
- Zero marks will be awarded and student will be required to resubmit task.
- Contact with parent/carer made by deputy principal
- Formal caution of suspension
- Recorded on school's welfare system and moved to Level 9

##### **Third Incident:**

- Interview with the deputy principal and principal
- Zero marks will be awarded and student will be required to resubmit task.
- Contact with parent/carer made by deputy principal or principal
- Suspension
- Recorded on school's welfare system and moved to Level 10

#### **STUDENTS IN YEARS 11 -12**

In addition to the consequences outlined above for each incident, senior students who engage in malpractice can reasonably anticipate the following steps to be taken:

- Entry of the student's name on the NSW Education Standards Authority Malpractice Register
- NESA official warning letter mailed to parent/carer
- Possible non-award of a grade for the HSC course(s) in which the malpractice has occurred

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## **YEAR 10 INFORMATION ON PREPARATION FOR THE PRELIMINARY HSC CURRICULUM**

### **Rationale:**

The Year 10 to 11 transition involves major curriculum and school to work decisions for students. Any assistance rendered during this process is designed to be of major benefit to students. The seriousness of the process is reinforced while supporting the Year 10 to 11 students in making informed and considered decisions about course choices.

The following is a timeline outlining the way in which the 2020 Senior Curriculum and decisions about student exit plans are reached. It is a highly individual process through which all students are supported in making plans for their goals in learning and life next year.

### **TERM 1, 2020**

This Year 10 assessment booklet will be distributed to each student early in Term 1, with the process of decision making and information about the Record of School Achievement (ROSA) in the introduction.

### **TERM 2, 2020**

**Week 3B (11-15<sup>th</sup> May):** Deputy Principal Curriculum and/or the Careers teacher, together with some Year 11 students will visit Guidance classes and outline the 2020 Year 10 to 11 Transition Plan. This will involve:

- A Decision Day – Wednesday, 10<sup>th</sup> June 2020 (Week 7B)
- The preparation for the Futures Counselling Process
  - Students are given their information booklet in Week 7 when Decision Day is held. This booklet will have an initial Subject Selection Sheet in it, where they identify their 6 top choices for 2020. This sheet must be submitted by the end of Week 8. It is not binding and is an indication of the student's intention and thinking.
  - Students are to gather three of their best work samples (one of which should be English), any copies of their work experience reports, a copy of their work education resumes, and a copy of their report. They are to submit this in a clearly labelled folder to their student adviser by the final day of Term 2 - Friday, 3<sup>rd</sup> July, 2020.
  - A 10 minute time slot will be allocated to each student in Week 2 or Week 3 of **Term 3**. The student will have the opportunity to discuss their folio, their plans for 2020 and their tentative subject choices. The Year 10 Adviser, the Careers Teacher and the Deputy Principal will generally constitute the interview panel. The student is to treat this as a prospective job interview, and dress in appropriate uniform for the occasion, being clean and presentable. Any questions that the student has about Year 11 or leaving school should be brought to the interview.
  - The subject selection sheet will be distributed after this process at a parent information night.

### **Week 7B (9-12 June):**

Decision Day in the Hall - is on Wednesday, 10<sup>th</sup> June and will involve a number of presentations from Head Teachers and various authorities on study and employment. Head Teachers will present information about each of the senior courses offered by their faculties.

Parent information night – This occurs on the same Wednesday as Decision Day – 10<sup>th</sup> June. The Student Information Booklet will be distributed and will have an initial subject choice sheet for students to identify their top six choices for 2020 (with English being compulsory) to be submitted by Week 8. Head Teachers will be available for discussion throughout the evening.

**TERM 2, 2020** (cont.)

**Week 8:** Deadline for submission of the initial subject choice form.

**TERM 3, 2020**

**Weeks 2/3:** Futures Counselling Process:

Distribution of final subject selection sheet showing groupings/lines of subjects.

Futures Interviews.

Some students ***may*** be placed in small groups in order to be time efficient.

**Week 5:** Final Subject Selection sheets to be submitted by all students.

### **INDEX TO SUBJECT ASSESSMENT SCHEDULES**

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**AGRICULTURAL TECHNOLOGY****Assessment Schedule 2020**

ITEM	WHEN	WEIGHTING
<b>LANDSCAPE DESIGN ASSIGNMENT</b>	<b>Week 9 Term 1</b>	<b>30%</b>
<b>BEEF APPRAISAL PRACTICAL</b>	<b>Week 7 Term 2</b>	<b>20%</b>
<b>FARM PLANNING ASSIGNMENT</b>	<b>Week 4 Term 3</b>	<b>20%</b>
<b>YEARLY EXAMINATION</b>	<b>Weeks 5 &amp; 6 Term 4</b>	<b>30%</b>

**DANCE****Assessment Schedule 2020**

The Assessment mark for Year 10 Dance is an accumulated mark derived from the 3 Core areas of study –Performance, Composition, Appreciation. The Assessment tasks will include individual and group performance, composition project, research assignment and examination. A journal will be kept throughout the year which will contain research material in a written form for the above assessment tasks. The journal will be marked as part of the assessment tasks.

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Motif into Phrase</b> Students engage in the development of the class composition. They will be marked on their Performance Composition and Appreciation	<b>Martha Graham</b> Performance and Written task	<b>Postmodern and the Tradition</b> Performance, Student Composition, and Written Task	<b>Year 10 Yearly Dance Exam</b>	
	<b>Term 1, Week 11</b>	<b>Term 1, Week 10</b>	<b>Term 4, Week 2</b>	<b>Term 4, Week 5</b>	
	5.2.1, 5.3.2	5.1.1, 5.1.2 5.1.3	5.3.3, 5.2.2, 5.3.1	5.1.1, 5.1.2	
<b>Performance</b>					
<b>Composition</b>					
<b>Appreciation</b>					
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

**DRAMA****Assessment Schedule 2020**

The assessment mark for Year 10 Drama is derived from the competencies of **Making**, **Performing** and **Appreciating**. The details of how each task assesses these competencies can be seen below.

Students will study Shakespearian Drama, Approaches to Character, Film-Making and Physical Theatre. Each unit involves the development of an individual, group or whole class project. For example, this project could be participation in a community event (such as the *Sport for Jove* Shakespeare Festival) or it could be taking on a role in a short film.

For each unit, students will be assessed on both the process (via a Drama Process Journal and their participation in class) and the final product (via public performance or display). It cannot be stressed enough that Drama is a subject where teamwork, enthusiasm and participation are essential.

For those students interested in extending themselves beyond the classroom, there are myriad extracurricular Drama opportunities available – such as Riverina Drama Camp, our school-based Theatresports competition and the JFHS Drama Ensemble. Further information on how to apply for these opportunities will be provided to students as it becomes available.

<b>COMPETENCIES</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
	<b>Shakespearian Drama</b> (Term 1, Week 1-11)	<b>Approaches to Character</b> (Term 2, Week 1-6)	<b>Film-Making &amp; Acting for Screen</b> (Term 2, Week 7 – Term 3, Week 10)	<b>Playbuilding: Physical Theatre</b> (Term 4, Week 1-5)
	<b>Assessment Due:</b> <b>Term 1 Week 11</b>	<b>Assessment Due:</b> <b>Term 2 Week 6</b>	<b>Assessment Due:</b> <b>Term 3 Week 10</b>	<b>Assessment Due:</b> <b>Term 4 Week 5</b>
<b>Making</b>	<i>Developing a performance</i> in small groups - using stimulus from Shakespearian plays.	Demonstrating their understanding of a specific approach to character - through <i>developing and teaching a workshop</i> .	Assisting in the production of a short film - <i>submitting a series of process tasks as evidence</i>	<i>Devising a series of moments</i> - in the Physical Theatre style - in collaboration with others.
<b>Performing</b>	<i>Performing an item</i> in the 'Sport for Jove Shakespeare Carnival'.		Taking on a specific role - acting, <i>directing or scriptwriting</i> - in a short film.	
<b>Appreciating</b>	Demonstrating their understanding of the Shakespearean theatrical style - through <i>a short reflection task</i> .		Demonstrate their understanding of how dramatic & production elements have been manipulated, by <i>completing a short reflection task</i> .	
<b>% WEIGHTING OF FINAL MARK</b>	<b>30</b>	<b>20</b>	<b>40</b>	<b>10</b>

**ENGLISH****Assessment Schedule 2020**

Assessment tasks (outlined below) will be completed both in-class and at home in the student's own time.

<b>YEAR 10 ENGLISH</b>	<b>SEMESTER 1</b>	The Novelist's Craft	Writing portfolio	Tm 1, Wk 8	20%
		Reimagining Regicide	Transformation task	Tm 2, Wk 4	20%
	<b>SEMESTER 2</b>	Wide Reading	Novel review	Tm2, Wk 10	20%
		The Poet's Perspective	Comparative essay and write own poem	Tm 3, Wk 6	20%
		Coming of Age	Film study writing task	Tm 3, Wk 10	10%
		Coming of Age	Exam –unseen text analysis	Term 4 Weeks 5 & 6	10%

**FOOD TECHNOLOGY****Assessment Schedule 2020**

<b>Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total</b>
<b>Unit</b>	<b>Unit 10.1 Food Prod Development</b>	<b>Unit 10.1 Food Prod Development</b>	<b>Unit 10.2 Food for special occasions (Novelty Cakes)</b>	<b>Unit 10.2 Food service &amp; catering</b>	
<b>Description</b>	<b>Portfolio: Design and produce a food product</b>	<b>In class Unit test</b>	<b>Research, presentation &amp; evaluation of novelty cake</b>	<b>Research and practical: Catering companies</b>	
<b>Timing</b>	Term 2 Week 1	Term 2 Week 2	Term 3 Week 3	Term 3 Week 4	
<b>Outcomes</b>	5.4.1, 5.5.2, 5.6.1	5.2.2, 5.3.1, 5.6.2	5.3.2, 5.4.2, 5.6.1, 5.6.2	5.1.2 , 5.2.3, 5.5.1	
<b>Weighting</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

**GEOGRAPHY****Assessment Schedule 2020**

***All students will complete one semester of Geography and one semester of History in 2020.***

Stage 5 Geography incorporates learning related to Australian Geography and the interaction of human and physical geography in the local context. The study of Geography develops a wide range of skills, including fieldwork and ICT.

The mandatory subjects that Year 10 students at James Fallon High School will study include:

- Environmental Change and Management
- Human Wellbeing

Geography performance descriptors will be awarded from A, B, C, D, E and will be based on student performance across the cohort using common assessment tasks, the course examination and formative assessment conducted throughout the semester.

ROSA Grades will be determined using the summative assessment tasks.

<b>Due Date</b>	<b>Task</b>	<b>Weighting</b>
Term 1/3 – Week 8/9	Environmental Management assessment task	45%
Term 2/4 -Weeks 5/6	End of Course Examination	55%
Ongoing	Formative Assessment	

**HISTORY****Assessment Schedule 2020**

**Students will complete Year 10 History based on a semester approach in 2020.**

**All students will complete one semester of History and one semester of Geography.**

Year 10 History comprises TWO units studied across TWO terms (Terms 1 & 2 **OR** Terms 3 & 4).

<b>YEAR 10 HISTORY</b>	Changing Rights and Freedoms	Research essay	Tm 1 or 3 Week 9	50%
	Australia in the Vietnam War Era	Source test	Tm 2 or 4 Week 6	50%

**INDUSTRIAL TECHNOLOGY TIMBER**  
**INDUSTRIAL TECHNOLOGY METAL**

**Assessment Schedule 2020**

In each of these separate and distinct elective courses - Industrial Technology Timber and Industrial Technology Metal - an assessment mark will be obtained from the following assessment tasks and these marks, along with the Course Performance Descriptors, will be used to determine the final grades.

<i><b>Task</b></i>	<i><b>Due Date</b></i>	<i><b>Weighting</b></i>
Formative assessment (Practical skills & work – 50%) (Related theory skills & work – 10%)	Continuing across the year	60%
Personal Project Folio	Week 4 Term 4	40%
<b><i>TOTAL</i></b>		<b><i>100</i></b>

**INTEGRATED SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS**  
**iSTEM**

**Assessment Schedule 2020**

<b>TASK</b>	<b>DUE DATE</b>	<b>WEIGHTING</b>
<b>Mechatronics</b>	<b>Week 8 Term 1</b>	<b>25%</b>
<b>Motion</b>	<b>Week 6 Term 2</b>	<b>25%</b>
<b>Surveying</b>	<b>Week 5 Term 3</b>	<b>25%</b>
<b>Inquiry Base Investigation</b>	<b>Week 4 Term 4</b>	<b>25%</b>

**MATHEMATICS****Assessment Schedule 2020**

There are 9 grades awarded in Mathematics (A10, A9, B8, B7, C6, C5, D4, D3, E2).

During Year 10 students in each course (Stage 5.3, Stage 5.2 and Stage 5.1) will study work from the three main content areas: Number and Algebra, Measurement and Geometry and Chance and Data. The assessment schedule for each course is shown in the tables below.

**Mathematics Stage 5.3 [10JMA]**

<b>Task</b>	<b>Weighting</b>	<b>Date</b>
<b>Task 1 Measurement and Algebra</b>	<b>25%</b>	<b>Term 1 Week 7</b>
<b>Task 2 Indices &amp; Surds, Probability and Statistics</b>	<b>25%</b>	<b>Term 2 Week 6</b>
<b>Task 3 Equations, Linear Relationships and Plane Geometry</b>	<b>25%</b>	<b>Term 3 Week 7</b>
<b>Task 4 Trigonometry, Quadratics and Non-Linear Relationships</b>	<b>25%</b>	<b>Term 4 Weeks 5 &amp; 6</b>
<b>Total</b>	<b>100%</b>	

**Mathematics Stage 5.2 [10AMA]**

<b>Task</b>	<b>Weighting</b>	<b>Date</b>
<b>Task 1 Financial Maths and Measurement</b>	<b>25%</b>	<b>Term 1 Week 8</b>
<b>Task 2 Algebra &amp; Indices and Probability</b>	<b>25%</b>	<b>Term 2 Week 6</b>
<b>Task 3 Statistics and Linear Relationships</b>	<b>25%</b>	<b>Term 3 Week 7</b>
<b>Task 4 Plane Geometry, Trigonometry and Equations</b>	<b>25%</b>	<b>Term 4 Weeks 5 &amp; 6</b>
<b>Total</b>	<b>100%</b>	

**Mathematics Stage 5.1 [10MMA, 10EMA, 10SMA]**

<b>Task</b>	<b>Weighting</b>	<b>Date</b>
<b>Task 1 Financial Maths and Measurement</b>	<b>25%</b>	<b>Term 1 Week 8</b>
<b>Task 2 Measurement, Algebra &amp; Indices</b>	<b>25%</b>	<b>Term 2 Week 6</b>
<b>Task 3 Probability, Statistics and Linear Relationships</b>	<b>25%</b>	<b>Term 3 Week 8</b>
<b>Task 4 Plane Geometry, Pythagoras and Trigonometry</b>	<b>25%</b>	<b>Term 4 Weeks 5 &amp; 6</b>
<b>Total</b>	<b>100%</b>	

**PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION****Assessment Schedule 2020**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Strand</b>	Individual and Community Health	Movement Skill and Performance + Lifelong Physical Activity	Self and Relationships	Movement Skill and Performance + Lifelong Physical Activity
<b>Unit</b>	<b>I Have the Power to Party</b>	<b>Practical Skill Demonstration</b>	<b>Personal Wellness</b>	<b>Practical Skill Demonstration</b>
<b>Assessed</b>	<b>Term 1 2020</b>	<b>Semester 1 2020</b>	<b>Term 3 2020</b>	<b>Semester 2 2020</b>
<b>Task</b>	16 <sup>th</sup> Birthday Design	Target Games Fitness Activities Athletics	Managing Stress: Research & Presentation	Dance Net/Court Games Striking/Fielding Games
<b>Outcomes Assessed</b>	5.7, 5.15	5.4, 5.10	5.1, 5.2	5.5, 5.10
<b>Weighting %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

## PHOTOGRAPHIC AND DIGITAL MEDIA

### Assessment Schedule 2020

Assessment	Task 1				Task 2				Task 3			
	Term 1		Week 9		Term 2		Week 9		Term 4		Week 3	
Artmaking	<p><b><u>Appropriation</u></b> Students will learn advanced photo editing technique using Adobe Photoshop CC. Each student will create appropriated digital photographs. A series of photographs will be digitally submitted.</p>				<p><b><u>Graphic Design</u></b> Students will learn how to use Adobe Illustrator CC to create Vector image posters. Two A3 size posters will be digitally submitted.</p>				<p><b><u>Video</u></b> Students will learn how to shoot and edit a short film using DSLR camera and Adobe Premiere Pro. Students will work in small groups to plan, shoot and edit their group project. This unit may be liaised with Drama class.</p>			
Critical and Historical Studies	<p><b><u>In-class Essay</u></b> Students will learn how to structure an essay using ALARM scaffolding. Students will type an essay in class and they will be allowed to use ALARM worksheet completed during week 1-8.</p>				<p><b><u>In-class Test</u></b> Students will learn how to write short responses about unseen artworks. Students will answer Section I questions of HSC Visual Arts Written Examination in class.</p>				<p><b><u>In-class Essay</u></b> Students will learn how to respond to essay questions and structure an formal essay. Students will answer a Section II question of HSC Visual Arts Written Examination in class.</p>			
Form	2D - Digital Photography				2D - Portrait Digital and Analog Photography				4D - Video			
Frames	Structural	Subjective	Cultural	Postmodern	Structural	Subjective	Cultural	Postmodern	Structural	Subjective	Cultural	Postmodern
The Conceptual Framework	Artist	Artwork	Audience	World	Artist	Artwork	Audience	World	Artist	Artwork	Audience	World
Assessment	Digital Portfolio In-class writing				Photographic Artworks In-class essay				A short film (group project) In-class essay			
Key Artists / Artworks	Yasumasa Morimura, Cindy Sherman Alexey Kondakov and David Manley				Shepard Fairey - Barack Obama "Hope" poster				David Fincher, Wes Anderson, Akira Kurosawa Stanley Kubrick, Woody Alen			
Making	20				20				20			
Critical/Historical	10				15				15			
Weights	30%				35%				35%			

**PHYSICAL ACTIVITY AND SPORTS STUDIES****Assessment Schedule 2020**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Area of Study</b>	Physical Activity and Sport in Society	Physical Activity and Sport in Society	Enhance Participation and Performance	Physical Activity and Sport in Society
<b>Module</b>	Physical Activity and Sports for Specific Groups	Australian Sporting Identity	Coaching	Lifestyle, Leisure & Recreation
<b>Assessed</b>	<b>Term 1 2020</b>	<b>Term 2 2020</b>	<b>Term 3 2020</b>	<b>Term 4 2020</b>
<b>Task</b>	Research Task	Research Presentation	Coaching: Design and Peer Coaching	Reflection Journal
<b>Outcomes Assessed</b>	1.1, 1.2, 2.2	2.1	3.1, 4.1, 4.2	3.2
<b>Weighting %</b>	<b>20</b>	<b>25</b>	<b>35</b>	<b>20</b>

**SCIENCE****Assessment Schedule 2020**

<b>ITEM</b>	<b>WHEN</b>	<b>WEIGHTING</b>
<b>CHEMISTRY PRACTICAL TASK</b>	<b>Week 6 Term 1</b>	<b>20%</b>
<b>COMMON SKILLS TASK</b>	<b>Week 6 of Term 2</b>	<b>20%</b>
<b>VALID EXAMINATION</b>	<b>Week 7/8 of Term 3</b>	<b>30%</b>
<b>RESEARCH DEPTH STUDY</b>	<b>Week 5 of Term 4</b>	<b>30%</b>

**VISUAL ARTS****Assessment Schedule 2020**

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	
<b>Components</b>	<b>Body of Work &amp; Artist Study</b>	<b>Body of Work &amp; Artist Study</b>	<b>Body of Work &amp; Artist Study</b>	
<b>Due</b>	<b>Term 1 Week 11</b>	<b>Term 2 Week 10</b>	<b>Term 4 Week 2</b>	
<b>Outcome</b>	<b>5.1, 5.2, 5.4, 5.10</b>	<b>5.3, 5.5, 5.9</b>	<b>5.4, 5.6, 5.8 5.4, 5.6, 5.7, 5.10</b>	<b>Weighting (%)</b>
<b>Artmaking</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>60</b>
<b>Critical and Historical Studies</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>40</b>
<b>Total (%)</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>