

KINGSGROVE NORTH HIGH SCHOOL



A Guide to Assessments for RoSA (Record of School Achievement)

YEAR 10

Updated May 2022

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RECORD OF SCHOOL ACHIEVEMENT (ROSA) - A GUIDE FOR YEAR 10

THE NSW Education Standards Authority (NESA) is responsible for setting the syllabuses in each subject area and determining the Record of School Achievement. This guide for Year 10s is based on the NESA Teaching and Educational Standards policy.

ELIGIBILITY FOR THE RECORD OF SCHOOL ACHIEVEMENT

To be eligible students must:

- (a) Have attended Kingsgrove North High School or other registered school recognised by the NESA
- (b) Have participated in courses of study to the satisfaction of the school and the NESA
- (c) Have been accepted by the NESA as having satisfactorily completed these courses of study
- (d) Have complied with all Year 10 Requirements (*as outlined in this Guide for Year 10*)
- (e) Have completed Year 10

WHAT ARE RECORD OF SCHOOL ACHIEVEMENT GRADES?

At the completion of Year 10, your RECORD OF SCHOOL ACHIEVEMENT will show grades for each of your courses. You will be awarded a grade A, B, C, D, E, or N in each subject:

MANDATORY COURSES: ENGLISH, MATHEMATICS, SCIENCE, HISTORY, GEOGRAPHY, PD/H/PE

AND

ELECTIVE COURSES (*also mentioned elsewhere as ADDITIONAL COURSES*)

The grades are based on the General Performance Descriptors (listed over leaf) and specific course performance descriptors for each subject area. The school will determine the grade that you receive. **Your grade** will depend on how well you perform in assessment tasks during the year.

OTHER COURSES

In addition to courses developed by the NESA, a number of individual schools have developed courses which have been endorsed by the NESA. Teachers refer to the set of General Performance Descriptors in determining the appropriate grade to award to students in these NESA Endorsed Courses.

There are also a number of General Experience Courses. These courses require one of two grades to be awarded and reported as part of the Record of School Achievement. The grades are:

S - satisfactory completion

N - unsatisfactory or non-completion

GRADE	GENERAL PERFORMANCE DESCRIPTORS
A	A grade indicating <i>excellent achievement</i> in the course. The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
B	A grade indicating a <i>high level of achievement</i> in the course. Student has a thorough knowledge of and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply this knowledge and skills to most situations.
C	A grade indicating <i>substantial achievement</i> in the course. The student has demonstrated attainment of the main knowledge and skills of the subject and has achieved a sound level of competence in the process and skills of the course.
D	A grade indicating <i>satisfactory achievement</i> in the course. The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.
E	A grade indicating <i>elementary achievement</i> in the course. The student has an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.
N <i>Determination</i>	Where 'N' appears in place of an A to an E grade opposite a course, the student has failed to meet one or more of the following requirements: (a) followed the course developed by the NESAs, (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, (c) achieved some or all of the course outcomes

WHERE DO YOU GET INFORMATION ABOUT RECORD OF SCHOOL ACHIEVEMENT GRADING?

This booklet contains the Kingsgrove North High School Assessment Policy and information about the tasks used to determine grades in every subject.

Ask your Teacher or Head Teacher if you have questions about grading in a particular subject.

Ask your supervising Deputy Principal if you have questions about Year 10 grading in general.

School Assessment Policy

GENERAL INFORMATION

The Kingsgrove North High School Year 10 Assessment Policy is designed to standardise procedures between subject areas and to give students and teachers a clear statement of their rights and responsibilities.

It is the responsibility of the school to communicate the assessment requirements to the students.

It is the responsibility of the students to meet the requirements and to make every effort to resolve problems and/or disputes.

EXPECTATIONS OF STUDENTS

ATTENDANCE

Students must attend all classes to satisfactorily complete the Year 10 RoSA course. A minimum of 85% attendance is generally expected for students to achieve the outcomes of the courses being studied.

DILIGENCE

It is expected that students prepare for exams and make a serious attempt. Students must work with sustained effort and due diligence in all aspects of each course.

SYLLABUS REQUIREMENTS

It is expected that students complete the syllabus, including participation in class, practical work, oral presentations, homework, assignments and exams.

SUSTAINED APPLICATION

Students must make a genuine attempt at **ALL** assessment tasks. Failure to complete less than 50% of assessment tasks may result in an 'N' Determination for that course. Students who do not comply with assessment requirements will not have a moderated assessment mark or an Exam mark awarded (ACE Manual NESA website).

NOTIFICATION OF ASSESSMENT TASKS

A minimum of two (2) weeks' notice will be given to students of upcoming tasks as published in this handbook. Students who are absent from class on the day that an **Assessment Task Notification** is issued must see the teacher to receive the notification.

A written record of the student being issued the task will be kept in a central register within each faculty.

SUBMISSION OF ASSESSMENT TASKS

Students are expected to submit tasks by the due date with the Assessment Cover Sheet attached to the front of the task.

Upon submission of a task, **a student must sign** that they have submitted the task, which is to be retained as proof of submission.

An assessment task **not submitted** on time will be given a **zero mark** along with an N Warning Notification.

The submission time of a take home assessment task will be **8:50am on the day** the task is due, unless otherwise specified. All in-class assessment tasks must be completed on the designated day. Students are to attend school and all timetabled lessons on the day the task is due. Failure to do so may result in a zero mark being awarded.

Acceptable reasons for the late submission or absence from an assessment task include illness, accident or misadventure. If a student cannot attend an exam or submit a task on time, that student needs to obtain documentation such as a medical certificate, a subpoena from a court or a death certificate. The documentation along with the Illness and Misadventure Form must be submitted to the Faculty Head Teacher immediately upon returning to school. The Head Teacher will determine if the reason is acceptable and will advise the student of the appropriate opportunities to re-sit or resubmit the assessment.

Technological issues, **work placement**, family holidays and other non-emergencies are not justifiable reasons for submitting an assessment task after the due date; or for being absent from an examination; and will result in a zero mark being awarded.

Students who are deemed to make a **non-serious attempt** at any assessment task will be **awarded zero**. This includes only completing one section of the examination or not making a genuine attempt to complete all sections of an assessment task.

When a student fails to submit an assessment task by the due date, an **official warning letter** will be sent home informing the student and parents of the missing task and the impact of non-completion of this task on the course completion.

Even though a student fails to submit an assessment task by the due date, that **task must still be submitted**. Failure to complete a task may be used as evidence that a student has not applied themselves with diligence and sustained effort and may have ramifications for course eligibility.

Year 10 students need to successfully satisfy all assessment requirements for all courses. Students who are presented with 2 or more official warning letters in any one subject will be deemed as 'causing concern' and may risk not achieving a RoSA and not progressing into the preliminary course.

If a student is concerned with the result following the marking of a task, then they have a right of appeal. An appeal must be lodged as soon as possible after the return of the task using the appeal form. The appeal must be submitted to the Head Teacher of the appropriate KLA for review.

All assessment tasks should be marked, and written feedback provided to the students within 3 weeks of the submission date.

PROCEDURES FOR STUDENTS WHEN ABSENT FROM TASKS

If a student is absent from school during the time an Assessment Task is to be done, the following procedures **must be followed-**

- 1.1 The student or a responsible adult **MUST** contact the school by telephone (9502 3933) or fax (9554 3907) or email, or make a personal representation at the school prior to the time designated for the start or receipt of the assessment task and notify the Course Coordinator or Head Teacher responsible for the course, of the student's inability to be present at that time.
- 1.2 **IMMEDIATELY** upon the student's first return to school, the student **MUST** present to the Course Coordinator or the Head Teacher responsible for the course, documentation supporting the legitimacy of the absence.
- 1.3 In the case of illness, the documentation should be in the form of a **Medical Practitioner's Certificate** which states the exact nature of the illness and the fact that the illness caused the student to be unfit for the task completion. Medical Certificates should not be back dated.
- 1.4 In the event of unavoidable but necessary delay, appropriate and acceptable documentary evidence justifying the extenuating circumstances must be supplied.
- 1.5 In the case of immediate illness or misadventure at the time of performing any Assessment Task, it is the responsibility of the student to obtain and complete an Illness/ Misadventure Form from the Head Teacher/ Deputy Principal. Again, when necessary, these forms must be accompanied by appropriate and acceptable documentation.
- 1.6 Medical Certificates will be expected **IMMEDIATELY UPON THE STUDENT'S RETURN**. Other forms of documentation would be preferred immediately upon the student's return, but will be expected as soon as possible and within what is considered reasonable time. The medical certificate must be attached to the Misadventure Form which can be collected from either the Deputy Principal or the Head Teacher.

COMPLETION OF THE MISSED TASK

- 2.1 It is the responsibility of the student immediately upon their first return to school to contact the Course Co-ordinator or Head Teacher responsible for the task, in order to establish the time and location for the completion of the task requirements.
- 2.2 The student will complete any task or alternative task on the first appropriate occasion after returning to school. The time and location for the completion of the task will be determined by the Course Co-ordinator or the Head Teacher responsible for the task. The student will then be responsible for attending at that time and location in order to complete task requirements.
- 2.3 The nature, the format or even the need for a replacement or additional task will be the prerogative of the Course Co-ordinator or the Principal. This could result in the original task being replaced with an estimate as occurs with students who enter a course late.

MEDICAL CERTIFICATES

Medical certificates will be expected immediately upon the return of the student and attached to the **Illness/Misadventure form**. The medical certificate must:

- Be written on a named Doctor's pad
- Include the date of the missed tasks
- Show the nature of the illness
- State that the student is "**unable to complete the RoSA/preliminary/HSC assessment Task**". It is the student's responsibility to bring this to the attention of the medical practitioner, and
- Show the length of time the student will be unfit for school

N AWARD WARNING LETTERS

NESA warning letters are issued to students and their parents/caregivers if students are in danger of not meeting the Course Completion Criteria in any course. The NESA requires the school to issue official warning letters in order to give the student the opportunity to redeem themselves.

A **minimum of two course specific warnings** must be issued prior to the final "N" (non-completion) determination being made for the course.

An assessment task not submitted on time will be given a zero mark along with an N Warning Notification.

THE ILLNESS/MISADVENTURE PROCESS DOES NOT COVER:

- Attending organised functions including work placement and sporting competitions, and does not constitute an excuse for missing or postponing an assessment task. If attendance at such events is deemed necessary, it is the responsibility of the student to inform the Course Co-ordinator before the commencement of the assessment task and to arrange alternative processes in order to fulfil assessment requirements
- Students who have an unauthorised absence (no valid explanation, no documents, etc.)
- Misreading the exam timetable and/or misreading of Exam instructions.

IF THE ILLNESS/MISADVENTURE APPLICATION IS ACCEPTED:

The Head Teacher of that course will do one of the following:

- arrange for an extension of time for submission
- arrange for completion of the same task at a different time
- arrange for the completion of an alternative task
- arrange for an estimate (if authorised by the Principal).

IF THE ILLNESS/MISADVENTURE APPLICATION IS NOT ACCEPTED:

The student will be awarded a zero mark and a NESAs warning letter will be sent home to advise the parents/carers.

Students may appeal against the Head Teacher's decision by lodging an appeal form with the Principal within three (3) days of initial determination.

The principal may:

- Reject the appeal and order the zero to stand
- Grant a limited extension
- Order that a substitute task be performed
- Award an estimate

PROCEDURES RELATING TO MALPRACTICE

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to you receiving zero marks and will jeopardise your HSC results.

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice

Should an assessment task be corrupted through malpractice, the Principal may deem it necessary to organize a substitute assessment task to ensure equity and fairness.

Malpractice, including plagiarism, is cheating and a zero mark will be awarded. **It will not be tolerated at Kingsgrove North High School.**

STUDENT BEHAVIOUR DURING ASSESSMENT TASKS, INCLUDING EXAMS

During assessment tasks students must behave in a way that does not distract other students from their work during the Task.

Disruption to the Assessment Task in any way will result in parents/guardians being informed of such attempts by letter.

A Zero will be awarded if any of the following behaviours are witnessed during an Assessment task including Exams:

- Cheating in any way
- Communicating with another student
- Taking notes or electronic devices such as mobile phones into the room or
- Making a non-serious attempt.

TEACHER ABSENCE WHEN ASSESSMENT IS DUE.

If the class teacher is absent on the day an assessment task is due for submission then the student must hand the task to the appropriate Head Teacher (or her/his representative if she/he or the class teacher is absent) and collect a receipt.

If a teacher is absent on the day for which an assessment task is set, the Head Teacher or her/ his representative will make every endeavour to ensure the task is given. If this is not possible the task will be postponed until a new date can be determined and set.

DISPUTES AND THEIR RESOLUTION

Disputes regarding assessments should be resolved as soon as possible and must be notified to the Course Co-ordinator within one (1) week of the assessment result being announced. The process for resolution should be:

1. Contact the class teacher concerned
2. If no resolution, then contact the Head Teacher of the subject
3. If no resolution, then contact the Student Advisor
4. If no resolution, then escalate to the School Assessment Review Panel (for a final decision)

Students may not dispute the type and nature of assessment tasks or the teacher's professional judgement relating to the allocation of marks for tasks.

Areas for potential dispute could be:

- Failing to notify that a task is assessable
- Not including a notified task in the assessment marks
- Student(s) gaining an unfair advantage as a result of cheating, prior knowledge or unauthorised time extension.

LATE ENTRY INTO COURSE – TRANSFER OR REPEATS

Students transferring from another school will begin their assessments upon arriving at this school. Any students involved in exchange programs will also commence their assessment upon their return.

Where a student repeats or transfers from another school during the assessment process, the following procedure will be used to calculate the student's assessment mark:

- Total the marks for all tasks completed from the student's arrival using the weightings in the Course Assessment Policy
- Find the new student's rank from this total

- Total the marks for the whole assessment program across the ROSA course excluding the new student, then rank the rest of the students on this total using the weightings as documented
- Assign the student a mark based on the rank calculated above.

REVIEW OF ASSESSMENTS

Students will be informed of their results for all tasks but must be aware that most tasks are not necessarily marked according to the mark value shown in the subject assessment summary information. For example, a task with an assessment schedule marks value of “10” could be marked out of “20” marks. Students should be concerned more with their ranking within the school’s subject group and the relative difference between their own and other students’ assessments rather than with numerical marks.

It is also possible to have an assessment reviewed if the student believes the school did not follow procedures similar to those indicated in the published Assessment Program for that subject, or where clerical errors in the determination of the Assessment Mark have occurred. Any review of an assessment must be resolved within three (3) weeks of the notification of the assessment result.

Reviews will NOT involve consideration of any teacher’s assessment of the value of a student’s work in any of the tasks on which assessment has been based.

THE REVIEW PANEL

The composition of the School Assessment Review Panel will be as follows:

- Principal
- The supervising Deputy Principal
- The Year Advisor
- Two (2) Head Teachers

Five (5) will be available with a minimum of only three (3) to meet and sit on any review.



Example

KINGSGROVE NORTH HIGH SCHOOL

ILLNESS, ACCIDENT OR MISADVENTURE APPLICATION

To be completed by student, and handed to teacher for Head Teacher.

STUDENT'S NAME: _____

SUBJECT: _____

TEACHER'S NAME: _____ CLASS: _____

NATURE OF ASSESSMENT: _____

(State whether Examination, Topic or Unit Test, Assignment, Research Activity, Practical Exercise, Practical Test, Field Work, Other.)

DATE TASK DUE: _____

DATE THAT TASK WILL BE COMPLETED: _____

NATURE OF ABSENCE: _____

(State sufficient details to support your case for consideration to sit for task or substitute task or to gain an extension.)

MEDICAL CERTIFICATE FROM : _____ (name of doctor)

OR NATURE OF OTHER VERIFICATION (e.g. funeral notice from newspaper etc.)

STUDENT'S SIGNATURE: _____ DATE: _____

TEACHER'S COMMENT: _____

PRINCIPAL AND HEAD TEACHER'S RECOMMENDATION: _____

PRINCIPAL'S

SIGNATURE: _____ DATE: _____

N AWARD – NON-COMPLETION OF A YEAR 10 RoSA COURSE**Kingsgrove North High School**

2 St Albans Road
Kingsgrove NSW 2208

Ph: 02 9502 3933

Fax: 02 9554 3907

Email: kingsgrovn-h.school@det.nsw.edu.au

18th February 2021

OFFICIAL WARNING – Non-completion of a Year 10 ROSA Record of Achievement Course- Mathematics

Dear _____

I am writing to advise you that your son/daughter _____, is in danger of not meeting the requirements for satisfactory completion of the Year 10 ROSA Record of Achievement Course in _____.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

___ Official warning(s) have been issued notifying you that _____ is at risk of not completing the above course.

Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- Followed the course developed or endorsed by NESA; and
- Applied him/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- Achieved some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on _____'s Record of Achievement. It may also mean that _____ is unable to qualify for the Year 10 ROSA as he/she has not satisfactorily completed the Year 10 ROSA Course and therefore may NOT be eligible to enter Preliminary (Year 11) Courses.

_____ Is not currently meeting one or more of these requirements.

Action by parent/guardian

To support Youssef in meeting the course requirements, we request that you discuss this matter with him/her, and encourage and support him/her to carry out the required actions. Youssef is encouraged to attend the Homework Centre (available Thursday afternoon 3.05pm to 4.30pm) for assistance in redeeming this Official Warning.

Yours sincerely,

Teacher

Head Teacher

Principal

Example

Opportunity to correct the problem

The following tasks or requirements need to be completed by _____ to correct the problem.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
Area, surface area and volume: MA5.1-8MG, MA4-14MG	0%	18/2/2021	Student must attend school, complete outstanding work (Developmental Mathematics Book 4 Chapter 11 Exercise 11.01-11.02, 11.04-11.07) and hand it in to their teacher by the due date.	4/3/2021

SIGN & DATE THE FOLLOWING AND RETURN TO THE HEAD TEACHER WHO SIGNED THE LETTER

Acknowledgement of Official Warning

I have received the letter dated _____ advising me that _____ is in danger of not meeting the course completion requirements for Subject.

I am aware that any course not satisfactorily completed will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Year 10 ROSA and entry into Year 11 Preliminary HSC Courses.

Parent/Guardian's Signature _____ Date _____

Student's Signature _____ Date _____

A GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of, narrate a series of events or transactions.
Analyse	Identify components and the relationship between them; draw out and relate implications.
Apply	Use, utilise, employ in a particular situation.
Appreciate	Make a judgement about the value of.
Assess	Make a judgement of value, quality, outcomes, results or size.
Calculate	Ascertain/determine from given facts, figures or information.
Clarify	Make clear or plain.
Classify	Arrange or include in classes/categories.
Compare	Show how things are similar or different.
Construct	Make; build; put together items or arguments.
Contrast	Show how things are different or opposite.
Critically	Add a degree or level of accuracy depth, knowledge and understanding, (analyse/logic, questioning, reflection and quality to (analysis/evaluation) evaluate.
Deduce	Draw conclusions.
Define	State meaning and identify essential qualities.
Demonstrate	Show by example.
Describe	Provide characteristics and features.
Discuss	Identify issues and provide points for and/or against.
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between.
Evaluate	Make a judgement based on criteria; determine the value of.
Examine	Inquire into.
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or why.
Extract	Choose relevant and/or appropriate details.
Extrapolate	Infer from what is known.
Identify	Recognise and name.
Interpret	Draw meaning from.
Investigate	Plan, inquire into and draw conclusions about.
Justify	Support an argument or conclusion.
Outline	Sketch in general terms; indicate the main features of.
Predict	Suggest what may happen based on available information.
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action.
Recall	Present remembered ideas, facts or experiences.
Recommend	Provide reasons in favour.
Recount	Retell a series of events.
Summarise	Express, concisely, the relevant details.
Synthesise	Putting together various elements to make a whole.

Please note: this document was correct at the time of printing, but may be subject to change.

SUBJECT ASSESSMENT GUIDELINES

Stage 5 Year 10 - Commerce

	<i>Syllabus Weighting</i>	TASK 1 Term1 Week 10, 2022	TASK 2 Term 2 Week 4, 2022	TASK 3 Term 3 Week 9, 2022	TASK 4 Term4 Week 4, 2022
<i>Type of Task</i>		Individual Research Task	Common Test	Group Research Assignment	Yearly Exam
<i>Assessment Component</i>					
Knowledge and understanding	40%	10%	10%	5%	15%
Decision making and problem solving	30%		10%	10%	10%
Research and communication	30%	10%	10%	5%	5%
Outcomes		5.1, 5.2, 5.3, 5.7, 5.8, 5.9	5.1, 5.2, 5.3, 5.4, 5.5, 5.8	5.1, 5.4, 5.5, 5.7, 5.8, 5.9	5.1, 5.2, 5.3, 5.4, 5.5, 5.8
TOTAL	100%	20%	30%	20%	30%

OUTCOMES:

<p>5.1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts</p> <p>5.2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts</p> <p>5.3 examines the role of law in society</p> <p>5.4 analyses key factors affecting commercial and legal decisions</p> <p>5.5 evaluates options for solving commercial and legal problems and issues</p>	<p>5.6 monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues</p> <p>5.7 researches and assesses commercial and legal information using a variety of sources</p> <p>5.8 explains commercial and legal information using a variety of forms</p> <p>5.9 works independently and collaboratively to meet individual and collective goals within specified timelines</p>
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Stage 5 Year 10 – English

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 10 2022	TASK 2 Term 2, Week 10 2022	TASK 3 Term 3, Week 8 2022	TASK 4 Term 4, Week 4 2022	TASK 5 Term 4, Week 10 2022
<i>Type of Task</i>		Essay	Poetry Exam	Appropriation Analytical Writing	Creative Writing	Story Board/ Short Film
<i>Assessment Component</i>						
Outcomes		EN5-1A, EN5-2A, EN5-3B	EN5-6C, EN5-7D, EN5-8D	EN5-4B, EN5-5C, EN5-9E	EN5-5C, EN5-9E	5-5C,5-9E
TOTAL	100%	25%	25%	25%	25%	Class Task

OUTCOMES

EN5-1A A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure	EN5-5C A student 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
EN5-2A A student effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies	EN5-6C A student investigates the relationships between and among texts
EN5-3B A student 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	EN5-7D A student understands and evaluates the diverse ways texts can represent personal and public worlds
EN5-4B A student effectively transfers knowledge, skills and understanding of language concepts into new and different context	EN5-8D A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
	EN5-9E A student purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Stage 5 Year 10 – iSTEM

	<i>Syllabus Weighting</i>	TASK 1 Term 1 Week 8 2022	TASK 2 Term 2, Week 9 2022	TASK 3 Term 3, Week 8 2022	TASK 4 Term 4, Week 3 2022
<i>Type of Task</i>		3D Model	Depth Study	Major Learning Project	Motion Open Ended Investigation
<i>Assessment Component</i>					
Skills	60%	20%	10%	20%	10%
Knowledge & Understanding	40%	10%	10%	10%	10%
Outcomes		5.1.1, 5.2.1, 5.3.1, 5.5.1	5.2.2, 5.4.2, 5.7.1	5.2.1, 5.3.2, 5.4.1, 5.6.1, 5.8.1	5.1.2, 5.4.2, 5.6.2
TOTAL	100%	30%	20%	30%	20%

OUTCOMES

5.1.1	Develops ideas and explores solutions to STEM based problems	5.4.2	Develops skills in using mathematical, scientific and graphical methods whilst working as a team
5.1.2	Demonstrated initiative, entrepreneurship, resilience and cognitive flexibility through the completion of practical STEM based activities	5.5.1	Applies a range of communication techniques in the presentation of research and design solutions
5.2.1	Describe how scientific and mechanical concepts relate to technological and engineering practice	5.5.2	Critically evaluates innovative, enterprising and creative solutions
5.2.2	Applies cognitive processes to address real world STEM based problems in a variety of contexts	5.6.1	Selects and uses appropriate problem solving and decision-making techniques in a range of STEM contexts
5.3.1	Applies a knowledge and understanding of STEM principles and processes	5.6.2	Will work individually or in teams to solve problems in STEM contexts
5.3.2	Identifies and uses a range of technologies in the development of solutions to STEM based problems	5.7.1	Demonstrates an appreciation of the value of STEM in the world in which they live
5.4.1	Plans and manages projects using an iterative and collaborative design process	5.8.1	Understands the importance of working collaboratively, cooperatively and respectfully in the completion of STEM activities

Stage 5 Year 10 - Food Technology

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 6 2022	TASK 2 Term 3, Week 3 2022	TASK 3 Term 4, Week 2 2022	TASK 4 Semester Two Ongoing 2022
<i>Type of Task</i>		Food for Special Occasions (PowerPoint/Product)	Food Product Development (Folio/Product)	Food Trends (Exam)	In Class Practical Lessons (Practical)
<i>Assessment Component</i>					
Design implementation and evaluation	15%	5%	5%	5%	
Research analysis and communication	20%	10%	10%		
Experimentation and preparation	10%		5%		5%
Practical application	25%	5%	5%		15%
Knowledge and understanding	30%	5%	5%	20%	
Outcomes		FT5-2, FT5-11, FT5-13	FT5-7, FT5-10	FT5-3, FT5-4	FT5-1, FT5.10
TOTAL	100%	25%	30%	25%	20%

OUTCOMES

FT5-1 Demonstrates hygienic handling of food to ensure a safe and appealing product FT5-2 Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food FT5-3 Describes the physical and chemical properties of a variety of foods FT5-4 Accounts for changes to the properties of food which occur during food procession, preparation and storage FT5-5 Applies appropriate methods of food processing, preparation and storage FT5-6 Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities	FT5-7 Justifies food choices by analysing the factors that influence eating habits FT5-8 Collects, evaluates and applies information from a variety of sources FT5-9 Communicates ideas and information using a range of media and appropriate terminology FT5-10 Selects and employs appropriate techniques and equipment for a variety of food-specific purposes FT5-11 Plans, prepares, presents and evaluates food solutions for specific purposes FT5-12 Examines the relationship between food, technology and society FT5-13 Evaluates the impact of activities related to food on the individual, society and the environment
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Stage 5 Year 10 - Geography

	<i>Syllabus Weighting</i>	TASK 1 Semester 1 : Term 1, Week 7, 2022	TASK 2 Semester 1: Term 2, Week 1, 2022	TASK 3 Semester 1: Term 2, Week 5, 2022
		Semester 2: Term 3, Week 7, 2022	Semester 2: Term 4, Week 1, 2022	Semester 2: Term 4, Week 5, 2022
<i>Type of Task</i>		Individual Research Task	Individual Research Task	Yearly Exam
<i>Assessment Component</i>				
Develop knowledge and understanding	40%	10%	20%	10%
Acquire, process and communicate geographical information	40%	15%	10%	15%
Apply geographical tools	20%	-	5%	15%
Outcomes		5-6, 5-7, 5-8,	5-1, 5-2, 5-3, 5-4, 5-5	5-2, 5-3, 5-5, 5-6, 5-8
TOTAL	100%	25%	35%	40%

OUTCOMES

<p>GE5-1: explains the diverse features and characteristics of a range of places and environments</p> <p>GE5-2: explains processes and influences that form and transform places and environments</p> <p>GE5-3: analysis the effect of interactions and connections between people, places and environments</p> <p>GE5-4: accounts for perspectives of people and organisations on a range of geographical issues</p>	<p>GE5-5: assesses management strategies for places and environments for their sustainability</p> <p>GE5-6: analysis differences in human wellbeing and ways to improve human wellbeing</p> <p>GE5-7: acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry</p> <p>GE5-8: communicates geographical information to a range of audiences using a variety of strategies</p>
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Stage 5 Year 10 - History

	<i>Syllabus Weighting</i>	TASK 1 Semester 1: Term 1, Week 7 , 2022	TASK 2 Semester 1: Term 2, Week 3, 2022	Task 3 Semester 1: Term 2, Week 5, 2022
		Semester 2: Term 3, Week 7 , 2022	Semester 2: Term 4, Week 3, 2022	Semester 2: Term 4, Week 5, 2022
<i>Type of Task</i>		<u>Research Task</u>	Source Based Task	Exam
Assessment Component				
Knowledge and understanding of content	25	15	5	5
Reasoning and Communication	25	10	10	5
Historical Inquiry and Research	25	10	10	5
Communication of Historical Understanding in Appropriate Forms	25	5	5	15
TOTAL	100%	40	30	30
Outcomes		5.1, 5.3, 5.7, 5.10	5.4, 5.5, 5.6, 5.8	5.2, 5.3, 5.4, 5.7, 5.9

OUTCOMES

HT5-1 explains and assesses the historical forces and factors 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
HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia	HT5-7 explains different contexts, perspectives and interpretations 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	HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia	HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process	HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Stage 5 Year 10 - Elective History

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 8 2022	TASK 2 Term 2, Week 3 2022	TASK 3 Term 3, Week 7 2022	TASK 4 Term 4, Week 3 2022
<i>Type of Task</i>		Source-Based Task Mysteries and Scandals – Assassination of JFK and OF Simpson/Princes in the Tower	Research/Oral task Museum Display – Open Choice	Yearly Exam 20th century Genocide in History	Research Assignment History at the Movies
<i>Assessment Component</i>					
Knowledge and understanding of content	25%	5%	10%	10%	
Reasoning and Communication	20%	15%		5%	
Historical Inquiry and Research	25%		5%		20%
Communication of historical understanding in appropriate forms	30%	5%	10%	10%	5%
Outcomes		HTE5-2 , HTE5-5, HTE5-6, HTE5-7, HTE5-8	HTE5-1, HTE5-2, HTE5-3, HTE5-5, HTE5-9, HTE5-10	HTE5-3, HTE5-5, HTE5-6, HTE5-8	HTE5-1, HTE5-2, TE5-3, HTE5-5, HTE5-9, HTE5-10
TOTAL	100%	25%	25%	25%	25%

OUTCOMES

HTE5-1	Applies an understanding of history, heritage, archaeology and the methods of historical inquiry	HTE5-6	Identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process
HTE5-2	Examines the ways in which historical meanings can be constructed through a range of media	HTE5-7	Explains different contexts, perspectives and interpretations about the past
HTE5-3	Sequences major historical events or heritage features, to show an understanding of continuity, change and causation	HTE5-8	Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HTE5-4	Explains the importance of key features of past societies or periods, including groups and personalities	HTE5-9	Applies a range of relevant historical terms and concepts when communicating an understanding of the past
HTE5-5	Evaluates the contribution of cultural groups, sites and/or family to our shared heritage	HTE5-10	Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Stage 5 Year 10 - Industrial Technology – Engineering V2

	<i>Syllabus Weighting</i>	TASK 1 Term 1 Week 8, 2022	TASK 2 Term 2 Week 4, 2022	TASK 3 Term 3 Week 9, 2022	Task 4 Term 4 Week 4, 2022
<i>Type of Task</i>		Practical/ Design Folio Task	Topic Test	Practical/ Design Folio Task	Yearly Exam
<i>Assessment Component</i>					
Practical	60%	30%		30%	
Written/Research	40%	5%	10%	5%	20%
Outcomes		IND5-1, IND5-2, IND5-3, IND5-4, IND5-5 IND5-8	IND5-1, IND5-5, IND5-9	IND5-5, IND 5-6, IND5-7, IND5-8, IND5.9, IND5-10	IND5-1, IND5-9, IND5-10
TOTAL	100%	35%	10%	35%	20%

OUTCOMES

IND5-1	Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies	IND5-6	Identifies and participates in collaborative work practices in the learning environment
IND5-2	Applies design principles in the modification, development and production projects	IND5-7	Applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-3	Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects	IND5-8	Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-4	Selects, justifies and uses a range of relevant and associated materials for specific applications	IND5-9	Describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-5	Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects	IND5-10	Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Stage 5 Year 10 - Industrial Technology – Metal V2

		<i>Syllabus Weighting</i>	TASK 1 Term 1 Week 10, 2022	TASK 2 Term 2 Week 4, 2022	TASK 3 Term 4 Week 9, 2022	Task 4 Term 4 Week 4, 2022
<i>Assessment Component</i>	<i>Type of Task</i>		Practical Task	Design Folio Task	Practical Task	Yearly Exam
	Practical	60%	30%		30%	
	Written/Research	40%		15%	10%	15%
	Outcomes		IND5-3, IND5-5, IND5-6	IND5-1, IND5-2, IND5-3, IND5-9	IND5-3, IND 5-4, IND5-6, IND5-7	IND5-1, IND5-8, IND5-9, IND5-10
TOTAL		100%	30%	15%	40%	15%

OUTCOMES

IND5-1	Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies	IND5-6	Identifies and participates in collaborative work practices in the learning environment
IND5-2	Applies design principles in the modification, development and production projects	IND5-7	Applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-3	Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects	IND5-8	Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-4	Selects, justifies and uses a range of relevant and associated materials for specific applications	IND5-9	Describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-5	Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects	IND5-10	Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Stage 5 Year 10 - Industrial Technology – Timber V3

	<i>Syllabus Weighting</i>	TASK 1 Term 1 Week 10, 2022	TASK 2 Term 2 Week 4, 2022	TASK 3 Term 3 Week 8, 2022	Task 4 Term 4 Week 4, 2022
<i>Type of Task</i>		Practical Task	Design Folio Task	Practical Task	Yearly Exam
<i>Assessment Component</i>					
Practical	60%	30%		30%	
Written/Research	40%		15%	10%	15%
Outcomes		IND5-3, IND5-5, IND5-6	IND5-2, IND5-4, IND5-8, IND5-9	IND5-3, IND 5-4, IND5-6, IND5-7	IND5-1, IND5-8, IND5-9, IND5-10
TOTAL	100%	30%	15%	40%	15%

OUTCOMES

IND5-1	Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies Applies design principles in the modification, development and production projects Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects Selects, justifies and uses a range of relevant and associated materials for specific applications Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects	IND5-6	Identifies and participates in collaborative work practices in the learning environment
IND5-2		IND5-7	Applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-3		IND5-8	Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-4		IND5-9	Describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-5		IND5-10	Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Stage 5 year 10 – Graphics Technology V2

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 10 2022	TASK 2 Term 2, Week 5 2022	TASK 3 Term 3, Week 6 2022	Task 4 Term 4, Week 4 2022
<i>Type of Task</i>		Australian Architecture	Half Yearly Exam	Architectural Drawing	(CAD) Drafting & Landscape Drawing
Assessment Component					
Management	30%	15%	15%		
Production	70%			20%	50%
Outcomes		GT5-2, GT5-12	GT5-4, GT5-5, GT5-12, GT5-8	GT5-1, GT5-3, GT5-4, GT5-6, GT5-8, GT5-9	GT5-2, GT5-5, GT5-6 GT5-7, GT5-10, GT5-11
TOTAL	100%	15%	15%	20%	50%

OUTCOMES

GT5-1	Communicates ideas graphically using freehand sketching and accurate drafting techniques	GT5-7	Manipulates and produces images using digital drafting and presentation technologies
GT5-2	Analyses the context of information and intended audience to select and develop appropriate presentations	GT5-8	Designs, produces and evaluates multimedia presentations
GT5-3	Designs and produces a range of graphical presentations	GT5-9	Identifies, assesses and manages relevant WHS factors to minimise risks in the work environment
GT5-4	Evaluates the effectiveness of different modes of graphical communications for a variety of purposes	GT5-10	Demonstrates responsible and safe work practices for self and others
GT5-5	Identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications	GT5-11	Demonstrates the application of graphics to a range of industrial, commercial and personal settings
GT5-6	Manages the development of graphical presentations to meet project briefs and specifications	GT5-12	Evaluates the impact of graphics on society, industry and the environment

Stage 5 Year 10 - Information Software and Technology

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 9 2022	TASK 2 Term 2, Week 6 2022	TASK 3 Term 3, Week 7 2022	TASK 4 Term4, Week2 2022
<i>Type of Task</i>		Networking Systems Project	Robotics & Automated Systems Topic Test	Authoring & Multimedia Project “My Story”	Yearly exam
<i>Assessment Component</i>					
Knowledge and understanding	30%	5%	5%	10%	10%
Investigating and Researching	25%	5%		10%	10%
Communicating	5%				5%
Interpreting	5%		5%		
Problem Solving	35%	15%	15%	5%	
Outcomes		5.1.1, 5.2.2, 5.5.1, 5.5.2	5.2.3, 5.4.1, 5.5.3	5.2.2, 5.2.1, 5.3.1	5.2.1, 5.5.1, 5.5.3
TOTAL	100%	25%	25%	25%	25%

OUTCOMES

5.1.1 Selects and justifies the application of appropriate software programs to a range of tasks	5.3.2 Acquires and manipulates data and information in an ethical manner
5.1.2 Selects, maintains and appropriately uses hardware for a range of tasks	5.4.1 Analyses the effects of past, current and emerging information and software technologies on the individual and society
5.2.1 Describes and applies problem-solving processes when creating solutions	5.5.1 Applies collaborative work practices to complete tasks
5.2.2 Designs, produces and evaluates appropriate solutions to a range of challenging problems	5.5.2 Communicates ideas, processes and solutions to a targeted audience
5.2.3 Critically analyses decision-making processes in a range of information and software solutions	5.5.3 Describes and compares key roles and responsibilities of people in the field of information and software technology
5.3.1 justifies responsible practices and ethical use of information and software technology	

Stage 5 Year 10 - Mathematics

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 8 2022	TASK 2 Term 2, Week 7 2022	TASK 3 Term 3, Week 7 2022	TASK 4 Term 4, Week 4 2022
<i>Assessment Component</i>	<i>Type of Task</i>	Open Book Topics Test Indices & Algebra	Topics Test Equations & Linear Relationships	Trigonometry Assignment	Yearly Exam
Concepts and skills	60%	15%	15%	15%	15%
Working Mathematically	40%	10%	10%	10%	10%
Outcomes		MA4-8NA, MA5.2-6NA, MA5.1-5NA, MA5.2-7NA, MA5.3-6NA,	MA4-10NA, MA5.2-8NA, MA5.3-7NA, MA5.1-6NA, MA5.2-9NA, MA5.3-8NA	MA5.1-10MG, MA5.2-13MG, MA5.3-15MG	As for Term 1,2 &3 as well as MA4-7NA, MA5.2- 5NA, MA5.3-4NA, MA5.1-9MG
TOTAL	100%	25%	25%	25%	25%

OUTCOMES

<p>Algebraic Techniques Review & Surds and Indices</p> <p>MA4-8NA Generalises number properties to operate with algebraic expressions</p> <p>MA5.2-6NA Simplifies algebraic fractions, and expands and factorises quadratic expressions</p> <p>MA5.3-5NA Selects and applies appropriate algebraic techniques to operate with algebraic expressions</p> <p>MA5.2-7NA Applies index laws to operate with algebraic expressions involving integer indices</p> <p>MA5.3-6NA Performs operations with surds and indices</p> <p>Equations</p> <p>MA4-10NA Uses algebraic techniques to solve simple linear and quadratic equations</p> <p>MA5.2-8NA Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques</p> <p>MA5.3-7NA Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations</p> <p>Linear Relationships</p> <p>MA5.1-6NA Determines the midpoint, gradient and length of an interval and graphs of linear relationships</p> <p>MA5.2-9NA Uses the gradient-intercept form to interpret and graph linear relationships</p> <p>MA5.3-8NA Uses formulas to find the midpoint, gradient and distance on the cartesian plane, and applies standard forms of the equation of the straight line</p> <p>Non-Linear Relationships</p> <p>MA5.1-7NA Graphs simple non-linear relationships</p> <p>MA5.2-10NA Connects algebraic and graphical representations of simple non-linear relationships</p> <p>MA5.3- 9NA Sketches and interprets a variety of non-linear relationships</p> <p>Bivariate Data</p> <p>MA5.3- 19SP Investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes</p>	<p>Right angled Triangles, Further Trigonometry and Pythagoras' Theorem (Trigonometry)</p> <p>MA5.1-10MG Applies Trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression</p> <p>MA5.2-13MG Applies trigonometry to solve problems, including problems involving bearings</p> <p>MA5.3-15MG Applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including 3D</p> <p>Rates and Ratios</p> <p>MA4-7NA Operates with ratios and rates and explores their graphical representation</p> <p>MA5.2- 5NA Recognises direct and indirect proportion and solves problems involving direct proportion</p> <p>MA5.3-4NA Draws, interprets and analyses graphs of physical phenomena</p> <p>Numbers of any Magnitude</p> <p>MA5.1-9MG Interprets very small and very large units of Measurement, uses scientific notation and rounds to significant figures</p> <p>Financial Maths</p> <p>MA4-6NA Solves financial problems involving purchasing goods</p> <p>MA5.1-4NA Solves financial problems involving earning, spending and investing money</p> <p>MA5.2-4NA Solves financial problems involving compound interest</p> <p>Logarithms</p> <p>MA5.3-11NA Uses the definition of a logarithm to establish and apply the laws of logarithms</p> <p>Functions and other Graphs</p> <p>MA5.3-12NA Uses function notation to describe and sketch functions</p> <p>Polynomials</p> <p>MA5.3-10NA Recognises, describes and sketches polynomials and applies the factor and remainder theorems to solve problems</p>
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Stage 5 Year 10 – MUSIC

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 10 2022	TASK 2 Term 2, Week 5 2022	TASK 3 Term 3, Week 9 2022	TASK 4 Term 4, Week 5 2022
<i>Assessment Component</i>	<i>Type of Task</i>	Australian Music	Music for TV, Film and Multimedia	Rock Music	Music of a Culture
Listening	35%	10%			25%
Performance	40%	15%	10%	15%	
Composition	25%		15%	10%	
Outcomes		5.2, 5.3, 5.7, 5.9, 5.12	5.1, 5.2, 5.3, 5.5, 5.6, 5.11	5.1, 5.2, 5.3, 5.4, 5.6	5.7, 5.8, 5.9
TOTAL	100%	25%	25%	25%	25%

OUTCOMES

<p>Performing:</p> <p>5.1 Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts.</p> <p>5.2 Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology.</p> <p>5.3 Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness.</p> <p>Composing:</p> <p>5.4 Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study.</p> <p>5.5 Notates own compositions, applying forms of notation appropriate to the music selected for study.</p> <p>5.6 Uses different forms of technology in the composition process.</p>	<p>Listening:</p> <p>5.7 Demonstrates an understanding of musical concepts through the analysis, comparison and critical discussion of music from different stylistic, social, cultural and historical contexts.</p> <p>5.8 Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study.</p> <p>5.9 Demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study.</p> <p>5.10 Demonstrates an understanding of the influence and impact of technology on music.</p> <p>Value and Appreciation:</p> <p>5.11 Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form.</p> <p>5.12 Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.</p>
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Updated October 5 2021. As per NSW Department of Education Infection Control - Practical Guide for Creative Arts guidelines, adjustments have been made for term 4 2021 in line with covid restrictions

Stage 5 Year 10 - PASS

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 6 2022	TASK 2 Term 2, Week 4 2022	TASK 3 Term 3, Week 6 2022	TASK 4 Term 4, Weeks 4 2022
<i>Type of Task</i>		Assessment Task 1	Semester 1 Practical Assessment	Assessment Task 2	Semester 2 Practical Assessment
<i>Assessment Component</i>					
Knowledge and understanding of content	40%	20%		20%	
Skill	60%		30%		30%
Outcomes		PASS5-8	PASS5-5	PASS5-10	PASS5-7
TOTAL	100%	20%	30%	20%	30%

OUTCOMES

<p>PASS5-1 discusses factors that limit and enhance the capacity to move and perform</p> <p>PASS5-2 analyses the benefits of participation and performance in physical activity and sport</p> <p>PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport</p> <p>PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives</p> <p>PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance</p>	<p>PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport</p> <p>PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance</p> <p>PASS5-8 displays management and planning skills to achieve personal and group goals</p> <p>PASS5-9 performs movement skills with increasing proficiency</p> <p>PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.</p>
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Stage 5 Year 10 – Child Studies

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 10 2022	TASK 2 Term 2 Week 9 2022	TASK 3 Term 3, Week 7 2022	TASK 4 Term 4, Week 3 2022
<i>Assessment Component</i>	<i>Type of Task</i>	Research Task Media and technology in childhood.	Assessment Task 2 Childcare services and career opportunities	Assessment Task 3 Diverse needs of children	Prepared written response
Knowledge and understanding of content	50%	20%	10%	10%	10%
Skills	50%	10%	20%	10%	10%
Outcomes		C5-5, CS5-9	CS5-7, CS5-9	CS5-4, CS5-11	CS5-2, CS5-8
TOTAL	100%	30%	30%	20%	20%

OUTCOMES

CS5-1 Identifies the characteristics of a child at each stage of growth and development	CS5-8 Evaluates the role of community resources that promote and support the wellbeing of children and families
CS5-2 Describes the factors that affect the health and wellbeing of the child	CS5-9 Analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
CS5-3 Analyses the evolution of childhood experiences and parenting roles over time	CS5-10 Demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
CS5-4 Plans and implements engaging activities when education and caring for young children within a safe environment	CS5-11 Analyses and compares information from a variety of sources to develop an understanding of child growth and development
CS5-5 Evaluates strategies that promote the growth and development of children	CS5-12 Applies evaluation techniques when creating, discussing and assessing information related to child growth and development
CS5-6 Describes a range of parenting practices for optimal growth and development	
CS5-7 Discusses the importance of positive relationships for the growth and development of children	

Stage 5 Year 10 - Personal Development Health & Physical Education (PDHPE)

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 6 2022	TASK 2 Term 2, Week 5 2022	TASK 3 Term 3, Week 5 2022	TASK 4 Term 4, Week 4 2022
<i>Type of Task</i>		Relationships Assessment Task	Practical Assessment Semester 1	Written Task	Practical Assessment Semester 2
<i>Assessment Component</i>					
Knowledge and understanding of content	50%	15%	5%	20%	10%
Skill	50%	10%	20%	5%	15%
Outcomes		PD5-1, PD5-3	PD5-4, PD5-5	PD5-2, PD5-10	PD5-5, PD5-11
TOTAL	100%	25%	25%	25%	25%

OUTCOMES

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

Year 10 Personal Development, Health and Physical Education Guidelines for Students 2021

The following outline is to assist students with the procedures involved in PD/H/PE theory and practical classes.

Students and Parents are asked to read this information.

Theory Lessons

- Students are required to bring their school diary and stationary each lesson.
- Booklets are provided. These will be stored in the classroom.
- If a student is away it is their responsibility to catch up on work missed by asking the teacher for the work missed.

Assessment

- Theory and Practical assessments will be conducted throughout the year
- Theory assessments must be handed in on the due date.

Practical Lessons

- Students must bring school sport shirt, school sports shorts or school tracksuit, and appropriate sports shoes to change into each lesson. **Please note:** If the student is unable to bring their uniform, an alternate change of clothes (same colour) will be accepted with a signed note from parent/guardian.
- Roll on deodorant.
- School Hat and sun screen.

Year 10 will cover a broad range of topics this year including

Theory	Practical
Difference & Diversity	Court Games
Shaping Our Identity	Athletics
Relationships	Net Games
Life's Greatest Decisions	Throwing Games

During Term 1 – students will be completing a movie study based on the film “Freedom Writers”. The movie has a rating of M15+. If you have any questions regarding the film or concerns with your child watching the movie please contact the Head Teacher PDHPE.

UNIFORM - Unchanged Students

The consequences if you are not able to change (without a valid written reason in the student diary from parent/guardian)

- **First Occasion** – Any student who fails to change and does not have a note to support their reason will be excluded from the lesson and given alternate work/activity. This will be completed during the lesson.
- **Second Occasion** - Any student who fails to change and does not have a note to support their reason will have their parents called and must do a faculty lunch or recess detention which may include picking up papers or alternate work.
- **Third Occasion** – An official ‘N’ Award letter will be created and alternative work will be sent to be completed.

Non – Participation

- Students will only be exempt from participating in practical lessons for medical reasons. A medical certificate must be presented prior to the lesson commencing.
- Where a student has long-term injury they will be given an estimate based on past performance. If this is not possible an alternative assessment may be given.

At times throughout the year it is necessary for the PDHPE teachers to use the facilities of Clemton Park and other local venues outside of the school grounds. Students walk a short way and will be escorted by their teachers. They will be closely monitored at all times.

Please note it is recommended that students do not bring valuables to school and in particular, to practical lessons. Students who wish to bring any valuables to school are solely responsible for them.

PD/H/PE Staff

Mr Rozario – Head Teacher PD/H/PE

Mr D’Addona – PD/H/PE Teacher & Sports Organiser & Year 9 Advisor

Ms Saad, Ms Axougas, Ms Morrison, Ms Woods, Mr Vitale, Mr Kuang

Communication

Please contact the PD/H/PE Head Teacher Mr Rozario on 9502 3933 during school hours if you have any concerns regarding any of the above information.

Stage 5 Year 10 - Photography & Digital Media

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 9 2022	TASK 2 Term 2, Week 5 2022	Task 4 Term 3, Week 6 2022	Task 5 Term 4, Week 3 2022
<i>Type of Task</i>		Signs and Symbols written task & GIF/ Logo design (Critical and historical studies / art making)	Movie Review (Critical and historical studies)	Horror Poster (Art making)	Pre-production Preliminary Planning & Horror Movie (Critical and historical studies / art making)
<i>Assessment Component</i>					
Art Making	60%	15%		20%	25%
Art History & Art Criticism	40%	10%	15%		15%
Outcomes		5.1,5.2, 5.4, 5.9, 5.10	5.7, 5.8, 5.9, 5.10	5.1, 5.3, 5.4, 5.5, 5.6	5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10
TOTAL	100%	25%	15%	20%	40%

OUTCOMES

5.1 Develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works	5.6 Selects appropriate procedures and techniques to make and refine photographic and digital works
5.2 Makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience	5.7 Applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
5.3 Makes photographic and digital works informed by an understanding of how the frames affect meaning	5.8 Uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works
5.4 Investigates the world as a source of ideas, concepts and subject matter for photographic and digital works	5.9 Uses the frames to make different interpretations of
5.5 Makes informed choices to develop and extend concepts and different meanings in their photographic and digital works	5.10 Constructs different critical and historical accounts of photographic and digital works

Stage 5 Year 10 - Science

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 2 2022	TASK 2 Term 2, Week 5 (10 R,T,H) Term 3, Week 5 (10 K,N,O) 2022	TASK 3 Term 2, Week 10 2022	TASK 4 Term 4, Week 4 2022
<i>Type of Task</i>		Student Research Project	Depth Study	Practical Skills	Yearly Exam
<i>Assessment Component</i>					
Values and Attitudes Knowledge and Understanding Skills	100%	30%	25%	15%	30%
Outcomes		4WS, 5WS,6WS, 7WS,8WS	4WS, 5WS, 6WS, 7WS, 8WS, 10PW	6WS,7WS, 8WS,17CW	8WS,10PW,12ES, 15LW, 17CW
TOTAL	100%	30%	25%	15%	30%

OUTCOMES

1VA	Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them	10PW	Applies models, theories and laws to explain situations involving energy, force and motion
2VA	Shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures	11PW	Explains how scientific understanding about energy conservation, transfers and transformation is applied in systems.
3VA	Demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations	12ES	Describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
4WS	Develops questions or hypotheses to be investigated scientifically	13ES	Explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
5WS	Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively	14LW	Analyses interactions between components and processes within biological systems
6WS	Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively	15LW	Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
7WS	Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions	16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
8WS	Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems	17CW	Discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials
9WS	Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations		

Stage 5 Year 10 - Visual Arts

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 11 2022	Task 2 Term 2, Week 5 2022	TASK 3 Term 3, Week 6 2022	Task 4 Term 4, Week 4 2022
<i>Type of Task</i>		German Expressionism Printmaking Task + C&H Studies	Australian Beach Culture + Critical & Historical Studies Essay	Making Artworks- Australian Beach Culture (portfolio) & VAD	Appropriation & VAD
<i>Assessment Component</i>					
Art Making	60%	20%		20%	20%
Art History & Art criticism	40%	5%	10%	5%	15%
Outcomes		5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4	5.4, 5.5, 5.7, 5.8, 5.9, 5.10
TOTAL	100%	25%	10%	25%	40%

OUTCOMES

5.1 Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks 5.2 Makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience 5.3 Makes artworks informed by an understanding of how the frames affect meaning 5.4 Investigates the world as a source of ideas, concepts and subject matter in the visual arts 5.5 Makes informed choices to develop and extend concepts and different meanings in their artworks	5.6 Demonstrates developing technical accomplishment and refinement in making artworks 5.7 Applies their understanding of aspects of practice to critical and historical interpretations of art 5.8 Uses their understanding of the function of and relationships between the artist – artwork – world – audience in critical and historical interpretations of art 5.9 Demonstrates how the frames provide different interpretations of art. 5.10 Demonstrates how art criticism and art history construct meanings
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Stage 5 year 10 Chinese(2022)

	<i>Syllabus Weighting</i>	TASK 1 Term 1 Week 7, 2022	TASK 2 Term 2 Week 5, 2022	TASK 3 Term 3 Week 7, 2022	Task 4 Term 4 Week 5, 2022
<i>Type of task</i>		Research Assessment task	Half Yearly written exam	Research assessment task	Yearly written exams
<i>Assessment Component</i>					
Concepts, Skills and Techniques	50%	12.5%	12.5%	12.5%	12.5%
Reasoning and Communication	50%	12.5%	12.5%	12.5%	12.5%
Outcomes		LCH5-1C LCH5-2C LCH5 – 3C LCH5-8U LCHL5-9U LCHLS-1C, 2C, 3C	LCH5-4C LCH5-5U LCH5-6U LCH5-7U LCH5-8U LCHLS-5U, LCHLS-6U, LCHLS-7U, LCHLS-8U	LCH5-1C LCH5-2C LCH5 – 3C LCH5-8U LCHL5-9U LCHLS-1C, 2C, 3C	LCH5-4C LCH5-5U LCH5-6U LCH5-7U LCH5-8U LCHLS-5U, LCHLS-6U, LCHLS-7U, LCHLS-8U
TOTAL	100%	25%	25%	25%	25%

OUTCOMES

<p>LCH5-1C manipulates Chinese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate</p> <p>LCH5-2C identifies and interprets information in a range of texts</p> <p>LCH5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences</p> <p>LCH5-4C experiments with linguistic patterns and structures to compose texts in Chinese, using a range of formats for a variety of contexts, purposes and audiences</p> <p>Related Life Skills outcome: LCHLS-1C, LCHLS-2C, LCHLS-3C, LCHLS-4C</p>	<p>LCH5-5U demonstrates how Chinese pronunciation and intonation are used to convey meaning</p> <p>LCH5-6U demonstrates understanding of how Chinese writing conventions are used to convey meaning</p> <p>LCH5-7U analyses the function of complex Chinese grammatical structures to extend meaning</p> <p>LCH5-8U analyses linguistic, structural and cultural features in a range of texts</p> <p>Related Life Skills outcomes: LCHLS-5U, LCHLS-6U, LCHLS-7U, LCHLS-8U</p>
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Year 10 ASSESSMENT PLANNER 2022 TERM 1	
Week 1	
Week 2	Science – Student Research Project
Week 3	
Week 4	
Week 5	
Week 6	Food Technology – Food for Special Occasions PASS – Relationships Assessment Task PDHPE - Relationships
Week 7	Geography (Mandatory) – Individual Research Task Chinese – Research Assessment Task History – Research Task
Week 8	Maths – Topic Test Indices & Algebra iSTEM – 3D Model Elective History – Mysteries and Scandals Industrial Technology Engineering – Practical/Design Folio Task
Week 9	IST – Networking System Project Photography – Signs and Symbols Written Task
Week 10	Commerce - Individual Research Task/Essay Industrial Technology Metal – Practical Task Industrial Technology Timber – Practical Task Graphics – Australian Architecture English – Essay Child Studies – Research Task Music – Australia Music
Week 11	Visual Arts – German Expression & Printmaking Task

Year 10 ASSESSMENT PLANNER 2022 TERM 2	
Week 1	Geography (Mandatory) – Individual Research Task
Week 2	
Week 3	Elective History – Museum Display History – Source Based Task
Week 4	Commerce - Common Test Industrial Technology Engineering – Topic Test Industrial Technology Metal – Design Folio Task Industrial Technology Timber - Design Folio Task PASS – Semester 1 Practical Assessment
Week 5	Music – Music for TV, Film and Multimedia PDHPE – Practical Assessment Photography – Movie Review Visual Arts – Australian Beach Culture Geography – Exam Graphics – Architectural Drawing Science – Depth Study (10 R, T & H) Chinese – Half Yearly Exam History - Exam
Week 6	IST – Robotics & Automated Systems Topic Test
Week 7	Maths – Topic Test Equations and Linear Relationships
Week 8	
Week 9	iSTEM – Depth Study Child Studies – Assessment Task
Week 10	English – Poetry Exam Science – Practical Skills

Year 10 ASSESSMENT PLANNER 2022 TERM 3	
Week 1	
Week 2	
Week 3	Food Technology – Food Product Development
Week 4	
Week 5	PDHPE – Written Task Science – Depth Study (10 K, N & O)
Week 6	Photography – Horror Poster Visual Arts – Marking Artworks PASS – Assessment Task 2 Industrial Technology Engineering – Practical/Design Folio Task
Week 7	IST – Authoring & Multimedia Project Maths – Trigonometry Assignment Geography (Mandatory) – Individual Research Task Elective History – 20 th Century Genocide Exam Child Studies – Assessment Task 3 Chinese – Research Assessment Task History – Research Task
Week 8	English – Appropriation Analytical Writing iSTEM- Major Learning Project
Week 9	Commerce - Group Research Assignment Music – Rock Music
Week 10	

Year 10 ASSESSMENT PLANNER 2022 TERM 4	
Week 1	Geography (Mandatory) – Yearly Exam
Week 2	IST – Yearly Exam Food Technology - Food Trends Exam Graphics - Exam
Week 3	Elective History – History at the Movies Industrial Technology Metal – Practical Task Industrial Technology Timber – Practical Task iSTEM – Motion Open Ended Investigation Child Studies – Prepared Written Response Photography – Pre-production Preliminary Planning & Horror Movie History – Source Based Task
Week 4	Commerce - Yearly Exam English – Creative Writing Industrial Technology Engineering –Exam Industrial Technology Metal –Exam Industrial Technology Timber –Exam PASS – Semester 2 Practical Assessment PDHPE – Practical Assessment Science – Yearly Exam Visual Arts - Appropriation & VAD Graphics – CAD rafting and Landscape Drawing Maths – Yearly Exam
Week 5	Geography (Mandatory) –Exam Chinese – Yearly Exam Music – Music of a Culture History – Yearly Exam
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	English – Story Board/Short Film