

Picnic Point High School



Year 10 Assessment Handbook 2024

Respect Responsibility Participation

Student Name: _____



YEAR 10 ASSESSMENT CALENDAR 2024

Week	Term 1	Term 2	Term 3	Term 4
1		Commerce 30%		Commerce 40% iSTEM 30% Industrial 30% Technology Timber Psychology 40%
2		Geography (S1) 50% History Elective 50% Japanese 30% Mathematics 5.1 30% Mathematics 5.2 30% Mathematics 5.3 30% Visual Arts 40%	Psychology 30%	English 40% Geography (S2) 50% Mathematics 5.1 40% Mathematics 5.2 40% Mathematics 5.3 40% PASS 30% Science 35%
3		Food Technology 40% History (S1) 50%	PDHPE 30%	Food Tech 20% History (S2) 50% Industrial 40% Technology Timber Japanese 40%
4		Industrial 30% Technology Timber	Commerce 30% IST 35% Mathematics 5.1 30%	Industrial 30% Technology Timber IST 30%
5		Music 30%	Music 30%	
6	Geography (S1) 30%		Geography (S2) 50% Mathematics 5.2 30% Mathematics 5.3 30%	
7	Child Studies 30%	Child Studies 30%		Work Experience
8	History (S1) 50% PASS 30%		Food Technology 40% History (S2) 50% History Elective 50%	
9	English 30%	Science 35%	Music 40% Visual Arts 40%	Senior Preparation Program
10	iSTEM 30% IST 35% PDHPE 30% Science 30%	English 30% iSTEM 40% Japanese 30% Visual Arts 20%		
11	Psychology 30%			
	T1 and T2 PE Practical 20% T1 and T2 PASS Practical 20%		T3 and T4 PDHPE Practical 20% T3 and T4 PASS Practical 20% T3 and T4 Child Studies 40%	

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Geography	Mandatory	29-30
Personal Development, Health and Physical Education	Mandatory	31-32
Child Studies	Elective	34-35
Commerce	Elective	36-37
Food Technology	Elective	38-39
History Elective	Elective	40-41
iSTEM	Elective	42-43
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Information and Software Technology	Elective	46-47
Japanese	Elective	48-49
Music	Elective	50-51
Physical Activity and Sports Study	Elective	52-53
Psychology	Elective	54-55
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GENERAL INFORMATION

To be eligible for the satisfactory completion of the Stage 5 course, students must:

- a) have followed the course developed or endorsed by NESA.
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- c) achieved some or all of the course outcomes.

Failure to comply with any one of these areas means failure to satisfactorily complete the course.

Educational Experiences

During a course, staff will provide students with educational experiences to improve their performances and demonstrate teaching points. These may include work done in class, homework, tests and practical samples. Many class exercises will require a high level of involvement or participation in class activities. Students are expected to demonstrate an appropriate level of involvement and completion of work in every lesson.

Attendance

Students who fail to attend regularly will have difficulty demonstrating diligence and sustained effort. To achieve this, **students must attend every day**. Attendance of less than 85% could result in students not achieving outcomes.

Set Tasks

So that the school can make a judgment as to the performance of a student, assessment tasks will be set in each course. These may be home assignments, in-class tasks or examinations.

If a student fails to complete a task or fails to present it when required they are in danger of not completing that course in a satisfactory manner and a NESA warning letter will be issued.

Course Outcomes

It is expected that students will apply themselves in all set tasks and educational experiences. Failure to do so may lead to the task or a body of work being classed as a non-serious attempt and the student will be regarded as not achieving either (b) or (c) of the requirements (see above).

Warnings

If the Principal determines as a result of the above sections a student is in danger of not completing a course satisfactorily, a warning letter will be issued. A student will be given time to correct the problem and satisfactorily complete the course.

N Determination

If warnings are ignored and four warning letters are issued, the Principal may deem that a student has not completed the course. The student will then be given an 'N' determination. The course will be listed as not completed on the NSW Record of School Achievement (RoSA) and the student will have failed to satisfactorily complete that course.

Award of Grades

Grades are awarded by the school for each subject studied in Years 9 and 10 at the end of Year 10. These grades are based on the student's performance in tests, examinations and assessment tasks in Year 10 compared to the course performance descriptors for each subject developed by NESA. These grades will be submitted to NESA and stored until a Record of Student Achievement (RoSA) is requested. Students who leave school prior to the completion of the HSC will be issued with a Record of School Achievement that recognises achievement up until that point.

SCHOOL ASSESSMENT PROCEDURE YEAR 10

An assessment is a measure of student achievement over the whole program of study within a subject.

In the following information, assessment task includes examinations.

1. Student Responsibilities

- a) You must be familiar with the school's assessment procedures.
- b) It is your responsibility to attend school, be aware of due dates for assessment tasks and complete tasks on time. If you are absent from school, check with your teachers to see if any assessment tasks have been set.
- c) It is your responsibility to check your google classrooms and be aware of set tasks posted.
- d) You must apply yourself to all course work/class work as required by your teachers.
- e) It is your responsibility:
 - i. To be on time to all in-class assessment tasks; you will not be given an extension of time if you are late to any task held in school time or at the beginning of the day unless it is verified that you have legitimate reasons for being late and have appropriate documentation to support this.
 - ii. To be present to do all in-school assessment tasks. **This means being present for the whole day that a task is due or when a task is set as an exam.**
 - iii. To hand in any homework assessment tasks on time to your teacher.
- f) If you are absent for an assessment, test or on the day a task is due it is your responsibility to bring a medical certificate or approved documentation justifying your absence to the teacher immediately upon your return to school (go to page 7 for more details).
- g) It is your responsibility to notify your teacher of any assessment problems in advance, if possible.
- h) It is your responsibility to check the marking of each task when it is returned to you.
- i) Students who prepare assignments or other required work relying on technology (i.e.: Computers) will not be permitted to use the failure of such a device as a reason for failing to hand in work. Students must take appropriate steps to keep hard copies or back up files on a regular basis. The school will assist you with technology support if requests are made at the appropriate time (any extraordinary situation will be dealt with by the Appeals Committee).

NB: You must not, under any circumstances, leave a piece of work on a teacher's desk as no record will have been established of its presentation. Therefore, any work not personally handed to the class teacher, or the head teacher will be dealt with in the same manner as for failure to complete a task.

2. School Assessment Procedures

a) Advance Notice of Assessment Tasks

Students will be given notice of any assessment task particularly for those which require preparation or home study.

b) Submission of Assessment Tasks

- i. Students must hand in assessment tasks during the lesson for the subject in which the task is set.
- ii. Students may submit or perform an assessment only if they attend all of their lessons that day. (An exception to this is if you send your assessment task to school if you are unable to attend on the day a task is due).

c) Absence on the day of an examination/test

It is the student's responsibility to see the Head Teacher of the subject to complete a missed test, on the FIRST day of returning from an absence.

A medical certificate or approved documentation to provide a sound reason for the absence will be essential and must be given to the Head Teacher on the first day's attendance after the absence. An invalid reason for absence (or failure to see the Head Teacher) will result in an 'N' mark being given for that examination.

d) Absence on day an Assessment Task is Due

If a student is unable to attend school on the day a task is due, a parent or friend should submit the required task, or it should be submitted on the day prior to completion date. If this is not possible it is then the student's responsibility to see the teacher on the FIRST day of returning from an absence in order to submit the task.

e) Late Submission of a Home Assessment Task

Students must still complete missed tasks or an 'N' mark will be given, and a NESA warning letter will be issued. When the task is submitted and there is no valid reason for its late submission, a zero mark will be awarded. Students will have 2 weeks to complete the task. If it is still not submitted a second warning letter will be issued.

f) Marking of Assessment Tasks

It is the student's responsibility to check the marking of any assessment task when it is returned. The marks for any task will be taken as **final** seven days after the task is returned, so a student **must indicate any error in marking before this**. A complaint about marking is not valid for a **later appeal** against an assessment.

g) Non-Serious Attempt/ Malpractice (plagiarism, copying, cheating, talking during an examination)

In situations where it is established that malpractice has occurred then an 'N' will be given for the task.

- iii. The Head Teacher in consultation with the class teacher will establish that malpractice has occurred. Parent/Carers will be advised in writing.
- iv. If a student can produce conclusive evidence that malpractice could not have occurred, an appeal may be lodged with the Appeals Committee in writing.
- v. An interview with the student will follow and the decision made will be final.
- vi. If it is found that malpractice has occurred, no substitute task will be given.

A non-serious attempt in an assessment task will also lead to an 'N' mark being given.

i) Notification of Progress in the Stage 5 Course

- vii. The school will inform students of their progress in the Stage 5 Course. This will be done at various stages in the course, such as after the completion of any assessment task and at the Semester 1 and Semester 2 reporting period.
- viii. Students will be warned of where they are not meeting course requirements. Where the student is clearly in danger of not SATISFACTORILY completing the requirements of the Stage 5 course an interview with the student and parents will take place.
- ix. Failure to improve will lead to a recommendation to the Principal that the student be deemed UNSATISFACTORY in that course.

j) Appeals/Appeals Committee

- I. Any appeals about assessment procedures should be made in the first instance to the class teacher. Further appeals may be made to the Head Teacher of the appropriate faculty and then to the school's Appeals Committee through the Deputy Principal in charge of the year group.
- II. The appeals committee will consist of:
 - The Deputy Principal in charge of the year group
 - The subject Head Teacher
 - The Year Adviser
- III. Appeals will be in writing on the appropriate form. See the Deputy Principal in charge of your year group for details or forms.

3. Homework, Class work, Course work and other Educational Experiences

If a student fails to complete a significant amount of work through absence or lack of diligence;

- I. A faculty homework note is sent home and recorded on the Millennium tracking system
- II. On the third such incident a NESA warning letter may be sent home. The student is expected to complete all missed work.

4. Procedures for Applying for Illness and/or Misadventure

Consideration is given to students who suffer illness or misadventure at the time of a task. Misadventure refers to an event beyond the student's control which allegedly prevented the student from attending the assessment task or school on the date a task was due. (e.g. a car accident). It is important to note that set procedures must be followed for this consideration to be applied in order to ensure fairness for all students.

Students need to be aware if they commence or attempt an assessment task the results they achieve will be recorded. In this case, illness/misadventure therefore does not apply retrospectively.

Students **must attend school on time** on the date of a task or date the task is due. Students wishing to apply for illness/ misadventure should follow the relevant procedures specific to the situation as outlined below.

4.1 Absence due to illness misadventure on the day of an in-class assessment task

- Student or parent/carer must email or ring the relevant faculty Head Teacher before the **day of the task** or **by 8:30am** on the day of the task to inform the student will be absent.
- Student must immediately report to the relevant Head Teacher **on the day they return to school**, complete an *Illness/Misadventure and School Business Application Form* available on the PPHS website, from the office or at the end of this document, and provide a medical certificate or other supporting documentation for a misadventure.
- Completed forms and documentation must be **returned to the relevant faculty Head Teacher** within two school days of the student's return to school.

4.2 Absence due to illness/misadventure on the day of a hand-in assessment task is due to be submitted

- Student or parent/carer must email or ring the relevant faculty Head Teacher before the **day of the task** or **by 8:30am** on the day of the task to inform the student will be absent.
- Students must make every effort to have the task delivered in-person (e.g. by a third party) or submitted electronically (e.g. email or via Google Classroom)
- If the task is not submitted the student must immediately report to the relevant Head Teacher **on the day of return to school**, complete an *Illness/Misadventure and School Business Application Form* available on the school's website, from the office and at the end of this document, and provide a medical certificate or other supporting documentation for a misadventure.
- Completed forms and documentation must be **returned to the relevant faculty Head Teacher** within two school days of the student's return to school.
- If an assessment task is submitted late, and there is no successful illness/misadventure appeal, students will receive a zero for that task. Students should still submit the task to gain necessary feedback.

4.3 Illness/misadventure during an in-class assessment

- The student **MUST** notify the supervisor of the task of any circumstance related to illness or misadventure that would prohibit them from performing in the assessment **BEFORE** they view the task. At this stage, the student will need to decide to either:
 - a. Complete the task, in which case the mark earned will be awarded and the student cannot apply retrospectively for any special consideration due to illness or misadventure; or,
 - b. Leave and apply for illness or misadventure by immediately obtaining an *Illness/Misadventure and School Business Application Form* and following the illness/misadventure procedure.
- If the task has already commenced, the student must notify the supervisor of the task of the circumstance related to illness or misadventure and the mark earned to that point shall be awarded. Students may then submit an appeal should they feel their mark was negatively affected.

4.4 Illness/misadventure on a day during an examination period

- The student or parent/carer **MUST** contact the school up until 30 minutes prior to the commencement of the scheduled examination by phone: 9772 1770.
- Prior to their return to school, the student must **contact the relevant Deputy Principal** to organise a rescheduling of the affected examination(s).
- On the day of a rescheduled examination, the student must report to the relevant Deputy Principal at a time determined.
- Students must obtain an *Illness/Misadventure and School Business Application Form* and any other relevant documentation.
- Completed forms and documentation must be returned to the relevant Deputy Principal within two school days of the student's return to school.

4.5 Illness/misadventure for a group performance

- The individual student or parent/carer concerned (i.e. NOT another student member of the group) **MUST** contact the school by 8:30am on the day the task is scheduled by phone 9772 1700.
- When a group performance cannot go ahead on a scheduled date, ALL students affected need to complete an *Illness/Misadventure and School Business Application Form*.
- These forms need to be returned to the relevant faculty Head Teacher within two school days of the scheduled date.
- The relevant faculty Head Teacher will reschedule an alternative date for the performance.

In all cases where a task needs to be completed, the student (or all students in the case of a group performance) must:

- Be prepared to complete the task on the first day of their return to school unless an alternative arrangement has been made with the relevant Head Teacher.
- Complete an *Illness/Misadventure and School Business Application Form* and any other relevant documentation and return to the relevant Head Teacher within two school days of the student's return to school.

Relevant written evidence from a medical practitioner is mandatory for any application relating to illness for the application to be considered by the relevant Head Teacher. It is the student's responsibility to obtain a medical certificate, ensure that it is completed in its entirety by the medical practitioner and submitted to the school with the *Illness/Misadventure and School Business Application Form*.

The *Illness/Misadventure and School Business Application Form* is available online on the PPHS website, at the school office and at the end of this document.

The consequences of not following these procedures will result in the application for Illness/Misadventure being rejected and a zero mark being awarded.

- If the student follows the above procedures, **and** the reason is judged to be valid, the Head Teacher will decide if the student will do the original task or complete an alternative task.
- If the student does not follow the above procedures, they will be awarded a zero mark for the task.
- If a student appeals more than 40% of their total result in a subject area due to illness or misadventure, teacher professional judgement may be used to best determine the appropriate result.
- The provision of supporting documents, such as medical certificates, does not dictate the outcome of the appeal.

4.6 Absence due to School Business

Where a student has a clash between an assessment task and another official school activity, it is the student's responsibility to complete and submit the *Illness/Misadventure and School Business Application Form* to the faculty Head Teacher. The student will be required to submit the work at a time specified by the relevant faculty Head Teacher. Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a zero mark will be awarded.

Should the student wish to appeal this decision, they must submit this in writing to the relevant Deputy Principal.

The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

4.7 Student Attendance

It could be determined by the Principal that prolonged or frequent absence has prohibited a student from meeting the requirements of illness/misadventure. Students who are concerned about their attendance with respect to meeting course requirements should discuss this with the Deputy Principal.

Absences for overseas or interstate travel are strongly discouraged and can impact on the student's ability to satisfactorily complete course requirements. Fee-paying international students may also jeopardise their visas and right to remain in Australia.

Different subjects have different prerequisites, e.g. practical subjects require a set number of hours of practical work. Overseas or interstate travel may have a negative impact on this.

If considering overseas or interstate travel, students are to:

- refer to the prescribed dates for assessment tasks prior to making travel arrangements;
- explain to their family the impact the travel will have on their RoSA;
- complete an Application for Extended Leave – Travel form (available from the front office) and attach a copy of the airline ticket;
- submit the Application for Extended Leave – Travel form to the Principal for approval at least three weeks in advance.

Travel is not a satisfactory reason for missing a task and the student will still receive a zero.

4.8 Unfair Advantage

NESA outlines that no student is to gain an unfair advantage over other students. Causes of unfair advantage include:

- To absent yourself from **any** lessons or normal school routine on a day that an in-class assessment task is scheduled.
- To absent yourself from **any** lesson or normal school routine on the day that a hand-in task is due.
- **Arriving late** on the day of a scheduled in class assessment task or hand-in task.
- To absent yourself from **any** lesson the day prior to a scheduled assessment task without a doctor's certificate.

If it is deemed that a student has gained an unfair advantage, a **zero mark** will be allocated for that task.

4.9 Technology and Assessment Tasks

- a. Technology and/or computer equipment failure may not be valid grounds for misadventure involving the late submission of assessment tasks.
- b. In the case of the submission of assessment tasks, students may lodge an illness/misadventure appeal if technology has failed. In such cases, students must provide adequate physical evidence of that task such as a draft or hard copy of the materials.
- c. To assist students in the utilisation of technology, the following guidelines should be considered:
 - I. always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure
 - II. back-up files regularly
 - III. print out copies of drafts and keep them while the assignment is in progress
 - IV. bring a copy of the file to school by either email or USB

4.10 Summary Procedures for Applying for Illness/Misadventure

Students missing an assessment task and wishing to make an application for illness/misadventure or reschedule due to school business must follow the procedure outlined below:

Step One: Contact the school

- (i) Student or parent/carer must inform the school on the day of absence by phoning the Faculty Head Teacher or Deputy Principal.



Step Two: Obtain relevant documentation

- (i) Student must obtain and Illness/Misadventure & School Business Application Form.
- (ii) For illness, the student must obtain a medical certificate and ensure it is completed for the period of absence.
- (iii) For misadventure, the student should obtain a statement or any supporting documentation, where possible, outlining the situation.



Step Three: On first day of return to school

It is the student's responsibility to:

- (i) Report to either:
 - a) The relevant faculty Head Teacher for missed in-class assessment tasks and hand-in assessment tasks; or
 - b) The relevant Deputy Principal for all missed examinations held during an examination period.
- (ii) Be prepared to submit or sit the assessment on that day.



Step Four: Submission, resolution and feedback

- (i) Student will submit the Illness/Misadventure & School Business Application Form and relevant documentation to the relevant Head Teacher within two school days of returning to school.
- (ii) The relevant Head Teacher will consider the application and make a recommendation then document the decision on the Illness/Misadventure & School Business register.
- (iii) Student will then submit the Illness/Misadventure & School Business Application Form to relevant Deputy Principal for final approval and filing.

If the application is not accepted, a zero mark will be awarded for that task. Should the student wish to appeal this decision, they must submit this appeal in writing to the relevant Deputy Principal.

4.11 Outcome of Illness/Misadventure

The relevant faculty Head Teacher will consider illness/misadventure cases specific to assessment tasks for courses within their faculty. They will judge the presented evidence and decide whether the application is to be accepted or rejected.

If the application is accepted, one of three things may occur:

1. Original or substitute task is to be completed. A zero mark will be recorded for the original task and the student will be required to complete the original task or a substitute task. Once completed, the mark gained for this task will replace the zero. If not completed, the zero mark remains.
2. Awarded mark remains. The student's performance in the assessment task may be considered unaffected. In this case, the student's original result in the task will remain as marked.
3. Maintain rank applied to the task. In exceptional circumstances, where undertaking an alternative task is not possible, the relevant Deputy Principal in consultation with the relevant faculty Head Teacher, may determine that the student's relative assessment rank be maintained. This will be calculated at the end of the entire assessment period. This calculated mark would then replace the zero awarded at the time of the scheduled task.

If the application is rejected, then the task must be submitted or attempted in accordance with NESA rules and procedures and then one of two things may occur:

1. Original task was submitted or attempted on time. The original task will be marked, and this earned mark will apply.
2. Original task was submitted or attempted late. The original task will be marked; however, a zero mark will be officially awarded.

In all cases, any student wishing to appeal this decision must do so in writing to the relevant Deputy Principal within two school days of receiving the initial decision.



**PICNIC POINT HIGH SCHOOL
ILLNESS / MISADVENTURE / SCHOOL BUSINESS
ASSESSMENT TASK APPEAL FORM**

Section A - To be completed by the student

Student's Name: _____ Year: _____

Course: _____ Teacher: _____

Task No: _____ Task Title: _____

Due Date: ____ / ____ / ____

Type of Appeal: (please tick) Illness Misadventure School Business

Reason for Appeal: (please provide details to support your case)

Supporting evidence attached: Medical Certificate Parent letter
 Travel documents Other:

Student Signature: _____ Date: ____ / ____ / ____

Parent/Carer Signature: _____ Date: ____ / ____ / ____

Section B - To be completed by the Head Teacher

Head Teacher's Name: _____ Faculty: _____

Receipt date of form: ____ / ____ / ____ Task submitted/completed: Yes No

Date of rescheduled task (if applicable): ____ / ____ / ____ Date Completed: ____ / ____ / ____

Head Teacher recommendation:

- Estimate based on late submission of task
- Estimate based on all other assessment tasks
- Estimate based on a substitute task being set and completed
- Extension of time granted until _____
- Zero mark to be given for late submission
- Non-attempt recorded and N-Determination Warning to be issued
- Other action: _____

Head Teacher Signature: _____ Date: ____ / ____ / ____

HT Note: Information entered onto illness/misadventure/school business spreadsheet: Yes No

Section C - To be completed by the Principal/Deputy Principal

Principal/Deputy Principal's Name: _____

Resolution: Accepted Rejected

Reason for decision: Followed assessment procedure Did not follow assessment procedure

Other _____

Principal/Deputy Principal Signature: _____ Date: ____ / ____ / ____

Original to: Principal/Deputy Principal

Copies to: Head Teacher / Student / Parent Carer / Student file

NESA MANDATORY REQUIREMENTS - STAGE 5

For the completion of the Stage 5 Course, students need to have studied the following courses:

English – studied substantially in each of Years 7 - 10 with 400 hours to be completed by the end of Year 10.

Mathematics – studied substantially in each of Years 7 – 10 with 400 hours to be completed by the end of Year 10.

Science – studied substantially in each of Years 7 – 10 with 400 hours to be completed by the end of Year 10.

Human Society and Its Environment - studied substantially in each of Years 7 - 10 with 400 hours to be completed by the end of Year 10. Included in this requirement is the study of 100 hours each of History and Geography in Years 7 – 8 and 100 hours each of Australian History and Australian Geography in Years 9 – 10 integrating Civics and Citizenship.

Creative Arts – studied for 200 hours and comprising the 100-hour courses in each of Visual Arts and Music.

Technological and Applied Studies – the NESA Technology (Mandatory) Years 7 - 8 Syllabus to be studied for 200 hours.

Personal Development, Health and Physical Education – studied in each of Years 7 - 10 with 300 hours to be completed by the end of Year 10.

Languages – studied for at least 100 hours, to be completed in one language over one continuous 12-month period between Years 7 and 10 but preferably in Years 7 - 8.

If you think you will not meet these requirements by the end of Year 10 you should speak to your Year Adviser, Deputy Principal or the Principal.

STAGE 5 COMMON GRADE SCALE

Grade	General Performance Descriptors
A	The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills of the course and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the course content and a high level of competence in the processes and skills of the course. In addition, the student is able to apply this knowledge and these skills to most new situations.
C	The student has a sound knowledge and understanding of the main areas of the course content and has achieved an adequate level of competence in the processes and skills of the course.
D	The student has a basic knowledge and understanding of the course content and has achieved a limited level of competence in the processes and skills of the course.
E	The student has an elementary knowledge and understanding in few areas of the course content and has achieved very limited competence in some of the processes and skills of the course.

Grading

NESA has developed a common grade scale that describes five levels of achievement, A – E. The table above gives an indication of how these levels help to assess student performance.

For each course, a set of Course Descriptors has been developed based on the common grade scale. Each descriptor is a positive statement about achievement related to the knowledge and skills relevant to the course.

Teachers will collect assessment information about student achievements in a course and relate it to the Course Performance Descriptors. This information will assist the school in making the final judgement of the grade to award students at the end of Year 10 for their Record of Student Achievement.

No grades will be awarded for Life Skills courses. These are reported through the achievement of outcomes on the student profile.

English Stage 5 Outcomes

- EN5-1A Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
- EN5-2A Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.
- EN5-3B Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning.
- EN5-4B Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.
- EN5-5C Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts.
- EN5-6C Investigates the relationships between and among texts.
- EN5-7D Understands and evaluates the diverse ways texts can represent personal and public worlds.
- EN5-8D Questions, challenges, and evaluates cultural assumptions in texts and their effects on meaning.
- EN5-9E Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.

SUBJECT: ENGLISH

COURSE: YEAR 10

	TASK 1	TASK 2	TASK 3	WEIGHTING
CONTENT / SKILLS	Common Module Belonging	Critical Study of Text Focus on Genre	Yearly Examination	
	Term 1 Week 9	Term 2 Week 10	Term 4 Week 2	
	EN5-2A EN5-5C EN5-3B EN5-9E	EN5-1A EN5-5C EN5-4B	EN5-1A EN5-7D EN5-3B EN5-8D EN5-6C	
Knowledge and understanding of texts and concepts	15	15	20	50
Composition using appropriate language, forms and features suited to purpose and audience	15	15	20	50
TOTAL WEIGHTING	30	30	40	100

Mathematics Stage 5.1 Course Outcomes

- MA5.1-1WM Uses appropriate terminology, diagrams and symbols in mathematical context.
- MA5.1-2WM Selects and uses appropriate strategies to solve problems.
- MA5.1-3WM Provides reasoning to support conclusions that are appropriate to the context.
- MA5.1-4NA Solves financial problems involving earning, spending and investing money.
- MA5.1-5NA Operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases.
- MA5.1-6NA Determines the midpoint, gradient and length of an interval, and graphs linear relationships.
- MA5.1-7NA Graphs simple non-linear relationships.
- MA5.1-8MG Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms.
- MA5.1-9MG Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures.
- MA5.1-10MG Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression.
- MA5.1-11MG Describes and applies the properties of similar figures and scale drawings.
- MA5.1-12SP Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media.
- MA5.1-13SP Calculates relative frequencies to estimate probabilities of simple and compound events.

SUBJECT: MATHEMATICS STAGE 5.1

COURSE: YEAR 10

	TASK 1	TASK 2	TASK 3	WEIGHTING
CONTENT / SKILLS	Half-Yearly Examination Open Book	Take Home Booklet and Verification Test	Yearly Examination	
	Term 2 Week 2	Term 3 Week 4	Term 4 Week 2	
	MA5.1-4NA MA5.1-6NA MA5.1-9MG MA5.1-1WM	MA5.1-8MG MA5.1-10MG MA5.1-2WM MA5.1-3WM MA5.1-4NA	MA5.1-11MG MA5.1-12SP MA5.1-7NA MA5.1-8MG MA5.1-10MG MA5.1-2WM	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
TOTAL WEIGHTING	30	30	40	100

Mathematics Stage 5.2 Course Outcomes

- MA5.2-1WM Selects appropriate notations and conventions to communicate mathematical ideas and solutions.
- MA5.2-2WM Interprets mathematical or real-life situation, systematically applying appropriate strategies to solve problems.
- MA5.2-3WM Constructs arguments to prove and justify results.
- MA5.2-4NA Solves financial problems involving compound interest.
- MA5.2-5NA Recognises direct and indirect proportion and solves problems involving direct proportion.
- MA5.2-6NA Simplifies algebraic fractions, quadratic expressions.
- MA5.2-7NA Applies index laws to operate with algebraic expressions involving integer indices.
- MA5.2-8NA Solves linear and simple quadratic equations, linear inequalities, and linear simultaneous equations, using analytical and graphical techniques.
- MA5.2-9NA Uses the gradient-intercept form to interpret and graph linear relationships.
- MA5.2-10NA Connects algebraic and graphical representations of simple non-linear relationships.
- MA5.2-11MG Calculates the surface areas of right prisms, cylinders and related composite solids.
- MA5.2-12MG Applies formulas to calculate the volumes of composite solids.
- MA5.2-13MG Calculates relative frequencies to estimate probabilities of simple and compound events.
- MA5.2-14MG Applies trigonometry to solve problems, including problems involving bearings.
- MA5.2-15SP Uses quartiles and box plots to compare sets of data and evaluates sources of data.
- MA5.2-16SP Investigates relationships between two statistical variables, including their relationship over time.
- MA5.2-17SP Describes and calculates probabilities in multi-step chance experiments.

SUBJECT: MATHEMATICS STAGE 5.2

COURSE: YEAR 10

	TASK 1	TASK 2	TASK 3	WEIGHTING
CONTENT / SKILLS	Half-Yearly Examination Open Book	Take Home Booklet and Verification Test	Yearly Examination	
	Term 2 Week 2	Term 3 Week 6	Term 4 Week 2	
	MA5.2-4NA MA5.2-5NA MA5.2-1WM	MA5.2-4NA MA5.2-5NA MA5.2-8NA MA5.2-11MG MA5.2-13MG	MA5.2-8NA MA5.2-10NA MA5.2-11MG MA5.2-12MG MA5.2-13MG MA5.2-14MG MA5.2-16SP MA5.2-3WM	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
TOTAL WEIGHTING	30	30	40	100

Mathematics Stage 5.3 Course Outcomes

- MA5.3-1WM Uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures.
- MA5.3-2WM Generalises mathematical ideas and techniques to analyse and solve problems efficiently.
- MA5.3-3WM Uses deductive reasoning in presenting arguments and formal proofs.
- MA5.3-4NA Draws, interprets and analyses graphs of physical phenomena.
- MA5.3-5NA Selects and applies appropriate algebraic techniques to operate with algebraic expressions.
- MA5.3-6NA Performs operations with surds and indices.
- MA5.3-7NA Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations.
- MA5.3-8NA Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line.
- MA5.3-9NA Sketches and interprets a variety of non-linear relationships.
- MA5.3-10NA Recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems.
- MA5.3-11NA Uses the definition of a logarithm to establish and apply the laws of logarithms.
- MA5.3-12NA Uses function notation to describe and sketch functions.
- MA5.3-13MG Applies formulas to find the surface areas of right pyramids, right cones, spheres, and related composite solids.
- MA5.3-14MG Applies formulas to find the surface areas of right pyramids, right cones, spheres, and related composite solids.
- MA5.3-15MG Applies Pythagoras theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions.
- MA5.3-15MG Manipulates, classifies, and draws two dimensional shapes, including equilateral, isosceles and scalene triangles, and describes their properties.
- MA5.3-16MG Proves triangles are similar and uses formal geometric reasoning to establish properties of triangles and quadrilaterals.
- MA5.3-17MG Applies deductive reasoning to prove circle theorems and to solve related problems.
- MA5.3-18SP Uses standard deviation to analyse data.
- MA5.3-19SP Investigates the relationship between numerical variables using lines of best fit and explores how data is used to inform decision-making processes.

SUBJECT: MATHEMATICS STAGE 5.3

COURSE: YEAR 10

	TASK 1	TASK 2	TASK 3	WEIGHTING
CONTENT / SKILLS	Half-Yearly Examination Open Book	Take Home Booklet and Verification Test	Yearly Examination	
	Term 2 Week 2	Term 3 Week 6	Term 4 Week 2	
	MA5.3-4NA MA5.1-9MG MA5.3-1WM MA5.3-2WM MA5.3-3WM	MA5.3-7NA MA5.3-4NA MA5.3-13MG MA5.3-15MG MA5.3-1WM MA5.3-2WM MA5.3-3WM	MA5.3-7NA MA5.3-15MG MA5.3-13MG MA5.3-1WM MA5.3-17MG MA5.3-3WM MA5.3-2WM	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
TOTAL WEIGHTING	30	30	40	100

Science Outcomes

- SC5-4WS Develops questions or hypotheses to be investigated scientifically.
- SC5-5WS Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively.
- SC5-6WS Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively.
- SC5-7WS Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions.
- SC5-8WS Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems.
- SC5-9WS Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.
- SC5-10PW Applies models, theories and laws to explain situations involving energy, force and motion.
- SC5-11PW Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems.
- SC5-12ES Describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community.
- SC5-13ES Explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues.
- SC5-14LW Analyses interactions between components and processes within biological systems.
- SC5-15LW Explains how biological understanding has advanced through scientific discoveries, technological developments, and the needs of society.
- SC5-16CW Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available.
- SC5-17CW Discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.

SUBJECT: SCIENCE

COURSE: YEAR 10

	TASK 1	TASK 2	TASK 3	WEIGHTING
CONTENT / SKILLS	Biotechnology Research and Process Assessment Task	Chemical Earth Practical Assessment Task	Biotechnology, Chemical Earth, Time Traveller Yearly Examination	
	Term 1 Week 10	Term 2 Week 9	Term 4 Week 2	
	SC5-7WS SC5-8WS SC5-9WS SC5-15LW	SC5-4WS SC5-6WS SC5-7WS SC5-17CW	SC5-9WS SC5-12ES SC5-15LW SC5-16CW SC5-17CW	
Working Scientifically	25	20	15	60
Knowledge and Understanding	5	15	20	40
TOTAL WEIGHTING	30	35	35	100

History Course Outcomes

- HT5-1 Explains and assesses the historical forces and factors that shaped the modern world and Australia.
- HT5-2 Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia.
- HT5-3 Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia.
- HT5-4 Explains and analyses the causes and effects of events and developments in the modern world and Australia.
- HT5-5 Identifies and evaluates the usefulness of sources in the historical inquiry process.
- HT5-6 Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia.
- HT5-7 Explains different contexts, perspectives and interpretations of the modern world and Australia.
- HT5-8 Selects and analyses a range of historical sources to locate information relevant to an historical inquiry.
- HT5-9 Applies a range of relevant historical terms and concepts when communicating an understanding of the past.
- HT5-10 Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

SUBJECT: HISTORY

COURSE: YEAR 10

	TASK 1	TASK 2	TASK 1	TASK 2	WEIGHTING
CONTENT/SKILLS	Fact and Source Based Test	Research and in-class written response	Fact and Source Based Test	Research and in-class written response	
	Semester 1		Semester 2		
	Term 1 Week 8	Term 2 Week 3	Term 3 Week 8	Term 4 Week 3	
	HT5-2 HT5-3 HT5-6 HT5-9 HT5-10	HT5-1 HT5-4 HT5-6 HT5-8 HT5-9 HT5-10	HT5-2 HT5-3 HT5-6 HT5-9 HT510	HT5-1 HT5-4 HT5-6 HT5-8 H 5-10 HT5-9	
Overview/Changing Rights and Freedoms	50		50		50
The Holocaust		50		50	50
TOTAL WEIGHTING	50	50	50	50	100

N.B: The course work for History and Geography are semesterised. Students will study one semester of History or Geography then study the other subject the following semester.

Geography Outcomes

- GE5-1 Explains the diverse features and characteristics of a range of places and environments.
- GE5-2 Explains processes and influences that form and transform places and environments.
- GE5-3 Analyses the effect of interactions and connections between people, places and environments.
- GE5-4 Accounts for perspectives of people and organisations on a range of geographical issues.
- GE5-5 Assesses management strategies for places and environments for their sustainability.
- GE5-6 Analyses differences in human wellbeing and ways to improve human wellbeing.
- GE5-7 Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry.
- GE5-8 Communicates geographical information to a range of audiences using a variety of strategies.

COURSE: GEOGRAPHY

COURSE: YEAR 10

	SEMESTER 1		SEMESTER 2		
COMPONENT	TASK 1	TASK 2	TASK 1	TASK 2	WEIGHTING
CONTENT/ SKILLS	Environmental Change and Management <i>Topic Test</i>	Human Wellbeing Presentation and Peer Assessment	Environmental Change and Management <i>Topic Test</i>	Human Wellbeing Presentation and Peer Assessment	
	Term 1 Week 6	Term 2 Week 2	Term 3 Week 6	Term 4 Week 2	
	GE5-1 GE5-5 GE5-7	GE5-1 GE5-2 GE5-6 GE5-7 GE5-8	GE5-1 GE5-5 GE5-7	GE5-1 GE5-2 GE5-6 GE5-7 GE5-8	
Apply geographical tools for geographical inquiry	10	20	10	20	50
Develop skills to acquire, process and communicate geographical information	40	30	40	30	50
TOTAL WEIGHTING	50	50	50	50	100

N.B: The course work for History and Geography are semesterised. Students will study one semester of History or Geography then study the other subject the following semester.

PDHPE Course Outcomes

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

SUBJECT: PDHPE

COURSE: YEAR 10

	TASK 1	PRACTICAL	TASK 3	PRACTICAL	WEIGHTING
CONTENT/ SKILLS	Research Project Safe and Sound	Practical Semester 1	Assignment Relationship Responsibilities	Practical Semester 2	
	Term 1 Week 10	Semester 1	Term 3 Week 3	Semester 2	
	PD5-1 PD5-2	PD5-4 PD5-5 PD5-8 PD5-11	PD5-2 PD5-3	PD5-4 PD5-5 PD5-8 PD5-11	
Knowledge and Understanding	30		30		60
Movement Skill and Performance		20		20	40
TOTAL WEIGHTING	30	20	30	20	100

ELECTIVE ASSESSMENT GRIDS

Child Studies

Commerce

Food Technology

History

iSTEM

Industrial Technology Timber

Information Software Technology

Japanese

Music

Physical Activity and Sports Studies (PASS)

Psychology

Visual Arts

Child Studies Outcomes

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

SUBJECT: CHILD STUDIES

COURSE: YEAR 10

TASK 1	TASK 2	TASK 3	WEIGHTING
Research Task and Digital resource	Research Task and Food product	Formative assessment	
Term 1 Week 7	Term 2 Week 7	Terms 3 and 4	
CS5-3 CS5-4	CS5-2 CS5-5	CS5-7 CS5-8 CS5-9 CS5-10 CS5-11	
30	30	40	100

Commerce Course Outcomes

- COM5-1 Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts.
- COM5-2 Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts.
- COM5-3 Examines the role of law in society.
- COM5-4 Analyses key factors affecting decisions.
- COM5-5 Evaluates options for solving problems and issues.
- COM5-6 Develops and implements plans designed to achieve goals.
- COM5-7 Researches and assesses information using a variety of sources.
- COM5-8 Explains information using a variety of forms.
- COM5-9 Works independently and collaboratively to meet individual and collective goals within specified timeframes.

SUBJECT: COMMERCE ELECTIVE

COURSE: YEAR 10

	TASK 1	TASK 2	TASK 3	WEIGHTING
CONTENT / SKILLS	Law, Society and Political Involvement Current Issues Report	Our Economy Research Task	Towards Independence Scenario Based Task	
	Term 2 Week 1	Term 3 Week 4	Term 4 Week 1	
	COM5-1 COM5-3 COM5-4	COM5-2 COM5-7 COM5-8	COM5-6 COM5-9	
Decision making and problem-solving skills	10	10	10	30
Effective research and communication	10	10	10	30
Working independently and collaboratively	10	10	20	40
TOTAL WEIGHTING	30	30	40	100

Food Technology Course Outcomes

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

SUBJECT: FOOD TECHNOLOGY

COURSE: YEAR 10

TASK 1	TASK 2	TASK 3	WEIGHTING
Food Service and Catering Written and Practical Task	Food Product Development Portfolio and Product	Class Examination	
Term 2 Week 3	Term 3 Week 8	Term 4 Week 3	
FT5-2 FT5-5 FT5-9 FT5-10 FT5-13	FT5-1 FT5-7 FT5-8 FT5-11	FT5-3 FT5-4 FT5-6 FT5-12	
40	40	20	100

History Elective Course Outcomes

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

SUBJECT: HISTORY ELECTIVE

COURSE: YEAR 10

COMPONENT	TASK 1	TASK 2	WEIGHTING
CONTENT / SKILLS	Source – Based Task	Historical Inquiry	
	Term 2 Week 2	Term 3 Week 8	
	HTE - 5.2 HTE - 5.5 HTE - 5.7	HTE - 5.4 HTE - 5.6 HTE - 5.3 HTE - 5.7 HTE - 5.9 HTE - 5.10	
Vikings	50		50
Historical Inquiry		50	50
TOTAL WEIGHTING	50	50	100

iSTEM Course Outcomes

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

	TASK 1	TASK 2	TASK 3	WEIGHTING
CONTENT / SKILLS	Research Market Report	Practical Engineering Report	Practical Processing Exam	
	Term 1 Week 10	Term 2 Week 10	Term 4 Week 1	
	ST5-1 ST5-3 ST5-4 ST5-10 ST5-6	ST5-2 ST5-3 ST5-4 ST5-7 ST5-8	ST5-1 ST5-5 ST5-8 ST5-9 ST5-10	
Individual Component	10	10	30	50
Group Component	20	30		50
TOTAL WEIGHTING	30	40	30	100

Industrial Technology Timber Course Outcomes

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

SUBJECT: INDUSTRIAL TECHNOLOGY TIMBER

COURSE: YEAR 10

TASK 1	TASK 2	TASK 3	WEIGHTING
Practical and Portfolio Task	Yearly Examination	Major Project and Folio Progress	
Term 2 Week 4	Term 4 Week 1	Term 4 Week 3	
IND5-1 IND5-4 IND5-2 IND5-6 IND5-3 IND5-7	IND5-1 IND5-9 IND5-2 IND5-10 IND5-8	IND5-1 IND5-5 IND5-2 IND5-6 IND5-3 IND5-7 IND5-4 IND5-8	
30	40	40	100

Information and Software Technology

- 5.1.1 Selects and justifies the application of appropriate software programs to a range of tasks 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.

SUBJECT: INFORMATION AND SOFTWARE TECHNOLOGY

COURSE: YEAR 10

	TASK 1	TASK 2	TASK 3	WEIGHTING
CONTENT / SKILLS	Database Design Project	Software Project	Yearly Examination	
	Term 1 Week 10	Term 3 Week 4	Term 4 Week 4	
	5.1.1 5.1.2 5.2.2 5.3.2 5.5.3	5.2.1 5.2.2 5.3.2 5.5.2	5.1.1 5.1.2 5.2.1 5.2.2 5.2.3 5.3.1 5.3.2 5.4.1 5.5.1 5.5.2 5.5.3	
TOTAL WEIGHTING	35	35	30	100

Japanese Course Outcomes

Communicating

- LJA5-1C Manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate.
- LJA5-2C Identifies and interprets information in a range of texts.
- LJA5-3C Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences.
- LJA5-4C Experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences.

Understanding

- LJA5-5U Demonstrates how Japanese pronunciation and intonation are used to convey meaning.
- LJA5-6U Demonstrates understanding of how Japanese writing conventions are used to convey meaning.
- LJA5-7U Analyses the function of complex Japanese grammatical structures to extend meaning.
- LJA5-8U Analyses linguistic, structural and cultural features in a range of texts.
- LJA5-9U Explains and reflects on the interrelationship between language, culture and identity.

SUBJECT: JAPANESE

COURSE: YEAR 10

	TASK 1	TASK 2	TASK 3	WEIGHTING
CONTENT / SKILLS	Japanese School Festival Social Media Video	Japanese School Festival Article	Personal Profiles	
	Term 2 Week 2	Term 2 Week 10	Term 4 Week 3	
	LJA5-4C LJA5-5U LJA5-7U	LJA5-4C LJA5-6U LJA5-7U LJA5-8U	LJA5-2C LJA5-4C LJA5-6U LJA5-7U	
Communicating Interacting Accessing and responding Composing	15	15	20	50
Understanding Systems of language The role of language and culture	15	15	20	50
TOTAL WEIGHTING	30	30	40	100

Music Course Outcomes

- 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 an 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.

SUBJECT: MUSIC

COURSE: YEAR 10

	TASK 1	TASK 2	TASK 3	WEIGHTING
CONTENT / SKILLS	Musical Theatre	Jazz Composition	Yearly Aural and Performance	
	Term 2 Week 5	Term 3 Week 5	Term 3 Week 9 and 10	
	5.3 5.8	5.4 5.5 5.6 5.7	5.1 5.2 5.8 5.9	
Performance	15		15	30
Composition		30		30
Musicology / Aural	15		25	40
TOTAL WEIGHTING	30	30	40	100

PASS Course Outcomes

- PASS5-1 Discusses factors that limit and enhance the capacity to move and perform.
- PASS5-2 Analyses the benefits of participation and performance in physical activity and sport.
- PASS5-3 Discusses the nature and impact of historical and contemporary issues in physical activity and sport.
- PASS5-4 Analyses physical activity and sport from personal, social, and cultural perspectives.
- PASS5-5 Demonstrates actions and strategies that contribute to active participation and skillful performance.
- PASS5-6 Evaluates the characteristics of participation and quality performance in physical activity and sport.
- PASS5-7 Works collaboratively with others to enhance participation, enjoyment, and performance.
- PASS5.8 Displays management and planning skills to achieve personal and group goals.
- PASS5-9 Performs movement skills with increasing proficiency.
- PASS5-10 Analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

SUBJECT: PHYSICAL ACTIVITY & SPORTS STUDY (PASS)

COURSE: YEAR 10

	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
CONTENT / SKILLS	Research and Presentation Coaching	Skill and Participation Mark Semester 1	Yearly Examination	Skill and Participation Mark Semester 2	
	Term 1 Week 8	Ongoing	Term 4 Week 2	Ongoing	
	PASS5-2 PASS5-5 PASS5-7 PASS5-8	PASS5-5 PASS5-7	PASS5-2 PASS5-4 PASS5-7 PASS5-9	PASS5-5 PASS5-7	
Knowledge and Understanding	30		20		50
Skills		20	10	20	50
TOTAL WEIGHTING	30	20	30	20	100

Psychology Course Outcomes

- PSY5-1 Explains how the field of psychology provides scientific explanations for the mind and behaviour through research, theories and approaches.
- PSY5-2 Explains the main approaches to the study of the nature of human behaviour and the strengths and weaknesses of those approaches.
- PSY5-3 Describes diversity and variation on the nature of personality, disease, disorders, intelligence and creativity and their influence on human behaviour.
- PSY5-4 Explains a range of psychological theories and identifies the application of these theories to everyday life.
- PSY5-5 Demonstrates an understanding of the importance of ethics in psychology, research and the interpretation of data.
- PSY5-6 Recognises the applications and influence of psychology in popular culture and its importance to social factors.
- PSY5-7 Examines suitable research methods including procedures and critical analysis when completing action-based learning.
- PSY5-8 Communicates psychological information and ideas using appropriate written, oral and visual forms.

SUBJECT: PSYCHOLOGY

COURSE: YEAR 10

	TASK 1	TASK 2	TASK 3	WEIGHTING
CONTENT / SKILLS	Essay and Annotated Bibliography	Psychological Experimental Report	Yearly Examination	
	Term 1 Week 11	Term 3 Week 2	Term 4 Week 1	
	PSY 5.1 PSY 5.3 PSY 5.4 PSY 5.8	PSY 5.1 PSY 5.2 PSY 5.6 PSY 5.8	PSY 5.4 PSY 5.5 PSY 5.7 PSY 5.8	
Personality and Self	30			30
Psychological disorders and constructions of normality		30		30
Psychology and Society			40	40
TOTAL WEIGHTING	30	30	40	100

Visual Arts Course Outcomes

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

SUBJECT: VISUAL ARTS

COURSE: YEAR 10

	TASK 1	TASK 2	TASK 3	WEIGHTING
CONTENT / SKILLS	Artmaking + VAPD	Research Task	Artmaking + VAPD	
	Term 2 Week 2	Term 2 Week 10	Term 3 Week 9	
	5.6 5.9	5.7 5.8	5.2 5.4 5.6 5.7 5.8 5.10	
Artmaking	30		30	60
Critical/Historical Study	10	20	10	40
TOTAL WEIGHTING	40	20	40	100

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