2024

KINGSGROVE NORTH HIGH SCHOOL

PRAESTEMUS

Year 10 Assessment Booklet

Contents

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 Assessment Handbook)*

(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 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 ***excellent achievement*** 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 ***high level of achievement*** 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 ***substantial achievement*** 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 ***satisfactory achievement*** 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 ***elementary achievement*** 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 ***Determination***	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 NESA, (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 achieve the outcomes of the courses being studied to satisfactorily complete the Year 10 RoSA course.

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, and this is 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/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 in writing to the Head Teacher of the appropriate KLA for review. Appeal forms can be found on the school website via the downloads tab, document is called: **Assessment Appeal Request Review form**.

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 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 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 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 form from the Head Teacher or Deputy Principal, or from the school website

https://kingsgrovn-h.schools.nsw.gov.au/content/dam/doe/sws/schools/k/kingsgrovn-h/downloads/illness_misadventure_form.pdf . 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 Illness/Misadventure Form which can be collected from either the Deputy Principal or the Head Teacher or from the school website at

https://kingsgrovn-h.schools.nsw.gov.au/content/dam/doe/sws/schools/k/kingsgrovn-h/downloads/illness_misadventure_form.pdf.

COMPLETION OF THE MISSED TASK

2.1 It is the responsibility of the student immediately upon their first return to school to contact the 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 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 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 Head Teacher 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 NESA warning letter will be sent home to advise the parents/carers.

Students may appeal against the Head Teacher's decision by lodging an appeal 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 Head Teacher 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 Year Adviser
4. If no resolution, then escalate to the 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 Adviser
- Two (2) Head Teachers

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

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 – Child Studies 2024

	Syllabus Weighting	TASK 1 Term 1, Week 8 2024	TASK 2 Term 2 Week 6 2024	TASK 3 Term 3, Week 7 2024	TASK 4 Term 4, Week 4 2024
Assessment Component	**Type of Task**	Food and Nutrition Assessment	Diverse needs of children Assessment Task	Tech Savvy Assessment	Yearly Exam
Knowledge and understanding of content	50%	20%	10%	10%	10%
Skills	50%	10%	20%	10%	10%
Outcomes		CS 5.2, CS5.5, CS5.10	CS5.4, CS5.9, CS5.10	CS5.4, CS5.5, CS5.9	All outcomes assessed
TOTAL	100%	30%	30%	20%	20%

OUTCOMES

CS5-1 Identifies the characteristics of a child at each stage of growth and development

CS5-2 Describes the factors that affect the health and wellbeing of the child

CS5-3 Analyses the evolution of childhood experiences and parenting roles over time

CS5-4 Plans and implements engaging activities when education and caring for young children within a safe environment

CS5-5 Evaluates strategies that promote the growth and development of children

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

CS5-8 Evaluates the role of community resources that promote and support the wellbeing of children and families

CS5-9 Analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing

CS5-10 Demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts

CS5-11 Analyses and compares information from a variety of sources to develop an understanding of child growth and development

CS5-12 Applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Stage 5 Year 10 Chinese 2024

	Syllabus Weighting	TASK 1 Term 1, Week 8 2024	TASK 2 Term 2, Week 5 2024	TASK 3 Term 3, Week 7 2024	Task 4 Term 4, Week 5 2024
Assessment Component	**Type of Task**	**Research Assessment task**	**Half Yearly written exam**	**Research assessment task**	**Yearly written exams**
Interacting	30%	10%	5%	10%	5%
Understanding text	35%	5%	10%	10%	10%
Creating texts	35%	10%	10%	5%	10%
Outcomes		ML5-INT-01 ML5-UND-01 ML5-CRT-01	ML5-INT-01 ML5-UND-01 ML5-CRT-01	ML5-INT-01 ML5-UND-01 ML5-CRT-01	ML5-INT-01 ML5-UND-01 ML5-CRT-01
TOTAL	100%	25%	25%	25%	25%

OUTCOMES

ML5-INT-01 exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language
ML5-UND-01 analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding
ML5-CRT-01 creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

Related Life Skills outcome: MLLS-INT-01; MLLS-UND-01; MLLS-CRT-01

Stage 5 Year 10 - Commerce 2024

	Syllabus Weighting	TASK 1 Term1, Week 10 2024	TASK 2 Term 2, Week 4 2024	TASK 3 Term 3, Week 9 2024	TASK 4 Term 4, Week 4 2024
Assessment Component	**Type of Task**	**Individual Research Task**	**Common Test**	**Group Research Assignment**	**Yearly Exam**
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, 5.8	5.2, 5.4, 5.5, 5.8	5.1, 5.7, 5.8, 5.9	5.1, 5.2, 5.4, 5.5, 5.6, 5.8
TOTAL	100%	20%	30%	20%	30%

OUTCOMES

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

Stage 5 Year 10 – English 2024

	Syllabus Weighting	TASK 1 Term 1, Week 10 2024	TASK 2 Term 2, Week 10 2024	TASK 3 Term 3, Week 8 2024	TASK 4 Term 4, Week 4 202
Assessment Component	**Type of Task**	**Critical Response**	**Poetry Exam**	**Appropriation Analytical Reflection**	**EXAM**
Outcomes		EN5-URB-01 EN5-URC-01 EN5-ECA-01	EN5-RVL-01 EN5-URA-01 EN5-URB-01	EN5-ECA-01 EN5-URA-01 EN5-URC-01	EN5-URA-01 EN5-RVL-01
TOTAL	100%	25%	25%	25%	25%

OUTCOMES

EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts **EN5-URA-01** analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures **EN5-URB-01** evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes **EN5-URC-01** investigates and explains ways of valuing texts and the relationships between them	**EN5-ECA-01** crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning **EN5-ECB-01** uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

Stage 5 Year 10 - Food Technology 2024

	Syllabus Weighting	TASK 1 Term 1, Week 9 2024	TASK 2 Term 3, Week 3 2024	TASK 3 Term 4, Week 5 2024	TASK 4 Semester Two Ongoing 2024
Assessment Component	**Type of Task**	**Food for Special Occasions (PowerPoint/Product)**	**Food Product Development (Folio/Product)**	**Food Trends (Exam)**	**In Class Practical Lessons (Practical)**
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

Stage 5 Year 10 – Geography 2024

	Syllabus Weighting	**TASK 1** Semester 1 : Term 1, Week 5, 2024 Semester 2: Term 3, Week 5, 2024	**TASK 2** Semester 1: Term 1, Week 10, 2024 Semester 2: Term 3, Week 10, 2024	**TASK 3** Semester 1: Term 2, Week 5, 2024 Semester 2: Term 4, Week 5, 2024
Assessment Component	**Type of Task**	**Environmental Change and Management PBL Checkpoint 1**	**Environmental Change and Management PBL Group Task**	**Yearly Exam**
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		GE5-1, GE5-2, GE5-3, GE5-7	GE5-1, GE5-2, GE5-3, GE5-4, GE5-5, GE5-8	GE5-2, GE5-3, GE5-5, GE5-6, GE5-8
TOTAL	100%	25%	35%	40%

OUTCOMES

GE5-1: explains the diverse features and characteristics of a range of places and environments

GE5-2: explains processes and influences that form and transform places and environments

GE5-3: analysis the effect of interactions and connections between people, places and environments

GE5-4: accounts for perspectives of people and organisations on a range of geographical issues

GE5-5: assesses management strategies for places and environments for their sustainability

GE5-6: analysis differences in human wellbeing and ways to improve human wellbeing

GE5-7: acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

GE5-8: communicates geographical information to a range of audiences using a variety of strategies

Stage 5 Year 10 – History 2024

	Syllabus Weighting	**Semester 1** Task 1 Term 1, Week 8, 2024 **Semester 2** Task 1 Term 3, Week 8, 2024	**Semester 1** Task 2 Term 2, Week 4, 2024 **Semester 2** Task 2 Term 4, Week 3, 2024
	Type of Task	**Source-Based Task**	**Writing Task**
Knowledge and understanding of content		15%	10%
Historical skills in the analysis and evaluation of sources and interpretations	25%	20%	5%
Historical inquiry and research	25%	5%	20%
Communication of historical understanding in appropriate forms	25%	10%	15%
Outcomes		HT5.5, HT5.9, HT5.10, HT 5.6, HT5.7	HT5.1, HT5.3, HT5.4, HT 5.10, HT5.2, HT5.8
TOTAL	100%	50%	50%

OUTCOMES

HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia

HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia

HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process

HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

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

HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Stage 5 Year 10 - Elective History 2024

	Syllabus Weighting	TASK 1 Term 1, Week 8 2024	TASK 2 Term 2, Week 9 2024	TASK 3 Term 3, Week 7 2024	TASK 4 Term 4, Week 3 2024
Assessment Component	**Type of Task**	**Site Study**	**Historical Essay**	**Podcast**	**Source Based Task**
Knowledge and understanding of content	30%	5%	10%	5%	10%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	5%	5%
Historical Inquiry and Research	25%	10%	5%	10%	
Communication of historical understanding in appropriate forms	25%	5%	5%	5%	10%
Outcomes		HTE5-3, HTE5-4, HTE5-8, HTE5-10	HTE5-1, HTE5-5, HTE5-9, HTE5-10	HTE5-1, HTE5-2, HTE5-3, HTE5-4, HTE5-7, HTE5-8	HTE5-3, HTE5-2, HTE5-4, HTE5-6, HTE5-7, HTE5-9
TOTAL	100%	25%	25%	25%	25%

OUTCOMES

HTE5-1	Applies an understanding of history, heritage, archaeology and the methods of historical inquiry
HTE5-2	Examines the ways in which historical meanings can be constructed through a range of media
HTE5-3	Sequences major historical events or heritage features, to show an understanding of continuity, change and causation
HTE5-4	Explains the importance of key features of past societies or periods, including groups and personalities_
HTE5-5	Evaluates the contribution of cultural groups, sites and/or family to our shared heritage
HTE5-6	Identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process
HTE5-7	Explains different contexts, perspectives and interpretations about the past
HTE5-8	Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HTE5-9	Applies a range of relevant historical terms and concepts when communicating an understanding of the past
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 2024

	Syllabus Weighting	TASK 1 Term 1, Week 9 2024	TASK 2 Term 2. Week 4 2024	TASK 3 Term 3, Week 9 2024	TASK 4 Term 4. Week 3 2024
Assessment Component	**Type of Task**	**Practical Task**	**Design Folio**	**Practical Task**	**Yearly Exam**
Practical	60%	30%		30%	
Written/Research	40%		20%		20%
Outcomes		IND5-1 IND5-2 IND5-6	IND5-5 IND5-8 IND5-9	IND5-2 IND 5-3 IND5-4 IND5-7	IND5-1 IND5-10
TOTAL	100%	30%	20%	30%	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 2024

	Syllabus Weighting	TASK 1 Term 1, Week 9 2024	TASK 2 Term 2, Week 4 2024	TASK 3 Term 3, Week 9 2024	TASK 4 Term 4, Week 3 2024
Assessment Component	**Type of Task**	**Practical Task**	**Design Folio**	**Practical Task**	**Yearly Exam**
Practical	60%	30%		30%	
Written/Research	40%		20%		20%
Outcomes		IND5-1 IND5-2 IND5-6	IND5-5 IND5-8	IND5-2 IND 5-3 IND5-4	IND5-1 IND5-10
TOTAL	100%	30%	20%	30%	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 – Timber 2024

	Syllabus Weighting	TASK 1 Term 1, Week 9 2024	TASK 2 Term 2, Week 4 2024	TASK 3 Term 3, Week 9 2024	TASK 4 Term 4, Week 3 2024
Assessment Component	**Type of Task**	**Practical Task**	**Half Yearly Exam**	**Practical Task**	**Design Folio**
Practical	60%	30%		30%	
Written/Research	40%		20%		20%
Outcomes		IND5-3 IND5-4 IND5-6	IND5-9 IND5-10 IND5-1	IND5-3 IND5-2 IND5-7	IND5-5 IND5-8 IND5-9
TOTAL	100%	30%	20%	30%	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 - Information Software and Technology 2024

	Syllabus Weighting	TASK 1 Term 1, Week 9 2024	TASK 2 Term 2, Week 6 2024	TASK 3 Term 3, Week 7 2024	TASK 4 Term4, Week 4 2024
Assessment Component	**Type of Task**	**Networking Systems Project**	**Robotics & Automated Systems Topic Test**	**Authoring & Multimedia Project "My Story"**	**Yearly exam**
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 – iSTEM 2024

	Syllabus Weighting	TASK 1 Term 1 Week 8 2024	TASK 2 Term 2, Week 9 2024	TASK 3 Term 3, Week 8 2024	TASK 4 Term 4, Week 3 2024
Assessment Component	**Type of Task**	**Prototype Design**	**Depth Study**	**Major Learning Project**	**Open Ended Investigation**
Skills	60%	20%	10%	20%	10%
Knowledge & Understanding	40%	10%	10%	10%	10%
Outcomes		ST5-1, ST5-2, ST5-3, ST5-7	ST5-4, ST5-6, ST5-8, ST5-9	ST5-4, ST5-5, ST5-10	ST5-3, ST5-8, ST5-10
TOTAL	100%	30%	20%	30%	20%

OUTCOMES

ST5-1	Designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems
ST5-2	Demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts
ST5-3	Applies engineering design processes to address real-world STEM-based problems
ST5-4	Works independently and collaboratively to produce practical solutions to real-world scenarios
ST5-5	Analyses a range of contexts and applies STEM principles and processes
ST5-6	Selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems
ST5-7	Selects and applies project management strategies when developing and evaluating STEM-based design solutions
ST5-8	Uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences
ST5-9	Collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions
ST5-10	Analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment.

Stage 5 Mathematics – Year 10 5.1, 5.2 and 5.3 2024

	Syllabus Weighting	TASK 1 Term 1, Week 8 2024	TASK 2 Term 2, Week 7 2024	TASK 3 Term 3, Week 7 2024	TASK 4 Term 4, Week 2 2024
Assessment Component	**Type of Task**	Open Books Topics Test **Indices and Algebra**	Topics Tests **Linear Relationships and Equations**	Assignment **Financial Maths**	Yearly Exam **All Topics**
Concepts and Skills	50%	15%	20%	-	15%
Working Mathematically	50%	15%	10%	15%	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	MA5.1-4NA, MA5.2-4NA	As per Terms 1-3 as well as: MA4-7NA, MA5.2- 5NA MA5.3-4NA
Total	100%	30%	30%	15%	25%

OUTCOMES

MA4-8NA MA5.2-6NA MA5.2-7NA MA5.3-5NA MA5.3-6NA	Algebraic Techniques & Surds and Indices
MA4-10NA MA5.2-8NA MA5.3-7NA	Equations
MA5.1-6NA MA5.2-9NA MA5.3-8NA	Linear Relationships
MA5.1-7NA MA5.2-10NA MA5.3-9NA	Non-Linear Relationships
MA5.1-10MG MA5.2-13MG MA5.3-15MG	Right-Angled Triangles, Further Trigonometry, and Pythagoras
MA4-7NA MA5.2-5NA MA5.3-4NA	Rates and Ratios
MA4-6NA MA5.1-4NA MA5.2-4NA	Financial Mathematics
MA5.3-19SP	Bivariate Data
MA5.3-11NA	Logarithms
MA5.3-12NA	Functions and Other Graphs
MA5.3-10NA	Polynomials
Working Mathematically is across all topics	
MA5.1-1WM MA5.2-1WM MA5.3-1WM	Communicating
MA5.1-2WM MA5.2-2WM MA5.3-2WM	Problem Solving
MA5.1-3WM MA5.2-3WM MA5.3-3WM	Reasoning

Stage 5 Year 10 – MUSIC 2024

	Syllabus Weighting	TASK 1 Term 1, Week 10 2024	TASK 2 Term 2, Week 5 2024	TASK 3 Term 3, Week 7 2024	TASK 4 Term 4, Week 4 2024
Assessment Component	**Type of Task**	**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	5.1, 5.2, 5.3, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.6	5.7, 5.8, 5.9
TOTAL	100%	25%	25%	25%	25%

OUTCOMES

Performing:

5.1 Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts.

5.2 Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology.

5.3 Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness.

Composing:

5.4 Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study.

5.5 Notates own compositions, applying forms of notation appropriate to the music selected for study.

5.6 Uses different forms of technology in the composition process.

Listening:

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.

5.8 Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study.

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.

5.10 Demonstrates an understanding of the influence and impact of technology on music.

Value and Appreciation:

5.11 Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form.

5.12 Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

Stage 5 Year 10 – PASS 2024

	Syllabus Weighting	**TASK 1** Term 1, Week 6 2024	**TASK 2** Term 2, Weeks 2-10	**TASK 3** Term 3, Week 6 2024	**TASK 4** Term 4, Weeks 2-10
Assessment Component	**Type of Task**	Body Systems	Practical Assessment	Opportunities and Pathways Assessment Task	Practical Assessment
Knowledge and understanding of content	40%	20%		20%	
Skill	60%		30%		30%
Outcomes		PASS 5-1, 5.2, 5.10	PASS 5-5, 5.7	PASS 5-10	PASS 5-5, 5.9
TOTAL	100%	20%	30%	20%	30%

OUTCOMES

PASS5-1 discusses factors that limit and enhance the capacity to move and perform

PASS5-2 analyses the benefits of participation and performance in physical activity and sport

PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport

PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives

PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance

PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport

PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance

PASS5-8 displays management and planning skills to achieve personal and group goals

PASS5-9 performs movement skills with increasing proficiency

PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Stage 5 Year 10 - Personal Development Health & Physical Education (PDHPE) 2024

	Syllabus Weighting	TASK 1 Term 1, Week 9 2024	TASK 2 Term 1, Weeks 2-10 2024	TASK 3 Term 2, Weeks 2-10 2024	TASK 4 Term 4, Week 5 2024
Assessment Component	**Type of Task**	Extended Response	Non Traditional Games Practical Assessment	Practical Assessment	Yearly Exam
Knowledge and understanding of content	50%	15%	10%	5%	20%
Skill	50%	10%	10%	25%	5%
Outcomes		PD5-1 PD5-3	PD5-2 PD5-9 PD 5-10	PD5-4	PD5-4 PD5-5 PD5-11
TOTAL	100%	25%	20%	30%	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 2024

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.

For **Practical Lessons**, students must bring to school to change into each lesson:

- School sport shirt
- school sports shorts or school tracksuit
- appropriate sports shoes
- Roll on deodorant.
- School Hat and sunscreen.

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.

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.

Stage 5 Year 10 - Photography & Digital Media 2024

	Syllabus Weighting	TASK 1 Term 1, Week 8 2024	TASK 2 Term 2, Week 6 2024	Task 3 Term 3, Week 5 2024	Task 4 Term 4, Week 3 2024
Assessment Component	**Type of Task**	**Horror Poster** (Art making)	**Pre-production Preliminary Planning & Horror Movie** (Critical and historical studies / art making)	**Movie Review** (Critical and historical studies)	**Product Advertisement Design** (Critical and historical studies / art making)
Art Making	60%	20%	25%		15%
Art History & Art Criticism	40%		15%	15%	10%
Outcomes		5.1, 5.3, 5.4, 5.5, 5.6	5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.7, 5.8, 5.9, 5.10	5.1,5.2, 5.4, 5.9, 5.10
TOTAL	100%	20%	40%	15%	25%

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 2024

	Syllabus Weighting	TASK 1 Term 1, Week 9 2024	TASK 2 Term 2 Week 6 Term 3, Week 6 2024	TASK 3 Term 2, Week 10 2024	TASK 4 Term 4, Week 4 2024
Assessment Component	**Type of Task**	**Student Research Project**	**Depth Study**	**Practical Skills**	**Yearly Exam**
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,9WS,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
2VA	Shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
3VA	Demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
4WS	Develops questions or hypotheses to be investigated scientifically
5WS	Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
6WS	Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
7WS	Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
8WS	Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
9WS	Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
10PW	Applies models, theories and laws to explain situations involving energy, force and motion
11PW	Explains how scientific understanding about energy conservation, transfers and transformation is applied in systems.
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
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
14LW	Analyses interactions between components and processes within biological systems
15LW	Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
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

Stage 5 Year 10 - Visual Arts 2024

	Syllabus Weighting	TASK 1 Term 1, Week 10 2024	Task 2 Term 2, Week 5 2024	TASK 3 Term 3, Week 7 2024	Task 4 Term 4, Week 2 2024
Assessment Component	**Type of Task**	**German Expressionism Printmaking Task + C&H Studies**	**Australian Beach Culture Critical & Historical Studies Essay**	**Australian Beach Culture (portfolio) & VAD**	**Appropriation & VAD**
Art Making	60%	20%		20%	20%
Art History & Art criticism	40%	5%	15%	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%	15%	25%	35%

OUTCOMES

5.1 Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks	5.6 Demonstrates developing technical accomplishment and refinement in making artworks
5.2 Makes artworks 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 critical and historical interpretations of art
5.3 Makes artworks 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 art
5.4 Investigates the world as a source of ideas, concepts and subject matter in the visual arts	5.9 Demonstrates how the frames provide different interpretations of art.
5.5 Makes informed choices to develop and extend concepts and different meanings in their artworks	5.10 Demonstrates how art criticism and art history construct meanings

Stage 5 Year 10 - Visual Design 2024

	Syllabus Weighting	TASK 1 Term 1, Week 9 2024	TASK 2 Term 2, Week 6 2024	TASK 3 Term 3, Week 6 2024	TASK 4 Term 4, Week 4 2024
Assessment Component	**Type of Task**	**Educational Animation**	**MET Gala Fashion Design**	**Various Vessels**	**Market Stall**
Art Making	60%	25%	15%	20%	
Art History & Art criticism	40%	10%	15%		15%
Outcomes		5.1, 5.3, 5.9	5.2, 5.4, 5.8	5.3,5.5, 5.6	5.7, 5.9, 5.10
TOTAL	100%	35%	30%	20%	15%

OUTCOMES

5.1 develops autonomy in selecting and applying visual design conventions and procedures to makevisual design artworks	5.6 selects appropriate procedures and techniques to make and refine visual designartworks
5.2 makes visual design artworks informed by their understanding of the function of and relationshipsbetween artist – artwork – world – audience	5.7 applies their understanding of aspects of practice to critically and historically interpretvisual design artworks
5.3 makes visual design artworks informed by an understanding of how the frames affect meaning	5.8 uses their understanding of the function of and relationships between artist – artwork –world – audience in critical and historical interpretations of visual design artworks
5.4 investigates and responds to the world as a source of ideas, concepts and subject matter for visualdesign artworks	5.9 uses the frames to make different interpretations of visual design artworks constructs different critical and historical accounts of visual design artworks
5.5 makes informed choices to develop and extend concepts and different meanings in their visualdesign artworks	

Assessment Planner Year 10 2024

Term 1				Term 2			
Week 1	**PDHPE** Practical Assessment –Striking Games						**PASS** Practical Assessment **PDHPE** Practical Assessment
Week 2				**Week 2**			
Week 3				**Week 3**	**Geog** – Research Task		
Week 4				**Week 4**	**Timber** – Half Yearly Exam **Commerce** – Common test		
Week 5		**Geog** – PBL Checkpoint 1		**Week 5**	**Geog** – Exam **Music** – TV, Film & Multimedia	**Visual Arts** – Essay **Chinese** – Exam **History** – Writing Task	
Week 6		**PASS** – Body Systems		**Week 6**	**IST** – Topic Test **Visual Design** – Met Gala fash design **Science** – Depth Study	**Photography** – Horror Movie **Child Studies** – Diverse needs of children	
Week 7				**Week 7**	**History** – Research Task **Maths** – Linear Relationships & Equations		
Week 8		**Maths** – Indices & Algebra **Child Studies** – Research Task **iSTEM** – Prototype Design **Elective History** – Site Study **Chinese** – Research Task **Photography** – Horror Poster **History** – Source-Based Task		**Week 8**			
Week 9		**PDHPE** – Extended Response **IST** – Networking Systems Project **Visual Design** – Educational Animation **Food Tech** – Food for Special Occasions **Metal** – Practical Task **Timber** – Practical Task **Engineering** – Practical Task **Science** – Student Research Project		**Week 9**	**iSTEM** – Depth Study **Elective History** – Historical Essay		
Week 10		**Commerce** – Individual Research Task **English** – Critical Response	**Music** – Australian Music **Geograpy** – PBL Group Task	**Week 10**	**English –** Poetry Exam **Science** – Practical Skills		

<table>
<tr><th colspan="4">Term 3</th><th colspan="3">Term 4</th><th></th></tr>
<tr><td>Week 1</td><td colspan="3"></td><td>Week 1</td><td colspan="2">Geog - Research Task</td><td></td></tr>
<tr><td>Week 2</td><td colspan="3"></td><td>Week 2</td><td colspan="2">Visual Arts – Appropriation & VAD
Maths – Yearly Exam</td><td rowspan="11">PASS Practical Assessment</td></tr>
<tr><td>Week 3</td><td rowspan="10">Food Tech
In Class Prac
Semester 2 Ongoing</td><td colspan="2">Food Tech – Food Product Development
Photography – Product advertisement design
Metal – Yearly Exam</td><td>Week 3</td><td colspan="2">iSTEM – Open Ended Investigation
Engineering – Yearly Exam
Elective History – Source based task
Timber – Design Folio
History – Source-Based Task</td><td rowspan="10">Food Tech
In Class Prac
Semester 2 Ongoing</td></tr>
<tr><td>Week 4</td><td colspan="2"></td><td>Week 4</td><td>Commerce – Yearly Exam
English – Exam
IST – Yearly Exam
Science – Yearly Exam</td><td>Music – Music of a Culture
Child Studies – Yearly Exam
Visual Design – Market Stall</td></tr>
<tr><td>Week 5</td><td colspan="2">Photography – Movie Review
Geog – PBL Check point</td><td>Week 5</td><td colspan="2">Food Tech – Food Trends Exam
Geog – Exam
PDHPE – Yearly Exam
Chinese – Yearly Exam</td></tr>
<tr><td>Week 6</td><td>PASS – Opportunities & Pathways
Science – Depth Study</td><td>Visual Design – Various Vessels</td><td>Week 6</td><td colspan="2"></td></tr>
<tr><td>Week 7</td><td>Child Studies – Assessment Task
Visual Arts – Portfolio & VAD
Elective Hist –Podcast
IST – My Story Project
Chinese – Research Task</td><td>Maths – Financial Mathematics
Music – Rock Music</td><td>Week 7</td><td colspan="2"></td></tr>
<tr><td>Week 8</td><td>English – Appropriation Analytical Reflection
History – Writing Task</td><td>iSTEM – Major Learning Project</td><td>Week 8</td><td colspan="2"></td></tr>
<tr><td>Week 9</td><td>Commerce – Group Presentation
Engineering – Design Folio</td><td>Timber – Practical Task
Metal – Practical Task</td><td>Week 9</td><td colspan="2"></td></tr>
<tr><td>Week 10</td><td>Science – Practical Skills
Geograpy – PBL Group Task</td><td></td><td>Week 10</td><td colspan="2">English – Class Task</td></tr>
</table>