MACQUARIE FIELDS HIGH SCHOOL

Year 10
Assessment Booklet
2025

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Principal's Message

Introduction

This *Stage 5 Assessment Policy* booklet is issued to all students in Year 10 to:

- Ensure all students and their parents are fully informed about course requirements, including assessment.
- Ensure all students have advanced warning about the nature of assessment in Stage 5 and the contribution of each task to students' final grade.
- Help students to develop appropriate time management and planning skills and devise a suitable study and revision program.
- Help students understand the importance of working hard towards achieving the course outcomes to the best of their ability in addition to regular school attendance.

The transition from Primary to Secondary

All the Years 7 – 10 syllabuses support the transition between primary and secondary schooling by building on the knowledge and skills that students develop in Years K – 6. The courses of study also form the foundation for progressing beyond Year 10 to the Higher School Certificate and post school options, including further study and employment.

The assessment program for Stage 5 supports the primary to secondary transition by providing to teachers, as well as students themselves, an important indicator of progress. It helps to diagnose learning difficulties or specific areas of weakness as well as quantifying levels of knowledge, skills and understanding of key concepts within each course. Methods of assessment may vary considerably from one course to another and may include pen and paper tests, checklists, essays, assignments, practical work, portfolios, performances and field studies.

Extended Leave – Travel

From the beginning of 2015, family holidays and travel are no longer considered acceptable reasons for leave from school under the ***Exemption from School – Procedures.*** Travel outside of vacation periods is now counted as an absence from school. Travel is domestic or international travel for the purpose of a holiday, family business, bereavement or other reasons, which should be specified on the application.

Please note:

- The Principal will determine if the leave requested is in the best educational interests of the student.
- If the *Application for Extended Leave – Travel* is approved, the student will need to complete and submit an *Illness/Misadventure* form, along with the *Certificate of Extended Leave – Travel* to the Assessment Committee. (Present this to your Deputy Principal)
- If the *Application for Extended Leave – Travel* is declined and the student is absent for an assessment task or examination, the student with a **mark of zero** will be awarded.

I trust that all students will put their best efforts into their Stage 5 studies, attend school regularly and complete all requirements of each course, regardless of whether these requirements are assessable or not. It is important that students follow the requirements outlined in this booklet as they will prepare students for the more rigorous requirements in the years ahead.

Determined effort, with support from family and teaching staff, is the key to success at all levels of schooling. I wish you all the very best for your future studies!

Karyn O'Brien
Principal

What is the Record of School Achievement? (RoSA)

In 2011, the NSW Government announced the abolition of the School Certificate, a credential that has existed since 1965. It also announced that, for students choosing to leave school before the completion of their Higher School Certificate (HSC), the School Certificate would be replaced by a broader, cumulative & more comprehensive credential, to record the achievements of students from the end of Year 10 up to the Higher School Certificate.

The most significant change is that the external tests have been replaced by an enhanced system of school based assessment, moderated to ensure that state wide comparability is maintained.
.
The **Record of School Achievement** (RoSA) is:
•   a record of achievement for students who leave school prior to receiving their HSC.
•   report showing results of moderated, school-based assessment, not external tests.
•   available when a student leaves school any time after they complete Year 10.
•   cumulative and recognises a student's achievements until the point they leave school.
•   A document which shows the results for all courses completed in Year 10 and Year 11.
•   shows a result for all courses completed in Year 10 and Year 11.
•   able to be reliably compared between students across New South Wales (NSW).
•   gives students the option to take online literacy and numeracy tests.
•   comprehensive and offer the ability to record a student's extracurricular achievements.

The RoSA is awarded by NESA to eligible students. To receive a RoSA, students are required to study mandatory courses in each of Years 7-10 English, Mathematics, Science, Human Society and its Environment and Personal Development, Health and Physical Education. During Years 7-10, other courses in Creative Arts, Technology and Applied Studies and Languages Other Than English must also be studied.

For a student to qualify for the award of a RoSA, a student must have:

•   attended a government school, an accredited nongovernment school or a recognised school outside NSW.
•   undertaken and completed courses of study that satisfy the Board's curriculum and assessment requirements for the RoSA.
•   complied with any other regulations or requirements (such as attendance) imposed by the Minister or the Board.
•   Satisfactorily completed Year 10.

How will the RoSA report on student achievement?

Stage 5

• The RoSA credential will report on student achievements in Stage 5 using A to E grades (or equivalent)
• Course performance are descriptors used for awarding grades A to E in Stage 5 courses. Core and elective subjects that have been satisfactorily completed in Stage 5 are reported with a school determined grade. The other mandatory curriculum requirements that have been met would also be listed.

Stage 6

• A to E (or equivalent) grades are used for Stage 6 Preliminary (Year 11) courses.
• Descriptors provide a basis for awarding grades for student achievement at the end of Preliminary courses.
• If a student completes Preliminary courses, a result in the form of an A to E grade (or equivalent) will be recorded on the RoSA.
• If a student partially completes a Preliminary or HSC course the RoSA will record the courses that the student has undertaken up until the point of departure from school, with the date of leaving shown.
• If a student takes HSC courses but is not entitled to an HSC, those HSC results would be recorded on their RoSA
  .

Issue of credentials

- While to be eligible for a RoSA a student must satisfactorily complete Year 10 it is not be awarded at the end of Year 10. The RoSA awarded to students upon leaving school prior to completing their HSC and is a cumulative record of achievements until that date. In this respect it includes a record of Year 10 grades and could include a record of courses studied at Preliminary level and those commenced at HSC level
- When a student has completed HSC courses and has met eligibility requirements, they receive the HSC testamur and would have their Preliminary and HSC results recorded on the HSC Record of Achievement. This credential would supersede the RoSA..
- Students can request both a RoSA showing their earlier grades and an HSC Record of Achievement.
- Students not entitled to receive the proposed Record of School Achievement or an HSC Record of Achievement, or students who need a statement of their most up-to-date courses/results for other reasons, for instance for use in applying for casual work, may obtain a transcript of their results held at that time by NESA.

What are Course Performance Descriptors?

Students are awarded a grade for each of the courses they study in Years 9 and 10. The grades are based on a set of **_Course Performance Descriptors_** developed by NESA. They indicate a student's achievements in each course, providing a detailed report of their overall performance.

Course Performance Descriptors are an assessment and reporting tool to assist teachers across the state in making sound and consistent judgments about overall student achievement at the end of a course. Course Performance Descriptors are a series of statements that **summarise** observable and measurable features of student achievement and assist teachers to award grades to students based on typical achievement from elementary "**E"** to excellent "**A".**

Course Performance Descriptors describe the main features of typical student performances at the end of the course. The Areas for Assessment consist of the knowledge and skills objectives from the syllabus.

Grade	General Performance Descriptors
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 sound 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

Assessment Procedures

Sickness

Students must attend school on the date of a task or the date the task is due. This includes attending for hand in tasks, in class tasks and tasks submitted online. If a student is sick and cannot attend, a medical certificate and an illness/misadventure form should be presented to the Head Teacher on the first day of return to school. Illness / Misadventure forms are available on the Year Group Google Classroom & from all Head Teachers and the Deputy Principal that's responsible for the year group. All Illness/Misadveture forms need to submitted to the Deputy Principal once they are completed.

If a student fails to complete a task due to illness and the Head Teacher considers the student has a valid reason, an extension may be granted, or a mark may be awarded based on a substitute task after the completion of an illness/misadventure form.

If it is not possible to provide a substitute task or an extension, the Head Teacher will consult with the assessment committee to seek a resolution. This will be negotiated with the Head Teacher. **The Head Teacher may refer an appeal directly to the assessment committee for review if the situation is complex. Students with prolonged absences should follow the same procedure.**

Where there is no valid reason for not completing an assessment task, a zero mark will be recorded for that task, an assessment warning letter will be sent home. An alternate task will be scheduled to ensure students receive feedback.

Misadventure

If an event beyond the student's control allegedly prevented the student from attending the assessment task on the date a task was due (e.g., a car accident) a misadventure form should be completed. Following failure to complete an assessment task on time, the student must see the Head Teacher on the first day of return to school to negotiate alternative arrangements.

The Head Teacher may provide an extension of time, or a mark may be awarded based on a substitute task. The Head Teacher may refer an appeal directly to the assessment committee for review if the situation is complex.
Where there is no valid reason for not completing an assessment task, a zero mark will be recorded for that task and an assessment warning letter will be sent home.

Hand in Tasks

Hand-in tasks should be submitted to the teacher/ faculty as specified on the assessment task's notification. A student can seek an extension of time to submit the task with supporting documentation. An illness / misadventure appeal must be submitted before the extension can be considered.

If an assessment task is submitted late, and there is no successful illness / misadventure appeal, students will receive a zero for that task. **Students must still submit the task to gain necessary feedback and satisfy the course requirements.** In this instance, the student and their parents will be advised by the Head Teacher in writing. Should a student feel that this decision is inappropriate, an appeal can be lodged with the school's Assessment Committee.

Students must submit all tasks regardless of how late they are submitted otherwise an assessment warning letter will be sent home.

Students who must submit in hard copy must not rely on the school printers in the library for printing on the day the task is due.

It is the students responsibility to be organised and to have the task completed and:
- Printed; or
- Submitted in digital form, prior to the due date. Notes from home indicating problems with a printer for example will not be accepted.

Malpractice in assessment tasks

What is malpractice?

Malpractice is any activity undertaken by a student that allows him/her to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:

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

Issues of malpractice need to be investigated by the Head Teacher of the respective course, and reported in writing to the school **assessment committee** with accompanied documentation. The **assessment committee** will:

- advise the student(s) in writing of the lodgment of the issue.
- provide the student(s) with an opportunity to address the issue.
- plan a course of action and communicate this to the student, the student's parents and the Head Teacher.

If the malpractice is proven, the junior assessment committee will consider a zero for that task. In some circumstances, the committee may decide to invoke a penalty appropriate to the seriousness of the offence. Students are made aware that sharing their task with other students prior to it being submitted may lead to issues construed as malpractice and lead to a zero for that task. Students are encouraged not to share the substance of a hand-in task with other students.

Satisfactory completion of a course

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

- **followed** the course developed or endorsed by the Board; and
- **applied** themselves with **DILIGENCE AND SUSTAINED EFFORT**
- **achieved** some or all of the course outcomes.

Students should receive meaningful feedback in all aspects of their coursework. This may be in the form of marks, grades and/or oral and written comments. If it appears that a student is at risk of not meeting the requirements in a course, a written warning letter must be given to the student and their parents.

If the student is still at risk and is failing to address the issue detailed in the initial letter, a second follow-up warning letter will be issued. It could be determined by the Principal that prolonged or frequent absence has prohibited a student from meeting these requirements. Students who are concerned about their attendance with respect to meeting course requirements should discuss this with a Deputy Principal.

Non-Serious Attempts

If a student's attempt at a particular task results in a seriously low mark or a zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgment.

Students studying a school certificate course must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. It is a matter for the teacher's professional judgment to determine whether a student has made a genuine attempt to complete these requirements.

Students may communicate their concerns with the head teacher if they feel the warning letter was unwarranted.

'N' determinations

NESA has delegated to Principals the authority to determine whether students have satisfactorily completed the mandatory curriculum requirements. A student who is given an 'N' determination in a **mandatory course in Stage 5 will not be eligible for a Record of School Achievement (RoSA)**. The student will receive a Transcript of School Achievement. The Transcript of School Achievement will list the course(s) in which an 'N' determination has been awarded and grades in any courses that have been satisfactorily completed.

A student who is given an 'N' determination in an **additional course in Stage 5** retains eligibility for the RoSA provided that all requirements are met. Where a course is eligible for credentialing and an 'N' determination has been made, then 'N' will be printed on the RoSA.

Where a Principal has determined that a student is to be issued with an 'N' in any course, the Principal's Determination form should be completed and a copy given, together with the Student Appeal form, to the student, or sent to the student's home address. Principals must also advise the student's parents or guardians in writing of their right to appeal against the principal's determination.

The Board will review appeals only on the information submitted with the Principal's Determination form, the Student Appeal form and the School Review – Principal's Report form. Copies of all the warning letters that were sent must be included. If a student does not wish to appeal to the Board, the completed Principal's Determination form should be retained at the school.

Note:
The Science Years 7–10 Syllabus requires the satisfactory completion of at least one substantial student research project (SRP) in Stage 5. Students who have not complied with the requirements for satisfactorily completing the SRP at the time of finalising grades cannot be regarded as having satisfactorily completed the course. The Principal will then issue an 'N' determination.
Where a student fails to satisfactorily complete a mandatory Stage 5 course the student is ineligible for the award of the RoSA if they leave school at the end of Year 10 and may be ineligible to enter Preliminary (Year 11) courses.

Responsibilities in the RoSA

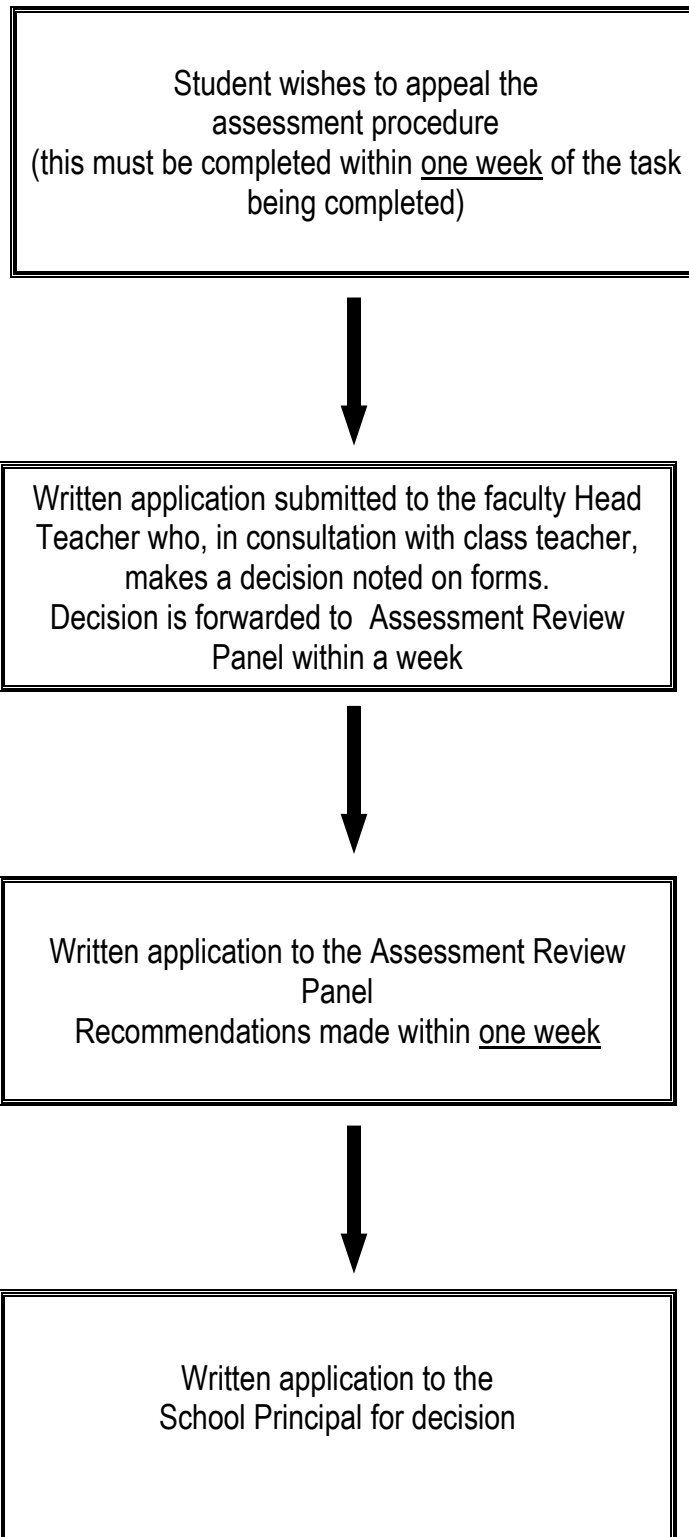| NESA	THE SCHOOL	STUDENTS
▪ establishing policies and procedures for the award of the RoSA ▪ developing of Course Performance Descriptors for each Board Developed Course ▪ credibility of the RoSA ▪ awarding the RoSa and Transcript of School Achievement ▪ setting up procedures for dealing with appeals relating to all aspects of the award of the RoSA	▪ establishing policies and procedures that ensure a consistent approach ▪ ensuring staff are fully aware of school assessment policies and procedures, and of the assessment requirements of their faculty, their school and NESA. ▪ ensuring students and their parents are fully aware of the assessment program, including their rights and responsibilities ▪ ensuring valid distribution of grades ▪ ensuring students are fully aware of the criteria by which they will be assessed ▪ setting up procedures for dealing with appeals ▪ establishing consistent practices within the course(s) and determining how comparability between different classes will be achieved ▪ establishing the method of recording and reporting assessment data ▪ setting assessment tasks related to the course objectives and measuring the degree of student achievement ▪ recording observations and providing appropriate feedback to student on each task ▪ making a judgment about each student's level of achievement by choosing the most appropriate overall description in the Course Performance Descriptors ▪ allocating grades to students in all courses presented.	▪ ensuring that they obtain and understand the school's policies on assessment ▪ attempting each assessment task to the best of their ability so that they demonstrate maximum level of achievement ▪ ensuring that any questions that they may have about the marks awarded or comments made for an individual piece of work are resolved at the time the work is handed back ▪ demonstrating through application and achievement that they have met the requirements of the course.

Assessment Committee

The *Assessment Committee* deals with all assessment procedures and policies relevant to Year 10 assessment & credentialing. The committee has the following responsibilities:

- ensure that the processes used for collecting assessment information are carried out in a fair and consistent manner, so that all students receive consistent rankings and grades irrespective of the class they are in

- ensure that no anomalies have occurred, and that each student has been awarded the appropriate grade

- set up procedures for dealing with appeals

- ensure that all staff are fully aware of assessment requirements

- ensure that students are informed of their responsibilities and the details of the school's assessment program

- ensure that students receive and sign for a booklet containing all relevant assessment information.

The Assessment Committee meets to deal with issues arising from a breach of any assessment procedures outlined in this booklet. The committee also responds to questions from students, staff and parents in relation to any assessment matters.

Communication to the committee must be in writing and addressed to the year Deputy Principal (chairperson). This letter must include the reason for consulting with the committee and the perceived outcome required to resolve the concern. The committee will deal with all correspondence and make a written reply to all enquiries it receives.

Flow Chart of the Appeals Process

Student wishes to appeal the
assessment procedure
(this must be completed within <u>one week</u> of the task
being completed)

Written application submitted to the faculty Head
Teacher who, in consultation with class teacher,
makes a decision noted on forms.
Decision is forwarded to Assessment Review
Panel within a week

Written application to the Assessment Review
Panel
Recommendations made within <u>one week</u>

Written application to the
School Principal for decision

Illness / Misadventure

Macquarie Fields High School

Illness / Misadventure Form Year 10

This form __MUST__ be completed and submitted to the Deputy Principal within 10 school days after the missed task and students return to school.

Student Name: _____

Course/ Subject: _____

Teacher: _____

Task: _____

Task Number: _____

Due Date: _____ / _____ / _____ M / T / W / T / F (Please circle)

Reason for request for consideration: _____

_____

_____

Student Signature: _____ Date: ____ / ____ / ____

Supporting Documentation: Yes / No e.g. Doctor's Certificate

How has the reason provided affected the completion of the task? _____

_____

_____

Parent Signature: _____ Date: ____ / ____ / ____

1.Substitute Task Date: ___/___/___

2. All students must complete a substitute task. The assessment committee determines if the mark will be included in the HSC assessment mark.

3.Any other information_____

Head Teacher Signature: _____ Date:___/___/___

Macquarie Fields High School
Illness / Misadventure Form Year 11
The person completing this form must not be related to the student.

Evidence of Illness

- Evidence of Illness must be in the form of a medical certificate as part of a face to face medical appointment.
- The medical certificate must provide the dates of illness and the type of illness.
- The medical certificate **MUST NOT** state that you are "unfit for duties/school". The illness **MUST BE** clearly identified.

Independent Evidence of Misadventure

Date of event causing misadventure: ___ / ___ / _____

Were you a witness to the event: Yes / No

If (No), how did you obtain the information you are providing?_____

Describe the event._____

_____

_____

Name:_____ Profession : _____

Contact Number: _____ Signed:_____ Date ___ / ___ / ____

YEAR 10 ASSESSMENT SCHEDULE 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1						Mathematics Food Tech	History PDHPE	Geography IST Japanese Graphics	Commerce Psychology Child Studies	Science Visual Design Visual Arts English Elective History International Studies	Music Agricultural Technology PASS Computing Technology

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Visual Arts Inv Science	Music	Psychology Visual Design IT Engineering IT Timber Mathematics	Geography History Food Tech Japanese		Elective History		IST International Studies	Science Graphics	PASS English Child Studies Computing Technology

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Commerce	Psychology		Mathematics International Studies	Geography Inv Science	Elective History Child Studies	History Agricultural Technology Graphics	Geography Visual Arts Food Tech Japanese	IST Music Visual Design	Science Music PASS English

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4		Computing Commerce Technology Visual Design PDHPE	Music IT Engineering IT Timber Visual Arts Mathematics Child Studies English Japanese	Geography History Science Agricultural Technology IT Engineering IT Timber	IT Engineering Graphics				Inv Science	

Courses studied at
Macquarie Fields High School in 2025

For each course there is

- **A description of assessment**
  - **The course outcomes**
- **The course performance descriptors**
  - **The assessment grid**

REQUIREMENTS FOR SPECIFIC SUBJECTS	
Agricultural Technology	17
Child Studies	20
Commerce	23
ComputingTechnology	26
English	29
Food Technology	33
French	36
Geography	38
Graphics Technology	41
History	44
History - Elective	47
Industrial Technology – (Engineering & Timber)	50
International Studies	55
Investigating Science	58
Mathematics	60
Music	63
Personal Development/Health/Physical Education (PDHPE)	66
Physical Activity & Sport Studies (PASS)	69
Psychology	72
Science	76
Visual Arts	78
Visual Design / Photographic and Digital Media	81

Agricultural Technology

Course description

The study of Agricultural Technology provides students with opportunities to experience aspects of an agricultural lifestyle through direct contact with plants and animals. The study of a variety of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.

Students explore career opportunities in agriculture and related service industries and investigate the viability of Australian agriculture through management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption.

The Agricultural Technology Years 7–10 course includes Life Skills outcomes and content for students with special education needs.

What students learn

The content integrates the study of interactions, management and sustainability within the context of agricultural enterprises. These enterprises are characterised by the production and sale or exchange of agricultural goods or services, focusing on plants, animals or integrated plant/animal systems. The local environment should be considered when selecting enterprises, as well as the intensive and extensive nature of enterprises to be studied.

Students undertake a range of practical experiences related to the chosen enterprises including fieldwork, small plot activities, laboratory work, and visits to commercial farms and other parts of the production and marketing chain. The study of Agricultural Technology provides opportunities for students to learn about Work Health and Safety issues, and develop skills in designing, investigating and managing farms.

Course requirements

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

Students undertaking the 200-hour course are required to complete:
Core A
- Introduction to Agriculture AND
- Plant Production 1 AND
- Animal Production 1

AND
Core B
- Agricultural Systems and Management AND
- Plant Production 2 AND/OR
- Animal Production 2.

Outcomes

A student

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

Grade E	Grade D	Grade C	Grade B	Grade A
A student at this grade typically:	*A student at this grade typically:*	*A student at this grade typically:*	*A student at this grade typically:*	*A student at this grade typically:*
☐ demonstrates an elementary knowledge of the interactions within and between agricultural enterprises and systems, outlining some reasons for the use of identified species and breeds in Australian agriculture.	☐ demonstrates basic knowledge of the interactions within and between agricultural enterprises and systems, outlining the reasons for the use of identified species and breeds in Australian agriculture.	☐ demonstrates sound knowledge of the interactions within and between agricultural enterprises and systems, explaining the reasons for the use of identified species and breeds in Australian agriculture.	☐ demonstrates thorough knowledge of agriculture and the interactions within and between agricultural enterprises and systems, analysing the reasons for the use of identified species and breeds in Australian agriculture.	☐ demonstrates extensive knowledge of agriculture and the interactions within and between agricultural enterprises and systems, evaluating the reasons for the use of identified species and breeds in Australian agriculture
☐ identifies some local and global interactions within and between the agricultural sector and the Australian economy, culture and society.	☐ outlines local and global interactions within and between the agricultural sector and the Australian economy, culture and society.	☐ describes the local and global interactions within and between the agricultural sector and the Australian economy, culture and society.	☐ analyses the local and global interactions within and between the agricultural sector and the Australian economy, culture and society.	☐ assesses the local and global interactions within and between the agricultural sector and the Australian economy, culture and society.
☐ with guidance, displays elementary knowledge of, and very limited skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines.	☐ displays basic knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines.	☐ displays sound knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines.	☐ displays thorough knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines.	☐ displays extensive knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines.
☐ identifies some impacts of ethical management and marketing practices on productive, profitable and sustainable agriculture	☐ outlines the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture.	☐ discusses the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture.	☐ analyses the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture.	☐ evaluates the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture.
☐ displays very limited research skills and, with guidance, uses communication technologies to investigate, collect, interpret and present simple agricultural data.	☐ displays basic research skills and uses communication technologies to investigate, collect, interpret and present simple agricultural data.	☐ displays sound research skills and uses a variety of communication technologies to investigate, collect, analyse and present agricultural data.	☐ displays well-developed research skills and uses a variety of communication technologies to effectively investigate, collect, analyse and present agricultural data.	☐ displays highly developed research skills and independently uses a variety of communication technologies to effectively investigate, collect, analyse and present agricultural data.

Stage 5 Year 10 Agricultural Technology

Task 1	Task 2	Task 3	Task 4
Date: Term 1, Week 11	Date: Ongoing	Date: Term 3, Week 7	Date: Term 4, Week 4
Topic Soil Development and Testing Practical	Topic Practical Skills in Agricultural Technology	Topic Plant and Animal Production	Topic Yearly examination
Outcomes: AG5-11, AG5-12, AG5-13, AG5-14	Outcomes: AG5-4, AG5-6, AG5-8, AG5-9, AG5-10, AG5-11, AG5-12, AG5-13, AG5-14	Outcomes: AG5-1 to AG5-14	Outcomes: AG5-1, AG5-2, AG5-3, AG5-4, AG5-5, AG5-6, AG5-7, AG5-8, AG5-9, AG5-10, AG5-11, AG5-12
15% A-E Grade is awarded for this task	20% A-E Grade is awarded for this task	35% A-E Grade is awarded for this task	30%

Child Studies

Assessment in this subject

Child Studies is a Content Endorsed Course. Students study 100 hours in Year 9 and 100 hours in Year 10. They are awarded a grade for this subject based on the common grade scale

Child Studies aims to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years (0–8 years) in a range of settings and contexts.

What will be assessed

In the *Child Studies Content Endorsed Course Years 7–10 Syllabus, s*tudents will be assessed on their knowledge and understanding of course content and the application of skills focusing on researching, communicating, and evaluating issues related to child development.

How students will be assessed

Students will be assessed through a range of theoretical and practical application assessment tasks that are designed to address the outcomes below. These include collaborative activities, peer and self-assessment and teacher observations. Students will also be assessed on their Students will be awarded an A – E grade at the conclusion of he course based on the common grade scale.

Students will be assessed on their ability to:

- support a child's development from pre-conception through to and including the early years
- positively influence the growth, development and wellbeing of children
- consider the external factors that support the growth, development and wellbeing of children
- research, communicate and evaluate issues related to child development.

Outcomes

Stage 5 outcomes

A student:

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.

CHILD STUDIES

	Task 1	Task 2	Task 3	Task 4
	Date: Term 1, Week 9	**Date:** Term 2, Week 10	**Date:** Term 3, Week 6	**Date:** Term 4, Week 3
	Nature of Task: Health and Safety in Childhood Research Task	**Nature of Task:** Children and Culture Topic Test	**Nature of Task:** The Diverse Needs of Children Investigation	**Nature of Task:** Careers in Childcare Application
	A-E grade is awarded for this task	A-E grade is awarded for this task	A-E grade is awarded for this task	A-E grade is awarded for this task
Outcomes	CS5.2 CS5.11	CS5.8 CS5.9	CS5.4 CS5.11	CS5.8 CS5.10

Stage 5 Course Performance Descriptors – Child Studies

Stage 5 Course Performance Descriptors – Child Studies

Grading Board Endorsed and Content Endorsed Courses

The Common Grade Scale is to be used to assign School Certificate grades for students in Stage 5 courses that do not have subject-specific course performance descriptors. These include Board Endorsed Courses and Content Endorsed Courses.

The Common Grade Scale describes performance at each of five grade levels.

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 sound 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.

Commerce

Assessment in this subject

The study of commerce enables young people to develop the knowledge and skills to research and develop solutions to consumer, financial, legal, business and employment opportunities. Commerce aims to develop students who are able to make informed and responsible decisions as individuals and as part of the community.

There are four mandatory topics; Consumers, Personal Finance, Law in Action and Employment Issues. There are also various course options.

What will be assessed

The following skills, knowledge and understanding outcomes are used to assess student performance:
- Analyses the rights and responsibilities of individuals in consumer, financial, legal and employment contexts
- Analyses key factors in commercial and legal decisions
- Evaluates options for resolving commercial and legal problems
- Researches commercial, financial and legal issues
- Use of Information Computer Technologies in a commercial context
- Skills in enquiring, interpreting and communicating

How students will be assessed

During the course students are given a number of assessment tasks that allow the teacher to assign a result. Consistency in grading is monitored by the Head Teacher. From these tasks and the student's demonstration of outcomes such as class work and homework, students will receive as grade from "A" to "E". These grades reflect the student's achievement in relation to the subject's Performance descriptors.

Outcomes

	A student:
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, legal, political and employment contexts
COM5.3	examines the role of law in society
COM5.4	analyses key factors affecting decisions
COM.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

Commerce

Focus Areas	TASK 1	TASK 2	TASK 3	TASK 4
Knowledge and Understanding: Consumer, financial, economic, business, legal, political and employment matters	**Term 1** **Week 9**	**Term 3** **Week 1**	**Term 4** **Week 2**	**Term 4** **Ongoing**
Skills: Decision-making and problem-solving in relation to consumer, financial, economic, business, legal, political and employment issues, effective research and communication. working independently and collaboratively	**Topic:** Law, Society & Political Involvement	**Topic:** Employment and Work Futures	**Topic:** Running a Business	**All topics**
	Nature of Task: Class essay	**Nature of Task:** Presentation	**Nature of Task:** Business plan	**Nature of Task:** Formative assessment
Grades	A-E Grade is awarded for this task	A-E Grade is awarded for this task	A-E Grade is awarded for this task	A-E Grade is awarded for this task
Outcomes	COM5-1, COM5-3, COM5-7, COM5-8, COM5-9	COM5-1, COM5-2, COM5-4, COM5-8, CO5M-9	COM5-1, COM5-5, COM6-6, COM5-8, COM5-9	COM5-1, COM5-4, COM5-5, COM5-6, COM5-8, COM5-9

Stage 5 Course Performance Descriptors – Commerce

Areas for Assessment	Knowledge of commerce	Knowledge and understanding of consumer, financial, economic, business, legal. political and employment matters
	Skills in commerce	Skills in decision-making, problem-solving, research, communication and working independently and collaboratively

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	A student performing at this grade typically:	A student performing at this grade typically:	A student performing at this grade typically:	A student performing at this grade typically:
demonstrates elementary knowledge and understanding of aspects of consumer, financial, economic, business, legal , political and employment issues.	demonstrates basic knowledge and understanding of some consumer, financial, economic,business, legal, political and employment concepts and issues.	demonstrates knowledge and understanding of consumer, financial, economic, legal, political and employment concepts and issues.	demonstrates thorough knowledge and understanding of consumer, financial, economic, business, legal, political and employment concepts and issues.	demonstrates extensive knowledge and understanding of a range of consumer, financial, economic. business, legal. political and employment concepts and issues.
identifies some rights and responsibilities of consumers in some consumer, financial, economic, business, legal, political and employment contexts.	outlines rights and responsibilities of consumers in consumer,financial, economic, legal, political and employment contexts.	describes the rights and responsibilities of consumers in a range of consumer, financial, economic, business, legal, political and employment contexts.	explains the rights and responsibilities of consumers in a range of consumer, financial, economic, business, legal , political and employment contexts.	analyses the rights and responsibilities of consumers in an extensive range of consumer, financial, economic, business, legal, political and employment contexts.
demonstrates very limited decision-making and problem-solving skills in consumer, financial, economic, business, legal. political and employment contexts.	exhibits some decision-making and problem-solving skills in some consumer, financial, economic, business, legal and employment contexts.	applies sound decision-making and problem-solving skills in some consumer, financial, economic, business, legal and political contexts.	applies high-level decision-making and problem-solving skills in consumer, finnancial, economic, business, legal, political and employment and legal contexts.	applies very high level decision-making and problem-solving skills in a range of consumer, financial, economic, business, legal, political and employment contexts.
displays very limited research skills and attempts to interpret information.	undertakes some research and interpretation of basic information using a limited range of sources.	undertakes research, and interpretation of basic information using a variety of sources.	researches and assesses information using a variety of sources.	evaluates complex commercial and legal information using a wide range of sources.
communicates elementary information using a very limited range of forms.	exhibits limited skills to communicate ideas and concepts in appropriate forms.	exhibits sound skills to communicate ideas and concepts using appropriate forms.	exhibits high-level skills to communicate ideas and concepts in appropriate forms.	exhibits sophisticated skills to research and communicate complex ideas and concepts in appropriate forms
demonstrates very limited planning and organising skills when working independently and/or collaboratively.	demonstrates some planning and organising skills when working independently and/or collaboratively.	demonstrates sound planning and organising skills when working independently and collaboratively.	demonstrates high-level planning and organising skills when working independently and collaboratively.	demonstrates a very high level of planning and organising skills when working independently and collaboratively.

Computing Technology

The study of Computing Technology in Years 7–10 enables students to:

- become safe and responsible users of computing technologies and developers of innovative digital solutions
- develop an understanding of the interrelationships between technical knowledge, social awareness and project management
- develop their ability to think creatively to produce and evaluate products
- develop skills through practical application and design to produce and evaluate creative solutions using a range of computing technologies.

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 solutions

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

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 solutions

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

Computing Technology

Task 1	Task 2	Task 3
	Task Description Software development: Building mechatronic and automated systems	**Task Description** Enterprise Information systems: Analysing data
Date: Term 1 **Week 11** **2025**	**Date: Term 2** **Week 10** **2025**	**Date: Term 4** **Week 2** **2025**
Weighting:25% **A-E Grade is awarded for this task**	**Weighting:25%** **A-E Grade is awarded for this task**	**Weighting:50%** **A-E Grade is awarded for this task**
Outcomes: CT5-OPL-01,CT5-THI-01,CT5-EVL-01,CT5-DPM-01		**Outcomes:** CT5-DAT-01,CT5-COM-01,CT5-DAT-02,CT5-DPM-01

Stage 5 Course Performance Descriptors – Computing Technology

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**
identifies the evolution of, and/or innovations in, computing technology	demonstrates a basic understanding of the influence of enterprise and innovation on the evolution of computing technology	demonstrates a sound understanding of the influence of enterprise, innovation and automation on the evolution of computing technology	demonstrates a thorough understanding of the influence of enterprise, innovation and automation on the evolution of computing technology	demonstrates an extensive understanding of the influence of enterprise, innovation and automation on the evolution of computing technology
identifies processes that may produce a computing solution	uses processes to produce computing solutions	applies iterative processes to produce computing solutions	applies appropriate iterative processes to produce computing solutions	skilfully applies appropriate iterative processes to produce computing solutions
works safely with data	develops basic computing solutions using computational or design or systems thinking skills	develops sound computing solutions using computational, design and systems thinking skills	develops effective computing solutions using computational, design and systems thinking skills	develops highly effective computing solutions using computational, design and systems thinking skills
follows algorithms and/or partially implements them in a general-purpose programming language	uses data safely and responsibly	applies safe, secure and ethical practices in the use of data	selects and applies safe, secure and ethical practices in the use of data	selects and applies safe, secure and ethical practices in the use of data
identifies elements of user interfaces that contribute to user experiences	develops basic algorithms and/or implements them in a general-purpose programming language	develops common algorithms and implements them in a general-purpose programming language	develops, tests and implements functional algorithms in a general-purpose programming language	skilfully develops, tests and implements technically concise algorithms in a general-purpose programming language
uses data to communicate information in a very limited way	implements basic elements of user interface design to support user experiences	designs and implements user interfaces to create user experiences	demonstrates creativity in the design and implementation of user interfaces to create engaging user experiences	demonstrates creativity and innovation in the design and implementation of user interfaces to create engaging user experiences
	uses data to communicate basic information	selects appropriate data, media and processes to communicate information in a range of contexts	selects relevant data, media and processes to communicate appropriate information in a range of contexts	selects relevant data, media and processes to effectively communicate information in a range of contexts

English

Assessment in this subject

Students will be awarded a final grade determined in reference to the English Course Performance Descriptors and Common Grade Scale. This grade is informed by student engagement with the units of work developed to support their completion of Stage 5 English, their participation in the learning environment and their engagement with course work.

What will be assessed

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

• communicate through speaking, listening, reading, writing, viewing and representing
• use language to shape and make meaning according to purpose, audience and context
• think in ways that are imaginative, creative, interpretive and critical
• express themselves and their relationships with others and their world
• learn and reflect on their learning through their study of English

How students will be assessed

Students will have the opportunity to complete a variety of common tasks developed to allow students the opportunity to demonstrate the skills and knowledge they have developed in relation to the assessable outcomes. Student achievement in common tasks and student engagement with the course as informed by the Common Grade Scale will be used to determine student overall achievement.

Outcomes

	A student
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

English

Term 1	Term 2	Term 3	Term 4
The Pen is mightier than the Sword Students will develop their understanding of the ways in which poetry and non-fiction texts can be used to raise societal awareness of complex issues and the power of language to shift attitudes and values. Duration: 10 weeks Common Task: Discursive response,, Week 10	**Bard Reputation** Students will engage in an in-depth study of one Shakespearean play and consider the ways adaptation can deepen our appreciation of the original text through an exploration of intertextuality. Duration: 10 weeks Common Task: Extended response, Week 10	**Close Study of a Novel** Students will develop their understanding of the ways in which prose fiction texts can enhance our understanding of the world in which we live through a close consideration of composer style, purpose and context. Duration: 10 weeks Common Task: Analytical response, Week 10	**Me at 10** Students will reflect upon their knoweldge and skills they have developed in English to consider themselves at '10' and the ways literature can deepen their understanding of their experiences and place in the world. Through exploring a range of non-fiction and fiction texts, students will consider notions of coming of age at this point of tranistion between Stage 5 and Stage 6 education. Duration: 10 weeks Common Task: Yearly Examination, Week 3
Assessable outcomes: EN5-RVL-01, EN5-ECA-01	**Assessable outcomes:** EN5-URA-01, EN5-URB-01, EN5-URC-01	**Assessable outcomes:** EN5-ECA-01, EN5-URA-01	**Assessable outcomes:** EN5-RVL-01, EN5-URA-01

Stage 5 Course Performance Descriptors – English

Areas for Assessment	**Reading, listening, viewing** **Writing, speaking, representing** **Communicating and context** **Analysing language** **Interpretive, imaginative and critical thinking** **Expressing views**

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**
demonstrates some evidence of the ability to respond to a limited range of texts.	demonstrates some ability to respond to a range of texts.	through close and wide study, responds to a range of imaginative, factual and critical texts.	through close and wide study, responds to demanding, imaginative, factual and critical texts.	through close and wide study, responds to a comprehensive range of demanding, imaginative, factual and critical texts.
with teacher support, discusses the context and perspective of texts and the relationships between and among them.	discusses the context and perspective of texts and the relationships between and among them.	investigates the context and perspective of texts and the relationships between and among them.	investigates with some insight the context and perspective of texts and the relationships between and among them.	perceptively investigates the context and perspective of texts and the relationships between and among them.
with teacher support, discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts.	discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts.	analyses and discusses texts by selecting, identifying and explaining appropriate language forms and features and structures of those texts.	closely and critically analyses and evaluates texts of increasing complexity by selecting, describing and explaining appropriate language forms and features and structures of those texts.	constructively and critically analyses and evaluates complex texts by selecting, describing and explaining significant language forms and features and structures of those texts.
responds in a rudimentary way to verbal and visual imagery.	responds to verbal and visual imagery.	responds imaginatively to verbal and visual imagery.	responds imaginatively and critically in an effective way to verbal and visual imagery.	responds imaginatively and critically in a highly effective way to verbal and visual imagery.
with teacher support, composes written, oral and visual texts using various technologies for a limited range of purposes, audiences and contexts.	composes written, oral and visual texts using various technologies for different purposes, audiences and contexts.	displays a developing personal style, composes written, oral and visual texts using various technologies for a variety of purposes, audiences and contexts.	displays a developing personal style, composes with confidence written, oral and visual texts using various technologies for a variety of purposes, audiences and contexts.	displays a distinct personal style, composes with confidence written, oral and visual texts, using various technologies for a wide variety of purposes, audiences and contexts.
is able to generalise at times from engaging with texts to present a limited view of the world.	is able to generalise at times from engaging with texts to present some differing views of the world.	is able to generalise from engaging with texts to present differing views of the world.	is able to generalise from engaging with texts to present a range of views of the world.	is able to generalise confidently from engaging with texts to present a wide variety of views of the world.

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**
with teacher support, is developing an understanding of the processes of composition, as they are able to interpret ideas and apply these to new contexts.	with guidance, is developing a personal style and an understanding of the processes of composition as they are able to make some obvious inferences and interpretations, extend their imaginations in making meaning and apply ideas to new contexts.	demonstrates an understanding of the processes of composition as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts.	clearly demonstrates an understanding of the processes of composition, as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts.	consistently demonstrates an understanding of the processes of composition, as they are able to infer logically, interpret clearly, extend their imaginations in composing texts and adapt ideas into new and different contexts.
is able to identify some obvious expectations of an audience.	is able to identify and discuss some obvious preconceptions and expectations of an audience.	conforms to or challenges an audience's preconceptions and expectations.	with increasing confidence, is able to conform to, or challenge, an audience's preconceptions and expectations.	with confidence, is able to conform to, or challenge, an audience's preconceptions and expectations.
with teacher support, is able to reflect on some aspects of their individual and collaborative skills for learning.	with guidance, is able to reflect on their individual and collaborative skills for learning.	with increasing independence, reflects on and uses, assesses and adapts their individual and collaborative skills for learning.	independently reflects on and uses, assesses and adapts their individual and collaborative skills for learning.	independently reflects on and confidently uses, assesses and adapts their individual and collaborative skills for learning.

Food Technology

Assessment in this subject
Students will be assigned a final grade at the end of Year 10 based on the Course Performance Descriptors
The CPD's will be applied in relation to the work undertaken by each student during the course.

Students may study this course for 200 hours. Students who display advanced competencies will have an opportunity to work at a higher level and will have a greater chance of attaining a higher grade.

What will be assessed

The following are used to assess student achievement:
● 　　　Knowledge and understanding of Food Technology concepts;
● 　　　Practical and investigative skills.

Outcomes

A student:

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

FOOD TECHNOLOGY

Task 1	Task 2	Task 3
Date: Term 1 Week 6	**Date:** Term 2 Week 4	**Date:** Term 3 Week 8
Component: Food Selection and Health	**Component:** Food Product Development	**Component:** Food Service and Catering
Task Description: Research	**Task Description:** Research - Product Development	**Task Description** Practical - Running a small business/restaurant
Outcomes: FT4-1, FT4-2, FT4-3, FT4-5, FT4-6, FT4-7, FT4-8, FT4-9, FT4-10, FT4-11, FT4-12, FT4-13	**Outcomes:** FT4-1, FT4-2, FT4-5, FT4-7, FT4-8, FT4-9, FT4-10, FT4-11, FT4-12, FT4-13	**Outcomes:** FT4-1, FT4-2, FT4-3, FT4-4, FT4-5, FT4-6, FT4-7, FT4-10, FT4-11, FT4-12, FT4-13
30% **A-E Grade is awarded for this task**	**30%** **A-E Grade is awarded for this task**	**40%** **A-E Grade is awarded for this task**

Stage 5 Course Performance Descriptors – Food Technology

Areas for Assessment

Food properties and preparation
Food, nutrition and society
Food hygiene and safety
Researching and communicating
Designing, producing and evaluating

Grade E	Grade D	Grade C	Grade B	Grade A
A student at this grade typically:	*A student at this grade typically:*	*A student at this grade typically:*	*A student at this grade typically:*	*A student at this grade typically:*
€ identifies some chemical and physical properties of foods and, with assistance, identifies some changes that take place in food during preparation, processing and storage.	€ outlines a number of chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.	€ describes the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.	€ analyses the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.	€ evaluates the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.
€ with guidance, identifies and uses some appropriate techniques and equipment for a limited range of food-specific purposes.	€ identifies and uses basic techniques and equipment for a number of food-specific purposes, identifying and managing some risks associated with the safe and hygienic preparation of food.	€ identifies and uses appropriate techniques and equipment for a variety of food-specific purposes, identifying and managing risks associated with the safe and hygienic preparation of food.	€ identifies and uses advanced techniques and equipment for a variety of food-specific purposes, assessing and managing risks associated with the safe and hygienic preparation of food.	€ independently identifies and uses advanced techniques and appropriate equipment for a broad range of food-specific purposes, independently assessing and managing risks associated with safe and hygienic preparation of food.
€ with guidance, demonstrates very limited technical skills in designing and producing solutions for specific food purposes.	€ demonstrates basic technical skills in designing, producing and evaluating solutions for specific food purposes.	€ demonstrates adequate technical skills in designing, producing and evaluating solutions of sound quality for specific food purposes.	€ demonstrates high-level technical skills in designing, producing and evaluating high quality solutions for specific food purposes.	€ demonstrates advanced technical skills in designing, producing and evaluating solutions of excellent quality for specific food purposes.
€ identifies some ways that food-related activities or tasks impact on the individual, society or the environment, and some influences that technology has had on food supply.	€ outlines the impact of food-related activities or tasks on the individual, society and environment, and the influences that technology has had on food supply.	€ describes the impact of food-related activities or tasks on the individual, society and environment, and the influences that technology has had on food supply.	€ analyses the impact of food-related activities or tasks on the individual, society and environment, and the influences that technology has had on food supply.	€ evaluates the impact of food-related activities or tasks on the individual, society and environment, and the influences that technology has had on food supply.
€ identifies a limited number of factors that influence food choices and eating habits, and relates some aspects of consumption and the nutritional value of foods to health.	€ identifies factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health.	€ discusses a range of factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health.	€ analyses a range of factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health.	€ analyses a wide range of factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health.
€ displays very limited research skills and, with guidance, communicates simple information using a limited range of media.	€ displays basic research skills, and communicates information using a limited range of media.	€ displays sound research skills, and communicates information using a range of media.	€ displays well-developed research skills, and communicates complex information using a range of media.	€ displays highly developed research skills, and communicates complex information effectively using a range of media.

French

Assessment in this subject

Students may elect to complete either 100 hours or 200 hours of French. This course is three key content areas, interacting, understanding and creating texts. Students will receive a grade from 'A' to 'E' based on the course performance descriptors as demonstrated by their performance in varying assessment tasks as well as from class-work and homework activities. This final determination appears on the actual ROSA (Record of School Achievement).

Learning a language provides students with an opportunity to communicate and engage with the world and its people. Students learn the target language by developing and applying their knowledge of the language and culture(s). Studying a language enhances communication with speakers of the target language and equips learners with intercultural capability. They engage with the linguistic and cultural diversity of the world and develop respect, openness and empathy.

What will be assessed?

The following skills, knowledge and understanding outcomes are used to assess student performance:
- Exchanging and negotiating meaning to interact in the target language
- Applying knowledge of language systems to interact in the target language
- Applying knowledge of the target language culture(s) to interact
- Understanding and responding to spoken, written and multimodal target language texts
- Applying knowledge of language systems to understand and respond to target language texts
- Developing intercultural understanding through target language texts
- Creating spoken, written and multimodal texts in the target language appropriate to context, purpose and audience
- Applying knowledge of language systems to create spoken, written and multimodal texts
- Applying knowledge of the target language culture(s) to create texts

How students will be assessed?

During the unit the students will be given a number of assessment tasks which will allow the teacher to assign a result for each. Consistency in grading will be monitored by the Head Teacher.

The total of these tasks will be reported to parents in the Year 9 final report.

Outcomes

	A student:
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

Year 10 Assessment Schedule
COURSE: French

Focus Areas Empower students to become effective communicators in the target language by developing linguistic competence and intercultural capability. • learn to interact, understand and create texts in the target language • reflect on and understand their own and others' languages, cultures and identity develop an interest in and enjoyment of language learning.	TASK 1	TASK 2	TASK 3	TASK 4
	Term 1 Week 8	**Term 2 Week 4**	**Term 3 Week 8**	**Term 4 Week 3**
	Topic: Personal World	**Topic:** Hobbies	**Topic:** Popular Culture	**Topic:** Travel
	Nature of Task: Quiz	**Nature of Task:** Written Task	**Nature of Task:** Video Text	**Nature of Task:** Interview
Grades	A-E Grade is awarded for this task	A-E Grade is awarded for this task	A-E Grade is awarded for this task	A-E Grade is awarded for this task
Outcomes	ML5-INT-01, ML2-UND-01,	ML2-CRT-01	ML5-INT-01, ML2-UND-01	ML2-CRT-01

Geography

Assessment in this subject

The Geography Syllabus includes two strands:

- **Mandatory World Geography**

All students must complete 100 hours of study of World Geography. This is achieved by completing one semester of Geography in Stage 4 (Years 7 & 8). Students are assessed as either *Satisfactory* or *Unsatisfactory.*

- **Mandatory Australian Geography**

All students must complete 100 hours of study of Australian Geography in Stage 5 (Years 9 and Year 10). Students will receive a grade from "A" to "E" based on the course performance descriptors as demonstrated by their performance in varying assessment tasks as well as from class-work and homework activities. This final determination appears on the ROSA (Record of School Achievment)

What will be assessed

The following skills, knowledge and understanding outcomes are used to assess student performance:

- Gathering, processing and analysing data
- Planning, investigating and researching
- Analysing and explaining geographical processes
- Applying appropriate geographical tools.
- Analyses impacts of geographical perspectives on decision-making
- Understands Australia's links to it region

How students will be assessed

During the course students will be given a number of assessment tasks that will allow the teacher to assign a result for each. Consistency in grading will be monitored by the Head Teacher. The total of these tasks will be reported to parents in the Year 10 final report. The students will also be prepared for their final exam by revision of work and by practising past papers during Term 3 of Year 10.

Outcomes

	A student:
5.1	explains the diverse features and characteristics of a range of places and envirnments
5.2	explains process and influences that form and transform places and environments
5.3	analyses the effect of interactions and connections between people, places and environments
5.4	accounts for perspectives of people and organisations on a range of geographical issues
5.5	access management strategies for places and environments for their sustainability
5.6	Analyses differences in human wellbeing and ways to improve human wellbeing
5.7	Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
5.8	Communicates geographical information to a range of audiences using a variety of strategies

GEOGRAPHY

Focus Areas	TASK 1	TASK 2	TASK 3
Concepts: Place, space, environment, interconnection, scale, sustainability and change	**Term 1/3** **Week 8**	**Terms 1 – 4** **Ongoing**	**Term 2/4** **Week 4**
Skills: Acquiring geographical information, processing geographical information, communicating geographical information **Tools:** Maps, Fieldwork, Graphs & Statistics, Spatial Technologies and Visual Representations	**Topic:** Human Wellbeing	**Topic**: All Topics	**Topic:** All Topics
	Nature of Task: Research Task	**Nature of Task:** Formative Assessment	**Nature of Task:** Examination Skills and course content
Grades	A-E Grade is awarded for this task	A-E Grade is awarded for this task	A-E Grade is awarded for this task
Outcomes	GE5-1, GE5-2, GE5-6, GE5-8	GE5-3, GE5-4, GE5-5, GE5-7, GE5-8	GE5-1, GE5-2, GE5-4, GE5-5, GE5-7

Stage 5 Course Performance Descriptors – Australian Geography

Areas for Assessment

Communication
Geographical tools and skills
Geographical knowledge

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	A student performing at this grade typically:	A student performing at this grade typically:	A student performing at this grade typically:	A student performing at this grade typically:
displays very limited skills to select, gather, organise and communicate geographical information using a limited range of written, oral and graphic forms.	displays basic skills to select, gather, organise and communicate geographical information using a range of written, oral and graphic forms.	displays sound skills to select, gather, organise and communicate geographical information using a range of written, oral and graphic forms.	displays high level skills to select, gather, organise and communicate complex geographical information in a broad range of written, oral and graphic forms.	displays sophisticated skills to select, gather and organise complex geographical information and uses an extensive range of written, oral and graphic forms to communicate it effectively.
exhibits very limited skills to select and apply geographical tools to some spatial and ecological dimensions of Australia.	exhibits some skills to select and apply geographical tools appropriate to a range of spatial and ecological dimensions of Australia.	exhibits sound skills to select and apply geographical tools appropriate to the spatial and ecological dimensions of Australia.	exhibits high level skills to select and apply geographical tools appropriate to the spatial and ecological dimensions of Australia.	exhibits extensive skills to select and proficiently apply geographical tools appropriate to the spatial and ecological dimensions of Australia.
demonstrates some sense of place of Australian environments and identifies some geographical processes that form and transform them.	demonstrates a basic sense of place of Australian environments and some understanding of the geographical processes that form and transform them.	demonstrates a sound sense of place of Australian environments and adequate understanding of the geographical processes that form and transform them.	demonstrates a thorough sense of place of Australian environments and a thorough understanding of the geographical processes that form and transform them.	demonstrates an extensive sense of place of Australian environments and an extensive understanding of the geographical processes that form and transform them.
recognises some different perspectives of geographical issues.	outlines different perspectives of Australian geographical issues.	describes different perspectives of geographical issues.	explains different perspectives of geographical issues at a range of scales.	explains and analyses different perspectives of geographical issues at a range of scales.
demonstrates elementary knowledge and understanding of Australian environments and communities, some interactions of people with the environment and some factors that shape communities.	demonstrates basic knowledge and understanding of Australian environments and communities, a range of interactions of people with the environment and a range of factors that shape communities.	demonstrates sound knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities.	demonstrates thorough knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities.	demonstrates extensive knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities.
identifies some aspects of civics and recognises some links between civics and citizenship.	displays some knowledge of civics and identifies links between civics and citizenship.	displays broad knowledge of civics and describes links between civics and informed and active citizenship.	displays thorough knowledge of civics and explains links between civics and informed and active citizenship in relation to geographical issues.	displays extensive knowledge of civics and analyses links between civics and informed and active citizenship in relation to geographical issues at a range of scales.

Graphics Technology

Course description

The study of Graphics Technology provides students with knowledge of the techniques and technologies used to graphically convey technical and non-technical ideas and information. Students are introduced to the significance of graphical communication as a universal language and develop the ability to read, interpret and produce graphical presentations that communicate information using a variety of techniques and media.

The Graphics Technology Years 7–10 course includes Life Skills outcomes and content for students with special education needs.

What students learn

Students learn to design, prepare and develop graphical presentations using both instrument drawing and computer-aided design (CAD). They learn to interpret and analyse graphical images and presentations to develop an understanding of the use of graphics in industrial, commercial and domestic applications. The major emphasis of the course is on students actively planning, developing and producing quality graphics projects, including drawings, images and models.

Students can select from a range of option modules:
- Architectural Drawing
- Australian Architecture
- Cabinet and Furniture Drawing
- Computer-Aided Design (CAD)
- Computer Animation
- Engineering Drawing
- Graphic Design and Communication
- Landscape Drawing
- Product and Technical Illustration
- Student Negotiated Project.

Course requirements

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

Students undertaking the 200-hour course are required to complete:
- Core Module 1 AND
- Core Module 2 AND
- four to six option modules.

Outcomes

A student:

GT5-1 communicates ideas graphically using freehand sketching and accurate drafting techniques

GT5-2 analyses the context of information and intended audience to select and develop appropriate presentations

GT5-3 designs and produces a range of graphical presentations

GT5-4 evaluates the effectiveness of different modes of graphical communications for a variety of purposes

GT5-5 identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications

GT5-6 manages the development of graphical presentations to meet project briefs and specifications

GT5-7 manipulates and produces images using digital drafting and presentation technologies

GT5-8 designs, produces and evaluates multimedia presentations

GT5-9 identifies, assesses and manages relevant WHS factors to minimise risks in the work environment

GT5-10 demonstrates responsible and safe work practices for self and others

GT5-11 demonstrates the application of graphics to a range of industrial, commercial and personal settings

GT5-12 evaluates the impact of graphics on society, industry and the environment

GRAPHICS TECHNOLOGY

Task 1	Task 2	Task 3	Task 4
Date: Term 1 Week 8	**Date:** Term 2 Week 9	**Date:** Term 3 Week 7	**Date:** Term 4 Week 5
Task Description: **Option module 6** Engineering Drawing	**Task Description:** **Option module 1 & 2** Architectural Drawing and Australian Architecture	**Task Description:** **Option module 9** Product and Technical Illustration	**Task Description:** **Option module 10** Student negotiated project
Outcomes: GT5-1, GT5-2, GT5-3, GT5-5, GT5-6, GT5-7, GT5-11	**Outcomes:** GT5-1, GT5-2, GT5-3, GT5-4, GT5-5, GT5-6, GT5-7, GT5-9, GT5-10	**Outcomes:** GT5-1, GT5-2, GT5-3, GT5-5, GT5-7, GT5-8, GT5-11, GT5-12	**Outcomes:** GT5-1, GT5-2, GT5-3, GT5-5, GT5-6, GT5-12
20% **A-E Grade is awarded for this task**	**20%** **A-E Grade is awarded for this task**	**40%** **A-E Grade is awarded for this task**	**20%** **A-E Grade is awarded for this task**

Stage 5 Course Performance Descriptors – Graphics Technology

Areas for Assessment
Graphics principles and techniques
Graphics Technology, industry and society
Computer-based drafting technologies

Design, planning and construction
Presentation and communication

Grade E	Grade D	Grade C	Grade B	Grade A
A student at this grade typically:	*A student at this grade typically:*	*A student at this grade typically:*	*A student at this grade typically:*	*A student at this grade typically:*
€ demonstrates elementary knowledge of graphics standards, procedures and conventions and, with guidance, uses these in the production of graphical presentations.	€ demonstrates basic knowledge of graphics standards, procedures and conventions, and incorporates these into the production of graphical presentations.	€ demonstrates sound knowledge of graphics standards, procedures and conventions, and incorporates these into the production of graphical presentations.	€ demonstrates thorough knowledge of graphics standards, procedures and conventions, and independently incorporates these into the production of a range of graphical presentations.	€ demonstrates extensive knowledge of graphics standards, procedures and conventions, and independently incorporates these into the production of a range of graphical presentations.
€ produces presentations that demonstrate elementary knowledge and understanding of the features of effective graphical presentations.	€ produces presentations that demonstrate basic knowledge and understanding of the features of effective graphical presentations.	€ produces presentations that demonstrate sound knowledge and understanding of the features of effective graphical presentations.	€ produces quality presentations that demonstrate comprehensive knowledge and understanding of the features of effective graphical presentations.	€ produces high quality presentations that demonstrate extensive knowledge and understanding of the features of effective graphical presentations.
€ demonstrates very limited technical skill in producing simple manual and computer-based graphical presentations.	€ demonstrates limited technical skill in producing manual and computer-based graphical presentations.	€ demonstrates adequate technical skill in producing manual and computer-based graphical presentations.	€ demonstrates high technical skill in interpreting and producing a range of quality manual and computer-based graphical presentations.	€ demonstrates exemplary technical skill in interpreting and producing a range of high quality manual and computer-based graphical presentations.
€ with assistance, selects and uses some presentation techniques.	€ with assistance, uses the elementary features of CAD applications.	€ uses the elementary features of CAD and multimedia applications.	€ uses a variety of CAD and multimedia applications.	€ displays confidence and competence in using a range of CAD and multimedia applications.
€ identifies some environmental and/or societal impacts of graphics technologies.	€ selects and develops appropriate graphical presentations for the intended audience.	€ interprets the nature of information and intended audience to select and develop appropriate graphical presentations.	€ analyses the nature of information and intended audience to confidently select and develop appropriate graphical presentations.	€ critically analyses the nature of information and intended audience to confidently select and develop a range of appropriate graphical presentations.
€ uses very limited management techniques to meet predetermined briefs and specifications.	€ recognises environmental, societal and industrial impacts of selected graphics technologies.	€ compares and contrasts environmental, societal and industrial impacts of selected graphics technologies.	€ analyses environmental, societal and industrial impacts of a range of graphics technologies and outlines some actions to minimise negative impacts.	€ critically analyses environmental, societal and industrial impacts of a range of graphics technologies and proposes actions to minimise negative impacts.
	€ uses some management techniques to meet predetermined briefs and specifications.	€ identifies and uses management techniques to meet predetermined briefs and specifications.	€ independently identifies and comprehensively uses management techniques to meet predetermined briefs and specifications.	€ independently identifies and extensively uses management techniques to meet predetermined briefs and specifications.

History

Assessment in this subject

The History Syllabus includes two strands:

- **Mandatory World History**

All students must complete 100 hours of study of World History. This will be achieved by completing one semester of History in each of Years 7 & 8. Students are assessed as either *Satisfactory* or *Unsatisfactory in this area. The award of a satisfactory determination reflects the student's completion of the course study and all required tasks.*

- **Mandatory Australian History**

All students must complete 100 hours of study of Australian History in Stage 5 {Year 9 and Year 10}. Students will receive a grade from 'A' to 'E' based on the course performance descriptors as demonstrated by their performance in varying assessment tasks as well as from class-work and homework activities. This final determination appears on the ROSA (Record of School Achievment)

What will be assessed

The following skills, knowledge and understanding outcomes are used to assess student performance:

- Sequencing and recall
- Investigating, researching and locating from a variety of sources, including technology
- Analysing, synthesising, interpreting and using historical sources
- Communicating and explaining in written, oral and graphic forms.

How students will be assessed

During the unit the students will be given a number of assessment tasks which will allow the teacher to assign a result for each. Consistency in grading will be monitored by the Head Teacher.

The total of these tasks will be reported to parents in the Year 10 final report. The students will also be prepared for their final exam by practicing past test papers during Term 3 of Year 10.

Outcomes

	A student:
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

Year 10 Assessment Schedule
COURSE: History- The Modern World and Australia

Focus Areas **Literacy:** Essay writing, grammar, spelling, punctuation**.** **Numeracy:** Chronology, timelines, dating systems, calendars, sequencing time periods. **Historical Concepts and Skills** Comprehension, chronology, terms and concepts, continuity and change, cause and effect, empathic understanding, significance, contestability, research, explanation and communication.	**TASK 1**	**TASK 2**	**TASK 3**
	Term 1/3 **Week 7**	**Terms 1 – 4** **Ongoing**	**Term 2/4** **Week 4**
	Topic: Depth Study 3 and 6- World War II and Holocaust	**Topic:** All Topics	**Topic:** All Topics
	Nature of Task: Primary Evidence / Essay Task	**Nature of Task:** Formative Assessment	**Nature of Task:** Examination Skills and course content
Grades	A-E Grade is awarded for this task	A-E Grade is awarded for this task	A-E Grade is awarded for this task
Outcomes	HT5-1, HT5-5, HT5-8, HT5-9	HT5-4, HT5-6, HT5-7, HT5-9, HT5-10	HT5-2, HT5-3, HT5-8, HT5-9, HT5-10

Stage 5 Course Performance Descriptors – Australian History

Areas for Assessment

Historical knowledge
Changing rights and freedoms
Research and historical inquiry skills
Communication

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**
demonstrates elementary knowledge and understanding of some significant events in 20th century Australian history and, with teacher support, describes some impacts of these events on Australian life.	demonstrates basic knowledge and understanding of some significant developments in 20th century Australian history and explains their impact on Australian life.	demonstrates sound knowledge and understanding of significant developments in 20th century Australian history and makes a simple evaluation of their impact on Australian life.	demonstrates thorough knowledge and understanding of significant developments in 20th century Australian history and evaluates their impact on Australian life.	demonstrates extensive knowledge and understanding of significant developments in 20th century Australian history and evaluates their impact on Australian life.
demonstrates elementary knowledge and understanding of some changing rights and freedoms of Aboriginal peoples and other groups in Australia.	demonstrates basic knowledge and understanding of some changing rights and freedoms of Aboriginal peoples and other groups in Australia.	demonstrates sound knowledge and understanding of the changing rights and freedoms of Aboriginal peoples and other groups in Australia.	demonstrates thorough knowledge and understanding of the changing rights and freedoms of Aboriginal peoples and other groups in Australia.	demonstrates extensive knowledge and understanding of the changing rights and freedoms of Aboriginal peoples and other groups in Australia.
recounts some historical events in chronological order.	sequences some events and identifies factors contributing to continuity and change.	sequences events and explains factors contributing to continuity and change.	sequences events and explains factors contributing to continuity, change and causation.	draws historical conclusions based on an understanding of continuity, change and causation.
recognises different perspectives within historical accounts, with guidance.	recalls different perspectives and interpretations of the past.	describes different perspectives and interpretations of the past.	explains different perspectives and interpretations of the past.	assesses different perspectives and interpretations of the past.
locates limited information from sources to answer historical questions, with guidance.	locates, selects and organises relevant information from sources and summarises the main ideas to answer historical questions.	locates, selects and organises relevant information from a number of sources to undertake historical inquiry.	selects and interprets a range of sources and draws conclusions about their usefulness in an historical inquiry.	evaluates a range of sources and synthesises information from them that is relevant to an historical inquiry.
communicates their understanding of history by creating basic accounts of events and issues, in a range of limited forms.	communicates their understanding of history by describing historical events and issues, in a range of oral, written and other forms.	communicates their understanding of history by creating explanations and arguments about historical events and issues, in a range of oral, written and other forms.	communicates their understanding of history by constructing explanations and coherent arguments about historical events and issues for different audiences, in a variety of oral, written and other forms.	communicates their understanding of historical events and issues by constructing sustained arguments for different audiences, using a variety of oral, written and other forms.
uses simple historical terms and concepts.	uses a limited range of historical terms and concepts.	uses appropriate historical terms and concepts.	appropriately uses a range of historical terms and concepts.	displays a sophisticated use of historical terms and concepts.

Elective History

Assessment in this subject

Students apply an understanding of the nature of history, heritage, archaeology and the methods of historical inquiry. They examine the ways in which historical meanings can be constructed through a range of media. They have applied these understandings to their investigation of past societies and historical periods through both depth and thematic studies. They sequence major historical events or heritage features, to show an understanding of continuity, change and causation. They explain the importance of key features of past societies, including groups and personalities. Students evaluate the contribution of cultural groups, sites and/or family to our shared heritage.

Students develop skills to undertake the processes of historical inquiry. They identify, comprehend and evaluate the usefulness of historical sources in the historical inquiry process. They explain different contexts, perspectives and interpretations of the past. They select and analyse a range of historical sources to locate information relevant to an historical inquiry. Students apply a range of relevant historical terms and concepts when communicating an understanding of the past. They select and use appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

What will be assessed

The following skills, knowledge and understanding outcomes are used to assess student performance:
- Comprehension: chronology, terms and concepts
- Analysis and use of sources
- Perspectives and interpretations
- Empathetic understanding
- Research
- Explanation and communication

How students will be assessed

During the course students are given a number of assessment tasks that allow the teacher to assign a result. Consistency in grading is monitored by the Head Teacher. From these tasks and the student's demonstration of outcomes such as class work and homework, students will receive as grade from "A" to "E". These grades reflect the student's achievement in relation to the subject's Performance descriptors.

Outcomes

	A student:
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 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 forms to communicate effectively about the past for different audiences

Year 10 Assessment Schedule
Elective History

Focus Areas **Literacy:** Essay writing, grammar, spelling, punctuation. **Numeracy:** Chronology, timelines, calendars, sequencing time periods. **Concepts and Skills** Continuity and change, Cause and Effect, Empathic understanding, Significance, Contestability, Research, Explanation and Communication.	TASK 1	TASK 2	TASK 3	TASK 4
	Term 1 Week 10	Term 2 Week 6	Term 3 Week 6	Terms 1 – 4 Ongoing
	Topic 1	Topic 2	Topic 3	Topic 4
	Nature of Task: Research Task	Nature of Task: Group Task	Nature of Task: Portfolio Task	Nature of Task: Formative Assessment
Grades	A-E Grade is awarded for this task	A-E Grade is awarded for this task	A-E Grade is awarded for this task	A-E Grade is awarded for this task
Outcomes	HTE5-1, HTE5-4, HTE5-6, HTE5-7, HTE5-8,	HTE5-3, HTE5-4, HTE5-6, HTE5-8, HTE5-9	HTE5-2, HTE5-3, HTE5-7, HTE5-9, HTE5-10	HTE5-1, HTE5-4, HTE5-5, HTE5-7, HTE5-9

Stage 5 Course Performance Descriptors – Elective History

Areas for Assessment	Historical understanding and knowledge Research and historical inquiry skills Communication			
Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	A student performing at this grade typically:	A student performing at this grade typically:	A student performing at this grade typically:	A student performing at this grade typically:
demonstrates elementary knowledge and understanding of some aspects of the nature of history, heritage and archaeology, and the methods of historical inquiry	demonstrates basic knowledge and understanding of the nature of history, heritage and archaeology, and the methods of historical inquiry	demonstrates sound knowledge and understanding of the nature of history, heritage and archaeology, and the methods of historical inquiry	demonstrates and applies a detailed knowledge and understanding of the nature of history, heritage and archaeology, and the methods of historical inquiry	demonstrates and applies a detailed and extensive knowledge and understanding of the nature of history, heritage and archaeology, and the methods of historical inquiry
recognises some key features, personalities or groups in past societies, and recounts simply some historical events in chronological order	identifies some key features, personalities or groups in past societies, sequences events and identifies factors contributing to continuity and change	describes key features, personalities and groups in past societies, and sequences major historical events to explain causation, continuity and change	explains the importance of key features, personalities and groups in past societies, and accurately sequences major historical events to explain causation, continuity and change	assesses the importance of key features, personalities and groups in past societies, and accurately sequences major historical events to explain causation, continuity and change
recognises some contributions of cultural groups, sites and/or families to our shared heritage	identifies some contributions of cultural groups, sites and/or families to our shared heritage	describes the contribution of cultural groups, sites and/or families to our shared heritage	analyses the contribution of cultural groups, sites and/or families to our shared heritage	independently evaluates the contribution of a wide range of cultural groups, sites and/or families to our shared heritage.
recognises some different perspectives within historical accounts, with guidance	identifies different perspectives, interpretations and constructions of the past	describes different perspectives, interpretations and constructions of the past	explains different perspectives, interpretations and constructions of the past	assesses different perspectives, interpretations and constructions of the past
locates basic information from sources to construct simple historical recounts	locates and selects relevant information from sources, and summarises the main ideas to engage in basic, structured research tasks	locates, selects and organises relevant information from a number of sources to undertake historical inquiry	selects and interprets a range of sources and draws conclusions about their usefulness in a historical inquiry	evaluates a range of sources and synthesises information from them to undertake historical inquiry
communicates an elementary understanding of history by creating basic historical recounts in a limited range of forms.	communicates a basic understanding of history by creating descriptions and simple explanations, in a range of oral, written and other forms	communicates a sound understanding of history by creating explanations and arguments, using a range of oral, written and other forms	communicates a thorough understanding of history by constructing coherent explanations and arguments for different audiences, using a variety of oral, written and other forms	communicates an extensive understanding of history by constructing sustained and coherent explanations and arguments for different audiences, using a variety of oral, written and other forms
uses simple historical terms and concepts.	uses some appropriate historical terms and concepts.	uses a range of historical terms and concepts.	appropriately uses a wide range of historical terms and concepts.	displays a sophisticated use of historical terms and concepts.

Industrial Technology

Course description

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. This may include study in the focus areas of:

- Automotive
- Building and Construction
- Electronics
- Engineering
- Farm Maintenance
- Metal
- Multimedia
- Timber.

They develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

What students learn

Students develop knowledge relating to current and emerging technologies in industrial and domestic settings. They study the interrelationship of technologies, equipment and materials used in a variety of settings. They develop skills through project-based learning in the design, planning, management and production of practical projects. Students are provided with opportunities to have responsibility for their own learning through a range of student-centred learning experiences.

Students investigate Work Health and Safety (WHS) matters and related work environments while developing a range of skills that equip them for future learning, potential vocational pathways, and leisure and lifestyle activities involving technologies. The design and production of practical projects is communicated using a range of technologies.

Course requirements

Students should be provided with a range of theoretical and practical experiences to develop knowledge and skills in a selected focus area. A design and production folio or engineering report is required for each practical project completed and will form part of the overall assessment of each module.

Students may study up to two focus areas based on the Industrial Technology syllabus that contribute to the award of their Record of School Achievement (RoSA). A student may undertake a focus area once only.

Students undertaking the 200-hour course in each focus area are required to complete:

- the core module plus specialised module(s).

Outcomes

A Student:

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

INDUSTRIAL TECHNOLOGY - ENGINEERING

Task 1	Task 2	Task 3
Term 2 **Week 3**	**Term 4** **Week 3**	**Term 4** **Week 4**
Task Description: Cars - CO2 Folio and Practical	**Task Description:** Yearly Exam	**Task Description:** Soccer Bot - Folio and Practical
50% **A-E Grade is awarded for this task**	**20%** **A-E Grade is awarded for this task**	**30%** **A-E Grade is awarded for this task**
Outcomes: IND5-1; IND5-2; IND5-3; IND5-4; IND5-5; IND5-7; IND5-8;	**Outcomes:** IND5-1; IND5-3; IND5-4; IND5-5; IND5-8; IND5-9; IND5-10	**Outcomes:** IND5-1; IND5-3; IND5-4; IND5-6; IND5-7

INDUSTRIAL TECHNOLOGY - TIMBER

Task 1	Task 2	Task 3
Term 2 **Week 3**	**Term 4** **Week 3**	**Term 4** **Week 4**
Task Description: Bedside Table and Folio	**Task Description:** Yearly Exam	**Task Description:** Project 2 Folio and Practical
30% **A-E Grade is awarded for this task**	**20%** **A-E Grade is awarded for this task**	**50%** **A-E Grade is awarded for this task**
Outcomes: IND5-1; IND5-2; IND5-3; IND5-4; IND5-5; IND5-7; IND5-8; IND5-9; IND5-10	**Outcomes:** IND5-1; IND5-3; IND5-4; IND5-5; IND5-8; IND5-9; IND5-10	**Outcomes:** IND5-1; IND5-3; IND5-4; IND5-6; IND5-7; IND5-9

Stage 5 Course Performance Descriptors – Industrial Technology

Areas for Assessment

OHS and risk management
Properties and applications of materials
Industrial Technology and society

Producing quality projects
Designing, communicating and evaluating

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	A student performing at this grade typically:	A student performing at this grade typically:	A student performing at this grade typically:	A student performing at this grade typically:
demonstrates elementary knowledge of some technologies in their field of study, and recognises some social, cultural and environmental impacts of these technologies.	demonstrates basic knowledge of technologies in their field of study, and outlines social, cultural and environmental impacts of these technologies.	demonstrates sound knowledge of traditional, current, new and emerging technologies in their field of study, and explains the social, cultural and environmental impacts of these technologies.	demonstrates thorough knowledge of traditional, current, new and emerging technologies in their field of study, and analyses the social, cultural and environmental impacts of these technologies.	demonstrates extensive knowledge of traditional, current, new and emerging technologies in their field of study, and evaluates the social, cultural and environmental impacts of these technologies.
with guidance, displays very limited technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects.	displays basic technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects, identifying and managing some risks, and applying safe work practices.	displays technical skills in identifying and using appropriate materials and hand and machine tools, to produce practical projects of sound quality, identifying and managing risks and applying safe work practices.	displays high-level technical skills in identifying and using appropriate materials and hand and machine tools to produce high quality practical projects, assessing and managing risks and applying safe work practices.	displays advanced technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects of excellent quality, independently assessing and managing risks and consistently applying safe work practices.
identifies some properties of materials that make them suitable for specific applications, and identifies some aspects of products and commercial products.	outlines properties of materials that make them suitable for specific applications, and identifies functional, aesthetic, environmental and economic aspects of products and commercial products.	describes the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products.	analyses the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products.	evaluates the suitability of materials for specific applications and the functional, aesthetic, environmental and economic aspects of projects and commercial products.
produces elementary sketches related to practical projects, and uses simple terms to describe production processes.	produces simple drawings for practical projects, and uses general terms to describe production processes to an audience.	produces competent drawings to illustrate practical projects, and uses accurate technical terms to describe production processes to a range of audiences.	uses a range of media to illustrate practical projects, and uses technical terminology to discuss production processes with a range of audiences.	independently selects and uses a range of media to illustrate practical projects, and confidently uses technical terminology to discuss production processes with a range of audiences.
with assistance, applies elementary skills and design principles to the production or modification of projects.	applies basic skills and design principles to the development and production or modification of projects.	applies skills and design principles to the development and production or modification of projects.	consistently applies skills and design principles to the development and production of new projects.	independently and consistently applies skills and design principles to the development and production of new projects.

International Studies

Assessment in this subject

Students may elect to complete either 100 hours or 200 hours of International Studies. This course is divided into the core content and options. Students will receive a grade from 'A' to 'E' based on the course performance descriptors as demonstrated by their performance in varying assessment tasks as well as from class-work and homework activities. This final determination appears on the actual ROSA (Record of School Achievement).

The course is an opportunity for students to explore and recognise their own cultures, and appreciate the richness of multicultural Australia and the world. As Australia is part of the Asia-Pacific region, the course lends itself to an emphasis on, but it not limited to, this region.

What will be assessed?

The following skills, knowledge and understanding outcomes are used to assess student performance:
- defining and analysing culture
- Investigating, researching and locating from a variety of sources, including technology
- Examining and evaluating cultural significance
- Communicating and explaining in written, oral and graphic forms.

How students will be assessed?

During the unit the students will be given a number of assessment tasks which will allow the teacher to assign a result for each. Consistency in grading will be monitored by the Head Teacher.

The total of these tasks will be reported to parents in the Year 9 final report.

Outcomes

	A student:
5.1	analyses a variety of definitions of culture
5.2	describes characteristics of culture
5.3	examines cultural similarities and differences
5.4	examines cultural diversity
5.5	accounts for the dynamic nature of culture
5.6	identifies influences on cultures and their interconnections
5.7	recognises bias and stereotypes
5.8	analyses different contexts, perspectives and interpretations of cultural beliefs and practices
5.9	evaluates culturally significant issues, events and scenarios from a variety of perspectives
5.10	applies understanding of cultural differences when communicating across cultures
5.11	applies strategies to challenge stereotypes
5.12	selects and uses a range of written, visual and oral forms and uses a range of written visual and oral forms, to describe, analyses and communicate about cultures

Year 10 Assessment Schedule
International Studies

Focus Areas	TASK 1	TASK 2	TASK 3	TASK 4
Concepts and Skills Understand how the study of culture requires knowledge to inform values and develop individual and community participation, action, and commitment to be a global citizen. Recognise fact, detect bias and challenge stereotypes by exploring cultural difference and interconnectedness.	**Term 1** **Week 10**	**Term 2** **Week 8**	**Term 3** **Week 4**	**Terms 1 – 4** **Ongoing**
	Topic 1	**Topic 2**	**Topic 3**	**Topic 4**
	Nature of Task: Research Task	**Nature of Task:** Portfolio Task	**Nature of Task:** Group Task	**Nature of Task:** Formative Assessment
Grades	A-E Grade is awarded for this task	A-E Grade is awarded for this task	A-E Grade is awarded for this task	A-E Grade is awarded for this task
Outcomes	IS5-1, IS5-2, IS5-7, IS5-8, IS5-9,	IS5-2, IS5-3, IS5-5, IS5-6, IS5-12	IS5-3, IS5-4, IS5-5, IS5-6, IS5-10	IS5-4, IS5-6, IS5-7, IS5-11, IS5-12

Stage 5 Course Performance Descriptors – International Studies

Areas for Assessment   **Cultural Understanding**
Cultural Knowledge
Research and historical inquiry skills
Communication

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**
demonstrates elementary knowledge and understanding of cultural diversity and limited interconnections between cultures	demonstrates basic knowledge and understanding of cultural diversity and some interconnections between cultures	demonstrates sound knowledge and understanding of cultural diversity and interconnections between cultures	demonstrates thorough knowledge and understanding of cultural diversity and complex interconnections between cultures	demonstrates extensive knowledge and understanding of cultural diversity and multifaceted interconnections between cultures
recounts some events that contribute to the dynamic nature of culture and displays limited appreciation	sequences some events and identifies factors contributing to the dynamic nature of culture and displays some appreciation	sequences events and explains factors contributing to the dynamic nature of culture and displays appreciation	sequences events and explains factors contributing to the dynamic nature of culture and displays appreciation and empathy	draws empathetic conclusions on the dynamic nature of culture and displays strong appreciation and empathy
recounts some events that contribute to the continuity and change of culture	sequences some events and identifies factors contributing to continuity and change of culture in the contemporary world	sequences events and explains factors contributing to continuity and change of culture in the contemporary world	sequences events and explains factors contributing to continuity, change and causation of culture in the contemporary world	draws empathetic conclusions on the continuity, change and causation of culture in the contemporary world
recognises different perspectives and stereotypes surrounding culture	recalls different perspectives and stereotypes surrounding culture	describes different perspectives and stereotypes surrounding culture	explains different perspectives and stereotypes surrounding culture	assesses different perspectives and stereotypes surrounding culture
locates limited information from sources to answer questions	locates, selects and organises relevant information from sources and summaries the main ideas to answer questions	locates, selects and organises relevant information from a number of sources to undertake a cultural inquiry	selects and interprets a range of sources and draws conclusions about their usefulness to a cultural inquiry	evaluates a range of sources and synthesises information from them that is relevant to a cultural inquiry
Communicates their understanding of culture by creating basic accounts of culture in a range of oral, written and other forms	Communicates their understanding of culture by describing aspects of culture in a range of oral, written and other forms	Communicates their understanding of culture and cultural issues by creating explanations and arguments in a range of oral, written and other forms	Communicates their understanding of culture and cultural issues by constructing explanations and coherent arguments for different audiences, using a variety of oral, written and other forms	Communicates their understanding of culture and cultural issues by constructing sustained arguments for different audiences, using a variety of oral, written and other forms

INVESTIGATING SCIENCE

Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 2 Week 1 2024	Date: Term 3 Week 5 2024	Date: Term 3 Weeks 3-4 2024 (To be confirmed)
		Research	Depth Study	Trial HSC
Knowledge and understanding of course content	**40**	10	10	20
Skills in working scientifically	**60**	20	30	10
Total Marks	**100**	30	40	30
Course Outcomes		**INS12-2, INS12-3, INS12-7, INS12-13**	**INS12-1, INS12-3, INS12-5, INS12-7, INS12-14, INS12-15**	**INS12-1, INS 12-7, INS12-12, INS12-15**

Science Investigating Science Stage 6 Scope and Sequence: 2024

Term 4 11 Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Doing Science 2 M5&6 (Module 5: Scientific investigations Module 6: Technologies)										
	Students investigate how science is conducted in the "real" world & how technology has shaped and influenced scientific understanding DSL 10 hours (Week 5)										
	INS12-1; INS12-2; INS12-3; INS12-4; INS12-12; INS12-13										

Term 1 11 Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Doing Science 2 M5&6				**The Impact of Science M7&8**						
	Students investigate how technology has shaped and influenced scientific understanding				Assessment 1: Researching Technologies 30% INS12-13, INS12-2, INS12-3, INS12-7	*Students investigate how scientific ideas can be shaped by societal, economic and political influences. They will see this can impact on the world around them.*				
	INS12-1; INS12-2; INS12-3; INS12-4; INS12-12; INS12-13					INS12-4; INS12-5; INS12-6; INS12-7; INS12-14; INS12-15				

Term 2 10 Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	The Impact of Science M7&8			Assessment 2: DSA (40%) (20 hours) INS12-1; INS12-3; INS12-5; INS12-7; INS12-14, INS12-15				**The Impact of Science M7&8**		
	INS12-4; INS12-5; INS12-6; INS12-7; INS12-14; INS12-15									

Term 3 10 Weeks	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	The Impact of Science M7&8				**Consolidation Working Scientifically Skills**					
			Trial HSC (30%) INS12-1 – INS 12-7 INS12-12 – INS12-15							
	INS12-4; INS12-5; INS12-6; INS12-7; INS12-14; INS12-15				*INS121-7*					

DSL - Depth Study for Learning (peer assessed - not assessable)
DSA - Depth Study for Assessment (Teacher marked for assessment

Mathematics

Mathematical ideas have evolved and continue to develop across cultures and have been practised in Australia by Aboriginal and Torres Strait Islander Peoples for thousands of years. Through the study of mathematics, students apply their knowledge and skills to deepen their understanding of the world.

Mathematics is a reasoning and creative activity, integral to scientific and technological advances across many fields of endeavour. The symbolic nature of mathematics provides a powerful and precise means of communication.

Making connections across mathematical concepts and other subject areas enhances students' ability to understand the purpose of learning mathematics and to develop a deeper conceptual understanding. This helps students to recognise the role of mathematics in solving problems in the world around them, applying their understanding to familiar and unfamiliar situations.

By studying mathematics, students develop essential numeracy skills and fluency, while nurturing the ability to think logically, critically and creatively. They learn about patterns and reason about relationships, creating opportunities to generalise their solutions and to solve non-routine problems.

When students enjoy learning mathematics, they develop a positive self-concept and become self-motivated learners through active participation in appropriately challenging tasks. This can enhance their resilience in solving mathematical problems relevant to further education and their everyday lives.

Reference: 2024 K-10 Syllabus

Year 10 Assessment Core +Advanced Schedule

	TASK 1	TASK 2	TASK 3	TASK 4
Date	TERM 1 WEEK 6	TERM 2 WEEK 3	TERM 3 WEEK 4	TERM 4 WEEK 3
Topic(s)	Algebra, equations and linear relationships Geometry and networks	Indices, exponentials and logarithms Measurement and surds	Quadratic expressions and equations Trigonometry Parabolas and rates of change	Probability and counting techniques Statistics Polynomials, functions and graphs
Task Description	Topic Tests	Written Examination	Topic Tests	Written Examination
Outcomes Assessed	MAO-WM-01, MA5-EQU-P-01, MA5-EQU-P-02, MA5-LIN-C-01, MA5-LIN-C-02, MA5-LIN-P-01, MA5-FNC-P-01 MAO-WM-01, MA5-GEO-C-01, MA5-GEO-P-01, MA5-GEO-P-02, MA5-CIR-P-01	MAO-WM-01, MA5-MAG-C-01, MA5-ALG-P-01, MA5-IND-C-01, MA5-IND-P-01, MA5-IND-P-02, MA5-NLI-C-01, MA5-NLI-C-02, MA5-LOG-P-01 MAO-WM-01, MA5-IND-P-02, MA5-ARE-C-01, MA5-ARE-P-01, MA5-VOL-C-01, MA5-VOL-P-01	MAO-WM-01, MA5-ALG-P-01, MA5-ALG-P-02, MA5-EQU-P-01, MA5-EQU-P-02 MAO-WM-01, MA5-TRG-C-01, MA5-TRG-C-02, MA5-TRG-P-01, MA5-TRG-P-02 MAO-WM-01, MA5-NLI-C-01, MA5-NLI-C-02, MA5-RAT-P-02, MA5-RAT-P-01	MAO-WM-01, MA5-PRO-C-01, MA5-PRO-P-01MAO-WM-01, MA5-DAT-C-01, MA5-DAT-C-02, MA5-DAT-P-01 MAO-WM-01, MA5-EQU-P-01, MA5-NLI-P-01, MA5-POL-P-01, MA5-FNC-P-0
Weightings				
Term Task	0%	25%	0%	25%
Topic Test	25%	0%	25%	0%
Total	25%	25%	25%	25%
Students will be awarded a grade A-E based on course descriptors				

Year 10 Assessment Core + Standard Schedule

	TASK 1	TASK 2	TASK 3	TASK 4
Date	TERM 1 WEEK 6	TERM 2 WEEK 3	TERM 3 WEEK 4	TERM 4 WEEK 3
Topic(s)	Financial mathematics Measurement	Algebraic expressions and indices Probability	Single variable and bivariate statistics Linear relationships, hyperbolas, parabolas and exponentials Properties of geometrical figures and networks	Trigonometry
Task Description	Topic Tests	Written Examination	Topic Tests	Written Examination
Outcomes Assessed	MAO-WM-01, MA5-FIN-C-01, MA5-FIN-C-02 MAO-WM-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-VOL-P-01	MAO-WM-01, MA5-ALG-C-01, MA5-IND-C-01, MA5-MAG-C-01 MAO-WM-01, MA5-PRO-C-01	MAO-WM-01, MA5-DAT-C-01, MA5-DAT-C-02, MA5-DAT-P-01 MAO-WM-01, MA5-LIN-C-02, MA5-RAT-P-01, MA5-NLI-C-01, MA5-NLI-C-02 MAO-WM-01, MA5-GEO-C-01, MA5-NET-P-01	MAO-WM-01, MA5-TRG-C-01, MA5-TRG-C-02, MA5-TRG-P-01 MAO-WM-01, MA5-EQU-C-01
Weightings				
Term Task	0%	25%	0%	25%
Topic Test	25%	0%	25%	0%
Total	25%	25%	25%	25%
Students will be awarded a grade A-E based on course descriptors				

Music

Assessment in this subject

The Syllabus contains both Mandatory and Elective courses. The Mandatory course is taught as a coherent study of 100 hours. The Elective course is studied for 200 hours in Stage 5 (Years 9 and 10). The Mandatory course is usually studied in Years 7 and/or 8. Students may not commence study of the Elective course until they have completed the requirements of the Mandatory course.

All students should have the opportunity to develop their musical abilities and potential. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

What will be assessed

In both the Mandatory and Elective courses, students will study the *concepts of music* (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of *performing, composing and listening*, within the *context* of a range of styles, periods and genres.

The Mandatory course requires students to work in a broad range of musical contexts, including an exposure to art music and music that represents the diversity of Australian culture. The Elective course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

How students will be assessed

In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles. Assessment is based on the development of skills in performing, composing and listening.

Outcomes

	A Student:
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
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
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
5.11	demonstrates appreciation, tolerance and respect for the aesthetic value of music as an artform
5.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

MUSIC

Components	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
	Date: Term 1 Week 11	Date: Term 2 Week 2	Date: Term 2 Week 2	Date: Term 3 Week 9	Date: Term 3 Week 10	Date: Term 4 Week 3
	Composition	Listening	Performance	Performance	Composition	Yearly Exam (Listening) Composition
Grades	A-E grade is awarded for this task	A-E grade is awarded for this task	A-E grade is awarded for this task	A-E grade is awarded for this task	A_E grade is awarded for this task	A-E grade is awarded for this task
Outcomes	5.7, 5.8, 5.9, 5.10, 5.11, 5.12	5.1, 5.2, 5.3, 5.11, 5.12	5.4, 5.5, 5.6, 5.8, 5.9, 5.10, 5.11, 5.12	5.1, 5.2, 5.3, 5.11, 5.12	5.7, 5.8, 5.9, 5.10, 5.11, 5.12	5.4, 5.5, 5.6, 5.8, 5.9, 5.10, 5.11, 5.12

Stage 5 Course Performance Descriptors – Music

Areas for Assessment

Performing
Composing
Listening

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**
demonstrates elementary understanding of music as an artform in a limited range of styles, periods and genres.	demonstrates a basic understanding of music as an artform in a range of styles, periods and genres and with guidance, makes some connections across a range of music.	communicates an understanding of music as an artform in a range of styles, periods and genres and makes connections across a range of music.	clearly communicates an understanding of music as an artform in a range of styles, periods and genres and makes connections across a range of repertoire.	clearly and perceptively communicates an understanding of music as an artform in a comprehensive range of styles, periods and genres and is able to make connections across a range of repertoire.
with support, engages in some musical experiences demonstrating an elementary understanding of the concepts of music.	engages in a range of musical experiences demonstrating a basic understanding of the concepts of music.	engages in a range of musical experiences demonstrating a sound understanding of the concepts of music.	confidently engages in a range of musical experiences, demonstrating understanding of the concepts of music within a range of repertoire.	confidently engages in a range of sophisticated musical experiences demonstrating a perceptive understanding of the concepts of music within a broad range of repertoire.
with assistance, is able to perform a limited range of repertoire and engage in group music-making.	engages in group music-making and may perform some solo repertoire.	performs a range of repertoire in solo and group situations.	performs a range of repertoire as a solo performer, and/or takes prominent roles within group performances.	confidently performs a range of repertoire as a solo performer, and/or takes prominent roles within group performances.
with support, constructs limited musical compositions.	with support, explores, improvises, and constructs basic musical compositions.	explores, improvises, and constructs musical compositions.	explores, improvises, and constructs coherent musical works.	explores, improvises, and constructs coherent and stylistic musical works.
with support, explores the capabilities of some instruments.	with guidance, explores the capabilities of some instruments to create effects.	explores the capabilities of some instruments and how musical concepts can be manipulated for various effects.	explores the capabilities of a range of instruments and how musical concepts can be manipulated for a range of effects.	explores the capabilities of a range of instruments and understands how musical concepts can be manipulated for a range of effects.
with support, uses limited notational forms in their own work.	with support, notates their own work demonstrating some understanding of notational conventions.	notates their own work, demonstrating understanding of notational conventions.	notates their own work, choosing notational forms and conventions appropriate to the style, period or genre being explored.	confidently notates their own work, choosing notational forms and conventions appropriate to the style, period or genre being explored.
describes aspects of style, demonstrating a limited awareness of the social, cultural and historical contexts of the music studied.	describes aspects of style, demonstrating some awareness of the social, cultural and historical contexts of the music studied.	discusses style and interpretation, demonstrating some awareness of the social, cultural and historical contexts of the music studied.	critically discusses style and interpretation, demonstrating an awareness of the social, cultural and historical contexts of the music studied.	analyses and critically discusses style and interpretation, demonstrating a clear awareness of the social, cultural and historical contexts of the music studied.

Personal Development, Health & Physical Education

Assessment in this subject

PDHPE is a mandatory course that is studied in each of Years 7–10 with at least 300 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the Record of School Achievement.

What will be assessed

The Personal Development, Health and Physical Education (PDHPE) K–10 syllabus provides a strengths-based approach towards developing the knowledge, understanding and skills students need to enhance their own and others' health, safety, wellbeing and participation in physical activity in varied and changing contexts. Students will be provided with opportunities to develop their knowledge, understanding and skills across a range of health and physical education concepts and contexts by studying content in an integrated manner and through practical application. The three strands include:

- *Health, Wellbeing and Relationships* – students develop the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. They develop strategies to manage change, challenges, power, abuse, violence and learn how to protect themselves and others in a range of situations.
- *Movement Skill and Performance* – students focus on active participation in a broad range of movement contexts to develop movement skill and enhance performance. They develop confidence and competence to engage in physical activity. Students develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. They create and compose movement to achieve specific purposes and performance goals. Through movement experiences students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.
- *Healthy, Safe and Active Lifestyles* – students focus on the interrelationship between health and physical activity concepts. They develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health, safety and wellbeing of their communities. They engage with a range of health issues and identify strategies to keep them healthy, safe and active.

Throughout the course students develop, strengthen and refine key PDHPE skills that allow them to take action and advocate for health, safety, wellbeing and participation in physical activity of themselves and others. This includes an emphasis on self-management, interpersonal and movement skills.

Outcomes

	A student:
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 PDHPE Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Task 5
	Date: Term 1 Week 7	**Date:** Term 1 Ongoing	**Date:** Term 2 Ongoing	**Date:** Term 3 Ongoing	**Date:** Term 4 Week 2
	Nature of Task: Relationships Assessment Task	**Nature of Task:** Movement Skill and Performance -Semester 1 Assessment Task	**Nature of Task:** Creative Dance Assessment Task	**Nature of Task:** Movement Skill and Performance -Semester 2 Assessment Task	**Nature of Task:** Yearly Examination
	A-E grade is awarded for this task	A-E grade is awarded for this task	A-E grade is awarded for this task	A-E grade is awarded for this task	A-E grade is awarded for this task
Outcomes	PD5-3 PD5-10	PD5-4 PD5-5 PD5-11	PD5-10 PD5-11	PD5-4 PD5-5 PD5-11	PD5-6 PD5-7 PD5-9

Stage 5 Course Performance Descriptors – Personal Development, Health and Physical Education

Areas for assessment – Health, Wellbeing and Relationships   Movement Skill and Performance Healthy, Safe and Active Lifstyles

Grade E	Grade D	Grade C	Grade B	Grade A
A student at this grade typically:	*A student at this grade typically:*	*A student at this grade typically:*	*A student at this grade typically:*	*A student at this grade typically:*
• identifies strategies and/or skills that assist them and others to respond to challenges and manage situations • demonstrates very limited skills to inquire into and/or recalls health information and support services in the community • uses elementary knowledge and understanding of contextual factors to identify interpersonal skills for interacting effectively with others to build and maintain respectful relationships • demonstrates very limited movement skills in physical activity contexts • identifies very limited solutions to movement challenges to enhance their health and participation in a lifetime of physical activity • demonstrates elementary knowledge and understanding of contextual factors to enact strategies to strengthen health, safety, wellbeing and participation in physical activity for themselves and/or others.	• describes strategies and/or skills that assist them and others to respond positively to challenges and manage situations • demonstrates limited skills to inquire into and/or outlines health information and support services in the community • uses basic knowledge and understanding of contextual factors to demonstrate and describe interpersonal skills for interacting effectively with others to build and maintain respectful relationships • demonstrates limited movement skills in physical activity contexts • applies and/or describes solutions to movement challenges to enhance their health and participation in a lifetime of physical activity • uses basic knowledge and understanding of contextual factors to plan and/or enact strategies to strengthen health, safety, wellbeing and participation in physical activity for themselves and others.	• applies and explains strategies and skills that assist them and others to respond positively to challenges and manage situations • demonstrates adequate skills to inquire into and evaluate health information and support services in the community • uses sound knowledge and understanding of contextual factors to demonstrate and explain interpersonal skills for interacting effectively with others to build and maintain respectful relationships • plans, refines and applies adequate movement skills in physical activity contexts • applies and justifies solutions to movement challenges to enhance their health and participation in a lifetime of physical activity • uses sound knowledge and understanding of contextual factors to plan, enact and explain strategies to strengthen health, safety, wellbeing and participation in physical activity for themselves and others.	• applies and discusses strategies and skills that assist them and others to respond positively to challenges and effectively manage complex situations • demonstrates high level skills to inquire into and evaluate health information and support services in the community • uses thorough knowledge and understanding of contextual factors to demonstrate and assess interpersonal skills for interacting effectively with others to build and maintain respectful relationships • plans, refines and applies proficient movement skills across a range of physical activity contexts • applies and discusses well developed solutions to movement challenges to enhance their health and participation in a lifetime of physical activity • uses thorough knowledge and understanding of contextual factors to plan, enact and assess strategies to strengthen health, safety, wellbeing and participation in physical activity for themselves and others.	• applies and assesses strategies and skills that assist them and others to respond positively to challenges and effectively manage complex situations • demonstrates sophisticated skills to inquire into and evaluate health information and support services in the community • uses extensive knowledge and understanding of contextual factors to demonstrate and evaluate interpersonal skills for interacting effectively with others to build and maintain respectful relationships • plans, refines and applies highly developed creative movement skills across a range of physical activity contexts • applies and justifies sophisticated solutions to movement challenges to enhance their health and participation in a lifetime of physical activity • uses extensive knowledge and understanding of contextual factors to plan, enact and critique strategies to strengthen health, safety, wellbeing and participation in physical activity for themselves and others.

Physical Activity and Sports Studies

Assessment in this subject

Physical Activity and Sports Studies(PASS) represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

Research shows regular physical activity to also be effective in stress management, therapy and rehabilitation, injury prevention and the promotion of physical fitness. Individuals who lead an active lifestyle enjoy a positive sense of general wellbeing, heightened energy levels and improved ability to concentrate. They have an enhanced capacity to perform daily activities with ease and respond to increased demands.

What will be assessed

The syllabus promotes the concept of learning through movement. Many aspects of the course can be explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding. Students are encouraged to specialise and study areas in depth, to work towards a particular performance goal, pursue a formal qualification or examine an issue of interest related to the physical, emotional, social, cultural or scientific dimensions of physical activity and sport.

How students will be assessed

Physical Activity and Sports Studies also promotes learning about movement and provides students with opportunities to development their movement skills, analyse movement performance and assist the performance of others. The acquisition and successful application of movement skills are closely related to enjoyment of physical activity and the likelihood of sustaining an active lifestyle. Students will appreciate the traditions and special characteristics associated with various physical activities and also the artistic and aesthetic qualities of skilled performance and determined effort.

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 (PASS)
Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Task 5
	Date: Term 1, Week 11	**Date:** Ongoing Term 1	**Date:** Term 2, Week 10	**Date:** Term 3, Week 10	**Date:** Ongoing Term 2 and 3
	Nature of Task: Body Systems and Energy for Physical Activity Depth Study	**Nature of Task:** Performance in Physical Activity and Sport (Semester 1)	**Nature of Task:** Enhancing Performance Assessment Task	**Nature of Task:** Nutrition and Physical Activity Case Study	**Nature of Task:** Performance in Physical Activity and Sport (Semester 2)
	A-E grade is awarded for this task	A-E grade is awarded for this task	A-E grade is awarded for this task	A-E grade is awarded for this task	A-E grade is awarded for this task
Outcomes	PASS5-1 PASS5-10	PASS 5-5 PASS 5-7 PASS 5-9	PASS5-6 PASS5-8 PASS5-10	PASS 5-1 PASS5-10	PASS 5-5 PASS 5-7 PASS 5-9

Stage 5 Course Performance Descriptors – Physical Activity and Sports Studies

Grading Board Endorsed and Content Endorsed Courses

The Common Grade Scale is to be used to assign School Certificate grades for students in Stage 5 courses that do not have subject-specific course performance descriptors. These include Board Endorsed Courses and Content Endorsed Courses such as Physical Activity & Sports Studies and Marine & Aquaculture Technology.

The Common Grade Scale describes performance at each of five grade levels.

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 sound 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.

Psychology

Assessment in this subject

Students study 100 hours of Psychology in Year 9 and a second 100 hours in Year 10. They are awarded a grade for this subject based on the Course Performance Descriptors.

What will be assessed

Students will be assessed on their knowledge and understanding of the course work, and their skills in investigating the nature of psychology, the study of human behaviour and becoming an autonomous learner:

How students will be assessed

Students will complete the following assessment tasks:

- Topic Test: Personality and Self
- Action Based Research Task: Personality and Self
- Documentary Proposal Task: Psychological Disorders
- Seminar Paper and Presentation: Psychology and Society
- Writing Task: Psychology and Gender

In addition to this teachers will keep records of student achievement throughout the course. This will include class observations in discussion and practical tasks, homework, written reports and in class activities. All students are required to keep up-to-date theory notes and records of class activities. This is evidence of their diligent and sustained effort for the course and has been given a 5% assessment weighting for each semester. All of this data will be used to make a final judgement on the appropriate grade for the course.

Course Outcomes:

	A student will:
1.1	explain how the field of psychology provides scientific explanations of the mind and behaviour with particular principles and procedures
1.2	identify strengths and limitations in scientific approaches to explaining what is a normal mind and human behaviour
1.3	identify and apply ethical research skills to psychology experiments
2.1	describe and explain the main approaches to the study of the nature of human behaviour
2.2	explain and assess biological theories of behaviour
2.3	identify the characteristics of pro-social and anti-social behaviour and evaluate the factors that influence them
3.1	describe and explain developmental theories of perception, cognition and self
3.2	analyse different ways of explaining the nature of intelligence and creativity
3.3	identify the complexities of theories of personality
4.1	assess uses of psychology in society and popular culture
4.2	examine and apply the art of questioning and critical analysis
4.3	communicate information and ideas using appropriate written, oral and graphic forms
5.1	identify and develop personal values, skills and attributes that lead to effective learning
5.2	identify one's own attitudes and the impact they have on one's thinking and behaviours
5.3	communicate the value of historical and contemporary approaches to understanding the mind and human behaviour

Psychology

	TASK 1	TASK 2	TASK 3	TASK 4
Focus Areas Promote understanding and a critical awareness of the nature of human behaviour and the influence of biological, cognitive and socio-cultural factors on individuals and society.	**Term 1** **Week 9**	**Term 2** **Week 3**	**Term 3** **Week 2**	**Terms 1 – 4** **Ongoing**
	Topic 1	**Topic 2**	**Topic 3**	**All Topics**
	Nature of Task: Research Task	**Nature of Task:** Research Task	**Nature of Task:** Written Report	**Nature of Task:** Formative Assessment
Grades	A-E Grade is awarded for this task	A-E Grade is awarded for this task	A-E Grade is awarded for this task	A-E Grade is awarded for this task
Outcomes	PSY5-1, PSY5-2, PSY5-6, PSY5-8	PSY5-3, PSY5-4, PSY5-5, PSY5-7	PSY5-1, PSY5-6, PSY5-7, PSY5-8	PSY5-3, PSY5-4, PSY5-5, PSY5-7

General Descriptions and Levels of Achievement
Psychology

Grade	Course Performance Descriptors
A	**Excellent achievement.** The student • demonstrates an extensive knowledge and understanding of psychology and the role it plays in understanding human behaviour • analyses alternatives and evaluates human behaviour • initiates, plans and implements action research using autonomous learning skills.
B	A **high level of achievement**. The student • demonstrates thorough knowledge and understanding of the nature of psychology and the role it plays in understanding human behaviour • describes and accounts for patterns in human behaviour • analyses research data to pose and answer relevant questions
C	A **substantial achievement**. The student • recognises and describes the nature of psychology and the role it plays in understanding human behaviour. • uses research skills to record and communicate relevant information about human behaviour.
D	A **satisfactory achievement**. The student • recognises and describes the role of psychology in understanding human behaviour • locates and gathers information about people and their behaviour
E	An **elementary achievement**. The student • has a basic knowledge and understanding of human behaviour • has achieved some of the skills of the course but requires guidance to locate and present information as part of a research project
N	**THE STUDENT FAILED TO MEET <u>ONE</u> OF THESE REQUIREMENTS:** **They did not** a) follow the course developed by NESA apply themselves with **diligence and sustained effort** to set tasks and experiences provided in the course b) achieve some or all of the course outcomes

Science

Assessment in this subject

Students will be assigned a final grade at the end of Year 10 based on the Science Course Performance Descriptors {CPD's} as related to work done in the units studies in Year 9 and Year 10. They will also be given an examination result based on the Science examination held in November.

What will be assessed

The areas of assessment are :
- Knowledge and understanding of scientific concepts
- Practical and investigative skills
- Application of information and problem solving
- Communication and social interaction skills.

How students will be assessed

Students will be given a class mark based on class tasks and an assessment mark based on common tasks. Some assessment tasks might include:

- Portfolios
- Classroom observations
- Model making
- Excursion reports
- Audio-visual presentations
- Pen and paper tests
- Problem solving activities

- Reports
- Experimental designs
- Mapping exercises
- Oral presentations
- Role plays
- Student diagrams
- Debates

- Assignments
- Practical tests
- Research projects
- Simulations
- Oral/aural tests
- Concept maps
- Computer models

Outcomes

Focus Areas: A student:	Knowledge and Understanding A student:	Skills A student:
5.1 explains how social factors influence the development and acceptance of scientific ideas	5.6 applies models, theories and laws to situations involving energy, force and motion	5.13 identifies a problem and independently produces an appropriate investigation plan
5.2 describes the processes that are applied to test and validate models, theories and laws	5.7 relates properties of elements, compounds and mixtures to scientific models, theories and laws	5.14 undertakes first-hand investigations independently with safety and competence
5.3 evaluates the impact of applications of science on society and the environment	5.8 relates the structure and function of living things to models, theories and laws	5.15 gathers first-hand data accurately
5.4 discusses evidence supporting different viewpoints	5.9 relates the development of the universe and the dynamic structure of Earth to models, theories and laws and the influence of time	5.16 accesses information from a wide variety of secondary sources
		5.17 explains trends, patterns and relationships in data and/or information from a variety of sources

5.5 analyses how current research might affect people's lives	5.10 assesses human impacts on the interaction of biotic and abiotic features of the environment	5.18 selects and uses appropriate forms of communication to present information to an audience
	5.11 analyses the impact of human resource use on the biosphere to evaluate methods of conserving, protecting and maintaining Earth's resources	5.19 uses critical thinking skills in evaluating information and drawing conclusions
		5.20 selects and uses appropriate strategies to solve problems
	5.12 relates the interactions involved in using some common technologies to their underlying scientific principles	5.21 uses creativity and imagination in the analysis of problems and the development of possible solutions
		5.22 plans, implements and evaluates the effectiveness of a variety of tasks independently and as a team member

Year 10 Assessment Schedule
Science

	Task 1	Task 2	Task 3	Task 4
	Term 1 Week 10	Term 2 Week 9	Term 3 Week 10	Term 4 Week 4
Topic(s)	(Depth Study) SRP	Chemistry - Reactions Earth - Cosmology	Earth - Climate science Biology - Evolution	Chemistry - Nuclear Science Physics - Forces and Motion
Task Description	Student Research Task	Research and Presentation	Case study	Yearly Examination
Outcomes Assessed	SC5-1VA SC5-4WS SC5-5WS SC5-7WS	SC5-12ES	SC5-15LW	SC5-16CW SC5-14LW SC5-10PW

Semester 1 Syllabus Outcomes	Semester 2 Syllabus 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 SC5-4WS develops questions or hypotheses to be investigated scientifically SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions 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	SC5-15LW 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 SC5-14LW analyses interactions between components and processes within biological systems SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion

Stage 5 Course Performance Descriptors – Science

Areas for Assessment	Knowing and understanding
	Planning and conducting investigations
	Problem-solving
	Communicating

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	A student performing at this grade typically:	A student performing at this grade typically:	A student performing at this grade typically:	A student performing at this grade typically:
recalls some examples of the impact of scientific research on science, society, technology and the environment.	outlines some impacts of scientific research on science, society, technology and the environment.	describes the impact of scientific research on science, society, technology and the environment.	explains the impact of scientific research on science, society, technology and the environment.	evaluates the impact of scientific research on science, society, technology and the environment.
identifies some scientific models, theories and laws, and recalls some processes that can be used to test them.	recalls scientific models, theories and laws to outline scientific phenomena, and identifies the processes that are used to test them.	relates models, theories and laws to scientific phenomena, and outlines the processes that are used to test and validate them.	describes scientific phenomena using models, theories and laws, and outlines the processes that are used to test and validate them.	explains scientific phenomena using models, theories and laws, and describes the processes that are used to test and validate them.
identifies some systems and structures of the living and non-living world.	recalls some interactions within systems and structures of the living and non-living world.	outlines interactions within and between systems and structures of the living and non-living world.	describes interactions within and between systems and structures of the living and non-living world.	explains interactions within and between systems and structures of the living and non-living world.
with guidance, individually and in teams, plans and undertakes elementary first-hand investigations and draws simple conclusions from selected data.	individually and in teams, develops elementary plans, and undertakes first-hand investigations and, with guidance, draws relevant conclusions from selected data.	independently and in teams, uses identified strategies and problem-solving skills to plan and conduct first-hand investigations and draw relevant conclusions from the data collected.	independently and in teams, selects strategies and problem-solving skills to plan and conduct first-hand investigations, gather and process data, and draw valid conclusions.	engages, independently and in teams, in creative problem-solving processes to plan and conduct first-hand investigations, gather and process data, and draw valid conclusions.
with guidance, locates information from provided resources to identify simple trends, patterns and relationships.	locates and extracts information from provided resources to outline trends, patterns and relationships.	independently locates and summarises information from a variety of sources to describe trends, patterns and relationships.	independently locates and processes information from a variety of sources to explain trends, patterns and relationships.	independently locates and processes information from a wide variety of sources to explain trends, patterns and relationships.
with guidance, communicates information to an audience.	communicates their scientific understanding to an audience.	selects a suitable way to communicate their scientific understanding to an audience.	selects suitable ways to communicate their scientific understanding to an audience.	communicates their scientific findings, understanding and viewpoints in a variety of ways to an audience.

Visual Arts

Assessment in this subject
The Visual Arts Syllabus contains both Mandatory and Elective courses. The Mandatory course is taught as a study of 100 hours. This is a requirement for eligibility for the award of the School Certificate. The Elective course is studied for 200 hours in Stage 5 (Years 9 and 10).

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks.

What will be assessed
Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists' including painters, sculptors, architects, designers, photographers and ceramists, make artworks .

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the artworld between the artist – *artwork* – and the world – *audience*. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.

How students will be assessed
Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. Students are required to produce a body of work and keep a Visual Arts diary.

They learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. They also learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study artworks.

Outcomes

Area of Content		A student:
Practice	**5.1**	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
Conceptual framework	**5.2**	makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
Frames	**5.3**	makes artworks informed by an understanding of how the frames affect meaning
Representation	**5.4**	investigates the world as a source of ideas, concepts and subject matter in the visual arts
Conceptual strength & meaning	**5.5**	makes informed choices to develop and extend concepts and different meanings in their artworks
Resolution	**5.6**	demonstrates developing technical accomplishment and refinement in making artworks
Practice	**5.7**	applies their understanding of aspects of practice to critical and historical interpretations of art
Conceptual framework	**5.8**	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
Frames	**5.9**	demonstrates how the frames provide different interpretations of art
Representation	**5.10**	demonstrates how art criticism and art history construct meanings

Visual Arts

Components	Task 1	Task 2	Task 3	Task 4
	Date: Term 1 Week 10	**Date: Term 2 Week 1**	**Date: Term 3 Week 8**	**Date: Term 4 Week 3**
	Research Task	**Body of Work**	**Theory Task/ Exam**	**Body of work**
Grade	A-E grade is awarded for this task	A-E grade is awarded for this task	A-E grade is awarded for this task	A-E grade is awarded for this task
Outcomes	**5.7, 5.8, 5.9, 5.10**	**5.1, 5.2, 5.3, 5.4, 5.5, 5.6**	**5.7, 5.8, 5.9, 5.10**	**5.1, 5.2, 5.3, 5.4, 5.5, 5.6**

Stage 5 Course Performance Descriptors – Visual Arts

Areas for Assessment	Artmaking Critical and Historical Studies

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**
makes simple artworks with an elementary understanding of the frames and the conceptual framework.	makes artworks, and identifies how some of the frames and agencies of the conceptual framework can be used to explore ideas and interests in the world.	makes a variety of artworks with an understanding of how the frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world.	makes accomplished artworks with a clear understanding of how the four frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world.	makes sophisticated artworks with a perceptive understanding of how the four frames and conceptual framework can be used to develop meaning and represent ideas and interests in the world.
recognises that ideas, interests in the world and artistic intentions can be represented in 2D, 3D and/or 4D forms, and demonstrates limited technical accomplishment.	represents their artistic intentions in 2D, 3D and/or 4D artworks, demonstrating some technical accomplishment.	demonstrates sound technical accomplishment in making artworks in 2D, 3D and/or 4D forms that represent their actions, judgements and artistic intentions.	demonstrates well-developed technical accomplishment and refinement to make artworks in 2D, 3D and/or 4D forms. They experiment and reflect on their actions, judgements and artistic intentions to make artworks.	demonstrates highly developed technical accomplishment and refinement in making and resolving sophisticated artworks in 2D, 3D and/or 4D forms. They experiment, work with autonomy, and reflect on their actions, judgements and artistic intentions to make informed choices about their artworks.
makes simple interpretations about art, with some reference to practice, the frames and conceptual framework.	makes limited interpretations and judgements about art involving a foundational understanding of practice and the conceptual framework, and some of the frames.	interprets, explains and makes judgements about art by engaging with aspects of practice, the conceptual framework and some of the frames.	interprets, explains and makes judgements about art applying an understanding of practice, the conceptual framework and the frames.	synthesises their understanding of practice, the conceptual framework and the frames to confidently interpret, explain and make judgements about art.
with teacher support, recognises some function of and relationships between some agencies of the conceptual framework, and that the frames can be used to represent a point of view.	recognises the function of, and relationships between, some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view.	demonstrates understanding of the function of and relationships between some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view.	demonstrates a clear understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view.	demonstrates a perceptive understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view.

Visual Design/Photography & Digitial Media

Assessment in this subject.

The aim of the *Visual Design 7–10 Syllabus* is to enable students to:

- develop and enjoy practical and conceptual autonomy in their abilities to represent ideas and interests in visual design
- understand and value the different beliefs that affect interpretation, meaning and significance in visual design

What will be assessed?

Students will be assessed in both 'Art Making' and 'Critical and Historical Interpretations' in a variety of tasks in both practical and theory.

How students will be assessed.

Students will be assessed through a range of activities and assessment tasks designed to address the outcomes below. They will be awarded a grade A – E at the conclusion of the course. Using assessments will clarify students' understanding of the concepts.

Outcomes

Art Making

Area of Content	Stage 5 Outcomes A student:	
Practice	5.1	develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks
Conceptual framework	5.2	makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
Frames	5.3	makes visual design artworks informed by an understanding of how the frames affect meaning
Representation	5.4	investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks
Conceptual strength and meaning	5.5	makes informed choices to develop and extend concepts and different meanings in their visual design artworks
Resolution	5.6	selects appropriate procedures and techniques to make and refine visual design artworks

Critical and Historical interpretations

Area of Content	Stage 5 Outcomes A student:	
Practice	5.7	applies their understanding of aspects of practice to critically and historically interpret visual design artworks
Conceptual framework	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
Frames	5.9	uses the frames to make different interpretations of visual design artworks
Representation	5.10	constructs different critical and historical accounts of visual design artworks

Visual Design/Photography & Digital Media

Components	Task 1	Task 2	Task 3	Task 4
	Date: **Term 1** **Week 10**	**Date:** **Term 2** **Week 3**	**Date:** **Term 3** **Week 9**	**Date:** **Term 4** **Week 2**
	Practical Task	**Research Task**	**Practical Task**	**Research Task**
Grade	A-E grade is awarded for this task	A-E grade is awarded for this task	A-E grade is awarded for this task	A-E grade is awarded for this task
Outcomes	**5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10**	**5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10**	**5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10**	**5.1, 5.2, 5.3, 5.4, 5.5, 5.6**

Visual Design/Photography & Digital Media

General performance descriptors

The general performance descriptors describe performance at each of five grade levels.

A	The student makes sophisticated visual design artworks with a perceptive understanding of how the frames and conceptual framework can be used to develop meaning and represent ideas. The student demonstrates highly developed technical accomplishment and refinement in making and resolving sophisticated visual design artworks in print, object and/or space-time.
B	The student makes accomplished visual design artworks with a clear understanding of how the frames and conceptual framework can be used to develop meaning and represent ideas. The student demonstrates well-developed technical accomplishment and refinement to make visual design artworks in print, object and/or space-time.
C	The student makes a variety of visual design artworks with an understanding of how the frames and agencies of the conceptual framework can be used to develop meaning and represent ideas. The student demonstrates sound technical accomplishment in making visual design artworks in print, object and/or space-time.
D	The student makes visual design artworks, and identifies how some of the frames and agencies of the conceptual framework can be used to explore ideas and interests in the world. The student demonstrates some technical accomplishment to represent their artistic intentions in visual design artworks.
E	The student makes simple visual design artworks with an elementary understanding of the frames and the conceptual framework. The student demonstrates very limited technical accomplishment.

Getting Support

If you have any questions/concerns about a subject that you are studying in Year 10 you are encouraged to speak to the Faculty Head Teacher. The following is a list of Faculty Head Teachers:

Faculty	Faculty Head Teachers
CAPA	Mrs H.Davidson (Rel)
English	Ms N.Stevens
HSIE/LOTE	Mr T.Neale
Mathematics	Mr G.Plowes
Personal Development/Health/Physical Education (PDHPE)	Miss N.Boyles
Science	Mr B.Matchett
Special Education	Ms P.O'Sullivan
Technologies	Mr R.Singh

Year 10 Teaching and Wellbeing Team

Year 10 Deputy Principal	Mr J. Perrett
Year 10 Head Teacher – Teaching and Wellbeing	Mrs S. Gibbs (Rel)
Year 10 Year Adviser	Mr J.Cefai
Year 10 Assistant Year Adviser	Mr V.Kumar

Please speak to your Year 10 Teaching and Wellbeing team if you need any additional support or have any questions.

A copy of the information skills process sheet has been attached at the back of this booklet

Using the Library

Support from Miss Hannaford and library staff

Using the Library
The library provides an ever increasing range of resources to support students in their learning and recreational reading. The library focuses on the development of information literacy by providing access to print and digital resources. Our operational philosophy is
"Macquarie Fields High School Library is more than just 4 walls; it is the world, 24 hours a day, seven days a week."

Library hours are **8.30 am to 3:15pm**. The student ID card issued in Year 7, and then renewed in Years 9 and 11 also serves as the student borrowing and printing card, however, if replacement cards are required a cost of $10.00 will be incurred.

The Library facility is managed by the Teacher Librarian Miss Hannaford supported by Mrs Freeman (School Administrative Officer).

Accessing the Library Collection
To meet the 21st Century information needs of our school community, the library catalogue and many parts of the digital library collection can be accessed via our online catalogue. Go to the student portal and click on the *My school library (Oliver)* link.

This link in the student portal is available both at school and at home.

How many books can a student borrow?
Students may borrow 2 Non Fiction books and 2 Fiction books for 14 days.
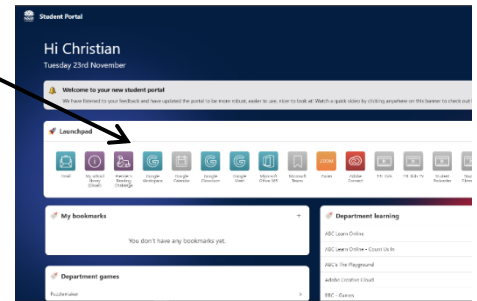
Encouraging Ethical Scholarship
Students are strongly encouraged to use images, videos and sounds in projects that are available through Creative Commons. Creative Commons is where the owner of the original media has given permission upfront for other people to use their material. Please read the guide on Creative Commons which includes how to search for media licensed under Creative Commons.

How to Reference in Assignments
Students are strongly encouraged to use a wide range of resources for completing assignments including books, online databases, websites, video, podcasts and journals. As ethical scholars, it is essential that students submit a reference list outinling what resources where used or cited in the assignment. Our school uses Harvard Referencing format.

A copy of the information skills process sheet has been attached at the back of this booklet.