

**MACQUARIE FIELDS HIGH SCHOOL**



**Record of School  
Achievement  
&  
Year 10 Assessment Policy  
2020**

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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 considered to be 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 Mrs Trieu)
- 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!

*Mr J Perrett*

Relieving 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 the new credential. It will:

- be a record of achievement for students who leave school prior to receiving their HSC.
- report results of moderated, school based assessment, not external tests.
- be available when a student leaves school any time after they complete Year 10.
- be cumulative and recognise a student's achievements until the point they leave school.
- show a result for all courses completed in Year 10 and Year 11.
- be able to be reliably compared between students across New South Wales (NSW).
- give students the option to take online literacy and numeracy tests.
- be 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) in the same way as currently occurs at the end of Year 10 (but without external test results).
- The current procedures and course performance descriptors for awarding grades A to E in Stage 5 courses will remain the same. Core and elective subjects that have been satisfactorily completed in Stage 5 will be 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 will be extended to Stage 6 Preliminary (Year 11) courses.
- New descriptors will be introduced to 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 Year10 it will not be awarded at the end of Year 10. The RoSA will be awarded to students upon leaving school prior to completing their HSC and will be a cumulative record of achievements until that date. In this respect it will include 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..
- It is proposed that students would be able to 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 NESAs.

## 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 NESAs. 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
<b>A</b>	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>B</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.
<b>C</b>	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.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	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 date the task is due. 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 school Moodle & from all Head Teachers.

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.

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. Students completing a substitute task may be asked to complete a declaration indicating what they know about the original task. This will be negotiated with the head teacher. **The Head Teacher may refer an appeal directly to the assessment committee for review. 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, and if the task is not completed at all, an assessment warning letter will be sent home.

## 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. Students completing a substitute task may be asked to complete a declaration indicating what they know about the original task. The Head Teacher may refer an appeal directly to the assessment committee for review. 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 notification of the assessment task. A student can seek an extension of time to submit the task. 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 to satisfy the requirements of the course.)** 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. Feedback provided to students based on their work in the task is a valuable part of the learning process.

## Examinations

Any student who fails to sit an examination (without an appropriate reason) should receive a mark of zero. In appropriate circumstances students should submit a **documented illness / misadventure appeal to the Head Teacher of the faculty the first day they return to school.** Students and their Parents will be advised by the head teacher of the outcome of the appeal. Should a student feel that this decision is inappropriate an appeal can be lodged with the school's Assessment Committee.

# 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
- 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

The Board 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
<ul style="list-style-type: none"> <li>▪ establishing policies and procedures for the award of the RoSA</li> <li>▪ developing of Course Performance Descriptors for each Board Developed Course</li> <li>▪ credibility of the RoSA</li> <li>▪ awarding the RoSa and Transcript of School Achievement</li> <li>▪ setting up procedures for dealing with appeals relating to all aspects of the award of the RoSA</li> </ul>	<ul style="list-style-type: none"> <li>▪ establishing policies and procedures that ensure a consistent approach</li> <li>▪ ensuring staff are fully aware of school assessment policies and procedures, and of the assessment requirements of their faculty, their school and NESA.</li> <li>▪ ensuring students and their parents are fully aware of the assessment program, including their rights and responsibilities</li> <li>▪ ensuring valid distribution of grades</li> <li>▪ ensuring students are fully aware of the criteria by which they will be assessed</li> <li>▪ setting up procedures for dealing with appeals</li> <li>▪ establishing consistent practices within the course(s) and determining how comparability between different classes will be achieved</li> <li>▪ establishing the method of recording and reporting assessment data</li> <li>▪ setting assessment tasks related to the course objectives and measuring the degree of student achievement</li> <li>▪ recording observations and providing appropriate feedback to student on each task</li> <li>▪ making a judgment about each student's level of achievement by choosing the most appropriate overall description in the Course Performance Descriptors</li> <li>▪ allocating grades to students in all courses presented.</li> </ul>	<ul style="list-style-type: none"> <li>▪ ensuring that they obtain and understand the school's policies on assessment</li> <li>▪ attempting each assessment task to the best of their ability so that they demonstrate maximum level of achievement</li> <li>▪ 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</li> <li>▪ demonstrating, through application and achievement, that they have met the requirements of the course.</li> </ul>

# Assessment Committee

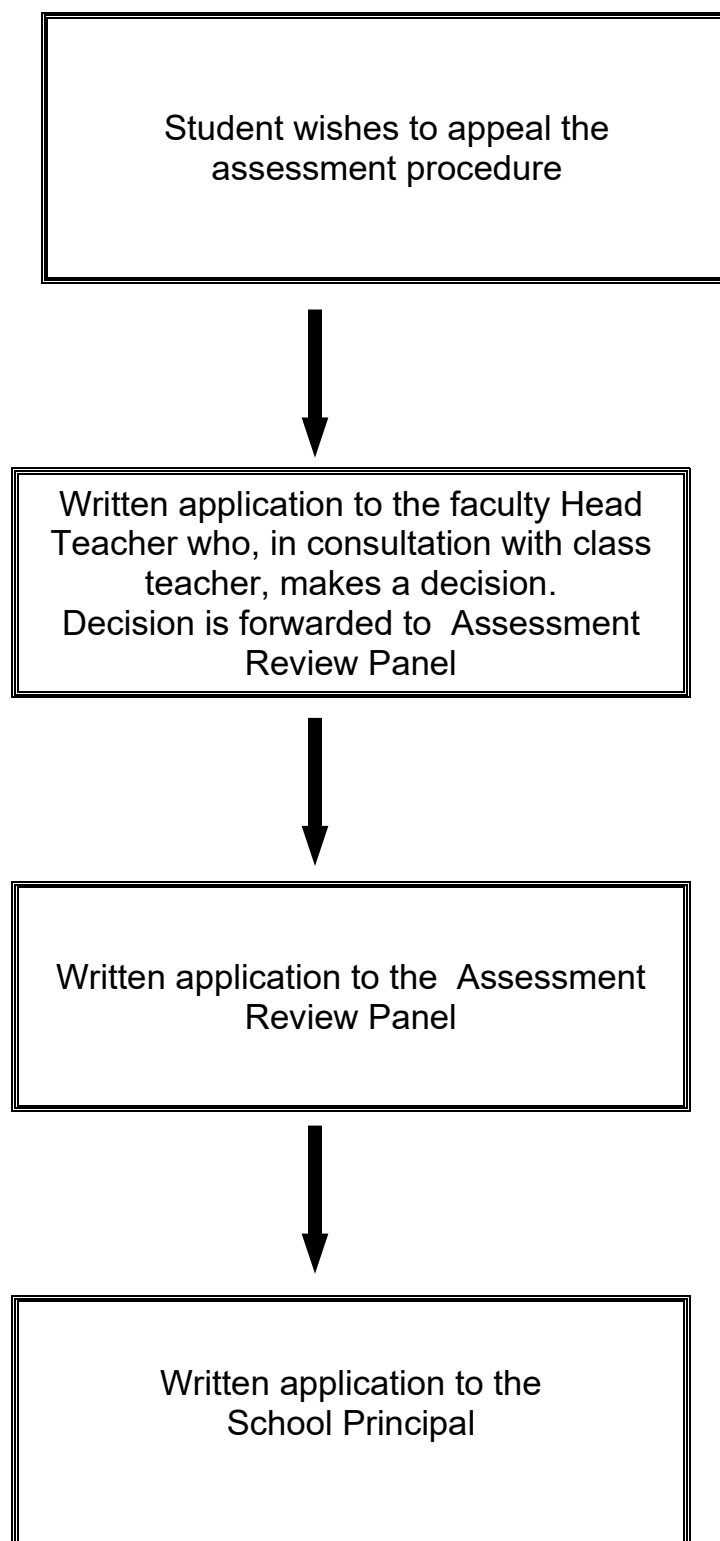
The *Assessment Committee* deals with all assessment procedures and policies relevant to Year 10 assessment & credentialing. The committee has the following responsibilities:

- 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 regularly to deal with issues arising as a result of 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



## **Macquarie Fields High School – Junior Assessment Policy**

(Copies of this form are available from the School Website & Head Teachers and Deputy Principal)

# **Illness / Misadventure Appeal**

### **Closing Date for illness / Misadventure appeals:**

The first day back at school immediately after the assessment task or due date for an assessment item.

Name:.....PCG:..... Student Signature.....

Subject/Course: .....Head Teacher:.....

Assessment Title:..... Task Date: .....

My son / daughter has not completed the above assessment task because of:

☐

Sickness (Attach medical certificate)

☐

Misadventure

**Give details**.....

.....

.....

.....

Parent Signature:..... Contact Phone No: .....

### ***Head Teacher Response:***

*Student to get a copy of appeal and original copy to be stored in school file..*

### ***Assessment Committee Response (If Applicable)***

# **YEAR 10 ASSESSMENT SCHEDULE 2020**

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

# **Courses studied at Macquarie Fields High School in 2020**

**For each course there is**

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

<b>Commerce .....</b>	<b>15</b>
<b>Dance .....</b>	<b>18</b>
<b>English .....</b>	<b>23</b>
<b>Food Technology .....</b>	<b>29</b>
<b>Geography .....</b>	<b>32</b>
<b>Graphics Technology .....</b>	<b>35</b>
<b>History .....</b>	<b>38</b>
<b>History – Elective .....</b>	<b>41</b>
<b>Industrial Technology: Timber .....</b>	<b>44</b>
<b>Information &amp; Software Technology .....</b>	<b>47</b>
<b>International Studies .....</b>	<b>50</b>
<b>Japanese .....</b>	<b>53</b>
<b>Mathematics .....</b>	<b>56</b>
<b>Music .....</b>	<b>65</b>
<b>Personal Development, Health &amp; Physical Education .....</b>	<b>68</b>
<b>Physical Activity and Sports Studies .....</b>	<b>71</b>
<b>Psychology .....</b>	<b>74</b>
<b>Science .....</b>	<b>77</b>
<b>Visual Arts .....</b>	<b>80</b>
<b>Visual Design/ Photographic and Digital Media .....</b>	<b>83</b>



# 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 a grade from "A" to "E". These grades reflect the student's achievement in relation to the subject's Performance descriptors.

## Outcomes

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



# COMMERCE

Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 9	Term 2 Week 3	Term 3 Week 3	Term 4 Week 3
		Research Assignment	Half-Yearly Examination	Assessment Task [In-class]	Yearly Examination
Research Assignment	20	20			
Half-Yearly Exam	20		20		
In Class Topical Assessment Task	20			20	
Yearly Exam	40				40
Marks	100	20	20	20	40
Outcomes		5.1, 5.3, 5.7, 5.9	5.1, 5.2, 5.8	5.1, 5.5, 5.8	5.1, 5.2, 5.4, 5.5, 5.8

## Stage 5 Course Performance Descriptors – Commerce

Areas for Assessment	Knowledge of commerce Skills in commerce	Knowledge and understanding of consumer, financial, business, legal and employment matters Skills in decision-making, problem-solving, research, communication and working independently and collaboratively		
Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student performing at this grade typically:</b></p> <p>demonstrates elementary knowledge and understanding of aspects of consumer, financial, business, legal and employment concepts and issues.</p> <p>identifies some rights and responsibilities of consumers in some commercial and legal contexts.</p> <p>with guidance applies simple decision-making and problem-solving skills in commercial and legal contexts.</p> <p>undertakes limited research and recalls some basic commercial and legal information.</p> <p>communicates simple commercial and legal ideas and concepts using a limited range of oral and written forms.</p> <p>demonstrates very limited planning and organising skills when working independently and/or collaboratively.</p>	<p><b>A student performing at this grade typically:</b></p> <p>demonstrates basic knowledge and understanding of some consumer, financial, business, legal and employment concepts and issues.</p> <p>describes some rights and responsibilities of consumers in commercial and legal contexts.</p> <p>applies some decision-making and problem-solving skills in some commercial and legal contexts.</p> <p>undertakes some research and interpretation of basic commercial and legal information using a limited range of sources.</p> <p>displays limited skills to communicate simple commercial and legal ideas and concepts using a range of oral and written forms.</p> <p>demonstrates some planning and organising skills when working independently and/or collaboratively.</p>	<p><b>A student performing at this grade typically:</b></p> <p>demonstrates sound knowledge and understanding of consumer, financial, business, legal and employment concepts and issues.</p> <p>explains the rights and responsibilities of consumers in a range of commercial and legal contexts.</p> <p>applies decision-making and problem-solving skills in commercial and legal contexts.</p> <p>undertakes research, and interprets commercial and legal information using a variety of sources.</p> <p>displays sound skills to communicate commercial and legal ideas and concepts using a range of oral and written forms.</p> <p>demonstrates competent planning and organising skills when working independently and/or collaboratively.</p>	<p><b>A student performing at this grade typically:</b></p> <p>demonstrates thorough knowledge and understanding of consumer, financial, business, legal and employment concepts and issues.</p> <p>discusses the rights and responsibilities of consumers in a broad range of commercial and legal contexts.</p> <p>applies well-developed decision-making and problem-solving skills in commercial and legal contexts.</p> <p>competently researches and assesses commercial and legal information using a variety of sources.</p> <p>displays proficient skills to communicate commercial and legal ideas and concepts using a wide range of oral and written forms.</p> <p>demonstrates well-developed planning and organising skills when working independently and/or collaboratively.</p>	<p><b>A student performing at this grade typically:</b></p> <p>demonstrates extensive knowledge and understanding of a range of consumer, financial, business, legal and employment concepts and issues.</p> <p>analyses the rights and responsibilities of consumers in an extensive range of commercial and legal contexts.</p> <p>independently applies outstanding decision-making and problem-solving skills in a range of commercial and legal contexts.</p> <p>capably researches and evaluates complex commercial and legal information using a wide variety of sources.</p> <p>displays effective skills to communicate complex commercial and legal ideas and concepts using an extensive range of oral and written forms.</p> <p>demonstrates highly developed planning and organising skills when working independently and/or collaboratively.</p>



## Dance

### Assessment in this subject

#### Performance-

Developing technique and performance quality to communicate ideas through a variety of dance styles. Students develop understanding of dance as an art form and how the body moves safely, with an emphasis on the quality and efficiency of movement.

#### Composition-

Opportunities to create and structure movement, to express and communicate ideas.  
devising original and interesting ways for the body to respond.

**Appreciation-** Involves describing and analysing dance as an expression of ideas within a social, cultural or historical context.

Developing an understanding of why people dance, the messages they try to communicate and how it has changed through history.

Students will have the opportunity to attend and watch live works from Australian Dance companies such as Sydney Dance Company, Bangarra Dance Company, Dream Dance Co.

### What will be assessed

Students will be assessed in all 3 areas of dance, Performance, Composition and Appreciation.

### How students will be assessed

Students will be assessed by formal and informal assessment tasks in this course.

#### Formal assessment include-

**Practical-** Safe Dance Practice- Development of warm up sequence / routine 3-5 minutes.

**Composition/Performance task** – in pairs development of own contemporary short dance

Term 3 performed in class or at lunch concert.

Participation in end of year Ensembles Performance Evening.

**Appreciation-**History of Ballet Presentation.

Ballet theory booklet.

Historical research of a contemporary dancer and choreographer.

**Informal Assessment includes** – Dance journal/class observations and class participation in dance practical classes.

Body Skills, such as flexibility, stamina, and execution and development of movement sequences both self-derived and teacher led.

## Outcomes

	<b>Performance</b>
5.1.1	A student demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
5.1.2	A student demonstrates enhanced dance technique by manipulating aspects of the elements of dance
5.1.3	A student demonstrates an understanding and application of aspects of performance quality and interpretation through performance
	<b>Composition</b>
5.2.1	A student explores the elements of dance as the basis of the communication of ideas
5.2.2	A student composes and structures dance movement that communicates an idea
	<b>Appreciation</b>
5.3.1	A student describes and analyses dance as the communication of ideas within a context
5.3.2	A student identifies and analyses the link between their performances and compositions and dance works of art
5.3.3	A student applies understandings and experiences drawn from their own work and dance works of art
5.4.1	A student contributes to lifelong learning

## Stage 5 Year 10 Dance Assessment Schedule

### Assessment Breakdown –

	Semester 1			Semester 2		
	Term 1 Week 10	Term 2 Week 3		Term 3 Week 10	Term 4 Week 4	
<b>Task Description</b>	Composition task – in pairs  Performance of class Jazz dance in class	Dance analysis Appreciation Task  Performance of combinations in class & Dance Journal		Composition/ Task – Development of Combinations/Dance  Appreciation Task & Journal	Ensembles night Performance Term 4.	
<b>Weighting</b>  Appreciation 30% Composition 30% Performance 40% Total 100%	10% Performance Composition 15%	15% Appreciation Performance 10%		15% Composition Appreciation 15%	20% Performance	
<b>Outcomes</b>	5.1.1,5.1.2,5.2.2	5.1.1, 5.3.1, 5.3.2, 5.3.3		5.3.1, 5.1.2, 5.3.2, 5.2.1 5.2.2	5.1.1,5.1.3,5.2.1	

# Stage 5 Course Performance Descriptors – Dance

## Areas for Assessment

Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student performing at this grade typically:</b></p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> <li>demonstrates elementary appreciation of dance as an artform through limited engagement in the practices of performing, composing and appreciating dance.</li> <li>performs dances with an elementary dance technique and with some evidence of safe dance practice and performance quality.</li> <li>with guidance, applies aspects of the elements of dance to perform a limited range of dance styles.</li> <li>with guidance, uses the elements of dance to create simple dance compositions that communicate ideas.</li> <li>describes their own and others' dances, through some aspects of the elements of dance.</li> <li>identifies some characteristics of dance styles, performance quality and interpretation.</li> <li>with teacher support, participates in the practical and theoretical aspects of dance and makes elementary connections between the making and performing of the movement and the appreciation of its meaning.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> <li>demonstrates some appreciation of dance as an artform through their engagement in the interrelated practices of performing, composing and appreciating dance.</li> <li>performs dances with a basic dance technique and the application of safe dance practice and performance quality.</li> <li>applies aspects of the elements of dance as they perform dance styles.</li> <li>uses some elements of dance to structure movement to create basic dance compositions that communicate ideas.</li> <li>describes their own and others' dances, through the elements of dance.</li> <li>identifies characteristics of dance styles, performance quality and interpretation.</li> <li>participates in the practical and theoretical aspects of dance and makes some connections between the making and performing of the movement</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> <li>demonstrates an appreciation of dance as an artform through their active engagement in the interrelated practices of performing, composing and appreciating dance.</li> <li>performs dances with a sound dance technique and the application of safe dance practice and performance quality.</li> <li>applies the elements of dance as they perform a variety of dance styles.</li> <li>manipulates the elements of dance as they structure movement to create dance compositions that communicate ideas.</li> <li>discusses their own and others' dances, through the elements of dance.</li> <li>describes the characteristics of dance styles, performance quality and interpretation.</li> <li>engages in the practical and theoretical aspects of dance and makes connections between the making and performing of the movement</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> <li>clearly communicates an appreciation of dance as an artform through their high level of engagement in the interrelated practices of performing, composing and appreciating dance.</li> <li>performs dances with a proficient dance technique and a proficient application of safe dance practice and performance quality.</li> <li>combines and applies the elements of dance to competently interpret a variety of dance styles.</li> <li>structures appropriate movement to create dance compositions that communicate ideas.</li> <li>analyses their own and others' dances, through the elements of dance.</li> <li>discusses the characteristics of dance styles, performance quality and interpretation.</li> <li>perceptively engages in</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> <li>clearly and perceptively communicates an appreciation of dance as an artform through their very high level of engagement in the interrelated practices of performing, composing and appreciating dance.</li> <li>capably performs dances with an accomplished dance technique and a sustained application of safe dance practice and performance quality.</li> <li>effectively manipulates the elements of dance to interpret a wide variety of dance styles with a high level of competence</li> <li>consistently structures complex movement to create dance compositions that communicate ideas.</li> <li>critically analyses their own and others' dances, through the elements of dance.</li> <li>critically discusses the characteristics of dance</li> </ul>

	and the appreciation of its mean	and the appreciation of its meaning.	the practical and theoretical aspects of dance and makes informed connections between the making and performing of the movement and the appreciation of its meaning.	<p>styles, performance quality and interpretation.</p> <ul style="list-style-type: none"> <li>insightfully applies their knowledge of the practical and theoretical aspects of dance and makes perceptive connections between the making and performing of the movement and the appreciation of its meaning.</li> </ul>
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# English

## Assessment in this subject

Students will be assigned a final grade based on the English Course Performance Descriptors [CPD's] related to work done in units studies in Year 9 and 10.

## What will be assessed

Students will be assessed in a number of areas including speaking, listening, creating a Portfolio, and Area of Study. Students will sit a Half Yearly and Yearly Examination

## How students will be assessed

Students grade will be determined by their performance in:

### 1. Speaking

The speaking assessment is a common task. The task is differentiated for the Selective and Community cohort. The speech will be related to a text or theme studied in class. The task will be assessed according to published criteria.

### 2. Listening

The listening assessment is a common task that is differentiated for the Selective and Community cohort. Students respond to an aural resource. The listening task will be assessed according to published criteria.

### 3. Student Portfolio

The Portfolio will be assessed in two ways. Two pieces of edited work will be assessed in Semester 1. The complete Portfolio will be assessed and graded in Semester 2, according to the published criteria.

### 4. Examinations

Students will sit a Half Yearly and a Yearly Examination that is modelled on the Question 1, paper one of the Year 11 Preliminary examination.

### 5. Engagement

This component assesses students ability to perform in areas outside of formal assessment and includes class participation, the completion of classwork and homework and the ability to work in group situations.

Teachers meet before final grades are determined to profile and discuss students with special needs or circumstances.



## Outcomes

	A student
<b>1</b>	responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis and pleasure
<b>2</b>	uses and critically assesses a range of processes for responding and composing
<b>3</b>	selects, uses, describes and explains how different technologies affect and shape meaning
<b>4</b>	selects and uses language forms and features, and structures of texts according to different purposes, audiences and contexts, and describes and explains their effects on meaning
<b>5</b>	Transfers understanding of language concepts into new and different contexts
<b>6</b>	Experiments with different ways of imaginatively and interpretively transforming experience, information and ideas into texts
<b>7</b>	Thinks critically and interpretively using information, ideas and increasingly complex arguments to respond to and compose texts in a range of contexts
<b>8</b>	Investigates the relationships between and among texts
<b>9</b>	Demonstrates understanding of the ways texts reflect personal and public worlds
<b>10</b>	questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.
<b>11</b>	Uses, reflects on, assesses and adapts their individual and collaborative skills for learning with increasing independence and effectiveness

## Year 10 English Assessment Schedule

Semester 1			Semester 2		
Term 1	Term 2		Term 3	Term 4	
<b>Shakespeare - Comparative Study</b>  <i>10 Weeks</i>  Assessment Term 1, Week 8  <b>Common Task:</b> In-Class Comparative Essay	<b>Novel Study</b>  <i>8 Weeks</i>  Assessment Term 2, Week 7  <b>Portfolio Task:</b> <i>Take Home Essay</i>  <b>Enrichment Task:</b> <i>Visual Representation</i>	<b>Year 11 Bootcamp</b>  <i>2 Weeks</i>  Assessment Term 2, Week 10  <b>Portfolio Task:</b> Year 11 Bootcamp Task and Reflection	<b>Memoirs</b>  <i>10 Weeks</i>  Assessment Term 3, Week 7  <b>Portfolio Task:</b> Memoir with Annotations (Speaking Task)  Term 3, Week 10 <b>Portfolio Submission</b>	<b>Examination Preparation</b>  <i>2 Weeks</i>  Assessment Term 4, Week 2  <b>Common Task:</b> Yearly Examination	<b>Poetry</b>  <i>8 Weeks</i>  Term 4  <b>Enrichment Task:</b> Original Composition

The portfolio items listed above are mandatory. However, your teacher will nominate additional portfolio tasks that must be completed for your final submission.

Student Engagement	Always/ Often	Generally	Seldom
Contributed positively to class activities (includes working as part of a team and completing individual work)			
Actively participated on class discussions with respect for others (includes volunteering your ideas, listening to others, and taking turns)			
Was well prepared for lessons (includes bringing equipment and completing homework)			
Showed initiative (includes wide reading portfolio planning and completing additional work)			
Put in your best effort! (includes keeping your work neat and organised)			

**Teacher:** \_\_\_\_\_

Semester ONE/TWO (circle one )

**Engagement  
Grade:**

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

*Continued next page*

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:
<p>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.</p> <p>is able to identify some obvious expectations of an audience.</p> <p>with teacher support, is able to reflect on some aspects of their individual and collaborative skills for learning.</p>	<p>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.</p> <p>is able to identify and discuss some obvious preconceptions and expectations of an audience.</p> <p>with guidance, is able to reflect on their individual and collaborative skills for learning.</p>	<p>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.</p> <p>conforms to or challenges an audience's preconceptions and expectations.</p> <p>with increasing independence, reflects on and uses, assesses and adapts their individual and collaborative skills for learning.</p>	<p>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.</p> <p>with increasing confidence, is able to conform to, or challenge, an audience's preconceptions and expectations.</p> <p>independently reflects on and uses, assesses and adapts their individual and collaborative skills for learning.</p>	<p>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.</p> <p>with confidence, is able to conform to, or challenge, an audience's preconceptions and expectations.</p> <p>independently reflects on and confidently uses, assesses and adapts their individual and collaborative skills for learning.</p>



# 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.

## How students will be assessed

Throughout the course students will be given a number of assessment tasks. These tasks will allow the teacher to assign a result for each outcome and also assess the related CPD.

Some assessment tasks might include:

Research assignments	Weekly practical exercises	Class Tests
Classroom observations	Problem solving activities	Oral presentations
Research projects	Video reports	Extension activities
Practical exams	Fields work / excursions reports	Experiments
Case studies	Group activities	

An individual student CPD profile will be maintained within the Technological and Applied Studies faculty. This will allow the teacher to record the attainment of each CPD. This profile will be used by the faculty to assign the final course grade upon completion of Year 10.

## Outcomes

	A student
5.1.1	demonstrates hygienic handling of food to ensure a safe and appealing product
5.1.2	identifies, assesses and manages the risks of injury and OHS issues associated with the handling of food
5.2.1	describes the physical and chemical properties of a variety of foods
5.2.2	accounts for changes to the properties of food which occur during food processing, preparation and storage
5.2.3	applies appropriate methods of food processing, preparation and storage
5.3.1	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
5.3.2	justifies food choices by analysing the factors that influence eating habits
5.4.1	collects, evaluates and applies information from a variety of sources
5.4.2	communicates ideas and information using a range of media and appropriate terminology
5.5.1	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
5.5.2	plans, prepares, presents and evaluates food solutions for specific purposes
5.6.1	examines the relationship between food, technology and society
5.6.2	evaluates the impact of activities related to food on the individual, society and the environment

## FOOD TECHNOLOGY

<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Date:</b> Term 1 Week 4	<b>Date:</b> Term 2 Week 4	<b>Date:</b> Term 4 Week 2
<b>Component:</b> Food for Special Occasions	<b>Component:</b> Food Product Development	<b>Component:</b> Food Service and Catering
<b>Task Description:</b> Research/Practicals - Celebration Summaries	<b>Task Description:</b> Research - Product Development	<b>Task Description</b> Practical - Running a small business
<b>Outcomes:</b> 5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.6.1	<b>Outcomes:</b> 5.6.1, 5.6.2, 5.5.2, 5.5.1, 5.4.2	<b>Outcomes:</b> 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.6.1, 5.6.2
<b>30%</b>  <b>A-E Grade is awarded for this task</b>	<b>30%</b>  <b>A-E Grade is awarded for this task</b>	<b>40%</b>  <b>A-E Grade is awarded for this task</b>

# 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
<p><b>A student performing at this grade typically:</b></p> <p>identifies some chemical and physical properties of foods and, with assistance, identifies some changes that take place in food during preparation, processing and storage.</p> <p>with guidance, identifies and uses some appropriate techniques and equipment for a limited range of food-specific purposes.</p> <p>with guidance, demonstrates very limited technical skills in designing and producing solutions for specific food purposes.</p> <p>identifies some ways that food-related activities impact on the individual, society or the environment, and some influences that technology has had on food supply.</p> <p>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.</p> <p>displays very limited research skills and, with guidance, communicates simple information using a limited range of media.</p>	<p><b>A student performing at this grade typically:</b></p> <p>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.</p> <p>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.</p> <p>demonstrates basic technical skills in designing, producing and evaluating solutions for specific food purposes.</p> <p>outlines the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply.</p> <p>identifies factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health.</p> <p>displays basic research skills, and communicates information using a limited range of media.</p>	<p><b>A student performing at this grade typically:</b></p> <p>describes the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.</p> <p>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.</p> <p>demonstrates adequate technical skills in designing, producing and evaluating solutions of sound quality for specific food purposes.</p> <p>describes the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply.</p> <p>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.</p> <p>displays sound research skills, and communicates information using a range of media.</p>	<p><b>A student performing at this grade typically:</b></p> <p>analyses the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.</p> <p>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.</p> <p>demonstrates high-level technical skills in designing, producing and evaluating high quality solutions for specific food purposes.</p> <p>analyses the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply.</p> <p>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.</p> <p>displays well-developed research skills, and communicates complex information using a range of media.</p>	<p><b>A student performing at this grade typically:</b></p> <p>evaluates the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.</p> <p>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.</p> <p>demonstrates advanced technical skills in designing, producing and evaluating solutions of excellent quality for specific food purposes.</p> <p>evaluates the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply.</p> <p>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.</p> <p>displays highly developed research skills, and communicates complex information effectively using a range of media.</p>





# 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 Achievement )

## 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:
<b>5.1</b>	identifies, gathers and evaluates geographical information
<b>5.2</b>	analyses, organises and synthesises geographical information
<b>5.3</b>	selects and uses appropriate written, oral and graphic forms to communicate geographical information
<b>5.4</b>	selects and applies appropriate geographical tools
<b>5.5</b>	demonstrates a sense of place about Australian environments
<b>5.6</b>	explains the geographical processes that form and transform Australian environments
<b>5.7</b>	analyses the impacts of different perspectives on geographical issues at local, national and global scales
<b>5.8</b>	accounts for differences within and between Australian communities
<b>5.9</b>	explains Australia's links with other countries and its role in the global community
<b>5.10</b>	applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship

# GEOGRAPHY

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 8 & Term 3 Week 5	Term 1 Week 10 & Term 3 Week 9	Term 2 Week 3 & Term 4 Week 4	Term 2 Week 6 & Term 4 Week 5
		Research Assignment: WellBeing	Skills Test	Yearly Exam	Fieldwork
Identifies, gathers, analyses, organizes and synthesizes Geographical tools	30	30			
Fieldwork compulsory component	10				10
Selects and applies appropriate Geographical tools	20		20		
Yearly Exam	40			40	
Marks	100	30	20	40	10
Outcomes		5.1, 5.2, 5.10	5.1, 5.2, 5.4	5.3, 5.4, 5.5, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.7, 5.10,

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



# Graphics Technology

## Assessment in this subject

Students will be assigned a final grade at the end of Year 10 based on the Graphics Technology Course Performance descriptors (CPD), as related to work undertaken during Years 9 and 10.

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 an increased chance of attaining a higher Year 10 assessment grade (A or B).

## What will be assessed

The following areas are used to assess student achievement:

- Demonstration of knowledge of graphics standards, procedures and conventions.
- Demonstration of technical skill in interpreting and producing a range of high quality manual and computer-based practical presentations.
- Displays of confidence and competence in using a range of CAD and multi-media applications.
- Analysis of the nature of information and intended audience to confidently select and develop a range of appropriate graphical presentations.
- Analysis of the environmental, societal and industrial impacts of a range of graphics technologies and propose actions to minimise negative impacts.
- Ability to identify and extensively use management techniques to meet predetermined briefs and specifications.

## How students will be assessed

Throughout the course students will be given a number of assessment tasks that will allow the teacher to assign results for each outcome and also assess each student against the CPD's.

Some assessment tasks might include:

Model Making	Portfolios	Manual Drawings	Industry Reports
Oral/Visual Presentations	Tests	Classroom Observations	Problem Solving
Computer Aided Drawings	Design Briefs		

An individual student CPD profile will be maintained within the Technological and Applied Studies Faculty. This will allow the teacher to record the attainment of each CPD. This profile will be used by the faculty to assign the final course grade upon completion of Year 10.

## Outcomes

	A Student:
<b>5.1.1</b>	communicates ideas graphically using freehand sketching and accurate drafting techniques
<b>5.1.2</b>	analyses the nature of information and intended audience to select and develop appropriate presentations
<b>5.2.1</b>	designs and produces a range of graphical presentations
<b>5.2.2</b>	evaluates the effectiveness of different modes of graphical communications for a variety of purposes
<b>5.3.1</b>	identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications
<b>5.3.2</b>	manages the development of graphical presentations to meet project briefs and specifications
<b>5.4.1</b>	manipulates and produces images using computer-based drafting and presentation technologies
<b>5.4.2</b>	designs, produces and evaluates multimedia presentations
<b>5.5.1</b>	identifies, assesses and manages relevant OHS factors to minimise risks in the work environment
<b>5.5.2</b>	demonstrates responsible and safe work practices for self and others
<b>5.6.1</b>	demonstrates the application of graphics to a range of industrial, commercial and personal settings
<b>5.6.2</b>	evaluates the impact of graphics on society, industry and the environment

# GRAPHICS TECHNOLOGY

<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Term 1 Week 10</b>	<b>Term 2 Week 10</b>	<b>Term 3 Week 10</b>	<b>Term 4 Week 9</b>
<b>Task Description:</b> Product Illustration	<b>Task Description:</b> Architectural Drawing	<b>Task Description:</b> Engineering Drawing	<b>Task Description:</b> Cabinet & Furniture Drawing
<b>20% A-E Grade is awarded for this task</b>	<b>35% A-E Grade is awarded for this task</b>	<b>35% A-E Grade is awarded for this task</b>	<b>10% Drawings A-E Grade is awarded for this task</b>
<b>Outcomes:</b> 5.1.1, 5.1.2, 5.2.1 5.2.2, 5.3.1, 5.3.2 5.4.1, 5.5.1 5.5.2 5.6.1, 5.6.2	<b>Outcomes:</b> 5.1.1, 5.1.2, 5.2.1 5.2.2, 5.3.1, 5.3.2 5.4.1, 5.5.1, 5.5.2 5.6.1, 5.6.2	<b>Outcomes:</b> 5.1.1, 5.1.2, 5.2.1 5.2.2, 5.3.1, 5.3.2 5.4.1, 5.5.1 5.5.2 5.6.1, 5.6.2	<b>Outcomes:</b> 5.1.1, 5.1.2, 5.2.1 5.2.2, 5.3.1, 5.3.2 5.4.1, 5.5.1 5.5.2 5.6.1, 5.6.2

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



# 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 Achievement)

## **Elective Course: World History**

Students may elect to complete either 100 hours or 200 hours of additional history. This grade will be determined by performance in a variety of assessment tasks, as well as class work and homework activities. This grade will be shown separately on the ROSA

## **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:
<b>5.1</b>	explains social, political and cultural developments and events and evaluates their impact on Australian life
<b>5.2</b>	assesses the impact of international events and relationships on Australia's history
<b>5.3</b>	explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia
<b>5.4</b>	sequences major historical events to show an understanding of continuity, change and causation
<b>5.5</b>	identifies, comprehends and evaluates historical sources
<b>5.6</b>	uses sources appropriately in an historical inquiry
<b>5.7</b>	explains different contexts, perspectives and interpretations of the past
<b>5.8</b>	locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry
<b>5.9</b>	uses historical terms and concepts in appropriate contexts
<b>5.10</b>	selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences



# Year 10 Assessment Schedule

## COURSE: History- The Modern World and Australia

<b>Focus Areas.</b> <b>Literacy:</b> Essay writing, grammar, spelling, punctuation. <b>Numeracy:</b> Chronology, timelines, dating systems, calendars, sequencing time periods.  <b>Historical Concepts and Skills</b> Comprehension: Chronology, terms and concepts, Continuity and change, Cause and Effect Empathic understanding, Significance, Contestability, Research, Explanation and Communication.	Task 1	Task 2	Task3
	Term 1 & 3 Week 7	Term 1 & 3 Week 10	Term 2 & 4 Week 4
	<b>Depth Study 6 - Vietnam War</b>  Nature Of Task: <b>Historical documentary – All the way with L.B.J.</b>  In – class Source – based Essay Task	<b>Depth Study 6– Vietnam War</b>  Nature Of Task: <b>Formative Assessment</b>	<b>All Topics</b>  Nature Of Task: <b>End of Semester Examination</b>
<b>Outcomes</b>	A-E Grade is awarded for this task	A-E Grade is awarded for this task	A-E Grade is awarded for this task
	5.1, 5.4, 5.6, 5.8, 5.10	HT5-2, HT5-3, HT5-6, HT5-9, HT5-10.	HT5-2, HT5-3, HT5-6, 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
<p><b>A student performing at this grade typically:</b></p> <p>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.</p> <p>demonstrates elementary knowledge and understanding of some changing rights and freedoms of Aboriginal peoples and other groups in Australia.</p> <p>recounts some historical events in chronological order.</p> <p>recognises different perspectives within historical accounts, with guidance.</p> <p>locates limited information from sources to answer historical questions, with guidance.</p> <p>communicates their understanding of history by creating basic accounts of events and issues, in a range of limited forms.</p> <p>uses simple historical terms and concepts.</p>	<p><b>A student performing at this grade typically:</b></p> <p>demonstrates basic knowledge and understanding of some significant developments in 20th century Australian history and explains their impact on Australian life.</p> <p>demonstrates basic knowledge and understanding of some changing rights and freedoms of Aboriginal peoples and other groups in Australia.</p> <p>sequences some events and identifies factors contributing to continuity and change.</p> <p>recalls different perspectives and interpretations of the past.</p> <p>locates, selects and organises relevant information from sources and summarises the main ideas to answer historical questions.</p> <p>communicates their understanding of history by describing historical events and issues, in a range of oral, written and other forms.</p> <p>uses a limited range of historical terms and concepts.</p>	<p><b>A student performing at this grade typically:</b></p> <p>demonstrates sound knowledge and understanding of significant developments in 20th century Australian history and makes a simple evaluation of their impact on Australian life.</p> <p>demonstrates sound knowledge and understanding of the changing rights and freedoms of Aboriginal peoples and other groups in Australia.</p> <p>sequences events and explains factors contributing to continuity and change.</p> <p>describes different perspectives and interpretations of the past.</p> <p>locates, selects and organises relevant information from a number of sources to undertake historical inquiry.</p> <p>communicates their understanding of history by creating explanations and arguments about historical events and issues, in a range of oral, written and other forms.</p> <p>uses appropriate historical terms and concepts.</p>	<p><b>A student performing at this grade typically:</b></p> <p>demonstrates thorough knowledge and understanding of significant developments in 20th century Australian history and evaluates their impact on Australian life.</p> <p>demonstrates thorough knowledge and understanding of the changing rights and freedoms of Aboriginal peoples and other groups in Australia.</p> <p>sequences events and explains factors contributing to continuity, change and causation.</p> <p>explains different perspectives and interpretations of the past.</p> <p>selects and interprets a range of sources and draws conclusions about their usefulness in an historical inquiry.</p> <p>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.</p> <p>appropriately uses a range of historical terms and concepts.</p>	<p><b>A student performing at this grade typically:</b></p> <p>demonstrates extensive knowledge and understanding of significant developments in 20th century Australian history and evaluates their impact on Australian life.</p> <p>demonstrates extensive knowledge and understanding of the changing rights and freedoms of Aboriginal peoples and other groups in Australia.</p> <p>draws historical conclusions based on an understanding of continuity, change and causation.</p> <p>assesses different perspectives and interpretations of the past.</p> <p>evaluates a range of sources and synthesises information from them that is relevant to an historical inquiry.</p> <p>communicates their understanding of historical events and issues by constructing sustained arguments for different audiences, using a variety of oral, written and other forms.</p> <p>displays a sophisticated use of historical terms and concepts.</p>



## 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 a grade from "A" to "E". These grades reflect the student's achievement in relation to the subject's Performance descriptors.

### Outcomes

	A student:
E5.1	applies an understanding of history, heritage, archaeology and the methods of historical inquiry
E5.2	examines the ways in which historical meanings can be constructed through a range of media
E5.3	sequences major historical events or heritage features, to show an understanding of continuity, change and causation
E5.4	explains the importance of key features of past societies or periods, including groups and personalities
E5.5	evaluates the contribution of cultural groups, sites and/or family to our shared heritage
E5.6	identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process
E5.7	explains different contexts, perspectives and interpretations about the past
E5.8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry
E5.9	applies a range of relevant historical terms and concepts when communicating an understanding of the past
E5.10	selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

## Year 10 Assessment Schedule Elective History

TASK 1	TASK 2	TASK 3	TASK 4
Term 1 Week 9	Term 2 Week 6	Term 3 Week 1	Term 4 Week 2
Jack the Ripper  Nature of Task Source-based written task	Vikings  Nature of Task Research Task	Shipwrecks and Maritime History  Nature of Task Newspaper Report	Mysteries and Conspiracies  Nature of Task Group Presentation
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
<b>Outcomes</b> E5.1, E5.4, E5.5, E5.7, E5.8, E5.9, E5.10	<b>Outcomes</b> E5.1, E5.4, E5.5, E5.7, E5.8, E5.9	<b>Outcomes</b> E5.1, E5.2, E5.6, E5.7, E5.8, E5.9	<b>Outcomes</b> E5.2, E5.4, E5.6, E5.8, E5.9, E5.10

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



# Industrial Technology

## Assessment in this subject

Students will be assigned a final grade based on the Course Performance Descriptors related to work undertaken during Years 9 and 10. Students may study up to two courses based on the Industrial Technology syllabus. Students who display advanced competencies will have the opportunity to work at a higher level and will have an increased chance of achieving a higher Year 10 assessment grade (A or B).

## What will be assessed

The following areas are used to assess student achievement:

- Knowledge of traditional, current, new and emerging technologies
- Display of technical skills in using appropriate materials, hand and machine tools to produce practical projects of excellent quality.
- Assessment and management of risks and consistent application of safe work practices.
- Analysis of information and intended audience to select and develop appropriate graphical presentations.
- Selection and utilisation of a range of media to illustrate practical projects.
- Use of technical terminology to discuss production processes.
- Application of skills and design principles; including research, evaluation and justification.

## How students will be assessed

Throughout the course students will be given a number of assessment tasks that will allow the teacher to assign results for each outcome and also assess each student against the CPD's. Some assessment tasks might include:

Practical Construction Projects    Classroom Observations    Industry Reports    Problem Solving  
Oral / Visual Presentations    Tests    Project Folios

An individual student CPD profile will be maintained within the Technological and Applied Studies Faculty. This will allow the teacher to record the attainment of each CPD. This profile will be used by the faculty to assign the final course grade upon completion of Year 10.

## Outcomes

	A student:
<b>5.1.1</b>	identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes
<b>5.1.2</b>	applies OHS practices to hand tools, machine tools, equipment and processes
<b>5.2.1</b>	applies design principles in the modification, development and production of projects
<b>5.2.2</b>	identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
<b>5.3.1</b>	justifies the use of a range of relevant and associated materials
<b>5.3.2</b>	selects and uses appropriate materials for specific applications
<b>5.4.1</b>	selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
<b>5.4.2</b>	works cooperatively with others in the achievement of common goals
<b>5.5.1</b>	applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects
<b>5.6.1</b>	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
<b>5.7.1</b>	describes, analyses and uses a range of current, new and emerging technologies and their various applications
<b>5.7.2</b>	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

# INDUSTRIAL TECHNOLOGY - TIMBER

Task 1	Task 2	Task 3
Term 2 Week 8	Term 4 Week 3	Term 4 Week 5
<b>Task Description:</b> Table Folio	<b>Task Description:</b> Yearly Exam	<b>Task Description:</b> Small Table Project
<b>15%</b> A-E Grade is awarded for this task	<b>15%</b> A-E Grade is awarded for this task	<b>70%</b> A-E Grade is awarded for this task
<b>Outcomes:</b> 5.3.1, 5.3.2, 5.5.1, 5.7.1, 5.7.2	<b>Outcomes:</b> 5.1.1, 5.1.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1, 5.7.1 5.7.2	<b>Outcomes:</b> 5.1.1, 5.1.2 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1, 5.7.1

# 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
<p><b>A student performing at this grade typically:</b></p> <p>demonstrates elementary knowledge of some technologies in their field of study, and recognises some social, cultural and environmental impacts of these technologies.</p> <p>with guidance, displays very limited technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects.</p> <p>identifies some properties of materials that make them suitable for specific applications, and identifies some aspects of products and commercial products.</p> <p>produces elementary sketches related to practical projects, and uses simple terms to describe production processes.</p> <p>with assistance, applies elementary skills and design principles to the production or modification of projects.</p>	<p><b>A student performing at this grade typically:</b></p> <p>demonstrates basic knowledge of technologies in their field of study, and outlines social, cultural and environmental impacts of these technologies.</p> <p>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.</p> <p>outlines properties of materials that make them suitable for specific applications, and identifies functional, aesthetic, environmental and economic aspects of products and commercial products.</p> <p>produces simple drawings for practical projects, and uses general terms to describe production processes to an audience.</p> <p>applies basic skills and design principles to the development and production or modification of projects.</p>	<p><b>A student performing at this grade typically:</b></p> <p>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.</p> <p>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.</p> <p>describes the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products.</p> <p>produces competent drawings to illustrate practical projects, and uses accurate technical terms to describe production processes to a range of audiences.</p> <p>applies skills and design principles to the development and production or modification of projects.</p>	<p><b>A student performing at this grade typically:</b></p> <p>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.</p> <p>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.</p> <p>analyses the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products.</p> <p>uses a range of media to illustrate practical projects, and uses technical terminology to discuss production processes with a range of audiences.</p> <p>consistently applies skills and design principles to the development and production of new projects.</p>	<p><b>A student performing at this grade typically:</b></p> <p>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.</p> <p>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.</p> <p>evaluates the suitability of materials for specific applications and the functional, aesthetic, environmental and economic aspects of projects and commercial products.</p> <p>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.</p> <p>independently and consistently applies skills and design principles to the development and production of new projects.</p>



# Information & Software Technology

## Assessment in this subject

Students will be assigned a grade at the end of Year 10 based on the Information & Software Technology Course Performance descriptors (CPD), as related to work undertaken during Year 9 and Year 10.

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 an increased chance of achieving a higher Year 10 assessment grade (A or B).

## What will be assessed

The following areas are used to assess student achievement:

- Knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks;
- Analysis of the effects on individuals and society of a range of past, current and emerging information technologies;
- Application of problem-solving and decision-making processes when designing, producing and evaluating solutions for a wide range of challenging situations;
- Justifications and application of responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information;
- Ability to communicate using appropriate documentation, complex ideas and solutions to a variety of audiences.

## How students will be assessed

Throughout the course students will be given a number of assessment tasks that will allow the teacher to assign results for each outcome and also assess each student against the CPD's.

Some assessment tasks might include:

- Assignments    ▪ Oral Presentations    ▪ Practical Tests    ▪ Multimedia Presentations
- Classroom Observations    ▪ Problem Solving Activities    ▪ Written Tests    ▪ Research Tasks

An individual student CPD profile will be maintained within the Technological and Applied Studies Faculty. This will allow the teacher to record the attainment of each CPD. This profile will be used by the faculty to assign the final course grade upon completion of Year 10.

## Outcomes

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



## INFORMATION & SOFTWARE TECHNOLOGY

Task 1	Task 2	Task 3
Term 1 Week 8	Term 2 Week 8	Term 3 Week 9
<b>Task Description:</b> Research - Networking	<b>Task Description:</b> Practical – Software Design and Development	<b>Task Description:</b> Group Project – AI Modelling and Simulations
<b>30%</b> <b>A-E Grade is awarded for this task</b>	<b>40%</b> <b>A-E Grade is awarded for this task</b>	<b>30%</b> <b>A-E Grade is awarded for this task</b>
<b>Outcomes:</b> 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.4.1, 5.5.2, 5.5.3	<b>Outcomes:</b> 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.5.2	<b>Outcomes:</b> 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3

# Stage 5 Course Performance Descriptors – Information and Software Technology

## Areas for Assessment

Computer software and hardware  
Information and software technologies and society  
Designing and developing software solutions  
Communication and collaborative practices  
Responsible and ethical practices

Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student performing at this grade typically:</b></p> <p>demonstrates elementary knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a limited range of simple tasks.</p> <p>with guidance identifies effects on individuals and society of some past, current and emerging information technologies.</p> <p>applies elementary problem-solving or decision-making processes when designing, and producing solutions for some familiar situations.</p> <p>with guidance, recognises responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information.</p> <p>with support, communicates, using limited documentation, ideas and solutions to an audience.</p>	<p><b>A student performing at this grade typically:</b></p> <p>demonstrates basic knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a limited range of tasks.</p> <p>outlines the effects on individuals and society of a limited range of past, current and emerging information technologies.</p> <p>applies basic problem-solving and decision-making processes when designing, producing and evaluating solutions for familiar situations.</p> <p>recalls responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information.</p> <p>communicates, using appropriate documentation, ideas and solutions to an audience.</p>	<p><b>A student performing at this grade typically:</b></p> <p>demonstrates sound knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks.</p> <p>describes the effects on individuals and society of a range of past, current and emerging information technologies.</p> <p>applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a range of situations</p> <p>applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information.</p> <p>communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences.</p>	<p><b>A student performing at this grade typically:</b></p> <p>demonstrates thorough knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks.</p> <p>analyses the effects on individuals and society of a range of past, current and emerging information technologies.</p> <p>confidently applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a range of challenging situations.</p> <p>justifies and applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information.</p> <p>coherently communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences.</p>	<p><b>A student performing at this grade typically:</b></p> <p>demonstrates extensive knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks.</p> <p>evaluates effects on individuals and society of a range of past, current and emerging information technologies.</p> <p>is a critical thinker who insightfully and creatively applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a wide range of challenging situations.</p> <p>independently justifies and applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information.</p> <p>independently and logically communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences.</p>



# 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 9 Assessment Schedule

### COURSE: International Studies

Focus Areas. <b>Literacy:</b> Essay writing, grammar, spelling, punctuation. <b>Numeracy:</b> Chronology, timelines, calendars, sequencing time periods.  <b>Concepts and Skills</b> 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 11	Term 2 Week 8	Term 3 Week 7	Term 4 Week 3
	<b>Core Study: Understanding Culture and Diversity in Today's World – Part One</b>  Nature Of Task: <b>Research Based Comparative Report</b>	<b>Option 8 – Culture and Film and Literature</b>  Nature Of Task: <b>Project based Group Presentation</b>	<b>Option 11 – Culture and Food</b>  Nature Of Task: <b>Project based Group Assessment</b>	<b>Option 5 - Culture and Travel</b>  Nature Of Task: <b>Inquiry Based Portfolio Task</b>
	<b>A-E</b> Grade is awarded for this task	<b>A-E</b> Grade is awarded for this task	<b>A-E</b> Grade is awarded for this task	<b>A-E</b> Grade is awarded for this task
<b>Outcomes</b>	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	5.2, 5.3, 5.5, 5.6, 5.12	5.3, 5.4, 5.5, 5.6, 5.10, 5.12	5.2, 5.3, 5.4, 5.6, 5.10, 5.11, 5.12

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



# Japanese

## Assessment in this subject

### Elective Course: Japanese

Students may elect to complete either 100 hours or 200 hours of additional Languages. This grade will be determined by performance in a variety of assessment tasks, as well as class work and homework activities. This grade will be shown separately on the ROSA

### What will be assessed?

Students' knowledge, understanding and skills within the context family and daily life and culture of Japan.

### 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.

### Outcomes

- 5.UL.1 selects, summarises and analyses information and ideas in spoken texts and responds appropriately
- 5.UL.2 selects, summarises and analyses information and ideas in written texts and responds appropriately
- 5.UL.3 uses Japanese by incorporating diverse structures and features to express own ideas
- 5.UL.4 experiments with linguistic patterns and structures in Japanese to convey information and to express own ideas
- 5.MLC.1 demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages
- 5.MLC.2 uses linguistic resources to support the study and production of texts in Japanese
- 5.MBC.1 explores the interdependence of language and culture in a range of texts and contexts
- 5.MBC.2 identifies and explains aspects of the culture of Japanese-speaking communities in texts.



## Year 10 Assessment Schedule

### COURSE: Japanese Elective

Focus Areas.		TASK 1	TASK 2	TASK 3	TASK 4
Family Life and Home Life. Friends, Recreation and Pastimes. School and Holiday.		Term 1 Week 10	Term 2 Week 3	Term 3 Week 8	Term 4 Week 3
		Nature Of Task: <b>Culture Assignment</b>	Nature Of Task: <b>Half-Yearly Examination</b>	Nature Of Task: <b>Written Task in Japanese</b>	Nature Of Task: <b>Yearly Examination</b>
		<b>A-E</b> Grade is awarded for this task	<b>A-E</b> Grade is awarded for this task	<b>A-E</b> Grade is awarded for this task	<b>A-E</b> Grade is awarded for this task
	<b>Outcomes</b>	5MBC.1 5MBC.2	5UL.1 5UL.2	5UL.3 5UL.4 5.2 MLC	5UL.1 5UL.2 5UL.3

## Stage 5 Course Performance Descriptors – Japanese

Areas for Assessment:  
Using language  
Making linguistic connections  
Moving between cultures

Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>■ communicates, orally and in writing, using only simple phrases or words in some familiar contexts.</li> <li>■ responds/writes hesitantly, with some inaccuracies in grammatical and linguistic structures that impede communication.</li> <li>■ conducts simple, short conversations and, with prompting, is able to express own ideas using simple vocabulary and linguistic structures.</li> <li>■ with guidance, selects information from a limited range of spoken and written texts.</li> <li>■ with guidance, demonstrates very limited understanding of ways in which languages work as systems and of the interdependence of language and culture.</li> <li>■ demonstrates an elementary understanding of the culture of Japanese-speaking communities.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>■ communicates, orally and in writing, in simple, coherent sentences in a range of familiar contexts.</li> <li>■ responds/writes using appropriate vocabulary with some variations in linguistic structures and features, giving some details. There may be some inaccuracies.</li> <li>■ initiates and maintains short conversations and expresses own ideas using some relevant vocabulary and linguistic structures.</li> <li>■ selects information from a range of spoken and written texts.</li> <li>■ demonstrates basic understanding of ways in which languages work as systems and of the interdependence of language and culture.</li> <li>■ demonstrates basic understanding of the culture of Japanese-speaking communities.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>■ communicates, orally and in writing, across a range of contexts, purposes and audiences.</li> <li>■ responds/writes using appropriate vocabulary and linguistic structures and features, giving some detailed information.</li> <li>■ initiates and maintains communication and expresses own ideas using relevant vocabulary and linguistic structures.</li> <li>■ selects and summarises information from a range of spoken and written texts.</li> <li>■ demonstrates sound understanding of ways in which languages work as systems and of the interdependence of language and culture.</li> <li>■ demonstrates sound knowledge and understanding of the culture of Japanese-speaking communities.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>■ is competent in communicating, orally and in writing, across a range of contexts, purposes and audiences.</li> <li>■ responds/writes fluently, drawing on a range of appropriate vocabulary, linguistic structures and features and giving detailed information.</li> <li>■ initiates and maintains communication and expresses own ideas clearly and effectively.</li> <li>■ is proficient in selecting, summarising and analysing information from a range of spoken and written texts.</li> <li>■ demonstrates thorough understanding of ways in which languages work as systems and of the interdependence of language and culture.</li> <li>■ demonstrates thorough knowledge and understanding of the culture of Japanese-speaking communities.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>■ is highly competent in communicating, orally and in writing, across a range of contexts, purposes and audiences.</li> <li>■ responds/writes fluently and spontaneously, drawing on a wide range of appropriate vocabulary, linguistic structures and features, and giving detailed information.</li> <li>■ initiates and maintains communication fluently, confidently and effectively, and expresses own ideas coherently and creatively.</li> <li>■ is highly proficient in selecting, summarising and analysing information from a range of spoken and written texts.</li> <li>■ demonstrates perceptive understanding of ways in which languages work as systems and of the interdependence of language and culture.</li> <li>■ demonstrates extensive knowledge and understanding of the culture of Japanese-speaking communities.</li> </ul>





# Mathematics

## Assessment in this subject

Students will be assigned a grade at the end of Year 10 based on the Mathematics Course Performance descriptors (CPD), as related to work undertaken during Year 9 and Year 10.

Student assessment is based on the knowledge, skills and understandings in the areas:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability
- Working mathematically

## What will be assessed

Assessment in Mathematics is based on student achievement in relation to the knowledge skills and understanding in the above areas.

## How students will be assessed

Assessment tasks will be conducted each term and cover the Year 10 outcomes taught to date, as outlined in the Year 10 Assessment Schedule. Students' assessment marks will then be combined using the stated weightings to produce the final assessment mark. On the basis of this mark the order of merit for the group will be determined. Tentative grades will then be awarded by referring to the course performance descriptors. The grades of all students will be reviewed to ensure that no anomaly has occurred, and that the final grade awarded to each student will represent the best overall description of their achievement.

Note: Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated to **nine levels** as follows:

E2  
D3  
D4  
C5  
C6  
B7  
B8  
A9  
A10

## Outcomes

The outcomes for this course are given to students progressively with each assessment task and at the commencement of a new topic.

Parents who would like to read all outcomes are referred to the Mathematics syllabus on the BOSTES web page under Stage 5 Mathematics.



# MATHEMATICS

Components		Weighting %		Task 1		Task 2		Task 3		Task 4	
				Date: Term 1 Week 6		Date: Term 2 Week 2		Date: Term 3 Week 4		Date: Term 4 Week 3	
				Written Exam		Written Exam		Written Exam		Yearly Exam	
Mathematics Faculty   Year 10-Level 1   Stage 5   2019   Scope and Sequence											
Written Exam / Topic Test		25		25							
Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10	Week11		
Interest and Depreciation			Coordinate Geometry				AT 1	Surface Area and Volume			
Written Exam / Topic Test		25		MA5.1-6 NA, MA5.1-1WM, MA5.1-3WM			25	MA5.1-1WM, MA5.1-2WM			
Written Exam / Topic Test		25		Midpoint, gradient, length of an interval, vertical and horizontal lines, x- and y-intercepts, parallel lines and perpendicular lines and their gradients, solving linear equations			T1W1-T1W4	25		Areas of quadrilaterals and composite shapes,area of an annulus, surface areas of rectangular and triangular prisms, net diagrams, volumes of prisms and cylinders	
Written Exam / Topic Test		25		Self-evaluation, Topic Test						25	
Self-evaluation, Topic Test			Self-evaluation, Topic Test						Self-evaluation, Topic Test		
Marks		100		25		25		25		25	
Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10			
AT 2	Algebra			Equations and inequalities				Trigonometry			
T1 W6-T2 W2	MA5.1-1WM, MA5.1-3WM, MA5.1-5NA			MA5.1-2WM, MA5.1-3WM, MA5.1-4NA, MA5.1-6NA		MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-4NA, MA5.1-5NA		MA5.1-3WM, MA5.1-4NA, MA5.1-5NA, MA5.1-6NA, MA5.1-7NA, MA5.1-8MG, MA5.1-9NA, MA5.1-10MG, MA5.1-11MG		MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-4NA, MA5.1-5NA, MA5.1-6NA, MA5.1-7NA, MA5.1-8MG, MA5.1-9NA, MA5.1-10MG, MA5.1-11MG, MA5.1-12SP, MA5.1-13SP	
	Index laws,expansion and factorisation			Solve simple linear and quadratic equations, Equation		Pythagoras' theorem, SOH CAH TOA		Pythagoras' theorem, SOH CAH TOA		MA5.2-1WM,MA5.2-2WM, MA5.2-3WM, MA5.2-4NA, MA5.2-5NA, MA5.2-6NA, MA5.2-7NA, MA5.2-8NA, MA5.2-9NA, MA5.2-10MG, MA5.2-11MG, MA5.2-12SP, MA5.2-13SP, MA5.2-14MG, MA5.2-15MG, MA5.2-16SP, MA5.2-17SP, MA5.2-18SP, MA5.2-19SP	
	Self-evaluation, Topic Test			Self-evaluation, Topic Test		Self-evaluation, Topic Test		Self-evaluation, Topic Test		Self-evaluation, Topic Test	
Outcomes				MA5.2-1WM,MA5.2-2WM,MA5.2-3WM,MA5.2-4NA,MA5.2-9NA,		MA5.2-1WM,MA5.2-2WM,MA5.2-11MG,MA5.2-7NA, MA5.2-6NA		MA5.2-1WM,MA5.2-2WM,MA5.2-8NA, MA5.2-13MG,MA5.2-10NA,MA5.2-14MG		MA5.2-1WM,MA5.2-2WM,MA5.2-3WM,MA5.2-4NA,MA5.2-5NA,MA5.2-6NA,MA5.2-7NA,MA5.2-8NA,MA5.2-9NA,MA5.2-10MG,MA5.2-11MG,MA5.2-12SP,MA5.2-13SP,MA5.2-14MG,MA5.2-15MG,MA5.2-16SP,MA5.2-17SP,MA5.2-18SP,MA5.2-19SP	
Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10			
Graphs and Simultaneous Equations				Geometry		AT 3	Geometry				
MA5.1-1WM, MA5.1-3WM, MA5.1-7NA				8NA	MA5.1-1 WM, MA5.1-2 WM, MA5.1-3WM,MA5.3-1WM,MA5.3-2NA, MA5.3-3WM		MA5.3-11NA,MA5.3-15MG,MA5.3-9NA,MA5.3-16MG		MA5.3-7NA,MA5.3-18SP,MA5.3-19SP		
Graph non-linear relationships, simple quadratics, exponentials and circles, points of intersection				Tests for congruent and similar figures		T2 W3-T3 W5	Finding unknown sides				

	Self-evaluation, Topic Test	Self-evaluation, Topic Test	Self-evaluation, Topic Test
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Term 4 - 10 weeks

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10
Investigating Data				A T 4	Probability				
MA5.1-12 SP				AT 4- T3W6- T4W2	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-13SP,			Option Topic	Option Topic

**Term 1 - 11 weeks**

Week1(2 days)	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10	Week 11
Interest and Depreciation				Coordinate Geometry			A T 1	Surface area and Volume		
MA5.2-1WM, MA5.2-2WM,MA5.2-4NA				MA5.2-1 WM, MA5.2-3 WM, MA5.2-9 NA			T1 W1-T2 W 5	MA5.2-1WM, MA5.2-2WM		
Compound interest formula, depreciation				Gradient-intercept & general form, parallel & perpendicular lines & their gradients/equations.				Surface areas of composite solids involving right prisms		
Self-evaluation, Topic Test				Self-evaluation, Topic Test				Self-evaluation, Topic Test		

**Term 2 – 10 weeks**

Week1 (3 days)	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week 10
SA and Vol	Algebra			AT 2	Equations and inequalities			Trigonometry	
MA5.2-11MG	MA5.2-1WM, MA5.2-3WM, MA5.2-6NA			T1 W6-T2 W 2	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-8NA			MA5.2-1WM, MA5.2-2WM	
Surface area of cylinders	Adding/subtracting/multiplying/dividing algebraic fractions, binomial products,factorising quadratics.				Eqns with algebraic fractions & quadratics, formulas,solving/graphing inequalities.			Bearings	
S eva/topic test	Self-evaluation, Topic Test				Self-evaluation, Topic Test			Self-evaluation, Topic Test	

**Term 3-10 weeks**

Week1(4 days)	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week 10
Trigonometry	Graphs				Geometry		A T 3	Simultaneous Equations	
MA5.2-2WM	MA5.1-1WM, MA5.1-3WM, MA5.1-7NA				MA5.1-1 WM , MA5.1-2 WM, MA5.1-3 WM, MA5.1-11 MG		T2W3-T3W5	MA5.2-1 WM, MA5.2-2 WM	
Bearings	Direct proportion, inverse proportion, conversion graphs,identifying graphs				Interior/ exterior angle,congruent triangle proofs,proving properties,similar triangles.			simultaneous eqns by finding the pt of intersection, 'substitution' & 'elimination' methods	
S eva/topic test	Self-evaluation, Topic Test				Self-evaluation, Topic Test			Self-evaluation, Topic Test	

**Term 4 - 10 weeks**

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10
Sim/Eqns	Investigating Data			A T 4	Probability			OT/Products and factors	
MA5.2-8 NA	MA5.2-1 WM, MA5.2-3 WM, MA5.2-15 SP, MA5.2-16 SP			AT 4-T3W6-T4W2	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-17SP			MA5.3-1WM, MA5.3-5NA	
Word problems	Upper/ lower extremes, median, a 'five-number summary',				Depend/ independent events, replacement, 3 step expts, tree			Fractional indices, special products, factorisatn by	

	box plot, independent/dependent variable, bivariate/ univariate data, scatter plot.	diagrams, complementary, simple/compound events & conditional probability.	grouping, perfect square, factorise algebraic fractions.
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Mathematics Faculty | Year 10-Level 3| Stage 5| 2019 | Scope and Sequence

Term 1 - 11 weeks

Week1(2 days)	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10	Week 11
Interest and Depreciation		Surds		Coordinate Geometry			AT 1	Surface area and Volume		
MA5.2-1WM, MA5.2-2WM, MA5.2-4NA		MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-6NA		MA5.3-1 WM, MA5.3-2 WM, MA5.3-3 WM, MA5.3-8 NA			AT1-T1W1-T1W8	MA5.3-1WM, MA5.3-2WM MA5.3-13MG		
Compound interest formula, depreciation		Index laws, simplifying surds and fractional indices, binomial products, rationalising the denominator		The point-gradient form of a linear equation, Coordinate Geometry problems.				Surface areas and volumes of right pyramids, cones, spheres and composite solids, areas of similar figures, surface areas and volumes of similar solids.		
Self-evaluation, Topic Test		Self-evaluation, Topic Test		Self-evaluation, Topic Test				Self-evaluation, Topic Test		

Term 2 – 10 weeks

Week1 (3 days)	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week 10
Products and factors				AT 2	Equations & Logarithms			Trigonometry	
MA5.3-1WM, MA5.3-5NA				T1 W6-T2 W 2	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-7NA,			MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-15MG	
Fractional indices, factorising special binomial products, factorisation by grouping, perfect square, factorise algebraic fractions					Cubic equations, literal equations, logarithms, and logarithmic laws, exponential and logarithmic laws.			Trigonometry in 3D, Unit circle, trigonometric equations, sine, cosine and area rule.	
Self-evaluation, Topic Test					Self-evaluation, Topic Test			Self-evaluation, Topic Test	

Term 3 - 10 weeks

Week1 (4 days)	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10
Trigonometry	Graphs,Quadratic Equations and the Parabola				Geometry		AT3	Simultaneous equations	
	MA5.1-1WM, MA5.1-3WM, MA5.1-7NA				MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-16MG		T2W3-T3W5	MA5.2-1 WM, MA5.2-2 WM	
	distance-time graphs, graphs of change, parabola,cubic graph,the power graphs, graph hyperbolic relationships, exponential,circles,quadratic equations, completing the square, quadratic formula, higher –order quadratic equation problems.				Tests for quadrilaterals,harder formal geometrical proofs, area & volume scale factor,similar triangle proofs.			solve linear simultaneous equations by finding the point of intersection of their graphs, 'substitution' and 'elimination' methods, word problems	

	Self-evaluation, Topic Test				Self-evaluation, Topic Test			Self-evaluation, Topic Test	
Term 4 - 10 weeks									
Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10
Sim/Eqns	Investigating Data			A T 4	Probability			Polynomials	
MA5.2-8 NA	MA5.3-1 WM, MA5.3-2 WM, MA5.3-3 WM,MA5.3-18 SP, MA5.3-19 SP			AT 4-T3 W6-T4 W2	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-17SP			MA5.3-1WM, MA MA5.3-3WM 5.3-2WM, MA5.3-10NA	
	Standard deviation, line of best fit, appropriateness of sampling methods and sample size, critically reviewing surveys, polls and media reports				dependent and independent events, with and without replacement, three-step chance experiments, tree diagrams, simple and compound events and conditional probability			adding/subtracting'multiplying/dividing poly,remainder & factor theorem,graphing polyns, transforming graphs of polyns.	
Self-evaluation, Topic Test	Self-evaluation, Topic Test				Self-evaluation, Topic Test			Self-evaluation, Topic Test	

## Stage 5 Course Performance Descriptors – Mathematics

### Grade A10

A student performing at this grade uses and interprets formal definitions and generalisations when explaining solutions; generalises mathematical ideas and techniques and selects and uses efficient strategies consistently and accurately to solve unfamiliar multi-step problems; uses deductive reasoning in presenting clear and concise mathematical arguments and formal proofs; synthesises mathematical techniques, results and ideas across the course.

*A student at this grade typically:*

- uses graphical techniques and a variety of analytical methods to solve problems involving quadratic equations and simultaneous equations; manipulates algebraic expressions and equations with consideration given to restrictions on the values of variables
- solves problems involving surface area and volume of right pyramids, right cones, spheres, and related composite solids, and applies similarity relationships for area and volume; applies deductive reasoning to prove properties of isosceles and equilateral triangles, and special quadrilaterals
- uses and interprets the mean and standard deviation to make comparisons between data sets; critically evaluates the processes of planning, collecting, analysing and reporting studies in the media and elsewhere.

### Grade A9

A student performing at this grade uses formal definitions and generalisations when explaining solutions; generalises mathematical ideas and techniques and selects and uses efficient strategies to solve unfamiliar multi-step problems; uses deductive reasoning in presenting mathematical arguments and formal proofs.

*A student at this grade typically:*

- performs operations with surds and indices in numerical and algebraic contexts; analyses and describes graphs of physical phenomena; uses analytical methods to solve complex linear, quadratic, simple cubic, and simultaneous equations, including simultaneous equations where one equation is non-linear
- uses trigonometry to solve practical problems involving non-right-angled triangles; constructs geometrical arguments and formal proofs of geometrical relationships
- uses the mean and standard deviation to make comparisons between data sets; evaluates the use of data to inform decision-making processes.

### **Grade B8**

A student performing at this grade uses formal definitions when explaining solutions; selects and uses efficient strategies to solve familiar and some unfamiliar multi-step problems; uses some deductive reasoning in presenting mathematical arguments; may require some guidance to determine the most efficient methods.

*A student at this grade typically:*

- applies special products to expand binomial products and factorises a variety of quadratic expressions; draws and interprets a variety of graphs, and applies coordinate geometry techniques to solve problems
- calculates the surface area and volume of right pyramids, right cones, spheres, and related composite solids; constructs geometrical arguments to prove a general geometrical result, giving reasons
- calculates and uses standard deviation to analyse data; interprets the relationship between numerical variables using lines of best fit.

### **Grade B7**

A student performing at this grade selects and uses appropriate mathematical language, notations and conventions to communicate mathematical ideas and solutions; systematically applies appropriate strategies to solve familiar multi-step problems; constructs appropriate mathematical arguments to prove and justify results; often requires guidance to determine the most efficient methods.

*A student at this grade typically:*

- applies the compound interest formula to solve financial mathematics problems, including those involving depreciation; solves simultaneous linear equations using an algebraic or graphical method; draws and interprets graphs of simple parabolas, circles and exponentials
- calculates the surface area and volume of simple composite solids; solves trigonometry problems involving bearings, angles of elevation and depression, and angles measured in degrees and minutes
- determines and uses quartiles and the interquartile range to compare sets of data; evaluates sources of data in media reports and elsewhere; evaluates conditional statements in chance situations.

### **Grade C6**

A student performing at this grade uses appropriate mathematical language, notations and diagrams to communicate mathematical ideas and solutions; applies appropriate strategies to solve familiar multi-step problems; constructs some appropriate mathematical arguments to obtain and justify results.

*A student at this grade typically:*

- expands and factorises simple algebraic expressions and simplifies algebraic expressions involving fractions and positive, negative and zero indices; solves simple quadratic equations

- uses formulae to calculate the surface area and volume of right prisms and cylinders; uses simple deductive reasoning in solving numerical problems in different geometrical contexts, and applies tests for proving that triangles are congruent
- determines the quartiles and interquartile range for a set of data; constructs and interprets displays of bivariate numerical data; calculates probabilities and interprets the results for multi-step chance experiments.

### **Grade C5**

A student performing at this grade uses mathematical language, notations and diagrams to communicate mathematical ideas; applies appropriate strategies, often with the assistance of given diagrams and formulae, to solve simple familiar problems; constructs some mathematical arguments to obtain results.

*A student at this grade typically:*

- uses conversion graphs to convert from one unit to another and given graphs to solve simple linear simultaneous equations; finds and graphs the equations of straight lines given the gradient and y-intercept
- solves simple word problems in trigonometry; applies results related to the angle sum for polygons to solve simple numerical problems
- identifies simple relationships between two statistical variables; calculates probabilities for multi-step chance experiments.

### **Grade D4**

A student performing at this grade uses appropriate mathematical terminology, diagrams and symbols in mathematical contexts; selects and uses appropriate standard strategies to solve simple familiar problems; provides some reasoning to support conclusions that are appropriate to the context.

*A student at this grade typically:*

- graphs simple linear and non-linear relationships by constructing a table of values; uses diagrams to solve simple coordinate geometry problems
- finds the area of simple composite figures; given diagrams, uses trigonometry to find sides and angles in right-angled triangles
- interprets back-to-back stem-and-leaf plots, and statistical claims made in the media; calculates relative frequencies to estimate probabilities of simple and compound events.

### **Grade D3**

A student performing at this grade uses mathematical terminology, diagrams and symbols in mathematical contexts; uses appropriate standard strategies to solve simple familiar problems; provides some reasoning to support conclusions.

*A student at this grade typically:*

- solves simple financial mathematics problems involving earning and spending money and, given the formula, calculates simple interest; completes a table of values to graph simple linear relationships
- expresses trigonometric ratios for angles in right-angled triangles in terms of an unknown side; uses the scale factor to find unknown sides in similar triangles
- calculates the mean, median and range to compare two sets of numerical data; uses data from Venn diagrams and two-way tables to calculate simple probabilities.



**Grade E2**

A student performing at this grade uses some mathematical terminology in mathematical contexts; uses, with guidance, standard strategies to solve simple familiar problems; provides some reasoning in identifying a simple mathematical relationship.

*A student at this grade typically:*

- solves simple financial mathematics problems involving earning money; simplifies simple algebraic expressions involving positive integral indices
- uses given diagrams and formulae to solve simple problems involving area and surface area; uses a calculator to find approximations of trigonometric ratios of given angles measured in degrees; constructs simple scale drawings
- determines the mean and range for a set of data.



# 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	Weighting %	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
		Date: Term 2 Week 2	Date: Term 2 Week 2	Date: Term 2 Week 9	Date: Term 3 Week 9	Date: Term 4 Week 3	Date: TBA
		Performance	Listening	Composition	Performance	Yearly Exam (Listening)	Composition
Performance	40	20			20		
Composition	30			15			15
Listening	30		15			15	
Marks	100	20	15	15	20	15	15
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	

# Stage 5 Course Performance Descriptors – Music

## Areas for Assessment

## Performing Composing Listening

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



# 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

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
	<b>Date:</b> Ongoing Term 1	<b>Date:</b> Term 1 Week 8	<b>Date:</b> Ongoing Term 2 and 3	<b>Date:</b> Term 3 Week 9
	<b>Nature of Task:</b> Creative Dance Assessment Task	<b>Nature of Task:</b> Relationships Assessment Task	<b>Nature of Task:</b> Movement Skill and Performance Assessment Task	<b>Nature of Task:</b> Healthy, Safe and Active Lifestyles Assessment 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
<b>Outcomes</b>	PD5 - 10 PD5 - 11	PD5 - 3 PD5 - 10	PD5 - 4 PD5 - 5 PD5 - 11	PD5 - 6 PD5 - 7

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

Areas for Assessment		Self and relationships Movement skill and performance	Individual and community health Lifelong physical activity	
Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student performing at this grade typically:</b></p> <p>shows elementary knowledge, skills and understanding in relation to Stage 5 content.</p> <p>identifies actions that enhance well-being and their capacity to respond positively to challenges.</p> <p>identifies some factors and behaviours that contribute to positive, safe and inclusive relationships.</p> <p>recognises some of the various influences on health decision-making and predicts some consequences.</p> <p>identifies some appropriate strategies, information, products and services to promote health and safety.</p> <p>identifies some influences and barriers to engaging in physical activity and selects strategies to enhance participation and enjoyment.</p> <p>demonstrates some movement skills and concepts to improve performance in predictable movement situations.</p> <p>identifies some elements and features of composition when composing, performing and appraising movement.</p>	<p><b>A student performing at this grade typically:</b></p> <p>shows basic knowledge, skills and understanding in relation to Stage 5 content.</p> <p>describes actions that enhance well-being and their capacity to respond positively to challenges.</p> <p>describes factors and behaviours that contribute to positive, safe and inclusive relationships.</p> <p>describes the influences on and consequences of health decision-making and displays a basic understanding of the links between them.</p> <p>describes appropriate strategies and accesses information, products and services to promote health and safety.</p> <p>describes influences and barriers to engaging in physical activity and identifies strategies to enhance participation and enjoyment.</p> <p>demonstrates movement skills and concepts to improve performance in a choice of movement situations.</p> <p>displays a basic understanding of the elements and features of composition when composing, performing and appraising movement.</p>	<p><b>A student performing at this grade typically:</b></p> <p>shows sound knowledge, skills and understanding in relation to Stage 5 content.</p> <p>explains actions that enhance well-being and formulates plans that promote their capacity to respond positively to challenges.</p> <p>explains factors and behaviours that contribute to positive, safe and inclusive relationships.</p> <p>explains the influences on and consequences of health decision-making and displays a sound understanding of the links between them.</p> <p>explains appropriate strategies and accesses information, products and services to promote health and safety.</p> <p>explains influences and barriers to engaging in physical activity and applies strategies to enhance participation and enjoyment.</p> <p>demonstrates sound movement skills in a range of contexts and the capacity to transfer skills to a variety of movement situations.</p> <p>displays a sound understanding of the elements and features of composition when composing, performing and appraising movement.</p>	<p><b>A student performing at this grade typically:</b></p> <p>shows thorough knowledge, skills and understanding in relation to Stage 5 content.</p> <p>analyses actions that enhance well-being and formulates plans that promote their capacity to respond positively to challenges.</p> <p>analyses factors and behaviours that contribute to positive, safe and inclusive relationships.</p> <p>analyses the influences on and consequences of health decision-making and displays a thorough understanding of the links between them.</p> <p>analyses strategies and accesses and prioritises information, products and services to promote health and safety.</p> <p>analyses influences and barriers to engaging in physical activity and applies strategies to enhance participation and enjoyment.</p> <p>demonstrates proficient movement skills in a range of contexts and the capacity to transfer skills to a variety of challenging movement situations.</p> <p>displays a thorough understanding of the elements and features of composition when composing, performing and appraising movement.</p>	<p><b>A student performing at this grade typically:</b></p> <p>shows extensive knowledge, skills and understanding in relation to Stage 5 content.</p> <p>evaluates actions that enhance well-being and evaluates plans that promote their capacity to respond positively to challenges.</p> <p>evaluates factors and behaviours that contribute to positive, safe and inclusive relationships.</p> <p>evaluates the influences on and consequences of health decision-making and displays an extensive understanding of the links between them.</p> <p>evaluates strategies and accesses and appraises information, products and services to promote health and safety.</p> <p>evaluates influences and barriers to engaging in physical activity and applies effective strategies to enhance participation and enjoyment.</p> <p>demonstrates highly developed movement skills in a range of contexts and the capacity to transfer skills to a variety of challenging movement situations.</p> <p>displays an extensive understanding of the elements and features of composition when creatively composing, performing and appraising movement.</p>



# Physical Activity and Sports Studies

## Assessment in this subject

Physical Activity and Sports Studies 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 develop 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

Objective	Outcomes
Students will:	A student:
develop a foundation for efficient and enjoyable participation and performance in physical activity and sport	1.1 discusses factors that limit and enhance the capacity to 1.2 analyses the benefits of participation and performance in physical activity and sport
develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing	2.1 discusses the nature and impact of historical and contemporary issues in physical activity and sport 2.2 analyses physical activity and sport from personal, social and cultural perspectives
enhance the participation and performance of themselves and others in physical activity and sport	3.1 demonstrates actions and strategies that contribute to enjoyable participation and skilful performance 3.2 evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
develop the personal skills to participate in physical activity and sport with confidence and enjoyment	4.1 work collaboratively with others to enhance participation, enjoyment and performance 4.2 displays management and planning skills to achieve personal and group goals 4.3 performs movement skills with increasing proficiency 4.4 analyses appraises information, opinions and observations to inform physical activity and sport decisions.



# Year 10 Physical Activity and Sports Studies Assessment Schedule

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
	<b>Date:</b> Week 7 Term 1	<b>Date:</b> Ongoing Term 1, 2 and 3	<b>Date:</b> Week 10 Term 2	<b>Date:</b> Week 9 Term 3
	<b>Nature of Task:</b> Technology, Participation and Performance Report	<b>Nature of Task:</b> Movement Skill and Performance	<b>Nature of Task:</b> Coaching assessment task	<b>Nature of Task:</b> Enhancing Performance- strategies and techniques assessment 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
<b>Outcomes</b>	3.2 4.4	3.1 4.1 4.3	4.1 4.2	3.2 4.4

# ***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.

<b>A</b>	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>B</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.
<b>C</b>	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.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	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

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 9	Term 2 Week 3	Term 3 Week 2	Term 3 Week 8
		Action Based Research	Topic Test	Documentary Proposal Task	Seminar Paper and Presentation
Personality and Self	20	20			
Personality, Psychology and Gender	30		30		
Documentary Proposal Task	20			20	
Seminar Paper Presentation	30				30
<b>MARKS</b>	<b>100</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>
Outcomes		1.3, 4.1, 4.2, 4.3,	1.1, 1.2, 2.1, 3.3, 4.1, 4.3, 5.3	1.1, 1.2, 4.1, 4.3, 5.1, 5.3	4.2, 5.1, 5.2, 5.3

## General Descriptions and Levels of Achievement Psychology

Grade	Course Performance Descriptors
<b>A</b>	<p><b>Excellent achievement.</b> The student</p> <ul style="list-style-type: none"> <li>demonstrates an extensive knowledge and understanding of psychology and the role it plays in understanding human behaviour</li> <li>analyses alternatives and evaluates human behaviour</li> <li>initiates, plans and implements action research using autonomous learning skills.</li> </ul>
<b>B</b>	<p><b>A high level of achievement.</b> The student</p> <ul style="list-style-type: none"> <li>demonstrates thorough knowledge and understanding of the nature of psychology and the role it plays in understanding human behaviour</li> <li>describes and accounts for patterns in human behaviour</li> <li>analyses research data to pose and answer relevant questions</li> </ul>
<b>C</b>	<p><b>A substantial achievement.</b> The student</p> <ul style="list-style-type: none"> <li>recognises and describes the nature of psychology and the role it plays in understanding human behaviour.</li> <li>uses research skills to record and communicate relevant information about human behaviour.</li> </ul>
<b>D</b>	<p><b>A satisfactory achievement.</b> The student</p> <ul style="list-style-type: none"> <li>recognises and describes the role of psychology in understanding human behaviour</li> <li>locates and gathers information about people and their behaviour</li> </ul>
<b>E</b>	<p><b>An elementary achievement.</b> The student</p> <ul style="list-style-type: none"> <li>has a basic knowledge and understanding of human behaviour</li> <li>has achieved some of the skills of the course but requires guidance to locate and present information as part of a research project</li> </ul>
<b>N</b>	<p><b>THE STUDENT FAILED TO MEET <u>ONE</u> OF THESE REQUIREMENTS:</b></p> <p><b>They did not</b></p> <ol style="list-style-type: none"> <li>follow the course developed by NESA apply themselves with <b>diligence and sustained effort</b> to set tasks and experiences provided in the course</li> <li>achieve some or all of the course outcomes</li> </ol>



# 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                 | • Reports              | • Assignments       |
| • Classroom observations     | • Experimental designs | • Practical tests   |
| • Model making               | • Mapping exercises    | • Research projects |
| • Excursion reports          | • Oral presentations   | • Simulations       |
| • Audio-visual presentations | • Role plays           | • Oral/aural tests  |
| • Pen and paper tests        | • Student diagrams     | • Concept maps      |
| • Problem solving activities | • Debates              | • 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
5.5 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	5.17 explains trends, patterns and relationships in data and/or information from a variety of sources
	5.11 analyses the impact of human resource use on the biosphere to evaluate methods of conserving, protecting and maintaining Earth's resources	5.18 selects and uses appropriate forms of communication to present information to an audience
	5.12 relates the interactions involved in using some common technologies to their underlying scientific principles	5.19 uses critical thinking skills in evaluating information and drawing conclusions
		5.20 selects and uses appropriate strategies to solve problems
		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

Year 10 Assessment Schedule 2020				
	Task 1	Task 2	Task 3	Task 4
	Term 1 Week 11	Term 2 Week 9	Term 3 Week 10	Term 4 Week 3
<b>Topic(s)</b>	(Depth Study) SRP	Chemistry - Reactions  Earth - Cosmology	Earth - Climate science  Biology - Evolution	Chemistry - Nuclear Science  Physics - Forces and Motion
<b>Task Description</b>	Student Research Task	Research and Presentation	Case study	Yearly Examination
<b>Outcomes Assessed</b>	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
<p>SC5-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them</p> <p>SC5-4WS develops questions or hypotheses to be investigated scientifically</p> <p>SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p>SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p>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</p>	<p>SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society</p> <p>SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available</p> <p>SC5-14LW analyses interactions between components and processes within biological systems</p> <p>SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion</p>

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





# 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	Weight %	Task 1	Task 2	Task 3	Task 4
		Date: Term 1 Week 11	Date: Term 2 Week 1	Date: Term 3 Week 8	Date: Term 4 Week 3
		Body of Work and Research	Body of Work	In class exam	Mini body of work
Practical	60	15	25		20
Theory	40	15		25	
MARKS	100	30	25	25	20
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

# 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
<p><b>A student performing at this grade typically:</b></p> <p>makes simple artworks with an elementary understanding of the frames and the conceptual framework.</p> <p>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.</p> <p>makes simple interpretations about art, with some reference to practice, the frames and conceptual framework.</p> <p>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.</p>	<p><b>A student performing at this grade typically:</b></p> <p>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.</p> <p>represents their artistic intentions in 2D, 3D and/or 4D artworks, demonstrating some technical accomplishment.</p> <p>makes limited interpretations and judgements about art involving a foundational understanding of practice and the conceptual framework, and some of the frames.</p> <p>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.</p>	<p><b>A student performing at this grade typically:</b></p> <p>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.</p> <p>demonstrates sound technical accomplishment in making artworks in 2D, 3D and/or 4D forms that represent their actions, judgements and artistic intentions.</p> <p>interprets, explains and makes judgements about art by engaging with aspects of practice, the conceptual framework and some of the frames.</p> <p>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.</p>	<p><b>A student performing at this grade typically:</b></p> <p>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.</p> <p>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.</p> <p>interprets, explains and makes judgements about art applying an understanding of practice, the conceptual framework and the frames.</p> <p>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.</p>	<p><b>A student performing at this grade typically:</b></p> <p>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.</p> <p>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.</p> <p>synthesises their understanding of practice, the conceptual framework and the frames to confidently interpret, explain and make judgements about art.</p> <p>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.</p>



# Visual Design/Photography & Digital 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	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 1 Week 11	Date: Term 2 Week 3	Date: Term 3 Week 9	Date: Term 4 Week 2
		Practical Task	Research Task	Practical Task	Research Task
Art Making	60%	30%		30%	
Critical & Historical	40%		20%		20%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>
<b>Outcomes</b>		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.

<b>A</b>	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>B</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.
<b>C</b>	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.
<b>D</b>	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.
<b>E</b>	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 9 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 Metcalfe
English	Mrs Nielsen
Geography	Mr Celestino
History	Mr Neale
Languages	Mr Neale
Mathematics	Mr Plowes
Personal Development/Health/Physical Education (PDHPE)	Miss Boyles (Relieving)
Science	Mr Matchett
Special Education	Ms O'Sullivan (Relieving)
Technological and Applied Studies (TAS)	Mr Byrne

# Using the Library

Support from K.Hannaford and library staff

## Using the Library

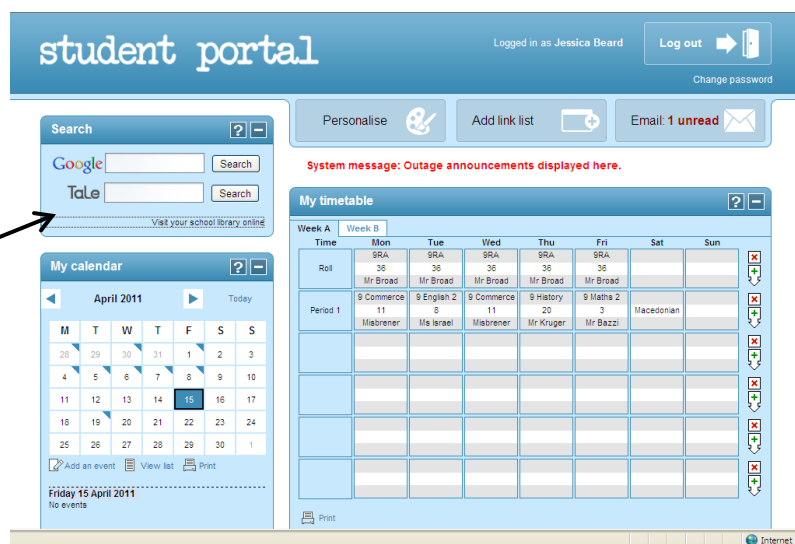
The library provides an ever increasing range of resources to support students in their learning and recreational reading. The library focuses on the development of information literacy by providing access to print and non print resources. Our operational philosophy is "Macquarie Fields High School Library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

Library hours are **8.00 am to 3:20pm**. The Library is closed during recess every Friday. 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 2 School Administrative Officers- Mrs Majarich and Mrs Masters.

## 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 *Visit your school library online* link.



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

## How many books can a student borrow?

Year 9 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 outlining what resources were 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.