

DUBBO COLLEGE SOUTH CAMPUS



YEAR 10 ASSESSMENT BOOKLET

**Term 1
2017**

Year 10 Assessment Tasks

Term 1 2017

Subject	Assessment Task Title	Week Due	Weighting	Assessment Type
English	Listening Speaking and Writing	Week 8/9	20%	Viva Voce and Notes
History	Australians at Wars I and II	8	50%	Virtual Site Study
Commerce	Employment Issues	8	25%	Hand-in Task
Mathematics	Algebra, Equations, Financial Mathematics and Properties of Geometrical Figures	10	20%	Examination
Science	Working Scientifically – Chemical World	4/5	20%	Examination
Drama	Part A- Elements of Drama	9	15%	Group Performance
Drama	Part B- Elements of Drama	9	5%	Hand-in Reflection
Music	Australian Music	9	10%	Performance
Photography and Digital media	Part A Critical History Study	5	5%	Written Analysis
Photography and Digital Media	Part B Material and Conceptual Practice - Photographic Work.	6	10%	Journal and Photographic Work
Visual Art	Part A- Critical and Historical Study	5	5%	Written Analysis
Visual Art	Part B- Art making	6	10%	Art making and VADP
Child Studies	Growth and Development	8-9	25%	Research Task
PDHPE	Safe Celebrations	7	15%	In Class Assignment
PDHPE	Latin Dance – Skill and Performance	8	20%	Practical
Human Movement	Technology, Participation and Performance	5-6	25%	Case Study
PASS Sport Studies	Foundations of Physical Activity	7	10%	Practical Lab
Food Technology	Food Processing	8	20%	Written Task
Agriculture	To be provided by the teacher			
Industrial Tech – Timber	Cabinetwork	11	35%	Practical Project and Folio
History Elective	History Through Entertainment	7	25%	Research Task
Industrial Tech - Metal	Core Module 1 – BBQ case	T2 W5	30%	Practical Project and Folio
Aboriginal Studies	Aboriginal Autonomy	3	15%	In Class Literacy

ENGLISH

Assessment Task Number 1 Weighting: 20%**Date: Term 1 Week 8/9****Syllabus Area:** Listening & Speaking/ Writing**Type of Task:** Hand in of Viva Voce Notes/ Viva Voce**Task Description**

Part A: Hand-in of Viva Voce Notes

5%

- Students will be given the opportunity in class to prepare an A4 page of dot point notes to assist their formation of responses during the viva voce. These notes must be submitted by the end of week 7. Teachers will distribute notes directly prior to the interview session.

Part B: Viva Voce

15%

- Students will be required to participate in a one-on-one formal conversation (viva voce) with their teacher where they will be asked to respond verbally to a series of questions based on the book and film adaptation they have studied.
- The viva voce will not exceed 10 minutes in duration.
- The questions asked will relate to the following areas:
 - The historical context of the original text and the values represented.
 - The techniques used within the original text to communicate context and values.
 - The historical context of the adapted text and the values represented.
 - The techniques used within the adapted text to communicate context and values.
 - An appreciation of which values have remained constant and which have changed over time and why.

You will be assessed on how well you:

- Summarise the values, context and techniques of the texts studied into notes for assistance during the viva voce.
- Identify the context of the original text and explain the values inherent within.
- Analyse how techniques were used to communicate and represent these values within the original text.
- Identify the context of the adapted text and explain the values inherent within.
- Analyse how techniques were used to communicate and represent these values within the adapted text.
- Identify values that have either shifted or remained constant within the narrative to film adaptation.
- Speak using tone, clarity, volume, expression and pacing to justify ideas appropriate to the viva voce form.

Outcomes being assessed:

EN 5-1A responds to and composes texts for understanding, interpretation, critical analysis and pleasure

EN 5-2A 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

EN 5-3B uses and describes language forms and features, and structures of texts appropriate to different purposes, audiences and contexts

EN 5-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence

EN 5-6C investigates the relationships between and among texts

EN5-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

Head Teacher signature:**Date:**

HISTORY

Assessment Task Number 1 Weighting: 50% Date: Week 8 Term 1

Syllabus Area: Australian's at War – World Wars I and III

Type of Task: Virtual Site Study

Task Description

Students will conduct a Virtual Site Study of the Australian War Memorial. There will be sufficient time computer lab time booked for you to complete the online aspect of this task. Students will answer all questions into an Activity Booklet. There will be an Extended response question asked that draws upon content knowledge and aspects of the Virtual Site Study.

Question:

Describe two significant events and the experiences of Australians at war.

Students MUST choose from the following significant events and the experiences:

- Prisoners of war
- A specific campaign (the Western Front 1916 and the New Guinea campaign 1942)
- The role of women
- Participation of Aboriginal and Torres Strait Islander peoples
- A specific event/incident (the Battle of Hamel 1918 and the Fall of Singapore 1942)

You will be assessed on how well you:

- identify, locate, select and organise information from a variety of sources, including ICT and other methods
- identify and describe the reasons for different perspectives in a particular historical context
- interpret history within the context of the actions, values, attitudes and motives of people in the context of the past

Outcomes being assessed:

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

HT5-4 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

HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia

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

Head Teacher signature:

Date:

COMMERCE

Assessment Task Number 1 Weighting: 25%**Date: Week 8 Term 1**

Syllabus Area: Employment Issues

Type of Task: Hand-in Task

Task Description**Question 1 (75%)**

As the Human Resources Manager of a business you are responsible for recruiting staff. The business "Orana Business Stationary" will require 6 employees. These would include a Production Manager, Printer, Apprentice Printer, Pre-Press Operator, Graphic Designer and Clerk/Receptionist. Prepare a report for the CEO on how you would recruit staff.

- prepare a job advertisement including a job description, qualifications, remuneration
- outline the criteria for selection including questions to be asked at interview
- explain the advantages and disadvantages of different types of employment contracts and suggest the best type of employment contract for the position

Question 2 (25%)

Design a careers webpage for the business for the recruitment of these staff

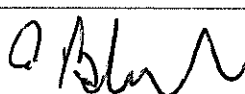
You will be assessed on how well you:

- examine the advantages and disadvantages associated with particular types of employment contracts
 - research the required qualifications and skills required for specific positions and determine what their corresponding remuneration would be
 - use ICT to create a user friendly webpage
-

Outcomes being assessed:

A student:

- 5.1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
 - 5.2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
 - 5.3 examines the role of law in society
 - 5.4 analyses key factors affecting commercial and legal decisions
 - 5.5 evaluates options for solving commercial and legal problems and issues
 - 5.6 monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues
 - 5.7 researches and assesses commercial and legal information using a variety of sources
-

Head Teacher signature:**Date:**1/2/2017

MATHEMATICS

Assessment Task 1**Weighting: 20%****Date: Week 10 Term 1**

Syllabus Area: Algebra, Surds and Indices

Type of Task: Examination50 Minutes

Task Description:

This examination will consist of the following topics;

- ☐ Short answer response- Topic: Algebra
 - ☐ Short answer response- Topic: Surds and Indices
-

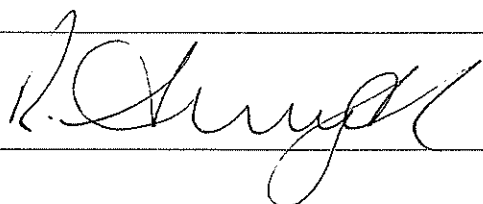
You will be assessed on how well you:

- Applies the index laws to simplify algebraic expressions
 - Performs operations with surds and indices
-

Outcomes being assessed:

MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions

MA5.3-6NA performs operations with surds and indices

Head Teacher signature:**Date:**

MATHEMATICS

Assessment Task 1**Weighting: 20%****Date: Week 10 Term 1**

Syllabus Area: Financial Mathematics, Algebraic Techniques and Equations

Type of Task: Examination50 Minutes

Task Description:

This examination will consist of the following topics;

- ☐ Short answer response- Topic: Financial Mathematics
 - ☐ Short answer response- Topic: Algebraic Techniques
 - ☐ Short answer response- Topic: Equations
-

You will be assessed on how well you:

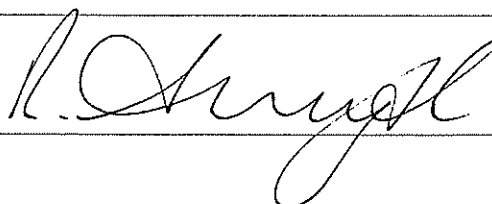
- Solves a variety of equations and inequalities using graphical and analytical methods
 - Demonstrates knowledge and understanding in financial mathematics
 - Understands and applies knowledge of algebraic properties
-

Outcomes being assessed:

MA5.1-4NA solves financial problems involving earning, spending and investing money

MA5.2-6NA simplifies algebraic fractions, and expands and factors quadratic expressions

MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques

Head Teacher signature:**Date:**

MATHEMATICS

Assessment Task 1**Weighting: 20%****Date: Week 10 Term 1****Syllabus Area:** Algebra, Equations, Financial Mathematics and Properties of Geometrical Figures**Type of Task:** Examination

50 Minutes

Task Description:

This examination will consist of the following topics;

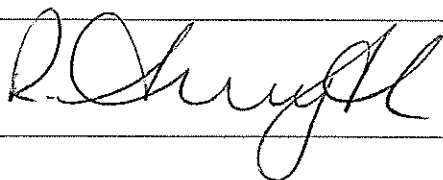
- ☐ Short answer response- Topic: Algebraic Techniques and Equations
- ☐ Short answer response- Topic: Financial Mathematics
- ☐ Short answer response- Topic: Properties of Geometrical Figures

You will be assessed on how well you:

- Demonstrate knowledge, skills and understanding in mental and written computation and numerical reasoning involving Algebraic Techniques and Equations
- Demonstrates knowledge and understanding in financial mathematics
- Demonstrates knowledge and understanding of geometrical figures

Outcomes being assessed:

MA4-8NA	generalises number properties to operate with algebraic expressions
MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations
MA5.1-4NA	solves financial problems involving earning, spending and investing money
MA5.1.11MG	describes and applies the properties of similar figures and scale drawings

Head Teacher signature:**Date:**

SCIENCE

Assessment Task Number 1 Weighting: 20% Date: Week 4/5 Term 1

Syllabus Area: Working Scientifically
Knowledge and Understanding- Chemical World

Type of Task: Chemistry Skills Test – 60 min – Task will be completed in class

Task Description

In this test you will be assessed on the following scientific skills:

- Extracting information from the Periodic Table of Elements
- Identifying components within written chemical equations
- Interpreting data from investigations relating to common chemical reactions.
- Evaluating an investigation to consider validity, reliability and accuracy
- Proposing a method for an investigation to solve a given problem
- Extracting information from scientific text and diagrams

Outcomes being assessed:

- CW2** The atomic structure and properties of elements are used to organise them in the Periodic Table
- WS7.1f** Describing ways to improve the quality of data
- WS7.2b** Describing relationships between variables
- WS7.2d** Using knowledge of scientific concepts to draw conclusions that are consistent with evidence
- WS7.2f** Evaluating conclusions, including identifying sources of uncertainty
- WS8.g** Evaluating different strategies used to solve problems

Head Teacher signature:



Date:

31/1/17

DRAMA

Assessment Task Number: 1 Part A **Weighting:** 15% **Date:** Week 9 Term 1

Syllabus Area: Elements of Drama

Type of Task: Group Devised Performance

Task Description

Part A: Group Devised Performance

You will be placed in groups of 3-4 students and be required to devise a 5-8 minute performance on one of the following topics:

- The Evil Deed.
- The War is Won!
- The Hottest Day on Record.

Your performance must include a deliberate and obvious focus on **TWO** elements of drama as studied in class.

Your group may choose from the elements of **tension, focus, symbol, mood and/or space**.

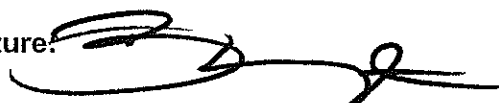
You will be assessed on how well you:

- Realise the chosen elements of drama using expressive voice and movement.
- Achieve dramatic meaning through use of sustained character.
- Demonstrate an understanding of the elements of drama in terms of effect on audience.
- Collaborate and work with a group to devise a dramatic performance following the requirements of the task.

Outcomes being assessed:

- 5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
- 5.1.2 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

Head Teacher signature:



Date: 1 Feb 2017

DRAMA

Assessment Task Number: 1- Part B **Weighting:** 5% **Date:** Week 9 Term 1

Syllabus Area: Elements of Drama

Type of Task: Hand-in Reflection

Task Description

Part B: Written Reflection

You will be required to submit a one A4 page written reflection in response to the following question concerning the development of the performance:

How did we work together to realise the chosen elements of drama within our performance?

Discuss the strategies and techniques used to emphasise the nominated elements. Evaluate the anticipated effect of these techniques on the audience.

You will be given time in class to work on both aspects of the task. Examples of appropriate responses for Part B will also be provided.

You will be assessed on how well you:

- Discuss strategies and techniques used to explore the nominated elements of drama.
- Evaluate the anticipated effect of dramatic techniques on the audience-audience relationship.
- Appreciate the contribution the elements of drama make to achieving clear and unified dramatic meaning.

Outcomes being assessed:

- 5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
- 5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

Head Teacher signature:



Date:

1 Feb 2017

MUSIC ELECTIVE**Assessment Task: 1** **Weighting: 10%****Date:** Term 1 Week 9**Syllabus Area:** Australian Music**Type of Task:** Performance**Task Description:**

You will choose a piece that represents the unit "Australian Music", and perform it for the teacher either as a soloist or an ensemble. You may choose to perform on any instrument the teacher suggests.

Suggested steps for completing this assessment task:

1. Choose a piece of music that you could perform as part of a group/soloist. You might need to perform not your first choice so that you can be part of a group performance.
2. PRACTISE on your own to learn your part for the group's performance. Make sure you know what YOU have to do.
3. REHEARSE together as a group concentrating on the start and the end so your piece sounds completed.
4. Create a recording or video of your performance so that you can evaluate how you have performed and any improvements you could make before the actual assessment task.
5. Perform as an ENSEMBLE/SOLIST for your teacher to be marked.
6. Complete the STUDENT ASSESSMENT REFLECTION TASK and hand in to your teacher.

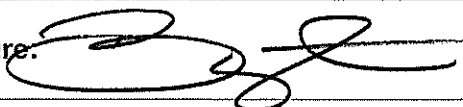
You will be assessed on how well you:

- Demonstrate technical skills in maintaining technical fluency and technical facility evident in intonation
- Demonstrate stylistic understanding through articulation, dynamics and expressive techniques
- Perform the chosen repertoire with a sense of musical expression incorporating expressive techniques appropriate to the chosen style
- Demonstrate accompaniment through an understanding of solo/ensemble techniques, roles, communication and issues of balance

Outcomes being assessed:

- 5.1 Performs repertoire with increasingly levels of complexity in a range of musical styles demonstrating and understanding of the musical concepts
- 5.2 Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3 Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness.
- 5.12 Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

Head Teacher signature.



Date: 1 Feb 2017

PHOTOGRAPHY AND DIGITAL MEDIA

Assessment Task: 1 – Part A**Weighting:** 5%**Date:** Week 5

Syllabus Area: Critical and Historical study

Type of Task: In class, written analysis of Photographic and/or Digital Media work

Task Description:

Students will write a 700 word explanation of the Practice of a Photojournalist using the Frames.

It must be in the student's own words. Images are selected by the teacher.

PRACTICE: Describe the Artist's Practice in the artwork:

- **Material Practice** – describe the materials and how the artist used them
- **Conceptual Practice** – describe the concepts/ideas in the artwork.

FRAMES: Show understanding of the Frames in their writing

- Structural – describe the elements of the photograph
- Subjective - Describe the elements and signs and symbols of the photograph in your own words
- Cultural - Explain how place and time affect meaning
- Postmodern - Write how the artwork is different from traditional artworks

You will be assessed on how well you:

- acknowledge that art can be interpreted from different points of view
- use the frames to describe and /or explain different aspects of the works
- recognises that art criticism and art history construct meanings

Outcomes being assessed:

5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works

5.9 uses the frames to make different interpretations of photographic and digital works.

5.10 Demonstrates how art criticism and art history construct meanings.

Head Teacher signature:**Date:** 1 Feb 2017

PHOTOGRAPHY AND DIGITAL MEDIA

Assessment Task: 1 Part B**Weighting:** 10%**Date:** Week 6

Syllabus Area: Photographic and Digital media work

Type of Task: Hand-in task Photographic and Digital Media Practice and Journal

Task Description:

Students will complete photo-pass, a series of Photojournalistic images and Photographic and Digital Media Journal

PRACTICE:

Investigate different forms of Material and Conceptual Practice set by the teacher

- **Material Practice** - Brainstorming and planning the material ideas in their Photographic and Digital Media Journal
- **Conceptual Practice** - Brainstorming ideas for their artwork that match the theme of the task.

FRAMES:

Use the Frames when planning and developing resolved original artwork/s.

- **Subjective** – Show; emotion, memories, associations and your own aesthetic
- **Structural** – uses signs and symbols and considers skills and materials.
- **Cultural** - shows place and/or culture in planning and artmaking
- **Postmodern** - challenges the conventions of practice, appropriates, uses irony/parody or recontextualises something.

REPRESENTATION: use their diaries to research and investigate the world, for example: memory, fantasy, people, places and spaces, other living things, objects, culture, social and national identity, relationships, gender, celebrations, events, the environment etc.

You will be assessed on how well you:

- Planning and development in Photo journal and in files
- Aesthetically pleasing, shows signs and symbols, considers place and challenges conventions.
- Investigates and applies ideas from the world to their work.

Outcomes being assessed:

- 5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
- 5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning
- 5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital works

Head Teacher signature:**Date:** 1 Feb 2017

VISUAL ART

Assessment Task: 1 – Part A**Weighting:** 5%**Date:** Week 5

Syllabus Area: Critical and Historical study

Type of Task: In class, written analysis an artist's work

Task Description:

Students will write a 700 word explanation of the Practice of an artist using the Frames.
It must be in the student's own words. Image/s are selected by the teacher.

PRACTICE: Describe the Practice in the artwork:

- **Material Practice** – describe the materials and how the artist used them
- **Conceptual Practice** – describe the concepts/ideas in the artwork.

FRAMES: Show understanding of the Frames in their writing

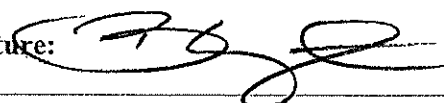
- Structural – describe the elements of the photograph
- Subjective - Describe the elements and signs and symbols of the photograph in your own words
- Cultural - Explain how place and time affect meaning
- Postmodern - Write how the artwork is different from traditional artworks

You will be assessed on how well you:

- describes the material and conceptual practice of the artist
- use the frames to describe and /or explain different aspects of the works
- demonstrates how art criticism and art history construct meanings.

Outcomes being assessed:

- 5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
- 5.9 demonstrates how the frames provide different interpretations of art
- 5.10 demonstrates how art criticism and art history construct meanings.

Head Teacher signature:**Date:**1 Feb 2017

VISUAL ARTS

Assessment Task: 1 Part B**Weighting:** 10%**Date:** Week 6

Syllabus Area: Artmaking

Type of Task: In class and Hand-in task, Artmaking and Visual Arts Process Diary

Task Description:

Students will complete an Artwork/s and Visual Arts Process Diary. The artwork/s and VAPD will demonstrate Material and Conceptual Practice demonstrated in class as well as the Frames.

PRACTICE: Investigate different forms of Material and Conceptual Practice set by the teacher

- **Material Practice** - Brainstorming and planning the material ideas in their Photographic and Digital Media Journal
- **Conceptual Practice** - Brainstorming ideas for their artwork that match the theme of the task.

FRAMES: Use the Frames when planning and developing resolved original artwork/s.

- **Subjective** – Show; emotion, memories, associations and your own aesthetic
- **Structural** – uses signs and symbols and considers skills and materials.
- **Cultural** - shows place and/or culture in planning and artmaking
- **Postmodern** - challenges the conventions of practice, appropriates, uses irony/parody or recontextualises something.

REPRESENTATION: use their diaries to research and investigate the world, for example: memory, fantasy, people, places and spaces, other living things, objects, culture, social and national identity, relationships, gender, celebrations, events, the environment etc.

You will be assessed on how well you:

- plan and develop concepts and skills in their Visual Arts Process Diary.
- create aesthetically pleasing, shows signs and symbols, considers place and challenges conventions.
- investigate and apply ideas from the world to their work.

Outcomes being assessed:

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 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

Head Teacher signature:**Date:**1 Feb 2017

PDHPE- CHILD STUDIES**Assessment Task Number 1****Weighting:** 25%**Date:** Term 1, Week 8-9**Syllabus Area:** Growth and Development**Type of Task:** Research Task**Task Description:****Part 1**

As a class we are going to create a "Milestone Timeline" that can be used to inform new mothers of how their child should be growing and developing during the early years. You will be given a milestone and you must:

1. Research and **identify** the following characteristics that reflect your milestone:

- i. Physical
- ii. Social
- iii. Emotional
- iv. Linguistic
- v. Cognitive

2. Design a poster which **identifies** the characteristics for your milestone.

3. Present your milestone poster to the class.

Part 2

You are to answer the following questions in your assessment task booklet:

1. **Explain** how parents can promote the growth and development of children.
2. **Evaluate** a family routine that supports children in transitioning in through the stages of growth and development.

You will be assessed on how well you:

- Identify milestone characteristics
- Present milestone characteristics to peers
- Explain how parents can promote growth and development
- Evaluate strategies which assist children to progress through the stages of growth and development

Outcomes being assessed:

3.3 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing

4.2 analyses and compares information from a variety of sources to develop an understanding of child growth and development

Head Teacher signature:**Date:** 2/2/17

PDHPE**Assessment Task Number 1****Weighting:** 15%**Date:** Term 1, Week 7**Syllabus Area:** Safe Celebrations**Type of Task:** In class assignment**Task Description:**

Students will view two stimulus clips relating to alcohol and will have to answer questions based on the clips and their knowledge of alcohol and strategies to promote health and safe behaviours.

Students will watch the applicable alcohol advertisements and health promotion initiative and complete set workbook tasks in class.


This is an in class assessment task.

You will be assessed on how well you:

- Successfully interpret the alcohol beverages advertising code and discuss how well the advertisement meets these guidelines.
- Discuss the effectiveness of health promotion initiatives.

Outcomes being assessed:

5.7 Analyses influences on health decision-making and develops strategies to promote health and safe behaviours

Head Teacher signature:**Date:**

2/2/17

PDHPE

Assessment Task Number 2 Weighting: 20% Date: Term 1, Week 8

Syllabus Area: Movement Skill & Performance

Type of Task: Practical – Movement Composition

Task Description: Dance Movement Composition

Students will learn and then perform a range of Latin Dance movement compositions. In small groups they will then, plan and perform a Latin Dance sequence and be formally assessed by their class teacher.

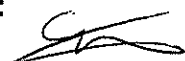
This is an in class assessment.

You will be assessed on how well you:

- plan a sequence of movements that demonstrate the elements of composition
- perform a movement sequence that is creative and links movements with fluency and rhythm.

Outcomes being assessed:

5.5 composes, performs and appraises movement in a variety of challenging contexts
5.14 confidently uses movement to satisfy personal needs and interests
5.13 adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives

Head Teacher signature:**Date:** 2/2/17

HUMAN MOVEMENT

Assessment Task Number 1 **Weighting:** 25% **Date:** Term 1, Week 5-6

Syllabus Area: Technology, Participation and Performance

Type of Task: Case Study

Task Description:

This is an in class based assessment task. Students will view the stimulus clip and complete the following questions in-class:

- Identify training innovations and equipment advances that have been introduced into sport and physical activity
- Describe the training innovations/equipment advances that have been introduced
- Evaluate the degree to which technology has created equity for participants in physical activity and sport

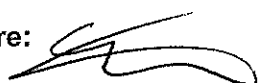
You will be assessed on how well you:

- Identify technological advancements in sport and describe the impact it has had on professional sport
- Analyse contribution of technology to sports performance

Outcomes being assessed:

- 3.2 Evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
- 4.4 Analyses and appraises information, opinions and observations to inform physical activity and sport decisions

Head Teacher signature:



Date:

2/2/17

PDHPE – PASS SPORTS STUDIES 2 BOYS & GIRLS**Assessment Task Number:** 1**Weighting:** 10%**Date:** Term 1, Week 7**Syllabus Area:** Foundations of Physical Activity**Type of Task:** Practical Lab**Task Description:**

Students will participate in a range of fitness tests and will then record and analyse their results.

Practical Lab

1. Students will be participating fitness tests in class.
2. Students will be required to record their results for each test.
3. Students will then analyse their results to answer questions in their fitness testing booklet

This is an in class based assessment task. Students will receive the practical lab instructions and work booklets in class.

You will be assessed on how well you:

- Successfully engage and complete the fitness testing
- Record fitness test results
- Analyse fitness test results

Outcomes being assessed:

- 4.3 performs movement skills with increasing proficiency
- 4.4 analyses and appraises information, opinions and observations to inform physical activity and sport decisions

Head Teacher signature:**Date:**

7/2/17

FOOD TECHNOLOGY

Assessment Task Number 1 Weighting: 20% Date: Week 8 Term 1

Syllabus Area: Food Processing

Type of Task: A written hand in submission and a practical component.

Task Description

The task requires the student to:

1. Conduct an experiment to determine the causes of food spoilage and record results and conclusions on the sheet provided.
2. Design produce and present a PowerPoint Slide Show that could be used to educate others about food spoilage and its consequences. Your PowerPoint must be at least 10 slides long and should include the following:
 - ☐ The causes of food spoilage
 - ☐ The methods used to prevent food spoilage
 - ☐ The consequences for humans when food does deteriorate
 - ☐ Pictures and references to support your research
3. Students should provide a bibliography using the Harvard Referencing System, detailing the sources of information used

You will be assessed on how well you:

- observe and accurately record the results of your experiment
- draw relationships between the observations and the causes of food spoilage in the conclusion
- design an eye-catching PowerPoint presentation which communicates relevant, accurate and detailed food safety information, ideas and issues
- present your PowerPoint presentation to your class
- provide a bibliography which details your sources of information

Outcomes being assessed:

- 5. 1.1 demonstrates hygienic handling of food to ensure a safe and appealing product
- 5.4.1 collects, evaluates and applies information from a variety of sources
- 5.4.2 communicates ideas and information using a range of media and appropriate terminology

Head Teacher signature:

T. Kambace

Date:

1/2

INDUSTRIAL TECHNOLOGY – TIMBER- CABINETWORK

Assessment Task: 1 **Weighting: 35%** **Date: Term 1 Week 11**

Syllabus Area: Cabinetwork 1

Type of Task: Practical Project 1: Bread Box and Folio

Task Description

Students will be required to construct a Breadbox.

They will work from a standard plan and develop their own unique design changes.

They will be required to complete a detailed folio along with their final completed design at the end of this assessment.

You will be assessed on how well you:

- use a range of techniques to check projects for square
- select and use a range of joining methods
- select appropriate surface preparation methods and apply finishes to achieve a quality result
- use power and machine tools in the construction of projects
- select and use personal protective equipment read, interpret and produce working drawings including pictorial and orthogonal, to assist in the production of projects
- recall specialist terms and use them in context when reporting on the development and production of projects
- prepare and present reports to document the development of the project, identifying the materials, processes and equipment used

Outcomes being assessed:

5.1.2 Applies OHS practices to hand tools, machine tools, equipment and processes.

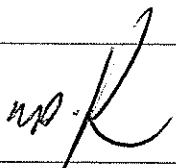
5.2.1 Applies design principles in the modification, development and production of projects.

5.4.1 Selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.

5.4.2 Works cooperatively with others in the achievement of common goals.

5.6.1 Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.

Head Teacher signature:



Date:

1/2

HISTORY ELECTIVE

Assessment Task Number 1 Weighting: 25% Date: Week 7, Term 1

Syllabus Area: Topic 3 Theme Study- History through entertainment

Type of Task: Research task

Task Description:

The students will write a research essay answering one of the following questions:

Discuss the influence of historical events on modern entertainment.

(Include significant people, events, technology)

OR

"The more you know about the past, the better prepared you are for the future."
Theodore Roosevelt

Discuss the role of modern entertainment in preparing today's youth for the future?

This research essay must total 1000 words.

This research essay must be appropriately footnoted and referenced with a variety of sources.

You will be assessed on how well you:

- use historical terms and concepts
- locate, select and use information from a range of sources as evidence
- develop historical texts that uses evidence from a range of sources

Outcomes being assessed:

E5.2 examines the ways in which historical meanings can be constructed through a range of media

E5.5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage

E5.10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Head Teacher signature:



Date: 1/2/2017.

INDUSTRIAL TECHNOLOGY – METAL

Assessment Task: 1 Weighting: 30% Date: Term 2 Week 5

Syllabus Area: General Metal Core Module 1

Type of Task: Practical Project/Folio- BBQ CASE

Task Description

You will be assessed on the completion of the BBQ Case practical project in class

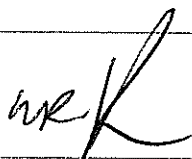
- ☐ Techniques
 - Measurement and sizing
 - A range of processes and techniques for preparing, cutting, joining and finishing metals
- ☐ Equipment, tools and Machines
 - The use of variety of power and machine tools to produce the project
- ☐ OHS and Risk Management
 - The safe use and handling of hand, power and machine tools
 - The use of personal protective equipment in the workshop
 - Elementary first aid procedures
- ☐ Workplace Communication Skills
 - Ability to follow workshop drawings
- ☐ Documentation
 - Step by Step project development notes
 - Project evaluation

You will be assessed on how well you:

- use a range of techniques to check projects for square
- use power and machine tools in the construction of projects
- select and use personal protective equipment read, interpret and produce working drawings including pictorial and orthogonal, to assist in the production of projects
- recall specialist terms and use them in context when reporting on the development and production of projects
- prepare and present reports to document the development of the project, identifying the materials, processes and equipment used

Outcomes being assessed:

- 5.1.2 Applies OHS practices to hand tools, machine tools, equipment and processes.
- 5.2.1 Applies design principles in the modification, development and production of projects.
- 5.4.1 Selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.
- 5.4.2 Works cooperatively with others in the achievement of common goals.
- 5.6.1 - Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.

Head Teacher signature:**Date:** 1/2

ABORIGINAL STUDIES

Assessment Task Number 1 **Weighting:** 15% **Date:** Week 3 Term 1

Syllabus Area: Core Part 2: Aboriginal Autonomy

Type of Task: In Class: Literacy

Task Description

Students will be asked to answer the following question in class using SEAR paragraph structure.

Question:

Explain the importance of self-determination and autonomy to all aspects of Aboriginal Peoples' participation nationally and internationally

You will be assessed on how well you:

- define and discuss the terms and concepts
- describe and draw conclusions about the issue of denial of human rights to Aboriginal Peoples
- describe key aspects of human rights
- use PETAL paragraph structure

Outcomes being assessed:

- 5.6 explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples' participation nationally and internationally
- 5.2 explains ways in which Aboriginal Peoples maintain their identity
- 5.11 independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings.

Head Teacher signature:



Date:

1/2/2017.

