



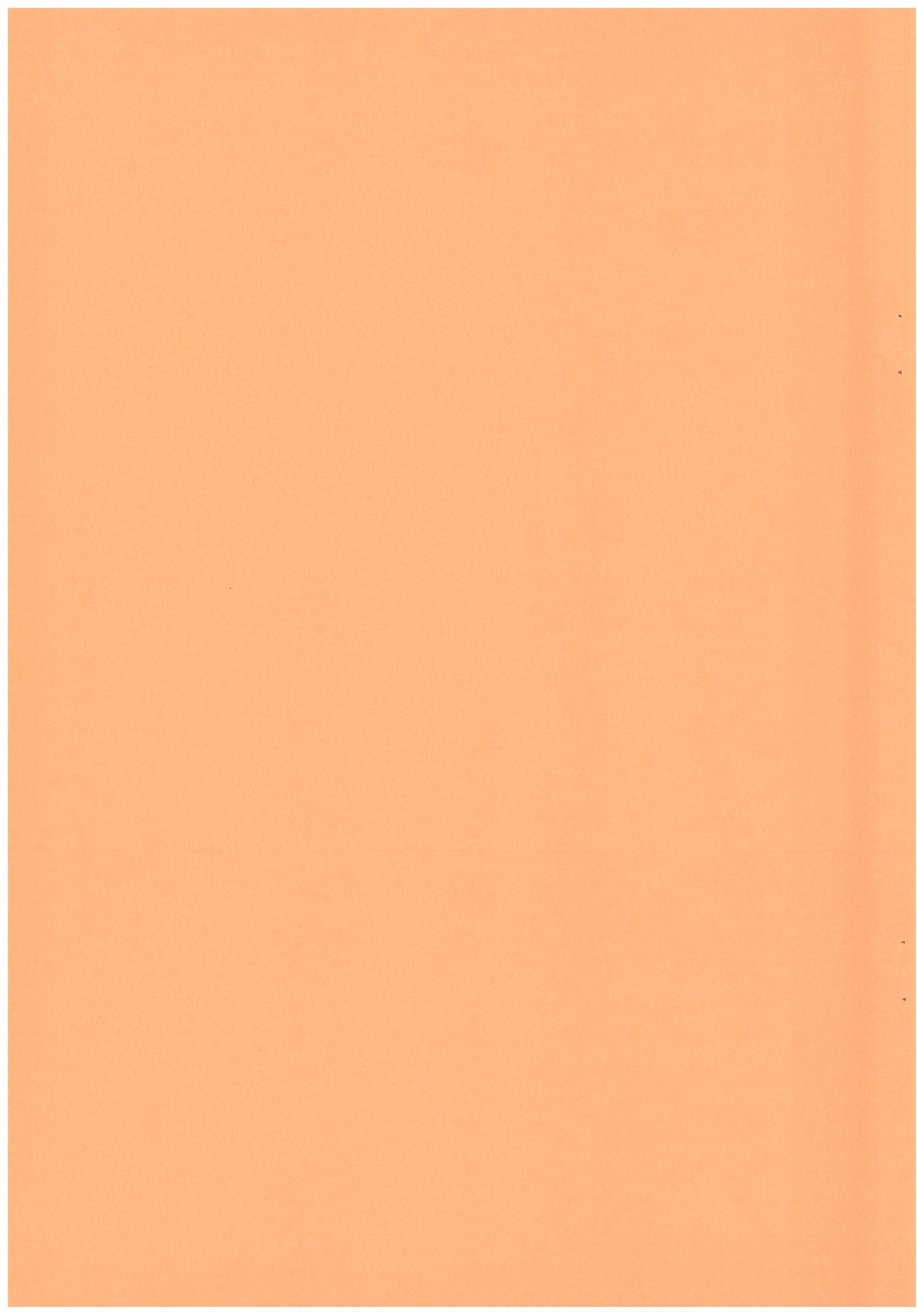
**DUBBO  
COLLEGE**  
**DELROY CAMPUS**

**DUBBO COLLEGE  
DELROY CAMPUS**

**YEAR 10  
ASSESSMENT  
BOOKLET**

**TERM 1  
2017**





Dubbo College Delroy Campus					
2017	YEAR 10 AGRICULTURE				
	Task 1	Task 2	Task 3	Task 4	Total
Weighting	30%	25%	20%	25%	100%
Date Term: Week:	Term 1 Week 1 to 10	Term 2 Week 7/8	Term 4 Week 7	Term 4 Week 5/6	
Task Type	Practical sheep skills	Half Yearly Exam	Alternative enterprises project	Yearly Exam	
Areas Assessed					
<i>Applies animal welfare guidelines</i>	✓ <input type="checkbox"/>			✓ <input type="checkbox"/>	
<i>Evaluate past and current agricultural practices</i>			✓ <input type="checkbox"/>	✓ <input type="checkbox"/>	
<i>Interactions between agricultural economy, culture and society</i>		✓ <input type="checkbox"/>	✓ <input type="checkbox"/>		
<i>Undertakes experiments</i>	✓ <input type="checkbox"/>			✓ <input type="checkbox"/>	

## AGRICULTURE

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**Assessment Task Number 1    Weighting: 30%    Date: Week 10Term 1**

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**Syllabus Area:**    Meat sheep

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**Type of Task:**    Practical Task

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### **Task Description**

Students will be assessed over the term on their ability to: safely yard, separate sheep, fit a halter, drench, restrain and prepare a sheep for showing. Students will be provided with a detailed list of competencies at the beginning of the unit of work.

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### **You will be assessed on how well you:**

- Get involved; develop skills over the term and through safe and calm sheep handling techniques.
  - You will be judged on your progression over the duration of the term.
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### **Outcomes being assessed:**

- 5.4.3 - implements and justifies the application of animal welfare guidelines to agricultural practices.
- 5.6.2 - performs animal management practices safely and in cooperation with others.

## ***DUBBO COLLEGE DELROY CAMPUS***

DUBBO COLLEGE DELROY CAMPUS					
2017	Subject				
	10 CHILD STUDIES				
	Task 1	Task 2	Task 3	Task 4	Total
Weighting	25%	25%	25%	25%	100%
Date Term: Week:	Term 1 Week 6	Term 2 Various	Term 3 Week 7	Term 4 Ongoing	
Task Type	Research task	Baby Think it Over	Exam	In class Design/construct	
Areas Assessed					
Growth and development	✓		✓		
Health & safety		✓	✓	✓	
Play and developing child			✓	✓	
Food and nutrition			✓		

## YEAR 10-CHILD STUDIES

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

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**Syllabus Area:**    Growth and Development

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**Type of Task:**    Research Task

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### Task Description

Students are to explore activities around Dubbo in which the family and those available in the community can positively influence the development of children, eg going to the park, visiting others, and reading.

#### Part 1 (20 marks)

- List 5 venues located in Dubbo that positively influence the development of children. Include the name, address and contact information for each venue. (5 marks)
- For each venue **describe** what activities take place, eg reading, climbing, socialising with others and swimming (5 marks)
- Select 5 different activities and **explain** how they positively influence the development of children (10 marks)

#### Part 2 (20 marks)

You have been selected by the Dubbo City Council to design a facility that positively influences the development of children.

- Create a name for your facility. (1 mark)
- List 5 activities that your facility will offer. (5 marks)
- Describe the aim of your facility. (4 marks)
- Include a **labelled diagram** of the lay out of your facility. (10 marks)

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#### You will be assessed on how well you:

- Explore several different venues in Dubbo and research the activities they offer.
- Explain how facilities in Dubbo can positively influence the development of children.
- Create and design a facility that positively encourages the development of children.

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#### Outcomes being assessed:

- 1.2 describes the factors that affect the health and wellbeing of the child
- 2.2 evaluates strategies that promote the growth and development of children
- 2.3 describes a range of appropriate parenting practices for optimal growth and development
- 3.2 evaluates the role of community resources that promote and support the wellbeing of children and families
- 4.2 analyses and compares information from a variety of sources to develop an understanding of child growth and development

2017	YEAR 9/10 DRAMA				
	Task 1	Task 2	Task 3	Task 4	TOTAL
Weighting	20%	25%	25%	30%	100%
Date: Term /Week	Term 1 Week 7	Term 2 Week 5	Term 3 Week 9	Term 4 Week 6	
Task Name/ Description:	Improvisation	Playbuilding	Dramatic Context Topic area	Examination All Topics	
Task Type:	Workshop & Logbook hand-in	Performance & Logbook hand-in	Research Task & Practical workshop or performance presentation	Written Test or Essay and Performance with Logbook hand-in	
Areas for Assessment					
<i>performing</i>	✓	✓	✓	✓	
<i>making</i>	✓	✓	✓	✓	
<i>Appreciating</i>	✓	✓	✓	✓	
<i>Peer &amp; Self Assessment</i>	✓	✓	✓	✓	

## DRAMA

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**Assessment Task Number 1    Weighting: 20%    Date: Week 7 Term 1**

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**Syllabus Area:**    Improvisation

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**Type of Task:**    Practical Task and Hand-in Task

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### Task Description

☐ Workshop :

Students will participate in a workshop in class, following teacher directions.

It will involve presenting work individually and in a group demonstrating improvisation skills. (30 marks)

☐ Logbook Work : Hand in

The students will need to reflect on the classroom workshop.

Students will respond to set questions and discussion points.

This will be collected in the following lesson. (20 Marks)

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### You will be assessed on how well you:

- Participate in an appropriate manner.
  - (This includes listening & being respectful of other students & the teacher).
- The ability to think quickly on the spot & be creative with ideas.
- Adapt characters & situations & commit to these.
- Work effectively with others in the group / class.
- Complete expected Drama book reflections & keep work up to date.
- Reflect on the group process work to date.

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### Outcomes being assessed:

- 1     **Making** - 5.1.2: A Student contributes, selects, develops and structures ideas in improvisation and playbuilding.
- 2     **Making** – 5.1.4: A student explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
- 3     **Performing** – 5.2.1: A student applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning.
- 4     **Performing** – 5.2.3: A student employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
- 5     **Appreciating** – 5.3.1: A student responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions.



### Marking Guidelines for Drama Performance & Logbook tasks

The Student:	Range
<input type="checkbox"/> Demonstrates outstanding performance skills utilising the elements of drama to realise role and character. <input type="checkbox"/> Establishes and maintains a highly effective actor- audience relationship. <input type="checkbox"/> Demonstrates an outstanding ability to work with group members in order to devise a theatrical piece containing outstanding dramatic unity and coherence. <input type="checkbox"/> Maintains an outstanding record of the process incorporating valid reflection and evaluation	<b>A</b> 90-100 Outstanding
<input type="checkbox"/> Demonstrates highly developed performance skills utilising the elements of drama to realise role and character. <input type="checkbox"/> Establishes and maintains an effective actor- audience relationship. <input type="checkbox"/> Demonstrates a high ability to work with group members in order to devise a theatrical piece containing strong dramatic unity and coherence. <input type="checkbox"/> Maintain a consistent record of the process incorporating valid reflection and meeting assessment requirements	<b>B</b> 70-89 High
<input type="checkbox"/> Demonstrates sound performance skills utilising the elements of drama to realise role and character. <input type="checkbox"/> Establishes and maintains a sound actor- audience relationship. <input type="checkbox"/> Demonstrates a sound ability to work with group members in order to devise a theatrical piece containing sound dramatic unity and coherence. <input type="checkbox"/> Maintain a sound record of the process incorporating valid reflection and meeting assessment requirements	<b>C</b> 50-69 Sound
<input type="checkbox"/> Demonstrates basic performance skills utilising the elements of drama to realise role and character. <input type="checkbox"/> Establishes and maintains a basic actor- audience relationship. <input type="checkbox"/> Demonstrates a basic ability to work with group members in order to devise a theatrical piece containing some dramatic unity and coherence. <input type="checkbox"/> Maintain a basic record of the process incorporating valid reflection and meeting assessment requirements	<b>D</b> 30-49 Basic
<input type="checkbox"/> Demonstrates limited performance skills utilising the elements of drama to realise role and character. <input type="checkbox"/> Establishes and maintains a basic actor- audience relationship. <input type="checkbox"/> Demonstrates a limited ability to work with group members in order to devise a theatrical piece containing minimal dramatic unity and coherence. <input type="checkbox"/> Maintain a limited record of the process incorporating valid reflection and meeting assessment requirements	<b>E</b> 10-29 Limited
<input type="checkbox"/> Work not submitted or not meeting minimum requirements <input type="checkbox"/> Evidence of significant plagiarism.	0-9

# DUBBO COLLEGE DELROY CAMPUS

Year 10 2017	English Advanced and Standard				
	Task 1	Task 2	Task 3	Task 4	Total
Weighting	20%	20%	20%	40%	100%
Week: Term:	Week 9 Term 1	Week 5 Term 2	Week 10 Term 3	Week 9 Term 4	
Task Type	Listening	Speech	Poetry Essay	Exam	
Areas Assessed					
Reading	✓	✓	✓	✓	
Writing	✓	✓	✓	✓	
Speaking		✓			
Listening	✓	✓			
Viewing Representing		✓			

**ENGLISH****Advanced and Standard****Assessment Task Number 2****Weighting: 20%****Date: Week 9, Term 1****Syllabus Area:** Listening**Type of Task:** Comprehension**Task Description:**

You have been learning about 'Popular Culture' and its impact on contemporary society.

This task requires you will watch, listen and evaluate a range of texts (Print and digital media).

You will then complete the following tasks:

- Short answer questions
- Extended response (Essay)

These tasks will allow you to demonstrate your understanding of how the themes of 'Popular Culture' are explored in texts.

*This task will be completed during class time.*

**You will be assessed on how well you:**

- Demonstrate your understanding of how meaning is created within a text
- Understand the language forms and features within a text
- Infer meaning
- Understand the purpose and cultural values in a text
- Write an essay using SEAR

**Outcomes being assessed:**

EN5-1A Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

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

EN5-5C 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

# **DUBBO COLLEGE DELROY CAMPUS**

2015	Subject Year 10 Food Technology				
	Task 1	Task 2	Task 3	Task 4	Total
Weighting	25%	25%	25%	25%	100%
Date Term: Week:	Term 1 Week 7	Term 2 Week 6	Term 3 Week 6	Term 4 Week 5/6	
Task Type	<b>Hand in - Research task</b> concerning Teenagers with Anaemia	<b>Hand in - Multicultural investigation</b>  <b>In class practical</b> food preparation to accompany investigation	<b>Hand in - Research task</b> Choose a Dietary Disease and present findings in pamphlet, poster or power point format	In school <b>Yearly exam</b>	
Areas Assessed					
Food Properties and preparation	X	X	X	X	
Food, nutrition and society	X	X	X	X	
Food hygiene and safety		X		X	
Researching and communicating	X	X	X	X	
Designing, producing and evaluating	X	X	X		

## FOOD TECHNOLOGY ELECTIVE

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

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**Syllabus Area:** Core 2 Nutrition and Consumption **Title:** "Living to Eat or Eating to Live"

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**Type of Task:** Hand-in - Research Task

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### Task Description

You are required to create an information page to support Teenagers with Anaemia.

The information page needs to include the following;

- ☐ What is anaemia?
- ☐ What are the symptoms shown by a person who has anaemia?
- ☐ What are the treatments available?
- ☐ Provide a suitable recipe for a person suffering with anaemia.
- ☐ Use the SEAR scaffold to answer this,  
"Teenagers should not follow a vegetarian diet" (vegetables only)
- ☐ Include a bibliography

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### You will be assessed on how well you:

- research and develop your ideas
  - communicate and use ICT
  - create and produce your information page
- 

### Outcomes being assessed:

5.4.1 collect, evaluate and applies information from a variety of sources.

5.4.2 communicate ideas and information using a range of media and appropriate terminology.

5.3.1 – describes the relationship between food consumption, nutritional value of food and the health of individuals and communities.

## Year 10 History 2017

	Task 1	Task 2			Total
<b>Weighting</b>	50%	50%			100%
<b>Due Date</b>	Term 1 Week 7	Term 2 Week 6			
<b>Task Type</b>	Research Task and source analysis	Examination			



## HISTORY

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

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**Syllabus Area: Rights And Freedoms**

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**Type of Task: Examination**

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### Task Description

Students will be allocated a 40 minute time period in their timetable on Wednesday 16<sup>th</sup> March 2016 to complete an examination comprising of the following sections

Section I - Multiple Choice (10 marks)

Section II - Short Answer Responses (10 marks)

Section III - Writing Task (20 Marks)

This examination is compulsory.

### You will be assessed on how well you:

- Demonstrate understanding of the significance of changing rights and freedoms in the modern era
- Use historical terms and concepts appropriately and accurately
- Compose responses using complete sentences and logical paragraphs
- Demonstrate sustained logical and coherent written responses

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### Outcomes being assessed:

**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

**HT5-6** uses relevant evidence from sources to support historical narratives, explanations and analyses 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

## **DUBBO COLLEGE DELROY CAMPUS**

2017	Subject 9 / 10 Industrial Technology - Timber				
	Task 1	Task 2	Task 3	Task 4	Total
Weighting	15%	35%	35%	15%	100%
Date	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9	Term 4 Week 5	
Task Type	Research Work	Practical Project and Portfolio	Practical Project and Portfolio	Yearly Exam	
Areas Assessed					
WHS and Risk Assessment		X	X	X	
Properties and Applications of Materials		X	X	X	
Industrial Technology and Society	X			X	
Designing, Communicating and Evaluating	X	X	X	X	
Producing Quality Projects	X	X	X		

**INDUSTRIAL TECHNOLOGY TIMBER**


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


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**Syllabus Area:**      Industrial Technology and Society
 

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**Type of Task:**      Hand-in Task - Research Assignment. Use ICT to research, design and present information about a Career in the Timber / Construction Industry.
 

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**Task Description** Research and use information and communication technology to produce a creative and accurate report that describes and analyses two **professional careers** in the Timber or Construction Industry.

You will be given/choose the **professional careers** for this assessment in class before you begin the report. I will report on these **professional careers**: 1 \_\_\_\_\_

2 \_\_\_\_\_

**Specification**

- Summarise the skills you need for these jobs.
- Discuss your role and responsibilities and who you are responsible to in these jobs.
- Investigate the location, working hours and wages/salary for these jobs.
- Compare the ways to become trained and qualified for these jobs. E.g. traineeship, TAFE certificates, Degree?
- Analyse how, in these jobs, you could improve the effect of your industry on the natural environment and cultural issues.

**Additional inclusions:**

- An attention catching cover page, effective layout, headings, appropriate fonts and suitable white space.
- Proper management of footers with your full name, class, file name and the date published.
- A bibliography acknowledging information sources and websites.

**You will be assessed on how well you:**

- accurately and fully complete the specified sections of the report
  - utilise information communication technology design skills in preparation and presentation
  - manage the available time to complete the task
- 

**Outcomes being assessed:**

- 5.4.1 selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- 5.7.2 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

# Year 10 Mathematics 2017

## Non Advanced Classes

	Task 1	Task 2	Task 3	Task 4
<b>Weighting</b>	20%	30%	20%	30%
<b>Date</b>	Week 9 Term 1	Term 2 Week 6	Week 9 Term 3	Term 4 Week 5
<b>Task Type</b>	Class Test	Half Yearly Examination	Open Book Class Test	Yearly Examination

# Year 10 Mathematics 2017

## Advanced Class

	Task 1	Task 2	Task 3	Task 4
<b>Weighting</b>	20%	30%	20%	30%
<b>Date</b>	Week 9 Term 1	Term 2 Week 6	Week 9 Term 3	Term 4 Week 5
<b>Task Type</b>	Class Test	Half Yearly Examination	Open Book Class Test	Yearly Examination

**YEAR 10 MATHEMATICS – 5.3**

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**Assessment Task Number: 1****Weighting: 20 %****Date: Term 1 Week 9**

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**Syllabus Area:** Stage 5 Mathematics

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**Type of Task:** In Class Test

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**Task Description**

Complete an in class test assessing your ability to:

- Solve Mathematical Literacy and Numeracy problems.
- Demonstrate knowledge and skill through solving problems that assess understanding of:
  - Indices
  - Coordinate Geometry
  - Equations

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**You will be assessed on how well you:**

- Solve mathematical problems complete with full working out
- 

**Outcomes being assessed:**

- **MA5.2-6NA:** Simplifies algebraic fractions, and expands and factorises quadratic expressions
- **MA5.2-7NA:** Applies index laws to operate with algebraic expressions involving linear indices
- **MA5.2-8NA:** Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques.
- **MA5.3-5NA:** Selects and applies appropriate algebraic techniques to operate with algebraic expressions.
- **MA5.3-8NA:** Uses formulas to find midpoint, gradient and distance on the Cartesian plane and applies standard forms of the equation of a straight line.
- **MA5.3-9NA:** Sketches and interprets a variety of nonlinear relationships

**YEAR 10 MATHEMATICS – 5.1 & 5.2**

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**Assessment Task Number: 1      Weighting: 20 %      Date: Term 1 Week 9**

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**Syllabus Area:**      Stage 5 Mathematics

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**Type of Task:**      Examination

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**Task Description**

Complete an in class test assessing your ability to:

- Solve Mathematical Literacy and Numeracy problems.
- Demonstrate knowledge and skill through solving problems that assess understanding of:
  - Number
  - Time
  - Algebra

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**You will be assessed on how well you:**

- Solve mathematical problems complete with full working out
- 

**Outcomes being assessed:**

- **MA4-5NA:** Operates with fractions, decimals and percentages
- **MA4-15MG:** Performs calculations of time that involve mixed units, and interprets time zones
- **MA4-8NA:** Generalises number properties to operate with algebraic expressions
- **MA4-9NA:** Operates with positive-integer and zero indices of numerical bases
- **MA4-10NA:** Uses algebraic techniques to solve linear equations and simple inequalities
- **MA4-11NA:** Creates and displays number patterns; graphs and analyses linear relationships; performs transformations on the Cartesian plane.



DUBBO COLLEGE DELROY CAMPUS					
2017	Subject				
	10PASS-Boys & Girls Games				
	Task 1	Task 2	Task 3	Task 4	Total
Weighting	25%	25%	25%	25%	100%
Date Term: Week:	Term 1 Week 6	Term 2 Week 6	Term 3 Week 7	Term 4	
Task Type	In Class Task	Examination	Research Task	Practical	
Areas Assessed					
Foundations of Physical Activity		✓	✓	✓	
Physical Activity and Sport in Society	✓	✓		✓	
Enhancing Participation and Performance		✓	✓	✓	

## PHYSICAL ACTIVITY AND SPORTS STUDIES - YEAR 10 BOYS & GIRLS

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

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**Syllabus Area:** Foundations of Physical Activity ( Nutrition & Physical Activity)

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**Type of Task:** Research task.

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### Task Description

Students will be given a case study of an elite athlete which focuses on diet and physical activity levels. Students will use this information and research material to discuss appropriate nutritional and physical activity considerations from questions given in class time.

Student will receive a grade (A-E) based on the Course Performance Descriptors relevant to the Physical Activity and Sports Studies course.

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### You will be assessed on how well you:

- Plan appropriate nutritional and physical activity requirements
- Use appropriate and relevant information
- Present ideas in a clear and logical way
- Use relevant examples to illustrate answers

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### Outcomes being assessed:

- 1.1 discusses factors that limit and enhance the capacity to move and perform
- 1.2 analyses the benefits of participation and performance in physical activity and sport
- 4.2 displays management and planning skills to achieve personal and group goals
- 4.3 performs movement skills with increasing proficiency
- 4.4 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

## ***DUBBO COLLEGE DELROY CAMPUS***

2017	Subject					
	10 PDHPE					
	Task 1	Task 2	Task 3	Task 4	Task 5	Total
Weighting	10 %	10 %	20 %	10%	50%	100%
Date Term: Week:	Term 1 Week 5	Term 2 Week 5	Term 3 Week 7	Term 4 Weeks 1-5	Terms 1-4 Ongoing	
Task Type	Driver Education Situational Analysis (In Class)	‘Love Bites Course’ School Visit (In Class)	Examination	Skill Acquisition Evaluation (In Class)	Practical	
Areas Assessed						
Self and Relationships	✓	✓	✓		✓	
Movement Skill and Performance			✓	✓	✓	
Individual and Community Health	✓	✓	✓	✓	✓	
Lifelong Physical Activity		✓	✓	✓	✓	

## YEAR 10 PDHPE

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**Assessment Task Number 1    Weighting: 10 %    Date: Week 5 Term 1**

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**Syllabus Area:**    Individual and Community Health

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**Type of Task:**    Analysis of media information

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### **Task Description**

Students will view several video clips related to road safety and listen to a number of personal accounts of victims.

Using the video clips and accounts as well as the knowledge gained throughout the 'Road Safety' unit, students will answer questions in to regard driver education and safety.

The task will be completed in individual theory lessons in weeks five/six, in their theory lesson term one.

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### **You will be assessed on how well you:**

- demonstrate understanding of the video and its messages.
- communicate understanding of the consequences of inappropriate road use.
- show knowledge of influences on young people's attitudes to road safety
- show knowledge of how road crashes can affect relationships
- demonstrate understanding of harm minimisation techniques
- present work in a clear and logical order

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### **Outcomes being assessed:**

- 5.6 Analyses attitudes, behaviours and consequences related to health issues affecting young people
- 5.7 Analyses influences on health decision-making and develops strategies to promote health and safe behaviours

DUBBO COLLEGE DELROY CAMPUS					
2017	Year 10 Photography and Digital Media				
	Task 1	Task 2	Task 3	Task 4	Total
Weighting	25%	25%	25%	25%	100%
Term: Week:	Term 1 Week 9 Week 7	Term 2 Week 7 Week 7	Term 3 Week 9 Week 7	Term 4 Week 7 Week 6	
Task Type	Dark Room Portfolio and Written task	Checklist Portfolio and Written task	Photoshop Portfolio and Research task	Animation Portfolio and Research task	
Areas Assessed:					
Artmaking	15%	15%	15%	15%	
Critical and Historical Study	10%	10%	10%	10%	
Content:					
Material and Conceptual Practice	*	*	*	*	
Frames	*	*			
Conceptual framework			*	*	
Conceptual Strength and Meaning	*	*	*	*	
Representation	*	*	*	*	
Resolution	*	*	*	*	

## PHOTOGRAPHIC AND DIGITAL MEDIA

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**Assessment Task Number: 1    Weighting: 25%****Date: Term 1 S1 2017****Part A – Week 8 – 15%****Part B – Week 7 – 10%**

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**Syllabus Area:** Photography Portfolio and Critical and Historical Study

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**Type of Task:** Artmaking and Written task

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**Task Description****Part A - Artmaking:**

Create and present a range of photographic skills and concepts in a portfolio of work.

The work needs to demonstrate skills and concepts developed in class and in the darkroom.

All planning and notes for these need to also be presented in your Visual Art Process Diary (VAD).

**Part B - Written task:**

Write a 500 word comparison of two photograms using the *Frames*.

(images selected by the teacher)

- It must be in the student's own words.
- Use the Frames – Subjective, Structural, Cultural and Postmodern:
- Include a copy of the photograph, including annotation (name, date, title etc)

**You will be assessed on how well you:**

- Identify elements of the image and describe them in your own words (Structural and Subjective)
- Write why the image is culturally significant (Cultural)
- Write how it is different from other kinds of photographs (Postmodern)
- Present your ideas coherently
- Develop and extend concepts and different meanings in your photographic works
- Process your photograms and present your portfolio of work
- Select appropriate procedures and techniques to make and refine photographic works

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**Outcomes being assessed:**

- 5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
- 5.6 selects appropriate procedures and techniques to make and refine photographic and digital works
- 5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
- 5.9 use the frames to make different interpretations of photographic and digital works
- 5.10 construct different critical and historical accounts of photographic and digital works



## DUBBO COLLEGE DELROY CAMPUS

YEAR 10 2017	Science				
	Task 1	Task 2	Task 3	Task 4	Total
Weighting	20%	30%	20%	30%	100%
Date: Week: Term:	Week 9 Term 1	Week 6 Term 2	Week 9 Term 3	Week 5 Term 4	
Task Type	Individual Research Project	Semester 1 Examination	Chemistry practical assessment	Semester 2 Examination	
Areas Assessed					
Knowledge and Understanding	✓	✓	✓	✓	
Investigating and researching	✓				
Communicating	✓	✓	✓	✓	
Processing and analysing data and information	✓	✓	✓	✓	
Problem solving	✓	✓	✓	✓	

## SCIENCE

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**Assessment Task Number 1    Weighting: 20%    Date: Friday Week 9 Term 1**

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**Syllabus Area:** Working Scientifically

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**Type of Task:** Individual Research Project

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### Task Description

Students will be asked to conduct an individual research project including the following:

- ☐ Research around the chosen topic
- ☐ Conducting an experiment
- ☐ Writing a report using the Scientific Method.

Science classes will be learning about Physics and the laws of motion in Term 1. Students can plan their experiment within this topic or in a different topic by consulting their teacher.

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### You will be assessed on how well you:

- formulate questions or hypotheses that can be investigated scientifically
  - plan and select appropriate investigation methods to collect reliable data
  - design controlled experiments to collect valid first-hand data
  - specify the dependent and independent variables for controlled experiments
  - select and construct an appropriate type of graph to present information and show relationships clearly
- 

### Outcomes being assessed:

- produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively SC5-5WS
- undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively SC5-6WS
- presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations SC5-9WS

# **DUBBO COLLEGE DELROY CAMPUS**

2016	Subject Year 10 Textiles				
	Task 1	Task 2	Task 3	Task 4	Total
Weighting	20%	30%	25%	25%	100%
Date Term: Week:	Term 1 Week 8	Term 2 Week 8	Term 3 Week 7	Term 4 Week 5/6	
Task Type	<b>Oral Presentation</b> Contemporary Australian Textiles Designers	<b>Practical Project and design Folio</b>	<b>Practical Project and Design Folio</b>	<b>In school - Yearly Exam</b>	
Areas Assessed					
Project Work		X	X	X	
Design	X	X	X	X	
Properties and Performance of Textiles			X	X	
Textiles and Society	X			X	

## TEXTILES TECHNOLOGY ELECTIVE

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

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**Syllabus Area:    Focus: Design**

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**Type of Task:    Oral Presentation- Contemporary Australian Designer**

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### Task Description

You are required to select a contemporary Australian Textiles designer and complete a *4 minute* presentation on this designer. Your presentation will include visual aides such as posters and/or Power Point presentations.

You completed presentation must include the following information;

- Who is you selected designer and what is their background?
- Education
- What inspires the designs of your designer?
- Who is the target market of you selected designer?
- Examples of their work
- Why is this designer a significant textiles designer in Australia?
- A fully sketched coloured and labelled design illustration of a garment or article that you have designed that would fit in to your selected designers range. This Fashion drawing will be mounted onto cardboard.

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### You will be assessed on how well you:

- \* complete the oral presentation in front of your audience
  - \* Utilise professional standard visual aides
  - \* Complete a quality fashion drawing that features all required elements
  - \* Communicate a detailed overview of your selected contemporary Australian Designer
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### Outcomes being assessed:

- 5.2.1 explains the creative process of design used in the work of textile designers
- 5.2.2 generates and develops textile design ideas
- 5.3.1 analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
- 5.4.1 selects and uses appropriate technology to creatively document, communicate and present design and project work

DUBBO COLLEGE DELROY CAMPUS					
2017	Year 10 Visual Arts Elective				
	Task 1	Task 2	Task 3	Task 4	Total
Weighting	25%	25%	25%	25%	100%
Term: Week:	Term 1 Week 9 Week 7	Term 2 Week 7 Week 7	Term 3 Week 9 Week 7	Term 4 Week 7 Week 6	
Task Type	Portfolio of works and Written task	Sculpture and Research task	Portfolio of works and Written task	Artmaking and Research task	
Areas Assessed:					
Artmaking	15%	15%	15%	15%	
Critical and Historical Study	10%	10%	10%	10%	
Content:					
Material and Conceptual Practice	*	*	*	*	
Frames	*		*		
Conceptual framework		*		*	
Conceptual Strength and Meaning	*	*	*	*	
Representation	*	*	*	*	
Resolution	*	*	*	*	







