Assessment Schedule

Year 10 - 2024

Kiama High School

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Record of School Achievement (RoSA)

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before achieving a Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until they leave school. This could be between the of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results and where applicable participation in any incomplete Preliminary Stage 6 or HSC courses.

The RoSA is useful for students when leaving school prior to the HSC because they can show it to potential employers and use it to access courses in other learning institutions.

The RoSA is also available to student who, from 2020, have not demonstrated the HSC minimum requirement standard to receive their HSC.

The Assessment Program

The RoSA assessment program begins in Term 1, 2024 and will continue until the final assessment task in Term 4, 2024. This booklet contains an outline for each course studied, including:

- Number of tasks
- Weighting of each task
- Scheduling of tasks – Terms and weeks.
- General nature of the task
- KHS policies and procedures in relation to – absences from tasks, late submission of tasks, assessment task appeal processes and addressing malpractice (e.g. plagiarism).

This schedule is provided as a guide, unforeseen circumstances may seek tasks rescheduled. If a task is rescheduled or a change of assessment schedule occurs in any subject, students will be provided with an amended assessment schedule for that subject.

RoSA reporting and grades

The RoSA shows a student's comprehensive record of achievement which includes:

- Completed courses and the awarded grade or mark
- Courses students participated in before leaving school but did not complete
- Results of any minimum standards literacy and numeracy tests that may have been completed
- The date the student left school

The RoSA includes an A to E grade for all Stage 5 (Year 10), and Preliminary Stage 6 (Year 11) courses the student has satisfactorily completed. All grades are:

- Based on student achievement in their assessment work
- Submitted to NESA by the school in Term 4
- Monitored by NESA for fairness and consistency

NESA works with teachers to ensure appropriate standards for grading and assessment are developed and applied. This ensures that grades awarded in one school are equivalent to the same grades awarded in another school.

NESA also provides schools with information about the historical allocation or patterns of grades awarded by the school over recent years. This helps guide the allocation of grades to current students. Successful completion of Vocational Education and Training (VET) and Life Skills courses are reported differently.

School Attendance

NESA does not set a minimum standard for attendance for the satisfactory completion of course outcomes. However, a principal may determine that, due to absence, course completion criteria may not be met.

To receive a RoSA, students must attend school until the final day of Year 10. They must also complete the following mandatory requirements for the Year 7 to 10 curriculum:

- **English** – the syllabus must be studied substantially throughout Years 7 to 10. By the end of Year 10, student must have completed 400 hours of study in English.
- **Mathematics** - the syllabus must be studied substantially throughout Years 7 to 10. By the end of Year 10, student must have completed 400 hours of study in Mathematics.
- **Science** - the syllabus must be studied substantially throughout Years 7 to 10. By the end of Year 10, student must have completed 400 hours of study in Science.
- **Human Society & Its Environment (HISE)** - the syllabus must be studied substantially throughout Years 7 to 10. By the end of Year 10, student must have completed 400

hours of study in HISE. This includes 100 hours of History and 100 hours of Geography in each stage.

- **Languages other than English (LOTE)** – 100 hours of LOTE must be completed in one language over one continuous 12-month period between Years 7 to 10, but preferably in Years 7 & 8.
- **Technology & Applied Studies (TAS)** – 200 hours of Technology Mandatory to be completed in Year 7 & 8
- **Creative Arts** – 200 hours to be completed, consisting of 100 hour mandatory courses in each of Visual Arts and Music. It is expected that the 100 hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
- **Personal Development, Health & Physical Education (PDHPE)** – 300 hours to completed in mandatory PDHPE. This integrated course is to be studied each year in Years 7 to 10.

Satisfactory Completion of Courses

NESA has stipulated that a student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

a) **Followed** the course developed or endorsed by the Authority; and
b) **Applied** themselves with diligence and sustained effort to the set tasks and experiences and provided in the course by the school.
c) **Achieved** some or all of the course outcomes

Students must make a genuine attempt to complete course requirements, and it is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete the requirements.

Further, a student must make a genuine attempt at all formal assessment tasks.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The principal must warn the student as soon as possible and advise the parent or guardian in writing as soon as possible.

Students are expected to complete all tasks given in class – both assessable or non-assessable – in all courses they are studying.

'N' Determinations

If students do not complete course requirements, they will receive an 'N' Determination. Students are given warning of an 'N' determination via letter from the school if it looks like they may not be fulfilling course requirements. The aim of the 'N' Warning letter is to provide students with the opportunity to meet course requirements and rectify the problem.

If a student receives an 'N' Determination in a **mandatory course**, they will not be eligible for a RoSA. If a student leaves school, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' Determination.

If a student is given an 'N' Determination, in a **non-mandatory course**, the course will not appear on their RoSA or Transcript of Study.

Principals must contact NESA if they feel a student is eligible for a RoSA after being deemed ineligible at the end of Year 10 because they failed to meet the mandatory curriculum requirements.

HSC Minimum Requirements

Student need reading, writing, and numeracy for everyday life after school. This is why students in NSW are being supported to meet a minimum standard of literacy and numeracy to receive a HSC from 2020.

To show how they meet the HSC minimum standard, students need to achieve a level three or four in short online reading, writing and numeracy tests of skills for everyday life.

Students do not need to sit the reading, writing and numeracy test(s) if they achieved a **Band 8** or above in their Year 9 NAPLAN tests. Some students with a disability studying Life Skills courses may be exempt from meeting the minimum standards to receive their HSC credential.

Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

Absences in Assessment Task or Examination Notification Periods

It is considered an **unfair advantage,** if a student, **without a valid reason**:

- Is not in attendance of all classes within the notification period before any assessment task or examination.
- Arrives more than 20 minutes late to their first scheduled class on the day of an assessment task or in-class exam; and/or
- Does not attend all scheduled classes on the day of an assessment task or an in-class exam.

Any absence in the school day prior to and/or on the day of the task or exam will require a medical certificate.

It is not acceptable for a student to attend school to fulfill the requirements of an assessment task only and not be present in timetabled lessons for that particular day.

Students taking unfair advantage will have their marks penalised by an amount determined by the Assessment Review Panel, **but not less than 20%**

Student Responsibilities

Students must:

- Ensure they have a copy of the Assessment Schedule for each course studied
- Ask their class teacher, after absences, if any assessment tasks notifications have been given
- Present work according to the scheduled dates for assessment tasks
- Be aware of the penalties for late or non-submission of assessment tasks
- Be aware of the procedure to be followed if absent when a task is to be submitted or completed in class
- Be aware of the procedures to be followed if absent for a formal examination
- Satisfactorily explain all absences (full and partial)
- Submit an *Assessment Task Appeal Form*, with supporting documentation, within **three days** of their return to school, when necessary
- Present their own work, in the appropriate format, **before 8:55am on the due date**, unless the task is scheduled for a specific period or otherwise stated on the Assessment Task Notification
- Not interfere with the efforts of others

Note: failure to submit an assessment task as per the requirements stated on the Assessment Task Notification *may* result in a mark of **zero** being awarded. Students may submit an *Assessment Task Appeal Form.*

Teacher Responsibilities

The Deputy Principal has the responsibility to ensure all students have a copy of the assessment schedule.

Classroom Teachers must:

- Follow the Assessment Schedule for the course
- Provide students with at least two weeks written notice of an assessment task, following NESA protocol
- Ensure that absent students receive the information about the assessment task the next time they attend class
- Schedule tasks, as best as possible, so that they do not conflict with other assessment tasks
- Negotiate a suitable date with students concerned, in the event that an assessment task needs to be rescheduled

Note: Students who are absent on the day the assessment task notification is given, may **not** request or be granted an extension on the basis of that absence. This includes absences due to TAFE or VET commitments, sporting events or other school business. It is each student's responsibility to be aware of the scheduling of tasks in their courses and request any task notification sheets from their teacher upon their return to class.

Assessment Task Appeals

It is the student's responsibility to ensure they are present on the day of an assessment task and that the task is submitted by the due date. If, however, a student becomes ill or suffers an accident that prevents them from attending school and completing the task or submitting the task by the due date, the student should submit **Assessment Task Appeal** form. These forms are available from:

- The Deputy Principal
- The KHS Administration Office
- The library
- The KHS website
- The Year Advisor

The student must complete their assessment task appeal, with appropriate documentation and return it to their Deputy Principal within **three days** of their return to school or within **three days** of the assessment task due date if there was no absence from school.

A sample Assessment Task Appeal form can be found on the Kiama High School website - https://kiama-h.schools.nsw.gov.au/content/dam/doe/sws/schools/k/kiama-h/content/student-life/Assessment_Task_Appeal_Application_Form.pdf

NESA notes that the following are **not grounds for appeal** under illness/misadventure process:

- Attendance at a sporting or cultural event, or family holiday
- Alleged inadequacies of teaching or long-term matters relating to the loss of preparation time, loss of study time or facilities
- Disabilities for which the school has already granted disability provisions, unless an unforeseen episode occurs during an examination/assessment task

Students should **not plan absences during term time** unless they are exceptional circumstances. Any requests for special consideration should be discussed with the principal well before the due date in question.

Note: Technology issues such as printer or computer failure are **not** deemed an acceptable reason for late submission of a task. It is the student's responsibility to ensure all work is backed up to the cloud – such as OneDrive or Google Drive.

Reasonable requests for consideration

If a student knows in advance that they are going to be absent on the day of the completion of an assessment task, they must complete an *Assessment Task Appeal Form*, there are three types of consideration that may be granted:

- **School business** – where a student is attending a school based excursion, sporting event, cultural or performing arts event or representing the school in some way.
- **Non-school business** – where a student is attending an appointment (e.g. medical, dental) or a family, religious or cultural event.
- **Exceptional circumstances** – where a student feels they have a genuine inability to meet a scheduled date because of unforeseen events.

To apply for consideration in these instances, students must see the Deputy Principal prior to the due date if possible or upon return to school.

Note: requests for consideration, where the circumstances are known about in advance, may not be approved if the student has not completed the *Assessment Task Appeal* process.

All my own work

What is plagiarism?

Plagiarism is when you pretend work you have written or created is you own when it has in fact been written or created by someone else. If you use another person's work or words without acknowledgement, then you are plagiarising (James Cook University, "What is Plagiarism?")

Plagiarism matters because it is cheating. It is unethical and dishonest. (NESA, All my own work) when you use someone else's work as your own, you are not completing the learning process and your teacher can not assess your skills and abilities in a task. By plagiarising, you are not only harming the person whose work has been stolen, you are denying yourself the opportunity to demonstrate to you teachers what you know.

How will you know if you have plagiarised?

Plagiarism comes in many forms. It can be as simple as using someone else's work word for word in your assessment (e.g. copying and pasting information straight from a website); paraphrasing someone else's work by changing around a few words, failing to acknowledge the sources you used to produce your work, having someone else (e.g. parent, sibling, or friend) complete the work for you or not providing a proper bibliography and references in your work.

How can I avoid plagiarism?

When writing a response or conducting research, make sure you keep track of the resources you are using and write your responses in your own words. Keep a list of the websites you have visited and used and any other sources you have accessed. Always ask your teacher for help when needed and always make your best effort to complete your work yourself.

For more information on plagiarism, go to:
https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work/plagiarism

Examination Procedures

During examinations, every student has the right to be provided an environment in which they can achieve to the best of their ability. In an examination, be it a formal examination or an in-class examination, it is expected that students will:

- Remain quiet during the examination.
- Not look at other students work or copy other students work
- Not distract others or disrupt the learning environment
- Not engage in activity that could be described as cheating or gaining an advantage
- Not use a mobile phone or any unauthorised digital device for any reason

Failure to abide by examination procedures, may result in marks being deducted from the student's examination result, or a mark of zero being awarded.

If a student is absent from a test, it is their responsibility to organise with their classroom teacher and alternative time to complete the test. If the examination is an assessment task, the student must bring suitable documentation and complete an Assessment Task Appeal Form.

Core Subjects – Assessment Program

English

Head Teacher – Ms L. Chapman

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Close/Critical Study Essay	Extended Response and Reflection	Multimodal Task	Short Answer Responses
Due date:	Term 1, Week 9	Term 2, Week 7	Term 3, Week 10	Term 4, Week 3
Weighting:	25%	30%	25%	20%
Outcomes assessed:	EN5-1A , EN5-2A EN5-7D, EN5-8D	EN5-3B, EN5-4B, EN5-6C, EN5-9E	EN5-2A EN5-4B, EN5-5C, EN5-6C	EN5-1A, EN5-3B

Course Outcomes:

A student:

EN5-1A	responds to and composes increasingly sophisticated and sustained texts forA 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.

Mathematics – 5.1 Pathway

Head Teacher – (Rel)Mr J Jovanovski

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	In class test	In class Task	Investigation	Examination
Due date:	Term 1, Week 7	Term 2, Week 5	Term 3, Week 8	Term 4, week 3
Weighting:	20%	30%	20%	30%
Outcomes assessed:	MA4-8NA, MA4-10NA; MA5.1-1WM; MA5.1-2WM; MA5.1-3WM; MA5.1-4NA; MA5.1-6NA; MA5.1-7NA; MA5.1-12SP; MA5.2-1WM; MA5.2-2WM; MA5.2-3WM; MA5.2-4NA; MA5.2-6NA; MA5.2-8NA; MA5.2-9NA; M A5. 2-10NA; M A5. 2-15SP; MA5.2-16SP	MA4-7NA; MA4-8NA; MA4-10NA; MA5.1-1WM; MA5.1-2WM; MA5.1-3WM; MA5.1-4NA; MA5.1-6NA; MA5.1-7NA; MA5.1-10MG; MA5.1-12SP; MA5.2-1WM; MA5.2-2WM; MA5.2-3WM; MA5.2-4NA; MA5. 2-5NA; MA5.2-6NA; MA5.2-8NA; MA5.2-9NA; M A5. 2-10NA; MA5.2-13MG; M A5. 2-15SP; MA5.2-16SP	MA4-7NA; MA4-13MG; MA4-21SP; MA5.1-1WM; MA5.1-2WM; MA5.1-3WM; MA5.1-8MG; MA5.1-10MG; MA5.1-13SP; MA5.2-1WM; MA5.2-2WM; MA5.2-3WM; MA5. 2-5NA; MA5.2-11MG; MA5.2-17SP; MA5.3-15MG	MA4-7NA; MA4-8NA; MA4-10NA; MA4-13MG; MA4-21SP; MA5.1-1WM; MA5.1-2WM; MA5.1-3WM; MA5.1-4NA; MA5.1-6NA; MA5.1-7NA; MA5.1-8MG; MA5.1-10MG; MA5.1-12SP; MA5.1-13SP; MA5.2-1WM; MA5.2-2WM; MA5.2-3WM; MA5.2-4NA; MA5. 2-5NA; MA5.2-6NA; MA5.2-8NA; MA5.2-9NA; M A5. 2-10NA; MA5.2-11MG; MA5.2-13MG; M A5. 2-15SP; MA5.2-16SP; MA5.2-17SP; MA5.3-15MG

Note:

- Cumulative topic assessment is made up of a range of informal tasks. Tasks may include and are not limited by research, homework, assignments, topic tests, bookmark, and oral presentations.
- The Pathways are through the Mathematics Continuum and students will be presented with outcomes that reflect their ability. For this Pathway, this may mean that some Stage 4 or 5.3 outcomes may also be assessed.

Course outcomes for the mathematics – 5.1 pathway are on page 15.

Course Outcomes:

A student

MA5.1-1WM	Uses appropriate terminology, diagrams, and symbols in mathematical contexts
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
MA5.1-5 NA	Operates with algebraic expressions involving positive integer and zero indices, and established 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
M A5.1- 9M G	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
MA5.2-1WM	Selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM	Interprets mathematical or real-life situations, 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
MAS.2-6NA	simplifies algebraic fractions, and expands and factorises 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 composed of right prisms and cylinders
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
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

Mathematics – 5.1/5.2 Pathway

Head Teacher – (Rel) Mr J Jovanovski

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	In class test	In class Task	Investigation	Examination
Due date:	Term 1, Week 7	Term 2, Week 5	Term 3, Week 8	Term 4, week 3
Weighting:	20%	30%	20%	30%
Outcomes assessed:	MA5.1-1WM; MA5.1-2WM; MA5.1-3WM; MA5.1-4NA; MA5.1-12SP; MA5.2-1WM; MA5.2-2WM; MA5.2-3WM; MA5.2-6NA; MA5.2-8NA; MA5.2-9NA; M A5. 2-15SP; MA5.2-16SP	MA5.1-1WM; MA5.1-2WM; MA5.1-3WM; MA5.1-4NA; MA5.1-6NA; MA5.1-7NA; MA5.1-10MG; MA5.1-12SP; MA5.2-1WM; MA5.2-2WM; MA5.2-3WM; MA5. 2-5NA; MA5.2-6NA; MA5.2-8NA; MA5.2-9NA; M A5. 2-10NA; MA5.2-13MG; M A5. 2-15SP; MA5.2-16SP	MA5.1-7NA; MA5.1-8MG; MA5.1-10MG; MA5.1-11MG; MA5.1-13SP; MA5. 2-5NA; M A5. 2-10NA; MA5.2-11MG; MA5.2-13MG; MA5.2-14MG; MA5.2-17SP	MA5.1-1WM; MA5.1-2WM; MA5.1-3WM; MA5.1-4NA; MA5.1-6NA; MA5.1-7NA; MA5.1-10MG; MA5.1-11MG; MA5.1-12SP; MA5.1-13SP; MA5.2-1WM; MA5.2-2WM; MA5.2-3WM; MA5. 2-5NA; MAS.2-6NA; MA5.2-8NA; MA5.2-9NA; M A5. 2-10NA; MA5.2-11MG; MA5.2-13MG; MA5.2-14MG; M A5. 2-15SP; MA5.2-16SP; MA5.2-17SP

Note:

- Cumulative topic assessment is made up of a range of informal tasks. Tasks may include and are not limited by research, homework, assignments, topic tests, bookmark, and oral presentations.
- The Pathways are through the Mathematics Continuum and students will be presented with outcomes that reflect their ability. For this Pathway, this may mean that some Stage 4 or 5.3 outcomes may also be assessed.

Course outcomes for the mathematics – 5.1/5.2 pathway are on page 17.

Course Outcomes

A student

MA5.1-1WM	Uses appropriate terminology, diagrams, and symbols in mathematical contexts
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
MA5.1-5 NA	Operates with algebraic expressions involving positive integer and zero indices, and established 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
M A5.1- 9M G	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
MA5.2-1WM	Selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM	Interprets mathematical or real-life situations, 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
MAS.2-6NA	simplifies algebraic fractions, and expands and factorises 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 composed of right prisms and cylinders
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
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

Mathematics – 5.2/5.3 Pathway

Head Teacher – (Rel) Mr J Jovanovski

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	In class test	In class Task	Investigation	Examination
Due date:	Term 1, Week 7	Term 2, Week 5	Term 3, Week 8	Term 4, week 3
Weighting:	20%	30%	20%	30%
Outcomes assessed:	MA5.2-1WM; MA5.2-2WM; MA5.2-3WM; MA5.2-6NA; MA5.2-7NA; MA5.2-8NA; MA5.2-9NA; M A5. 2-10NA; M A5. 2-15SP; MA5.2-16SP; MA5.3-1WM: MA5.3-2WM: MA5.3-3WM; MA5.3-5NA; MA5.3-6NA; MA5.3-7NA; MA5.3-8NA; MA5.3-18SP; MA5.3-19SP	MA5.2-1WM; MA5.2-2WM; MA5.2-3WM; MA5.2-6NA; MA5.2-7NA; MA5.2-8NA; M A5. 2-10NA; M A5. 2-15SP; MA5.2-16SP; MA5.3-1WM: MA5.3-2WM: MA5.3-3WM; MA5.3-5NA; MA5.3-6NA; MA5.3-7NA; MA5.3-8NA; MA5.3-9NA; MA5.3-18SP; MA5.3-19SP	MA5.1-4NA; MA5.1-8MG; MA5.1-9MG; MA5.1-13SP; MA5.2-1WM; MA5.2-2WM; MA5.2-3WM; MA5.2-4NA; M A5. 2-10NA; MA5.2-11MG; MA5.2-12MG; MA5.2-13MG; MA5.2-14MG; MA5.2-17SP; MA5.3-1WM; MA5.3-3WM; MA5.3-9NA; MA5.3-11NA; MAS.3-13MG; MA5.3-14MG; MA5.3-15MG; MA5.3-16MG	MA5.1-4NA; MA5.1-8MG; MA5.1-9MG; MA5.1-13SP; MA5.2-1WM; MA5.2-2WM; MA5.2-3WM; MA5.2-4NA; MA5.2-6NA; MA5.2-7NA; MA5.2-8NA; MA5.2-9NA; M A5. 2-10NA; MA5.2-11MG; MA5.2-12MG; MA5.2-13MG; MA5.2-14MG; M A5. 2-15SP; MA5.2-16SP; MA5.2-17SP; MA5.3-1WM: MA5.3-2WM: MA5.3-3WM; MA5.3-5NA; MA5.3-6NA; MA5.3-7NA; MA5.3-8NA; MA5.3-9NA; MA5.3-11NA; MAS.3-13MG; MA5.3-14MG; MA5.3-15MG; MA5.3-16MG; MA5.3-18SP; MA5.3-19SP

Note:

- Cumulative topic assessment is made up of a range of informal tasks. Tasks may include and are not limited by research, homework, assignments, topic tests, bookmark, and oral presentations.
- The Pathways are through the Mathematics Continuum and students will be presented with outcomes that reflect their ability. For this Pathway, this may mean that some Stage 4 or 5.3 outcomes may also be assessed.

Course outcomes for the mathematics – 5.2/5.3 pathway are on page 19.

Course Outcomes

A student

MA5.2-1WM	Selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM	Interprets mathematical or real-life situations, 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
MAS.2-6NA	simplifies algebraic fractions, and expands and factorises 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 composed of right prisms and cylinders
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
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
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 a straight line
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
MAS.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 volumes of right pyramids, right cones, spheres and related composite solids

Science

Head Teacher – Mr H. McKay

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Genetics Problem Solving Task	Student Research Project Analysis Task	Chemistry Skills Task	Final Examination
Due date:	Term 1, Week 8	Term 2, Week 2	Term 3, Week 4	Term 4, Week 2
Weighting:	25%	25%	25%	25%
Outcomes assessed:	SC5-14LW SC5-15LW SC5-8WS	SC5-4WS SC5-5WS SC5-7WS	SC5-5WS SC5-7WS SC5-17CW	SC5-10PW SC5-12ES SC5-17CW

Course Outcomes:

A student:

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
SC5-12ES	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

History (HSIE)

Head Teacher – (Rel) Mr L Anderberg

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Research Task The Holocaust	Topic Test The Holocaust	Source Analysis Rights & Freedoms	Yearly Examination
Due date:	Term 1 Week 9	Term 2 Week 4	Term 3 Week 6	Term 4 Week 4
Weighting:	25%	25%	25%	25%
Outcomes assessed:	HT5-3, HT5-4, HT5-9, HT5-10	HT5-1, HT5-2, HT5-6, HT5-9, HT5-10	HT5-1, HT5-5, HT5-6, HT5-7, HT5-8, HT5-10	HT5-1, HT5-7, HT5-9, HT5-10

Course Outcomes:

The student:

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

Geography (HSIE)

Head Teacher – (Rel) Mr L Anderberg

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
Task Name:	Environmental Change and Management Task	Fieldwork Report	PEEL Writing Task	Human Wellbeing Research Report	Skills / Yearly Examination
Due date:	Term 1 Week 9	Term 2 Week 3	Term 2 Week 10	Term 3 Week 9	Term 4 Week 4
Weighting:	20%	20%	10%	25%	25%
Outcomes assessed:	GE5-1, GE5-2 GE5-3, GE5-4 GE5-5	GE5-2, GE5-3, GE5-4 GE5-5, GE5-7,	GE5-1, GE5-2, GE5-3, GE5-4	GE5-1, GE5-2, GE5-6, GE5-7, GE5-8	GE5-1, GE5-2 GE5-3, GE5-4 GE5-6, GE5-7

Course Outcomes

The student:

- 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

Personal Development, Health and Physical Education (PDHPE)

Head Teacher – Mr P. Quine

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Road Safety	Cricket (boys) Sepak Takraw (girls)	Sepak Takraw (boys) Cricket (girls)	Yearly Exam
Due date:	Term 1, Week 9	Term 2, Week 3	Term 3, Week 4	Term 4, Term 2
Weighting:	25%	25%	25%	25%
Outcomes assessed:	PD 5.6, PD 5.7, PD 5.9.	Sepak PD 5.4, PD 5.8.	Cricket PD 5.5, PD 5.11.	PD 5.1, PD5.2, PD5.6, PD5.7, PD5.9

Course 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

Elective Subjects – Assessment Program

Child Studies (TAS Faculty)

Head Teacher – (Rel) Mr M. Yates

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Child Growth & Development Task Picture Book	Baby, Think it over – Parenting Simulation	Play & the Developing Child	Yearly Examination
Due date:	Term 2, Week 1	Term 2, Week 5	Term 3, Week 9	Term 4, Week 2
Weighting:	20%	30%	20%	30%
Outcomes assessed:	CS5-2, CS5-5, CS5-6	CS5-1, CS5-6, CS5-10	CS5-1, CS5-2, CS5-3, CS5-4, CS5-5, CS5-6	, CS5-11, CS5-8, CS5-9

Course Outcomes:

The student:

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

Commerce (HSIE Faculty)

Head Teacher – (Rel) Mr L Anderberg

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	The Economic and Business Environment Task	Employment and Work Futures Task	Towards Independence Task	Investing Task
Due date:	Term 1 Week 7	Term 2 Week 2	Term 3 Week 8	Term 4 Week 3
Weighting:	25%	25%	25%	25%
Outcomes assessed:	COM 5.1 COM 5.2 COM5.8	COM5.1 COM 5.2 COM 5.7 COM5.8	COM 5.1, COM5.2 COM5.5 COM 5.8	COM5.1 COM5.4 COM 5.8

Course Outcomes:

The student:

COM5.1	applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
COM5.2	analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, 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

Food Technology (TAS Faculty)

Head Teacher – (Rel) Mr M. Yates

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Functional Properties of Food	Food Equity	Practical Examination	Yearly Examination
Due date:	Term 1, Week 9	Term 2, Week 7	Term 3, Week 7	Term 4, Week 2
Weighting:	20%	30%	20%	30%
Outcomes assessed:	FT5-3, FT5-4, FT5-9	FT5-1, FT5-8, FT5-11, FT5-12	FT5-1, FT5-2, FT5-11	FT5-3, FT5-4, FT5-7, FT5-12, FT5-13

Course Outcomes:

The student:

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

Industrial Technology – Metals (TAS Faculty)

Head Teacher – (Rel) Mr M. Yates

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Research Task Metal	Minor Project & Folio	Yearly Examination	Major Project & Folio
Due date:	Term 1, Week 8	Term 2, Week 6	Term 3, Week 9	Term 4, Week 2
Weighting:	30%	15%	25%	30%
Outcomes assessed:	IND5-10, IND5-9, IND5-8	IND5-2, IND5-3, IND5-4, IND5-5	IND5-1, IND5-7 IND5-8, IND5-9, IND5-10	IND5-2, IND5-4, IND5-5, IND5-8

Course Outcomes

The student:

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

Industrial Technology – Timber (TAS Faculty)

Head Teacher – (Rel) Mr M. Yates

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Research Task The Properties of Timber	Minor Project & Folio	Yearly Examination	Major Project & Folio
Due date:	Term 1, Week 8	Term 2, Week 6	Term 3, Week 9	Term 4, Week 7
Weighting:	30%	15%	25%	30%
Outcomes assessed:	IND5-10, IND5-9, IND5-8	IND5-2, IND5-3, IND5-4, IND5-5	IND5-1, IND5-7 IND5-8, IND5-9, IND5-10	IND5-2, IND5-4, IND5-5, IND5-8

Course Outcomes

The student:

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

Information and Software Technology (Mathematics Faculty)

Head Teacher – (Rel) Mr J Jovanovski

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Software Development and Programming	DigitalMedia	Research Presentation	Internet & Website Development
Due date:	Term 1, Week 10	Term 2, Week 8	Term 3, Week 10	Term 4, Week 5
Weighting:	30%	20%	30%	20%
Outcomes assessed:	5.2.1, 5.2.2, 5.2.3, 5.4.1, 5.5.1	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.5.2	5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.5.3	5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.5.1, 5.5.2

Course 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

Marine Studies & Aquaculture Technologies (Science Faculty)

Head Teacher – Mr H. McKay

	TASK 1	TASK 2	TASK 3
Task Name:	Water Safety Skills Task	Fishing Industries PowerPoint Presentations	Examination
Due date:	Term 2, Week 4	Term 2, Week 7	Term 4, Week 4
Weighting:	30%	30%	40%
Outcomes assessed:	MAR5-9, MAR5-10	MAR5-2, MAR5-7, MAR5-8	MAR5-1, MAR5-4, MAR5-13, MAR5-14

Course Outcomes

A student:

MAR5-1	Identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships
MAR5-2	Identifies, describes and evaluates the social and economic importance of marine ecosystems
MAR5-3	Identifies, describes and evaluates the effects humans have had on the marine environment
MAR5-4	Explains why aquaculture provides an economically sustainable source of food
MAR5-5	Assesses the potential of aquaculture to sustain wild fish stocks and the aquatic environment
MAR5-6	Evaluates the economic and environmental sustainability of aquacultural pursuits
MAR5-7	Identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment
MAR5-8	Identifies, describes and evaluates policies for monitoring and conserving the marine environment
MAR5-9	Selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings
MAR5-10	Demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations
MAR5-11	identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits
MAR5-12	identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment
MAR5-13	collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information
MAR5-14	recalls aspects of the marine environment using relevant conventions, terminology and symbols

Physical Activity & Sport Studies (PASS) (PDHPE Faculty)

Head Teacher: Mr P. Quine

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Basketball Practical Assessment	Body Systems and Energy for Physical Activity Exam	Coaching Plan and Student Led Lessons	Frisbee Practical Assessment
Due date:	Term 1, Week 5	Term 2, Week 5	Term 3, Weeks 1-10	Term 4, Week 4
Weighting:	25%	25%	25%	25%
Outcomes assessed:	PASS5-1, PASS5-6, PASS5-10	PASS5-1, PASS5-2, PASS5-5, PASS5-9	PASS5-5, PASS5-6, PASS5-7, PASS5-8	PASS5-5, PASS5-7, PASS5-9

Course Outcomes:

A student:

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

PASS – Rugby League (PDHPE Faculty)

Head Teacher – Mr P. Quine

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Volleyball Practical Assessment	Video Analysis & Risk	Coaching Plan and Student Led Lesson	Frisbee Practical Assessment
Due date:	Term 1, Week 5	Term 2, Week 5	Term 3, Weeks 1-10	Term 4, Week 4
Weighting:	25%	25%	25%	25%
Outcomes assessed:	PASS5-1, PASS5-6, PASS5-10	PASS5-1, PASS5-2, PASS5-10	PASS5-5, PASS5-6, PASS5-7, PASS5-8	PASS5-5, PASS5-7, PASS5-9

Course Outcomes:

A student:

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

Visual Arts (CAPA/LOTE Faculty)

Head Teacher: Mr S Wright

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	**Portraits & Portrait Assignment**	**Still Life/Ceramics**	**Body of Work/ Exhibition Review**	**Body of Work**
Due date:	**Term 1** **Week 9** *(Historical - Assignment* **Week 10** (*Practical – Portrait)*	**Term 2** **Week 10** Artwork	**Term 3** **Week 9** *(Critical Assignment)* ***Week 10*** *(Practical – BoW in progress*	**Term 4** **Week 3** Artwork
Artmaking (60%)	10% (Portrait)	20% (Still Life/Ceramics) 5% (VAPD)	10% (Body of Work) 10% (VAPD)	5% (Work-in-Progress)
Historical / Critical Study (40%)	20% (Chuck Close Assignment)		20% (Exhibition Review Assignment)	
Weighting	30%	25%	40%	5%
Outcomes assessed:	5.3, 5.5, 5.10	5.1,5.2, 5.3,	5.4, 5.6, 5.9	5.4, 5.7

Course Outcomes

A student:

5.1 develops redevelops 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

Visual Design (CAPA/LOTE Faculty)

Head Teacher: Mrs S Wright

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Recycled Fashion	Functional Ceramics	Personal Interest Project	Body Art
Due date:	Term 1, Week 10	Term 2, Week 10	Term 3, Week 10	Term 4, Week 4
Artmaking (70%)	20% (Fashion Piece)	20% (Ceramic Piece)	25% (Final Product)	5% (Body Art Piece Work-in-Progress)
Critical/Historical (30%)	5% (Visual Design Diary Work)	5% (Ceramic Design)	15% (Mood Boards)	5% (Visual Design Diary Work)
Outcomes assessed:	5.4, 5.6	5.2 ,5.5	5.4, 5.9	5.1, 5.8

Course Outcomes:

A student:

5.1 develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks

5.2 makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience

5.3 makes visual design artworks informed by an understanding of how the frames affect meaning

5.4 investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks

5.5 makes informed choices to develop and extend concepts and different meanings in their visual design artworks

5.6 selects appropriate procedures and techniques to make and refine visual design artworks

5.7 applies their understanding of aspects of practice to critically and historically interpret visual design artworks

5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of visual design artworks

5.9 uses the frames to make different interpretations of visual design artworks

5.10 constructs different critical and historical accounts of visual design artworks

Year 10 Assessment Calendar 2024

TERM 1, 2023	
Week	**Task due**
5	Task 1: PASS, PASS – Rugby League
7	Task 1: Commerce
8	Task 1: Industrial Technology Timber
9	Task 1: English, Science, History, Geography, PDHPE, Visual Arts (Theory)
10	Task 1: IST, Visual Arts (Prac), Visual Design

TERM 2, 2023	
Week	**Task due**
1	Task 1: Child Studies
2	Task 2: Commerce
3	Task 2: PDHPE, Geography, Geography
4	Task 1: Marine Studies, Task 2: Commerce, Geography, History
5	Task 2: PASS, PASS – Rugby League, Mathematics, Child Studies
6	Task 2: Industrial Technology Timber
7	Task 2: Marine Studies, Food Technology
8	Task 2: IST
9	Task 2: English, Science, Visual Arts (Theory),
10	Task 2: Industrial Technology Timber, Visual Arts, Visual Design

TERM 3, 2023	
Week	**Task due**
3	Task 3: PASS, PASS Rugby League (Assessment Weeks 3 to 8)
4	Task 3: PDHPE
5	
6	Task 2: Mathematics, Task 3: Science, History
7	Task 3: Food Technology, Geography
8	Task 3: English, Commerce
9	Task 3: Child Studies, Visual Arts (Theory), Task 4: PDHPE
10	Task 3: Industrial Technology, Visual Arts (Prac), Visual Design

TERM 4, 2023	
Week	**Task due**
1	
2	Task 4: Child Studies, Task 4 Food Technology, Task 4 Industrial Technology Timber Task 4 Industrial Technology Metals
3	Task 4: Commerce, Food Technology, Geography, Visual Arts
4	Task 3: Marine Studies Task 4: Music, PASS, PASS Rugby League, Visual Design
5	Examination Week Task 3: Mathematics, Task 4: History, History Elective, IST, Task 5: Geography
6	
7	Task 4: Industrial Technology Timber