



**HASTINGS**  
SECONDARY COLLEGE

EXCELLENCE – INNOVATION – OPPORTUNITY – SUCCESS

**YEAR 10 ASSESSMENT BOOKLET 2024**

WESTPORT CAMPUS

# YEAR 10 ASSESSMENT BOOKLET

This booklet is issued to Year 10 students of Hastings Secondary College and provides information to students and parents/carers about:

- Assessment procedures and grades
- Record of School Achievement (RoSA)
- Hastings Secondary College policy for late/non-completion of assessment tasks
- Applications for considerations of Illness/Misadventure
- Malpractice
- Assessment schedules for each course

## Deputy Principal

Damien Huens

[Damien.huens@det.nsw.edu.au](mailto:Damien.huens@det.nsw.edu.au)

## Year 10 Advisor

Karen Adams

[karen.j.adams@det.nsw.edu.au](mailto:karen.j.adams@det.nsw.edu.au)

## Faculty Head Teachers

Faculty	Name	Email
Creative Arts	Monika Di Maio	<a href="mailto:Monika.dimaio@det.nsw.edu.au">Monika.dimaio@det.nsw.edu.au</a>
English	Brooke Collins	<a href="mailto:Brooke.collins10@det.nsw.edu.au">Brooke.collins10@det.nsw.edu.au</a>
HSIE	Monika Di Maio	<a href="mailto:Monika.dimaio@det.nsw.edu.au">Monika.dimaio@det.nsw.edu.au</a>
Mathematics	Kellie-Anne Barker	<a href="mailto:Kellie.lambert@det.nsw.edu.au">Kellie.lambert@det.nsw.edu.au</a>
Performing Arts	Rebecca Roach	<a href="mailto:Rebecca.roach8@det.nsw.edu.au">Rebecca.roach8@det.nsw.edu.au</a>
PDHPE	Richard McFarlane	<a href="mailto:Richard.mcfarlane@det.nsw.edu.au">Richard.mcfarlane@det.nsw.edu.au</a>
Science	Lauren Tarleton	<a href="mailto:Lauren.adams12@det.nsw.edu.au">Lauren.adams12@det.nsw.edu.au</a>
Supported Learning	Rebecca Winter	<a href="mailto:Rebecca.bartley3@det.nsw.edu.au">Rebecca.bartley3@det.nsw.edu.au</a>
TAS	Paul King	<a href="mailto:Paul.king@det.nsw.edu.au">Paul.king@det.nsw.edu.au</a>
Wellbeing	Matt Smith	<a href="mailto:Matthew.j.smith@det.nsw.edu.au">Matthew.j.smith@det.nsw.edu.au</a>

## Term Dates for Students

### Term 1 – 11 weeks

Commences

Tuesday 30<sup>th</sup> January

Concludes

Friday 12<sup>th</sup> April

### Term 2 – 10 weeks

Commences

Monday 29<sup>th</sup> April

Concludes

Friday 5<sup>th</sup> July

### Term 3 – 10 weeks

Commences

Monday 22<sup>nd</sup> July

Concludes

Friday 27<sup>th</sup> September

### Term 4 – 10 weeks

Commences

Monday 14<sup>th</sup> October

Concludes

Friday 20<sup>th</sup> December

# OBJECTIVES OF ASSESSMENT

The purpose of assessment is to judge competence based on performance. This judgement is made based on evidence, which may be in various forms. Schools are responsible for awarding each student who completes a Stage 5 course (except [Life Skills](#) and [VET](#) courses) a grade to represent that student's achievement in accordance with the A to E grade scales detailed below.

A to E grade scales for Stage 5 courses

Course performance descriptors are available on [syllabus pages](#) for Stage 5 Board Developed Courses. The [Common Grade Scale](#) is used for all other Stage 5 courses offered.

Below is a breakdown of the mark ranges for each grade, depending on the value or weighting of the assessment task. Included is a general description of student performance within this range.

Teachers will assess the student's actual performance, not potential performance. Assessment marks will not be modified to take into account possible effects of illness or domestic situations. Schools may offer substitute tasks or, in exceptional circumstances, estimates based on other tasks.

Grade	General Performance Criteria Students performing at this grade are typically;
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a substantial knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
N	The student has not satisfactorily attempted the content, therefore failing to demonstrate the processes and skills.

Assessment tasks will generally be one, or a combination of:

- Scheduled tasks completed in-class under examination conditions.
- Hand-in tasks that are submitted via an online platform or handed-in by a due date and time.
- Practical assessment completed in class.

## The General Capabilities



The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century. They encompass knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances.

All students will be assessed alongside the capabilities, which will be addressed through the content of the learning areas.

## RECORD OF SCHOOL ACHIEVEMENT (RoSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential that allows students to accumulate their academic results until they leave school.

It shows a comprehensive record of academic achievement. This includes:

- completed courses and the awarded grade.
- courses a student has participated in but did not complete before leaving school
- the date the student leaves school.

It is of specific use to students leaving school before the HSC.

- Students who complete Year 10 courses and leave school before receiving their HSC will receive a Record of School Achievement (RoSA).
- Students who are not eligible for the RoSA but leave school will receive a Transcript of Study.
- Students who leave before the HSC and are eligible for a Vocational Education Training (VET) credential will receive this as part of their RoSA package.
- The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses.

An A to E grade is provided for all courses (except VET and Life Skills) the student has satisfactorily completed.

These grades are:

- based on student achievement in their assessment work
- submitted by the school to NSW Education Standards Authority (NESA) in Term 4
- monitored for fairness and consistency by NESA.

What about Life Skills Courses?

Life Skills is a curriculum option for students with special education needs.

Students who leave school before completing their HSC, but who have successfully completed Year 11 or Year 10 Life Skills courses will be issued with a RoSA.

A more detailed report, called the Profile of Student Achievement, is included with the RoSA, giving students richer details of their achievements from each Life Skills course.

[For more detailed information about the RoSA on the NSW Education Standards Authority website](#), click here.

## NOTIFICATION OF ASSESSMENT TASKS

**At least two calendar weeks notice of the details of a task will be given. Tasks are due at the beginning of the lesson of that subject on the due date.** Students will sign the Assessment Task Register document when they have received their task, submitted their task, and had their task marked and returned. School reports will be issued twice during the school year. This report will show the student's level of achievement of relevant outcomes for each course.

Students will be informed, in writing, of the set dates and details of each assessment task, at least two weeks prior to the task. Details will include:

- the nature of the task
- the outcomes being assessed
- the weighting of the task
- due date for the task

All tasks to be completed out of class will have an 'Assessment Task Notification' attached as the front cover. Students will be notified, in writing, of any alterations to the schedule or nature of assessment tasks, or of any other changes to assessment procedures or policy.

When a student returns to school from any absence, it is the student's responsibility to enquire about any work set during the absence. If this set work includes assessment task information, the student must approach any teachers concerned, to ensure that the correct information is received, and to discuss any necessary re-arrangements to the scheduling of each task.

## TECHNOLOGY AND ASSESSMENT TASKS

Many assessment tasks submitted by students are prepared using technology and are either printed or uploaded for submission. Unfortunately, technology fails or breaks down at the most inopportune times. Faulty equipment, including printing issues, is not an acceptable excuse for late submission.

To assist students in the utilisation of technology, the following guidelines should be considered:

- Always complete the work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly
- Submit work using the learning platform advised by your teacher, such as Google Classroom.
- Print out copies of drafts and keep them, whilst the assignment is in progress.
- Bring a copy of the file to school by saving it to the cloud, email or on a USB.

# MALPRACTICE

Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating.

Examples of behaviour considered to be cheating include:

- copying, buying, stealing, or borrowing someone else's work in part or in whole, and presenting it as their own.
- using material directly from books, journals, CDs or the Internet without acknowledging the source;
- submitting work that contains a large contribution from another person, such as a parent, coach or subject expert, that is not acknowledged;
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs, and journals.
- using any artificial intelligence software in any capacity.

These examples are generally referred to as plagiarism.

Students who submit work for assessment purposes that contain evidence of plagiarism may be awarded a zero mark for the task. A student may make an appeal. It will be the student's responsibility to prove that the submitted work in question is their own.

[General Guidelines For The Use of GAI in Assessment.pdf](#)

## POLICY FOR LATE/ NON-COMPLETION OF ASSESSMENT TASKS

Students are always responsible for finding out work missed in their subjects. This includes assessment tasks, written notifications, notes issued in class etc. It is not the responsibility of the teacher to follow up with the student for notification. If a student receives notification of a task later than the rest of the class and the reasons are regarded as valid, it is up to the student to negotiate a solution with the class teacher (considering practical restraints).

The head teacher will make the final decision in these circumstances.

Assessment tasks will be scheduled to be completed/submitted to teachers on or by specified dates throughout each course. Attendance on the day the assessment task is either to be performed or submitted is essential. Students will not be allowed to sit for an in-class task or test before the due date unless it is deemed by the head teacher to be an extreme case. Unless circumstances are extenuating, it is expected that students will notify the head teacher of their absence before the date of the task. The student must prove that the absence was/is unavoidable (e.g. medical certificate).

1. If a student cannot complete any hand-in assessment task, including online submission, by the due date, they may submit it unfinished and receive marks according to the quality of the work done.

2. If, however, the student

(a) does not hand in any evidence of work on or before the due time/ date; or

(b) is absent on the day a hand-in assessment task is due, they will receive a penalty of 10% of the available marks per school day that the task is overdue. After five school days, they will receive a zero for that task.

(c) is absent on the day an in-class assessment task is scheduled, they will receive a penalty of 10% of the available marks per lesson that the task is overdue. After five school days, they will receive a zero for that task. The student must complete the task on the first lesson upon their return.

Note: An estimate may be given for a practical task if it cannot be rescheduled.

3. If a student is found to have engaged in malpractice in an assessment task, they may be awarded a zero mark.

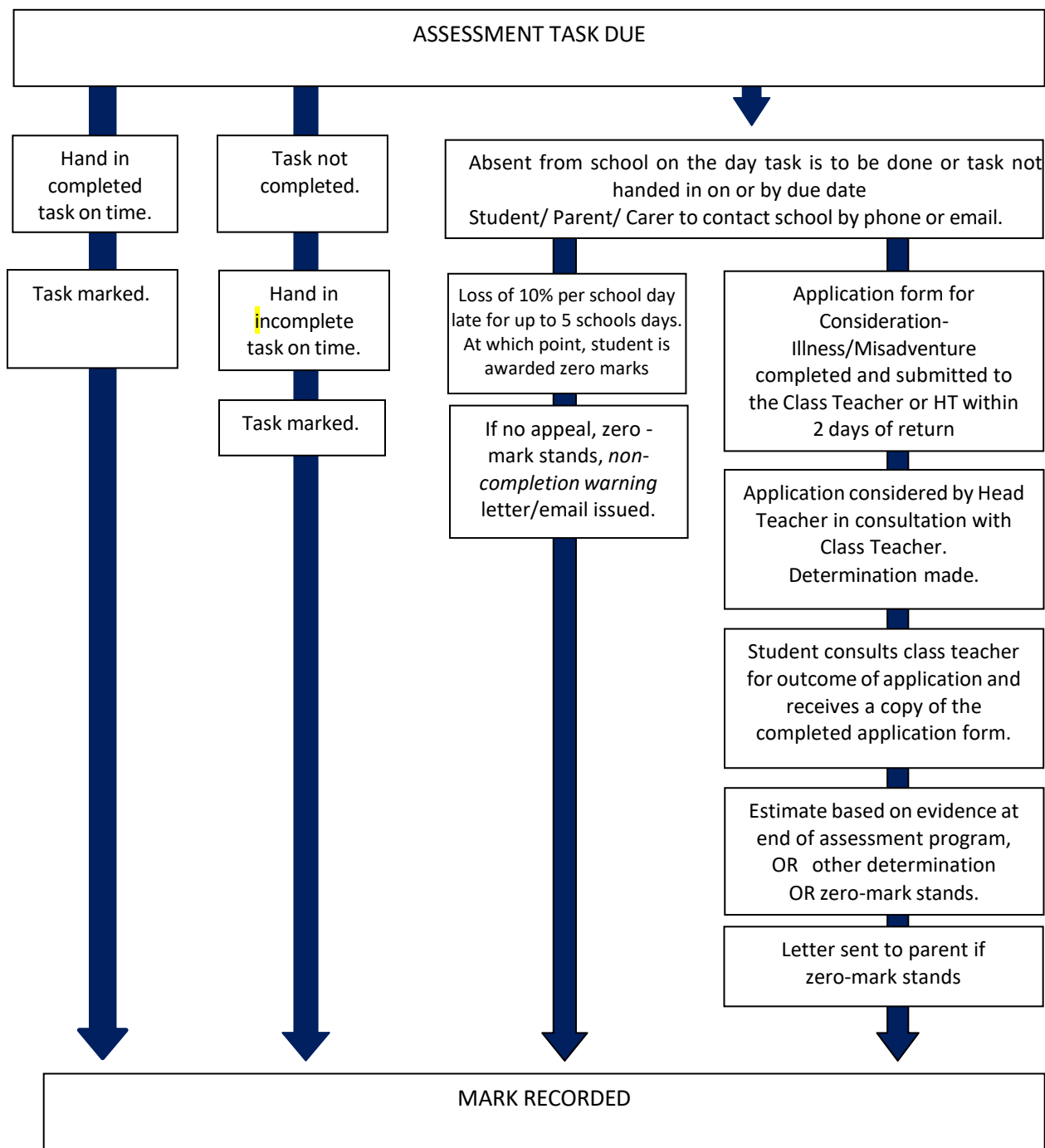
In either 2 (a), (b) or (c) above, the student may request *consideration for illness or misadventure*. This request is to come from the parent/caregiver to the class teacher or head teacher within two school days following the specified due date for the task or by the second day of return to school after an absence, which encompasses the due date. See below for further information.

The request for *consideration for illness or misadventure* should outline the reason/s for the illness or misadventure and come with supplementary evidence to support the *consideration for illness or misadventure*.

A non-completion warning will be issued if a student receives a zero mark or has not made a satisfactory attempt at the task. The non-completion warning will outline the task requirements and detail the new due date for the completion of the task. This task must be submitted by the new due date and demonstrate a satisfactory attempt.

# ASSESSMENT FLOWCHART

If a student knows beforehand that they are going to be absent on the day that an assessment task is due, or is to be conducted, the student must notify their class teacher beforehand.





# APPLICATIONS FOR CONSIDERATION OF ILLNESS/MISADVENTURE

Students who have a special circumstance that prevented them from completing an assessment task by the due date or attend a scheduled test/ practical assessment, may request *consideration for illness or misadventure*. This application is made by the student's parent/ carer providing a written justification to the class teacher or head teacher within two school days following the specified due date for the task, or by the second day of return to school after an absence which encompasses the due date.

An Application for Consideration- Illness/Misadventure requires the following information:

1. Written justification from parent/carer. Supporting documentation, such as a Medical Certificate, may also be provided.' *Note: written justification includes parent/carer communication with the school (SMS or phone call) to explain the student's absence.*

Applications may be in respect of:

- Illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the assessment (e.g.: asthma attack, cut hand).
- Misadventure – any event beyond the student's control that allegedly affected the student's performance in the assessment (e.g., death of a friend or family member, involved in a traffic accident).
- Limitations on Applications
- Students may only apply in relation to circumstances that occur immediately before or during an assessment and that affect their performance in the assessment.

You cannot submit an application on the basis of:

- long-term illnesses such as asthma, epilepsy, or glandular fever, unless you suffer a flare-up of that condition during the assessment.
- the same grounds for receiving disability provisions, unless you experience additional difficulties during an assessment.
- Computer/printer/technology malfunctions or difficulties
- Misreading the assessment timetable, instructions, or notification
- Not understanding assessment commitment when on approved family leave

The application will be reviewed by the class teacher and the head teacher of the course. A determination will be made and a recommendation given. Once this determination is made, the decision is final.

## Limitations on Applications

Students may only apply in relation to circumstances that occur immediately before or during an assessment and that affect their performance in the assessment.

# Stage 5 Illness/Misadventure/Extension Application

## Details

Student Name: \_\_\_\_\_ Course: Year 9  Year 10   
Subject: \_\_\_\_\_ Campus: \_\_\_\_\_

## Task

Task Title: \_\_\_\_\_  
Original Task Due Date: \_\_\_\_\_ Weighting: \_\_\_\_\_%

## Information

Illness  Misadventure  Extension

Reason for Application: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Documentary Evidence from your GP/Authority is attached: Yes  No

Documents attached: \_\_\_\_\_

## Please Sign

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Parent/Carer Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Please submit this form to the Classroom Teacher*

## Deputy Principal

- I support this Application.  
 Amendments to/additional information for the application is required (details to be provided to the Faculty Head Teacher and Classroom Teacher)

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Please return this form to the Student Applicant*

## Please Sign

You will be informed of the outcome of this Application in 2 school days. If you are not satisfied with the final determination, you may appeal in writing to the principal within 5 school days of receiving this determination.

- I acknowledge and accept this determination Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Parent/Carer Signature: \_\_\_\_\_

## Faculty Head Teacher

Comment: \_\_\_\_\_  
\_\_\_\_\_

- Original Task to be completed by Date: \_\_\_\_\_ At home  In-class   
 Alternative Task to be completed by Date: \_\_\_\_\_ At home  In-class   
 An Estimate Mark to be awarded  
 Zero in Assessment determination

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Please submit this form to the appropriate Deputy Principal for review*

## Classroom Teacher

Comment: \_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Please attach a copy of the original Assessment Task Notification and submit this form to your Faculty Head Teacher*

---

## ***Penalties for non-completion or non-submission of assessment tasks***

---

### **i) Non-completion in-school tasks and examinations**

Zero marks will be awarded for that task unless an illness/misadventure form has been submitted and approved. An 'N' award warning letter will be sent by the College indicating a new date by which the task needs to be completed.

### **ii) Late submission of hand-in tasks**

If a student does not apply for an extension/misadventure and submits a hand-in assessment task late, zero marks will be awarded.

#### **iii) Non-attempts of assessment tasks**

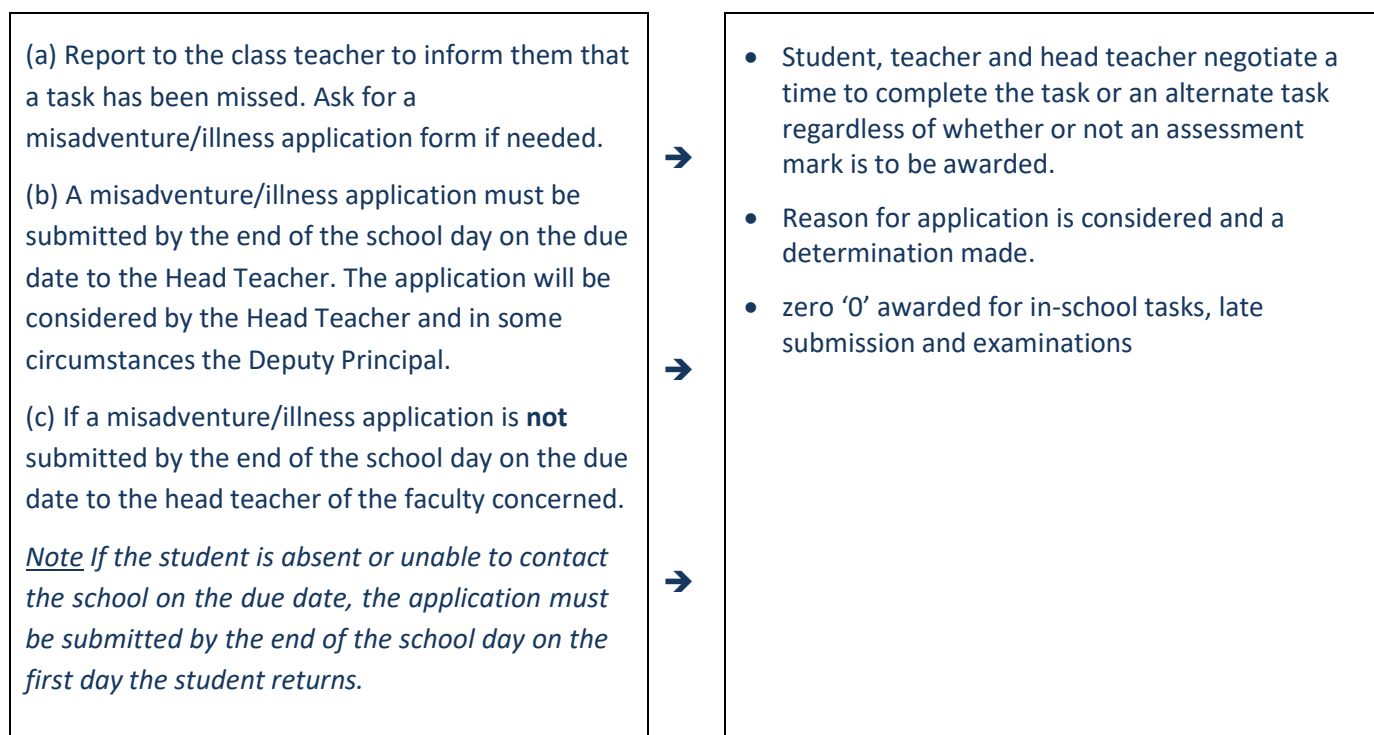
Non-attempts are recorded. A warning letter will be sent by the College indicating a new date by which the task needs to be completed.

If the task is completed to a satisfactory standard by the new date, the zero mark remains for assessment purposes but the 'non-attempt' is removed for 'N' Determination purposes.

---

## ***Flow chart for failure to complete, submit or be present for an assessment task?***

---



### **Other points:**

- in the case of illness, an application form must be accompanied by a medical certificate or other appropriate supporting documentation
- hand-in assessment tasks submitted late will be awarded zero marks.
- no consideration can be given when students choose not to complete, submit or be present for an assessment task/s by the due date/time
- no consideration can be given when a student fails to submit a misadventure/illness application by the end of the school day on the first day of return to College
- the task will still have to be completed to satisfy course requirements

## ASSESSMENT SCHEDULE SUMMARY

The purpose of the schedule below is to assist students to plan and prepare for assessment tasks. There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

Term 1 Week / Date	Subjects with a scheduled task:
2 30/01	
3 06/02	
4 13/02	
5 20/02	
6 27/02	PDHPE, Mathematics, Aboriginal Studies (100hr)
7 06/03	
8 13/03	HSIE, Marine and Aquaculture Technology (200hr), Physical Activity and Sports Studies (200hr)
9 20/03	English, HSIE, Science
10 27/03	Commerce (200hr), Physical Activity and Sports Studies (100hr), Psychology (100hr), Computing Technologies (100hr)
11 03/04	Visual Arts (200hr)
	PDHPE Practical and Participation is assessed throughout the whole semester. Physical Activity and Sports Studies (200hr and 100hr) practical and participation is assessed throughout the whole semester.

Term 2 Week / Date	Subjects with a scheduled task:
1 24/04	
2 01/05	HSIE, PDHPE
3 08/05	English, Mathematics, Agriculture (200hr)
4 15/05	Science
5 22/05	
6 29/05	
7 05/06	
8 12/06	Marine and Aquaculture Technology (200hr)
9 19/06	Aboriginal Studies (100hr), Computing Technologies (100hr)
10 26/06	English, Commerce (200hr), Psychology (100hr)
	PDHPE Practical and Participation is assessed throughout the whole semester. Physical Activity and Sports Studies (200hr and 100hr) practical and participation is assessed throughout the whole semester.

Term 3 Week / Date	Subjects with a scheduled task:
1 17/07	
2 24/07	
3 31/07	Aboriginal Studies (100hr), Marine and Aquaculture Technology (200hr), Visual Arts (200hr)
4 07/08	
5 14/08	Science (VALID Examination)
6 21/08	Science (VALID Examination), PDHPE, Physical Activity and Sports Studies (200hr and 100hr) – weeks 6-10
7 28/08	Mathematics, Agriculture (200hr)
8 04/09	HSIE, Computing Technologies (100hr)
9 11/09	
10 18/09	Commerce (200hr), Psychology (100hr)
	PDHPE Practical and Participation is assessed throughout the whole semester. Physical Activity and Sports Studies (200hr and 100hr) practical and participation is assessed throughout the whole semester.

Term 4 Week / Date	Subjects with a scheduled task:
1 09/10	English
2 16/10	
3 23/10	
4 30/10	Yearly Examination Week 4 and 5 –HSIE, PDHPE, Aboriginal Studies (100hr), Commerce (200hr), Psychology (100hr) Agriculture (200hr), Marine and Aquaculture Technology (200hr), Visual Arts (200hr)
5 06/11	Science, Computing Technologies (100hr)
6 13/11	
7 20/11	
8 27/11	
9 04/12	
10 11/12	
11 18/12	
	PDHPE Practical and Participation is assessed throughout the whole semester. Physical Activity and Sports Studies (200hr and 100hr) practical and participation is assessed throughout the whole semester.

# Year 10 English

## Assessment Schedule 2024

### Course Outline

Term 1	Term 2	Term 3	Term 4
Looking in the Mirror: Satire and Consumerism	Innovating Shakespeare and the Tragic Hero	Looking in the Mirror: Satire and Consumerism  Innovating Shakespeare and the Tragic Hero	Close Study of a Novel

### Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Multimodal and Reflection	Discursive	Examination (Short Answer Question and Imaginative Response)	Analytical Response	
Date	Week 9, Term 1	Week 3, Term 2	Week 10, Term 2	Week 1, Term 4	
Outcomes Assessed	EN5-ECA-01, EN5- ECB-01, EN5-URA-01	EN5-URA-01, EN5-RVL-01, EN5-URB-01	EN5-URA-01, EN5-RVL-01, EN5-URB-01, EN5-URC-01	EN5-ECA-01, EN5-ECB-01, EN5-RVL-01	
Total	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	

### 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

**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** **EN5-ECB-01** uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

# Year 10 Human Society and its Environment Assessment Schedule 2024

## Course Outline

Term 1	Term 2	Term 3	Term 4
Australia and WWII Rights and Freedoms	Rights and Freedoms (Ctd) Popular Culture	Environmental Change and Management	Human Wellbeing

## Assessment Tasks

Task number	Task 1	Task 2		Task 1	Task 2	
<b>Nature of task</b>	<b>History</b> Australians at War Research Task	<b>History</b> End of Course Examination	<b>Weighting %</b>	<b>Geography</b> A3 Information Sheet and Written Responses	<b>Geography</b> End of Course Examination	<b>Weighting %</b>
<b>Date</b>	Week 8, Term 1	Week 4, Term 2		Week 8, Term 3	Week 4/5, Term 4	
<b>Outcomes Assessed</b>	HT5-3, HT5-4, HT5-6, HT5-8	HT5-2, HT5-4, HT5-6, HT5-9		GE5-3, GE5-7, GE5-8	GE5-3, GE5-4, GE5-5, GE5-8	
<b>Total</b>	<b>50</b>	<b>50</b>	<b>100</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Outcomes

### History

**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

### Geography

**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** analyses 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** analyses 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

# Year 10 Mathematics

## Assessment Schedule 2024

### Course Outline

Term 1	Term 2	Term 3	Term 4
Review of Number Probability Algebraic Techniques Linear Relationships	Linear Relationship Bivariate Data Equations	Trigonometry Volume Non-Linear Relationships	Similarity Congruence

### Assessment Tasks

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Assignment	Class Test	Class Test	
Date	Week 6, Term 1	Week 3, Term 2	Week 7, Term 3	
Outcomes Assessed	MA4-7NA MA5.2-5NA MA5.3-4NA MA5.1-13SP MA5.2-17SP	MA5.1-5NA MA5.1-6NA MA5.2-6NA MA5.2-7NA MA5.2-9NA MA5.3-5NA MA5.3-6NA MA5.3-8NA	MA5.2-16SP MA5.3-19SP MA5.2-8NA MA5.3-7NA MA5.1-8MG MA5.1-10MG MA5.2-12MG MA5.2-13MG MA5.3-14MG MA5.3-15MG	
Total	25	35	40	

### Outcomes

**MA5.1-1WM** uses appropriate terminology, diagrams, and symbols in mathematical contexts.

**MA5.2-1WM** selects appropriate notations and conventions to communicate mathematical ideas and solutions.

**MA5.3-1WM** uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures.

**MA5.1-2WM** selects and uses appropriate strategies to solve problems.

**MA5.2-2WM** interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems.

**MA5.3-2WM** generalises mathematical ideas and techniques to analyse and solve problems efficiently.

**MA5.1-3WM** provides reasoning to support conclusions that are appropriate to the context.

**MA5.2-3WM** constructs arguments to prove and justify results.

**MA5.3-3WM** uses deductive reasoning in presenting arguments and formal proofs.

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

**MA5.2-4NA** solves financial problems involving compound interest.

**MA5.3-4NA** draws, interprets and analyses graphs of physical phenomena.

**MA5.1-5NA** operates with algebraic expressions involving positive integer and zero indices and establishes the meaning of negative indices for numerical bases.

**MA5.2-5NA** recognises direct and indirect proportion and solves problems involving direct proportion.

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

**MA5.1-6NA** determines the midpoint, gradient and length of an interval, and graphs linear relationships.



**MA5.2-6NA** simplifies algebraic fractions and expands and factorises quadratic expressions.

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

**MA5.1-7NA** graphs simple nonlinear relationships.

**MA5.2-7NA** applies index laws to operate with algebraic expressions involving integer indices.

**MA5.3-7NA** solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations.

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

**MA5.3-8NA** uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line.

**MA5.2-9NA** uses the gradient intercept form to interpret and graph linear relationships.

**MA5.3-9NA** sketches and interprets a variety of non-linear relationships.

**MA5.2-10NA** connects algebraic and graphical representations of simple nonlinear relationships.

**MA5.2-10NA** recognises, describes, and sketches polynomials, and applies the factor and remainder theorems to solve problems.

**MA5.3-11NA** uses the definition of a logarithm to establish and apply the laws of logarithms.

**MA5.3-12NA** uses function notation to describe and sketch functions.

**MA5.1-8MG** calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms.

**MA5.2-11MG** calculates the surface areas of right prisms, cylinders and related composite solids.

**MA5.3-13MG** applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids.

**MA5.1-9MG** interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures.

**MA5.2-12MG** applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders.

**MA5.3-14MG** applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids.

**MA5.1-10MG** applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression.

**MA5.2-13MG** applies trigonometry to solve problems, including problems involving bearings.

**MA5.3-15MG** applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions.

**MA5.3-15MG** describes and applies the properties of similar figures and scale drawings.

**MA5.2-14MG** calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar.

**MA5.3-16MG** proves triangles are similar and uses formal geometric reasoning to establish properties of triangles and quadrilaterals.

**MA5.3-17MG** applies deductive reasoning to prove circle theorems and to solve related problems.

**MA5.1-12SP** uses statistical displays to compare sets of data, and evaluates statistical claims made in the media.

**MA5.2-15SP** uses quartiles and box plots to compare sets of data and evaluates sources of data.

**MA5.3-18SP** uses standard deviation to analyse data.

**MA5.1-13SP** calculates relative frequencies to estimate probabilities of simple and compound events.

**MA5.2-16SP** investigates relationships between two statistical variables, including their relationship over time.

**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.

**MA5.2-17SP** describes and calculates probabilities in multistep chance experiments.

# Year 10 Physical Development, Health and Physical Education Assessment Schedule 2024

## Course Outline

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>Road Safety</li> <li>Target/striking Games</li> </ul>	<ul style="list-style-type: none"> <li>Media Smart</li> <li>Individual Pursuits (Athletics/Fitness)</li> </ul>	<ul style="list-style-type: none"> <li>It's A Mind Game</li> <li>Modified Games</li> </ul>	<ul style="list-style-type: none"> <li>Sexual Health</li> <li>Interclass Challenge</li> </ul>

## Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Nature of task</b>	Road Safety Research Task and ongoing Bookwork	Practical Skills and Participation Semester 1	Practical Skills and Participation Semester 2	Yearly Examination and ongoing Bookwork	
<b>Date</b>	Week 6, Term 2	Ongoing	Ongoing	Week 4-5, Term 4	
<b>Outcomes Assessed</b>	PD5-1 PD5-2 PD5-9	PD5-3 PD5-4 PD5-6 PD5-7 PD5-8 PD5-11	PD5-3 PD5-4 PD5-6 PD5-7 PD5-8 PD5-11	All Outcomes	
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	

## Outcomes

**PD5-1** assesses their own and others' capacity to reflect on and respond positively to challenges

**PD5-2** researches and appraises the effectiveness of health information and support services available in the community

**PD5-3** analyses factors and strategies that enhance inclusivity, equality and respectful relationships

**PD5-4** adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts

**PD5-5** appraises and justifies choices of actions when solving complex movement challenges

**PD5-6** critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

**PD5-7** plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

**PD5-8** designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity

**PD5-9** assesses and applies self-management skills to effectively manage complex situations

**PD5-10** critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

**PD5-11** refines and applies movement skills and concepts to compose and perform innovative movement sequences

# Year 10 Science

## Assessment Schedule Year 10 2024

### Course Outline

Term 1	Term 2	Term 3	Term 4
<p><b>1. Working Scientifically</b> Scientists carry out many experiments to collect data and test scientific theories.</p> <p><b>2. Chemical Reactions</b> Students explore elements and compounds, looking into how they react, what they form and their uses.</p>	<p><b>3. Motion</b> Students investigate how forces influence the motion of objects and explore the relationship between speed, distance, and time.</p> <p><b>4. Reproduction</b> All life on planet earth shares the same basic units. Students look at the diversity of life, how it is reproduced and the technological developments that impact on our lives.</p>	<p><b>5. Evolution</b> Students will examine the process of how evolution occurs and what evidence supports the theory of evolution.</p> <p><b>6. Biotechnology</b> Students will gain an understanding and appreciation of the diversity of life, how it is reproduced and the technological developments that impact on our lives.</p>	<p><b>7. Electricity</b> Electricity rules our modern society. Our modern home life, work life, social lives and transport are all generally dependent on electricity in some way. Understanding the basic principles of electricity has changed the world and the way people operate.</p>

### Assessments

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Chemical Reactions Practical Task	Motion Research Task	VALID Examination	SRP	
Date	Term 1 Week 9	Term 2 Week 4	Term 3 Weeks 5/6	Term 4 Week 5	
Outcomes Assessed	SC5-6WS SC5-7WS SC5-8WS SC5-9WS SC5-17CW	SC5-8WS SC5-9WS SC5-10PW	SC5-8WS SC5-9WS SC5-10PW SC5-11PW SC5-12ES SC5-13ES SC5-14LW SC5-15LW SC5-16CW SC5-17CW	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS	
<b>Components</b>					
Skills in Working Scientifically	15	15	15	15	
Knowledge & Understanding	10	10	10	10	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## **Outcomes**

**SC5-1VA** appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them.

**SC5-2VA** shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures.

**SC5-3VA** demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations.

**SC5-4WS** develops questions or hypotheses to be investigated scientifically.

**SC5-5WS** produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively.

**SC5-6WS** undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively.

**SC5-7WS** processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions.

**SC5-8WS** applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems.

**SC5-9WS** presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.

**SC5-10PW** applies models, theories and laws to explain situations involving energy, force and motion.

**SC5-11PW** explains how scientific understanding about energy conservation, transfers and transformations is applied in systems.

**SC5-12ES** 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.

**SC5-13ES** 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.

**SC5-14LW** analyses interactions between components and processes within biological systems.

**SC5-15LW** explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.

**SC5-16CW** explains how models, theories and laws about matter have been refined as new scientific evidence becomes available.

**SC5-17CW** 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.

# Year 10 Aboriginal Studies (100hr)

## Assessment Schedule 2024

### Course Outline

Term 1	Term 2	Term 3	Term 4
CORE: Aboriginal identities (30 hours)	Option 2: Aboriginal Peoples and the Visual Arts (25 hours)	Option 7: Aboriginal Peoples and Technology (25 hours)	Option 6: Aboriginal Peoples Film and Television (20 hours)

### Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Nature of task</b>	Research Task Interviews and Family Tree construction	Visual Arts Diary and artwork	Replica of traditional artefact with museum tag	End of Course Examination	
<b>Date</b>	Week 6, Term 1	Week 9, Term 2	Week 10, Term 3	Week 4-5, Term 4	
<b>Outcomes Assessed</b>	AST5-1 AST5-4 AST5-5 AST5-10	AST5-2 AST5-3 AST5-7 AST5-11	AST5-4 AST5-7 AST-8 AST5-9	AST5-2 AST5-3 AST5-5 AST5-8	
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	

### Outcomes

**AST5-1** describes the factors that contribute to an Aboriginal person's identity

**AST5-2** explains ways in which Aboriginal Peoples maintain identity

**AST5-3** describes the dynamic nature of Aboriginal cultures

**AST5-4** explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location

**AST5-5** explains the importance of families and communities to Aboriginal Peoples

**AST5-6** explains the importance of self-determination and autonomy to Aboriginal Peoples' participation nationally and internationally

**AST5-7** assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally

**AST5-8** analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples

**AST5-9** analyses the factors that influence non-Aboriginal peoples' range of perceptions of Aboriginal Peoples and cultures

**AST5-10** identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data

**AST5-11** selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

# Year 10 Agriculture (200hr) Assessment Schedule 2024

## Course Outline

Term 1	Term 2	Term 3	Term 4
<p><b>1. Prime Lamb Production</b> Sheep production in Australia has traditionally been one of the most successful industries, with much of the country's agriculture being built on the sheep's back. Students examine the history of sheep production in Australia for prime lambs, and explore the many facets of growing, improving, marketing and producing environmentally sustainable sheep products.</p>	<p><b>2. Beef Cattle Production</b> Beef cattle production in Australia is a huge industry with a variety of production systems, and large export revenue. Students examine the history of beef cattle production in Australia, and explore the many facets of growing, managing, improving, marketing and producing environmentally sustainable beef cattle.</p>	<p><b>3. Vegetable Production</b> The Vegetable Production unit requires that students develop an understanding of the factors that limit the growth of vegetables and some management practices that may be employed by farmers to overcome a limiting factor.</p>	

## Assessment Tasks

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Prime Lamb Unit Test	Beef Cattle Research Task	Vegetable Production Practical Skills Assessment	
Date	Week 3, Term 2	Week 7, Term 3	Week 4, Term 4	
Outcomes Assessed	AG5-7 AG5-8 AG5-9 AG5-10 AG5-12 AG5-13 AG5-14	AG5-1 AG5-3 AG5-4 AG5-5 AG5-9 AG5-10 AG5-12 AG5-14	AG5-2 AG5-4 AG5-5 AG5-6 AG5-8 AG5-11 AG5-13 AG5-14	
<b>Components</b>				
Knowledge, Understanding & Skills	40	40	20	
<b>Total</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>100</b>

## **Outcomes**

**AG5-1** explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets

**AG5-2** explains the interactions within and between agricultural enterprises and systems

**AG5-3** explains the interactions within and between the agricultural sector and Australia's economy, culture and society

**AG5-4** investigates and implements responsible production systems for plant and animal enterprises

**AG5-5** investigates and applies responsible marketing principles and processes

**AG5-6** explains and evaluates the impact of management decisions on plant production enterprises

**AG5-7** explains and evaluates the impact of management decisions on animal production enterprises

**AG5-8** evaluates the impact of past and current agricultural practices on agricultural sustainability

**AG5-9** evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics

**AG5-10** implements and justifies the application of animal welfare guidelines to agricultural practices

**AG5-11** designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts

**AG5-12** collects and analyses agricultural data and communicates results using a range of technologies

**AG5-13** applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery

**AG5-14** demonstrates plant and/or animal management practices safely and in collaboration with others

# Year 10 Child Studies (100hr) Assessment Schedule 2024

## Course Outline

Term 1	Term 2	Term 3	Term 4
Family Interactions Preparing for parenthood	Conception to birth Newborn care	Growth and Development Health and Safety	Food and Nutrition

## Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Infographic	Nursery Design	Educational Resource	Food Practicals and Investigation	
Date	Week 7, Term 1	Week 5, Term 2	Week 7, Term 3	Week 5, Term 4	
Outcomes Assessed	CS5-2, CS5-6, CS5-8, CS5-9, CS5-11	CS5-2, CS5-5, CS5-6, CS5-11	CS5-1, CS5-4, CS5-5, CS5-9	CS5-4, CS5-9, CS5-12	
<b>Total</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	

## 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 educating 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



# Year 10 Child Studies (200hr) Assessment Schedule 2024

## Course Outline

Term 1	Term 2	Term 3	Term 4
Children and Culture	Media and Technology in Childhood	Diverse needs of children	Child care services and career opportunities

## Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Design activity	Ted Talk presentation	Reflection journal	Promotional material	
Date	Week 8, Term 1	Week 5, Term 2	Week 8, Term 3	Week 4, Term 4	
Outcomes Assessed	CS5-2, CS5-4, CS5-8, CS5-9	CS5-3, CS5-4, CS5-5	CS5-9, CS5-10, CS5-11	CS5-5, CS5-7, CS5-9, CS5-10	
<b>Total</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	

## 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 educating 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

# Year 10 Commerce (200hr) Assessment Schedule 2024

## Course Outline

Term 1	Term 2	Term 3	Term 4
The Economic and Business Environment	Law in Action	Employment and Work Futures/Towards Independence	

## Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %	
Nature of task	The Economic and Business Environment	Law in Action	Employment and Work Futures	End of Course Examination		
Date	Week 10, Term 1	Week 10, Term 2	Week 10, Term 3	Week 4-5, Term 4		
Outcomes Assessed	COM5-4 COM5-8 COM5-9	COM5-3 COM5-5 COM5-7	COM5-1 COM5-2 COM5-6	COM5-1 COM5-2 COM5-3 COM5-4 COM5-5 COM5-6 COM5-7 COM5-8 COM5-9		
Total	25	25	25	25		100

## Outcomes

**COM5-1** applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts

**COM5-2** analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts

**COM5-3** examines the role of law in society

**COM5-4** analyses key factors affecting decisions

**COM5-5** evaluates options for solving problems and issues

**COM5-6** develops and implements plans designed to achieve goals

**COM5-7** researches and assesses information using a variety of sources

**COM5-8** explains information using a variety of forms

**COM5-9** works independently and collaboratively to meet individual and collective goals within specified timeframes

# Year 10 Computer Technology (100hr) Assessment Schedule 2024

## Course Outline

Term 1	Term 2	Term 3	Term 4
Software Development – creating games and simulations	Software Development – creating games and simulations	Enterprise Systems – designing for user experience	Enterprise Systems – designing for user experience

## Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	<b>Software Development:</b> Creating games and simulations research task	<b>Software Development:</b> Creating games and simulations project and documentation	<b>Enterprise Information Systems:</b> Designing for user experience planning and documentation task	<b>Enterprise Information Systems:</b> Designing for user experience project and documentation	
Date	Week 6, Term 1	Week 8, Term 2	Week 8, Term 3	Week 5, Term 4	
Outcomes Assessed	CT5-EVL-01, CT5-THI-01	CT5-SAF-01, CT5-DPM-01, CT5-COL-01, CT5-COM-01, CT5-OPL-01, CT5-DES-01	CT5-COL-01, CT5-DAT-01, CT5-COM-01	CT5-SAF-01, CT5-DPM-01, CT5-COM-01, CT5-THI-01, CT5-DAT-02, CT5-DES-01	
Total	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	

## Outcomes

**CT5-SAF-01** selects and applies safe, secure and responsible practices in the ethical use of data and computing technology

**CT5-DPM-01** applies iterative processes to define problems and plan, design, develop and evaluate computing

**CT5-COL-01** manages, documents and explains individual and collaborative work practices

**CT5-EVL-01** understands how innovation, enterprise and automation have inspired the evolution of computing technology

**CT5-COM-01** communicates ideas, processes and solutions using appropriate media

**CT5-OPL-01** designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language

**CT5-THI-01** applies computational, design and systems thinking to the development of computing

**CT5-DES-01** designs and creates user interfaces and the user experience

**CT5-DAT-01** explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts

**CT5-DAT-02** acquires, represents, analyses and visualises simple and structured data

# Year 10 Drama (200hr)

## Assessment Schedule 2024

### Course Outline

Term 1	Term 2	Term 3	Term 4
History of Theatre - an investigation of the historical contexts of Drama and theatre.	Issue-based Playbuilding – exploring issues using various practitioners' performance techniques and theatrical conventions.	Australian Drama – an introduction to the historical context, conventions and performance styles of Australian Drama.	Major Production - - an appreciation of an industry experience with a multiple performance 'season'.

### Assessments

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Nature of task</b>	Practical & Log Book: Shakespeare/Mask /Commedia - Play/Duologues	Practical & Log Book: Issue-based Playbuilding	Written: Essay – Australian Theatre	Practical & Log Book: Major Production	
<b>Date</b>	Term 1, Wk 10	Term 2, Wk 5	Term 3, Wk 9	Term 4, Wk 5	
<b>Outcomes Assessed</b>	5.1.2, 5.2.1, 5.2.2	5.1.1, 5.1.3, 5.2.3	5.3.1, 5.3.2, 5.3.3	5.1.1, 5.1.3, 5.1.4,	
<b>Components</b>					
<b>Making</b>	10	10		10	
<b>Performing</b>	10	10		15	
<b>Appreciating</b>	5	5	25		
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

### Outcomes:

- 5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, situation and action
- 5.1.2 contributes, selects, develops and structures ideas in improvisation and playbuilding
- 5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text
- 5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
- 5.2.1 applies performance techniques expressively and collaboratively to communicate dramatic meaning
- 5.2.2 selects performance spaces, theatre conventions and production elements appropriate to purpose and audience
- 5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
- 5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
- 5.3.2 analyses the contemporary and historical contexts of drama
- 5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

# Year 10 Drama (100hr)

## Assessment Schedule 2024

### Course Outline

Term 1	Term 2	Term 3	Term 4
Playbuilding - developing an understanding of the skills and techniques required to devise theatrical statements,	Characterisation - the use of <i>expressive skills</i> to develop characters through observation and workshopping.	Script Interpretation – an introduction to the ‘signposts’ in interpreting scripts.	Melodrama - - investigate the dramatic form of <i>Melodrama</i> . and the different styles of <i>Comedy</i> .

### Assessments

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %	
Nature of task	Practical & Log Book: Narrative Playbuilding	Practical & Logbook: Characterisation - Monologue	Practical & Research – Script analysis/character profile/design/ performance	Practical & Log Book: Melodrama – Soap Opera Parody		
Date	Term 1, Wk 10	Term 2, Wk 5	Term 3, Wk 9	Term 4, Wk 5		
Outcomes Assessed	5.1.1, 5.1.2, 5.2.1, 5.3.4	5.1.2, 5.1.3, 5.2.1, 5.3.3	5.1.1, 5.1.3, 5.1.4, 5.3.1	5.1.2, 5.2.2, 5.2.3, 5.3.2		
Components						
Making	10	10	5	10		
Performing	10	15	10	10		
Appreciating	5		10	5		
Total %	25	25	25	25		100

### Outcomes:

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

**5.1.2** contributes, selects, develops and structures ideas in improvisation and playbuilding

**5.1.3** devises, interprets and enacts drama using scripted and unscripted material or text

**5.1.4** explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.

**5.2.1** applies performance techniques expressively and collaboratively to communicate dramatic meaning

**5.2.2** selects performance spaces, theatre conventions and production elements appropriate to purpose and audience

**5.2.3** employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.

**5.3.1** responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions

**5.3.2** analyses the contemporary and historical contexts of drama

**5.3.3** analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

# Year 10 Marine and Aquaculture Technology (200hr)

## Assessment Schedule 2024

### Course Outline

Term 1	Term 2	Term 3	Term 4
<p><b>1. CM 2: Skills, Management &amp; Employment</b> Introduces and revises the safety procedures for laboratory exercises and fieldwork. It develops students' water confidence thereby increasing their chance of survival should they ever get into difficulty in the water.</p> <p><b>2. OM 37: Maritime Industries and Employment</b> Develops an awareness of marine careers. The nature and range of maritime and associated industries are examined as a potential source of employment and opportunities provided by the increasing marine leisure and tourism industries.</p>	<p><b>3. OM 2: Mangroves</b> This topic develops an awareness of the scope and importance of mangrove communities in NSW. Students should consider the vulnerability of these communities and threats to them as the population increases in coastal areas.</p> <p><b>4. OM 5: Marine Mammals</b> This topic introduces the anatomy and physiology of marine mammals.</p>	<p><b>5. OM 22: Aquarium Design, Construction and Maintenance</b> This topic introduces students to the principles involved in the construction and maintenance of an aquarium. It gives students an appreciation of the different requirements of marine and terrestrial animals and some of the special needs of fish when kept as pets.</p> <p><b>6. OM 29: Fish Biology</b> This topic introduces the anatomy and physiology of fish.</p>	<p><b>7. OM 20: Boat Building</b> This topic introduces the features of small boat hulls through the construction of models.</p> <p>8. Possible Boat license through BOAT Bliss course.</p>

### Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Maritime Employment Resume	Marine Mammals Practical Task	Topic Test	Cardboard Boat Regatta Practical Task	
Date	Week 8, Term 1	Week 8, Term 2	Week 10, Term 3	Weeks 4/5, Term 4	
Outcomes Assessed	MAR5-1 MAR5-3 MAR5-7 MAR5-11 MAR5-12 MAR5-13	MAR5-2 MAR5-3 MAR5-7 MAR5-8 MAR5-9 MAR5-14	MAR5-7 MAR5-9 MAR5-10 MAR5-11 MAR5-13 MAR5-14	MAR5-3 MAR5-7 MAR5-9 MAR5-10	
<b>Components</b>					
Knowledge, Understanding & Skills	25	25	25	25	
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Outcomes

**MAR5-1** identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships

**MAR5-2** identifies, describes and evaluates the social and economic importance of marine ecosystems

**MAR5-3** identifies, describes and evaluates the effects humans have had on the marine environment

**MAR5-7** identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment

**MAR5-8** identifies, describes and evaluates policies for monitoring and conserving the marine environment

**MAR5-9** selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings

demonstrates safe and responsible use of a range of materials, equipment and techniques in different **MAR5-10** aquaculture, marine and maritime situations

**MAR5-11** identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits

**MAR5-12** identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment

**MAR5-13** collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information

**MAR5-14** recalls aspects of the marine environment using relevant conventions, terminology and symbols

# Year 10 Marine and Aquaculture Technology (100hr)

## Assessment Schedule 2024

### Course Outline

Term 1	Term 2	Term 3	Term 4
<p><b>1. CM 1: Introduction to Marine and Aquaculture Technology</b> This topic introduces and revises the safety procedures for laboratory exercises and fieldwork. It is a practical unit developing students' water confidence thereby increasing their chance of survival.</p> <p><b>2. OM Module 38 – Tourism</b> This topic introduces tourism as an economic and culturally important activity. Students examine tourism from the perspectives of value to the community as well as negative impacts, and the role of ecotourism in the future.</p>	<p><b>3. OM 6: Dangerous Marine Creatures</b> This module explores the characteristics and behaviour of a range of dangerous marine creatures to assist students to avoid contact with them. Students investigate historical and societal perspectives of dangerous marine creatures and the impact this has on human activity in marine environments.</p>	<p><b>5. OM 46 Marine Disasters</b> This topic introduces the types and effects of natural and man-made disasters on the marine environment.</p> <p><b>6. OM 8: Rock Platforms</b> This topic introduces rock platforms and the animals and plants that commonly live there. Students are made aware of the harshness of the rock platform habitat and the adaptations that organisms living on it need for survival.</p>	<p><b>7. OM 17: Open water snorkelling</b> This topic introduces the theory and practice of snorkelling. This module aims to give lifelong skills that will enable students to safely enjoy viewing marine life in shallow water.</p>

### Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Nature of task</b>	Tourism Operator Resume	Dangerous Marine Creatures Poster	Marine Disasters and Rock Platforms Newspaper Article	Snorkelling Skills Practical Task	
<b>Date</b>	Week 8, Term 1	Week 8, Term 2	Week 10, Term 3	Weeks 4/5, Term 4	
<b>Outcomes Assessed</b>	MAR5-2 MAR5-7 MAR5-8 MAR5-11 MAR5-14	MAR5-3 MAR5-7 MAR5-9 MAR5-10 MAR5-14	MAR5-1 MAR5-2 MAR5-7 MAR5-10 MAR5-12 MAR5-13 MAR5-14	MAR5-3 MAR5-9 MAR5-10 MAR5-11 MAR5-14	
<b>Components</b>					
Knowledge & Understanding	25	25	25	25	
<b>Total</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100</b>



## **Outcomes**

**MAR5-1** identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships

**MAR5-2** identifies, describes and evaluates the social and economic importance of marine ecosystems

**MAR5-3** identifies, describes and evaluates the effects humans have had on the marine environment

**MAR5-7** identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment

**MAR5-8** identifies, describes and evaluates policies for monitoring and conserving the marine environment

**MAR5-9** selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings

demonstrates safe and responsible use of a range of materials, equipment and techniques in different **MAR5-10** aquaculture, marine and maritime situations

**MAR5-11** identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits

**MAR5-12** identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment

**MAR5-13** collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information

**MAR5-14** recalls aspects of the marine environment using relevant conventions, terminology and symbols

# Year 10 Industrial Technology Metal (200hr)

## Assessment Schedule 2024

### Course Outline

Term 1	Term 2	Term 3	Term 4
<b>Semester 1</b>			
Unit "G Clamp"		Unit "Fabricated BBQ"	

### Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Test	G Clamp	Test	Fabricated BBQ	
Date	Week 9 Term 1	Week 7 Term 2	Week 9 Term 3	Week 7 Term 4	
Outcomes Assessed	5.3, 5.4, 5.7	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8	5.3, 5.4, 5.7	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8	
Components					
Project work		30		30	
Project Folio		10		10	
Test	5		5		
Classroom Observation	2.5	2.5	2.5	2.5	
<b>Total</b>	<b>7.5</b>	<b>42.5</b>	<b>7.75</b>	<b>42.5</b>	

### 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

**IND5-2** applies design principles in the modification, development and production of projects

**IND5-3** identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

**IND5-4** selects, justifies and uses a range of relevant and associated materials for specific applications

**IND5-5** selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

**IND5-6** identifies and participates in collaborative work practices in the learning environment

**IND5-7** applies and transfers skills, processes and materials to a variety of contexts and projects

**IND5-8** evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

**IND5-9** describes, analyses and uses a range of current, new and emerging technologies and their various applications

**IND5-10** describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

# Year 10 Industrial Technology Metal (100hr) Assessment Schedule 2024

## Course Outline

Term 1	Term 2	Term 3	Term 4
Tool Caddy		Fabricated Hacksaw	

### Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Nature of task</b>	Test	Tool Caddy	Test	Fabricated Hacksaw	
<b>Date</b>	Week 9, Term 1	Week 7, Term 2	Week 9, Term 3	Week 7, Term 4	
<b>Outcomes Assessed</b>	5.3, 5.4, 5.7	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8	5.3, 5.4, 5.7	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8	
<b>Components</b>					
Project work		30		30	
Project Folio		10		10	
Test	5		5		
Classroom Observation	2.5	2.5	2.5	2.5	
<b>Total</b>	<b>7.5</b>	<b>42.5</b>	<b>7.5</b>	<b>42.5</b>	

### 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

IND5-2, applies design principles in the modification, development and production of projects

IND5-3, identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4, selects, justifies and uses a range of relevant and associated materials for specific applications

IND5-5, selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6, identifies and participates in collaborative work practices in the learning environment

IND5-7, applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8, evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9, describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10, describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

# Year 10 Industrial Technology Timber (200hr)

## Assessment Schedule 2024

### Course Outline

Semester 1	Semester 2
<p>The bar stool is used as an introductory exercise in preparation for the design and construction of the coffee table. It provides the opportunity to establish the appropriate use of framing and widening joints commonly used in frame constructions. It is also the ideal project for reinforcing design principles such as function, aesthetics and ergonomics. It allows for subtle student modifications in terms of seat style and upholstery. It also strengthens the value of and use of jigs and templates in the production of projects.</p>	<p>The coffee table is the major unit of this course. The student gets to apply their knowledge and creative talents in the design and construction of a project of their own. While working through the bar stool, the students were introduced to many of the principles of design and various construction techniques that readily relate to the construction of a table. During this time, students were also encouraged to think about their forthcoming tables and formulate their design ideas through assignments while the information was fresh and clear in their minds. The coffee table has been chosen as it allows for a very broad spectrum of not only talent and complexity but, importantly, cost. We do not want to disadvantage students regarding what they can afford nor disillusion any by asking the impossible. A basic coffee table can be made relatively cheaply and still be functional and aesthetically pleasing. A very simple design is used throughout discussions and is made available to all students as a basis for their design if required.</p>

### Assessment Tasks

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Bar Stool	Practical Test	Coffee Table	
Date	Week 9 Term 2	Week 9 Term 3	Week 7 Term 4	
Outcomes Assessed	IND5-1 IND5-2 IND5-3 IND5-4 IND5-6 IND5-7 IND5-8 IND5-9 IND5-10	IND5-3 IND5-4 IND5-5 IND5-7	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-7 IND5-8 IND5-9 IND5-10	
Components				
Practical Work	<b>30</b>	<b>10</b>	<b>30</b>	
Classroom Observations	<b>5</b>		<b>5</b>	
Project Folios	<b>10</b>		<b>10</b>	
<b>Total</b>	<b>45</b>	<b>10</b>	<b>45</b>	

## **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

**IND5-2** applies design principles in the modification, development and production of projects

**IND5-3** identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

**IND5-4** selects, justifies and uses a range of relevant and associated materials for specific applications

**IND5-5** selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

**IND5-6** identifies and participates in collaborative work practices in the learning environment

**IND5-7** applies and transfers skills, processes and materials to a variety of contexts and projects

**IND5-8** evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

**IND5-9** describes, analyses and uses a range of current, new and emerging technologies and their various applications

**IND5-10** describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

# Year 10 Industrial Technology Timber (100hr)

## Assessment Schedule 2024

### Course Outline

Semester 1-Tambour Box	Semester 2-Hall Mirror
<p>This introductory solid timber project will allow students to gain an appreciation of the timber workshop facilities and associated WHS regulations. Students will be introduced to a range of hand and power tools, equipment, materials and techniques relevant to the light timber industries. Students, through the development of this project, will be introduced to the fundamentals of design and workplace communication.</p> <p>This project will include a project Folio. The Folio will be completed using appropriate workplace communication skills and completed as part of the units practical assessment.</p>	<p>This project tests the student's retention in both knowledge and skills from previous projects while managing to step up yet another level. Stopped housings and haunched- stubbed mortise and tenons, are required along with more routing and the introduction of scroll or jig saw skills. Being symmetrical with many decorative features, the mirror challenges the student's ability to work accurately while the use of templates and jigs ensures all students will still achieve a quality project in time for a parents Christmas present.</p> <p>This project will include a project Folio. The Folio will be completed using appropriate workplace communication skills and completed as part of the units practical assessment.</p>

### Assessment Tasks

Task number	Task 1	Task 2	Task 3	Weightings %	
Nature of task	Tambour Box	Practical Test	Hall Mirror		
Date	Week 9, Term 2	Week 9, Term 3	Week 7, Term 4		
Outcomes Assessed	IND5-1 IND5-3 IND5-6 IND5-7 IND5-8 IND5-9IND5-10	IND5-3 IND5-4 IND5-5 IND5-7	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7 IND5-8IND5-9 IND5-10		
Components					
Practical Work	30	10	30		
Classroom Observations	5		5		
Project Folios and Term Assignments	10		10		
<b>Total</b>	<b>45</b>	<b>10</b>	<b>45</b>		<b>100</b>

## **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

IND5-2, applies design principles in the modification, development and production of projects

IND5-3, identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4, selects, justifies and uses a range of relevant and associated materials for specific applications

IND5-5, selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6, identifies and participates in collaborative work practices in the learning environment

IND5-7, applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8, evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9, describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10, describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

# Year 10 Food Technology (200hr)

## Assessment Schedule 2024

### Course Outline

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe work practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life

Term 1	Term 2	Term 3	Term 4
<b>Food Trends</b> Students examine historical and current food trends and explore factors that influence their appeal and acceptability. Students plan, prepare and present safe, appealing food that reflects contemporary food trends.	<b>Food Service and Catering</b> Students examine food service and catering ventures and their ethical operations across a variety of settings and investigate employment opportunities. Students plan and prepare safe and appealing foods appropriate for catering for small or large-scale functions.	<b>Food for Specific Needs</b> Students explore a range of foods for specific needs and the means to satisfy these. Students plan and prepare safe and nutritious foods to meet specific food needs in various circumstances.	<b>Food Product Development</b> Students examine the reasons for developing food products and the impact of past and present food product innovations on society. They explore the processes in food product development and develop, produce and evaluate a food product.

### Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Nature of task</b>	Food trends Prac and Reseach Task	Food Service and Catering Prac and Research Task	Food for Specific Needs Reseach Task	Food Product Development Prac and Research Task	
<b>Date</b>	Term 1 Week 8	Term 2 Week 5	Term 3 Week 8	Term 4 Week 5	
<b>Outcomes Assessed</b>	FT5-1 FT5-3 FT5-4 FT5-9 FT5-12	FT5-1 FT5-2 FT5-4 FT5-5 FT5-10	FT5-6 FT5-7 FT5-8 FT5-12 FT5-13	FT5-1 FT5-5 FT5-8 FT5-9 FT5-10 FT5-11	
<b>Practical</b>	<b>20</b>	<b>30</b>	<b>0</b>	<b>15</b>	
<b>Research Tassk</b>	<b>75</b>	<b>70</b>	<b>20</b>	<b>35</b>	
<b>Total Marks</b>	<b>95</b>	<b>100</b>	<b>20</b>	<b>50</b>	
<b>Weighting</b>	<b>35</b>	<b>25</b>	<b>20</b>	<b>20</b>	



## **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 processing, 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

# Year 10 Physical Activity and Sports Studies (200hr)

## Assessment Schedule 2024

### Course Outline

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>Technology Participation and Performance</li> </ul>	<ul style="list-style-type: none"> <li>Nutrition and Physical Activity</li> </ul>	<ul style="list-style-type: none"> <li>Event Management</li> </ul>	<ul style="list-style-type: none"> <li>Issues in Physical Activity and Sport</li> </ul>

### Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Research focus – Specific Sports Technology	Practical Skills and Participation Semester 1	Event Management In class Task	Practical Skills and Participation Semester 2	
Date	Week 8, Term 1	Ongoing throughout Semester 1	In class during Term 3 Weeks 6-10	Ongoing throughout Semester 2	
Outcomes Assessed	PASS5-3 PASS5-4 PASS5-10	PASS5-5 PASS5-6 PASS5-9	PASS5-1 PASS5-7 PASS5-8	PASS5-2 PASS5-5 PASS5-6 PASS5-9	
Total	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	

### 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.

# Year 10 Physical Activity and Sports Studies (100hr)

## Assessment Schedule 2024

### Course Outline

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>Body Systems and Energy for Physical Activity</li> </ul>	<ul style="list-style-type: none"> <li>Physical Fitness</li> </ul>	<ul style="list-style-type: none"> <li>Coaching</li> </ul>	<ul style="list-style-type: none"> <li>Australia's Sporting Identity</li> </ul>

### Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Nature of task</b>	Body Systems in class test	Practical Skills and Participation Semester 1	Coaching Assessment	Practical Skills and Participation Semester 1	
<b>Date</b>	Week 10, Term 1	Ongoing	Throughout Term 3 Weeks 6-10 in class	Ongoing	
<b>Outcomes Assessed</b>	PASS5-1 PASS5-2 PASS5-4	PASS5-5 PASS5-6 PASS5-9	PASS5-6 PASS5-7 PASS5-8 PASS5-10	PASS5-5 PASS5-6 PASS5-9	
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	

### 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.

# Year 10 Psychology (100hr) Assessment Schedule 2024

## Course Outline

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>• What is Psychology?</li> <li>• Psychological Disorders</li> </ul>	<ul style="list-style-type: none"> <li>• Research Methods in Psychology</li> </ul>	<ul style="list-style-type: none"> <li>• Intelligence and Creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Forensic Psychology</li> </ul>

## Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Research Task – Psychological Disorders	Research Methodology - Analysis	Intelligence Poster	Yearly Examination	
Date	Week 10, Term 1	Week 10, Term 2	Week 10, Term 3	Week 4-5, Term 4	
Outcomes Assessed	PSY5-1 PSY5-2 PSY5-4 PSY5-6	PSY5-5 PSY5-7 PSY5-8	PSY5-2 PSY5-3 PSY5-4	All Outcomes	
Total	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	

## Outcomes

**PSY5-1** explains how the field of psychology provides scientific explanations for the mind and behaviour through research, theories and approaches

**PSY5-2** explains the main approaches to the study of the nature of human behaviour and the strengths and weaknesses of those approaches

**PSY5-3** describes diversity and variation on the nature of personality, disease, disorders, intelligence and creativity and their influence on human behaviour

**PSY5-4** explains a range of psychological theories and identifies the application of these theories to everyday life

**PSY5-5** demonstrates an understanding of the importance of ethics in psychology, research and the interpretation of data

**PSY5-6** recognises the applications and influence of psychology in popular culture and its importance to social factors

**PSY5-7** examines suitable research methods including procedures and critical analysis when completing action based learning

**PSY5-8** communicates psychological information and ideas using appropriate written, oral and visual forms

# Year 10 Textiles (100hr)

## Assessment Schedule 2024

### Course Outline

The aim of this syllabus is to develop confidence and proficiency in the design, production and evaluation of textile items. Students actively engage in learning about the properties and performance of textiles, textile design and the role of textiles in society.

Term 1	Term 2	Term 3	Term 4
<b>Skills</b> Students explore the unique properties of a range of textiles and the ways in which they perform. By deconstructing a textile item, students gain a broad understanding of how textile items are made.	<b>Minor Project</b>  The content in this area of study is covered through an investigation of the work of textile designers. By examining the practice of textile designers, students can model the work of designers in the production of project work.	<b>Major Project</b>  Students learn to design, produce and evaluate textile items across a range of focus areas. Project work gives students the opportunity to develop and refine skills to produce quality textile items. When documenting project work students show evidence of each of the stages of designing, producing and evaluating.	<b>Christmas Bag</b>

### Assessment Tasks

Task number	Task 1	Task 2	Task 3	Weighting %
<b>Nature of task</b>	Practical and Portfolio	Research Task	Practical and Portfolio	
<b>Date</b>	Term 1 Week 9	Term 2 Week 4	Term 4 Week 3	
<b>Outcomes Assessed</b>	TEX5-1 TEX5-5 TEX5-8 TEX5-9 TEX5-10 TEX5-11	TEX5 – 3 TEX5 - 6	TEX5-2 TEX5-4 TEX5-8 TEX5-9 TEX5-10 TEX5-11 TEX5-12	
<b>Weighting</b>	<b>30</b>	<b>25</b>	<b>45</b>	

### Outcomes:

**TEX5-1** explains the properties and performance of a range of textile items

**TEX5-2** justifies the selection of textile materials for specific end uses

**TEX5-3** explains the creative process of design used in the work of textile designers

**TEX5-4** generates and develops textile design ideas

**TEX5-5** investigates and applies methods of colouration and decoration for a range of textile items

**TEX5-8** selects and uses appropriate technology to creatively document, communicate and present design and project work

**TEX5-9** critically selects and creatively manipulates a range of textile materials to produce quality textile items

**TEX5-10** selects appropriate techniques and uses equipment safely in the production of quality textile projects

**TEX5-11** demonstrates competence in the production of textile projects to completion

**TEX5-12** evaluates textile items to determine quality in their design and construction

# Year 10 Visual Arts (200hr) Assessment Schedule 2024

## Course Outline

Term 1	Term 2/3	Term 3/4	Term 4
This unit aims to introduce students to the concept of Appropriation. Students will experiment with 2D and 4D forms and create works that explore a contemporary take on two famous artworks from history. Students learn about appropriation through the lens of the Cultural and Postmodern Frames. They will develop an understanding of how The Frames provide different interpretations of art by researching the practice of Yasumasa Morimura.	Students will create a clay sculpture in response to a stimulus (chosen by the teacher to reflect student interest). They will experiment with traditional hand building techniques, gain a thorough understanding of process and learn about the limitations of working with a time sensitive material. Students will undertake a historical study of clay forms with a focus on the Structural Frame. They will construct a procedural text that explores material practice, techniques and processes.	The students' challenge is to produce artworks which will capture the sights, sounds and feel of our forest, and to produce a series of artworks based on their experiences. Students will be given opportunities to collect, photograph and experiment with techniques. Students will be introduced to ephemeral art and complete a Conceptual Framework Analysis of an artist who makes art as a response to the environment.	Students are given the opportunity to explore a mini Body of Work that focuses on student interest. Students are tasked with brainstorming and experimenting to develop their ideas before creating an artwork(s) that showcase their understanding of the Visual Arts. Students select an artist of influence that inspires their work and complete an independent research task on their conceptual and material practice.

## Assessment Tasks

Task number	Task 1	Task 2	Task 3	Weightings %	
Nature of task	The Big Steal	Organic Forms	Essence of the Bush		
Date	Week 11, Term 1	Week 3, Term 3	Week 4, Term 4		
Outcomes Assessed	5.1,5.3,5.4,5.5,5.6,5.7,5.8,5.9	5.1,5.6,5.7,5.10	5.1,5.4,5.6,5.7,5.8		
Components					
Artmaking	15	15	15		
Critical & Historical Studies	15	10	15		
Visual Arts Diary	5	5	5		
<b>Total</b>	<b>35</b>	<b>30</b>	<b>35</b>		<b>100</b>

## **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 the 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 relationship between 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