



KILLARNEY  
HEIGHTS  
HIGH SCHOOL

# Assessment Handbook

Year 10, 2022

This booklet provides you with important information about the school's assessment policy, timing of Assessment Tasks and the content examined for each assessable task you have this year.



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# Introduction

Killarney Heights High School is committed to enhancing and encouraging students' achievement of learning outcomes. The Killarney Heights High School Assessment Policy is designed to ensure consistency in assessment throughout the school. Our aim is to ensure that all of our students progressively develop their skills and knowledge in a collaborative and supportive environment.

To ensure progress, teachers use Formative Assessment to monitor student learning and provide ongoing feedback that can help students to identify their strengths and weaknesses and target areas that need further work. As a result, it is common that formal homework is not always set, however, students may be required to submit components of their assignment for feedback during the process of completing the task.

Assessment at Killarney Heights High School encourages progressive development of skills and knowledge while ensuring:

- consistency across subjects and courses
- fairness in marking and reporting
- coordination of the assessment program to ease the load on students.

Assessment Tasks are designed to measure performance against course outcomes through a range of activities. Assessment Tasks may include:

- Presentations – digital, oral, multimodal, viva voce
- Reports – analytical, fieldwork, research, written
- Practical work – experiments, improvisation, projects, performances
- Portfolios, journals, log books, process diaries
- Class and/or cohort tests
- Compositions – musical
- Extended response – imaginative, analytical, persuasive, discursive, evaluative, reflective
- Formal examinations

## School Responsibilities

- The year adviser will issue each student with an assessment booklet containing a summary of the schedule including the school policies and procedures at the start of each year
- A copy of the complete assessment schedule will be published on the school website
- Subject teachers will hand out and explain the schedule at the start of each school year
- Any changes will be communicated to students at least 2 weeks before the due date and updated on the school website
- The New South Wales Education Standards Authority (NESA) recommends a maximum of four formal Assessment Tasks per subject per school year
- No formal Assessment Task may be conducted within 1 week of any examination period
- Where possible, an Assessment Task will be marked by more than one teacher
- Students must be provided with a notification of assessment (Assessment Notification) as early as possible but no less than 2 weeks in advance of the date that the Assessment Task is due (Due Date)
- The Assessment Notification must contain information about expectations of the task

## Student Responsibilities

It is the student's responsibility to:

- Know and understand the expectations, tasks and timing of assessments for each of their courses.
- Demonstrate, sustained diligence and effort in each subject and participate in all lessons constructively.
- Collect any work missed due to absence from class for any reason.
- Complete a "Misadventure Form" if the student is sick on the day of an assessment or cannot complete a task.
- Make a serious attempt at completing all tasks, including submitting their work in an appropriate format and on time.
- Attend all examinations and bring all required examination equipment
- Ensure that any questions about marks, grades, or comments awarded for an individual piece of work are resolved at the time the work is handed back.

## Parent Responsibilities

- Assist students in the development of time management skills by encouraging the use of diaries and calendars.
- Support students with the completion of assignments that reflect the student's own knowledge and understanding.

## Success Criteria for KHHS Assessments

To have satisfactorily completed a course, students will have:

- satisfactorily completed the NESA requirements for all courses studied
- have a satisfactory record of attendance
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

### *Participation*

A genuine attempt must be made concerning the teaching and learning activities of a course.

Participating in a course involves completing assignments, homework, and set tasks. It is up to the teacher's professional judgement to determine what constitutes genuine participation.

### *Recording extra-curricular achievements*

Killarney Heights High School is registered with up2now, a NESA program which allows students to record their extra-curricular activities. Up2now is an ongoing learning portfolio in which students can record, organise, and share evidence of their engagement with activities like volunteer programs, first aid courses, community work, etc. Students can use this program to share this information with prospective employers or to access other education or training pathways. [www.up2now.net.au](http://www.up2now.net.au)

## Examination and Class Test Rules

- If students are found to have notes, paper, unauthorised material or any communication device such as a programmable watch, smartwatch or a mobile telephone in their possession once the examination has commenced, they may be penalised, which could result in being given zero for the examination.
- Students are required to make a serious attempt at the examination by answering a range of questions types. Answering only multiple choice questions is not considered a serious attempt and may result in the cancellation of the course.
- Students must complete the student attendance slip, and ensure it has been collected before they leave the examination room.
- Students must remove their watch and place it in clear view on the desk.
- Students must not start writing until instructed to and must stop writing immediately when instructed to do so.
- When leaving, students must not take any part of the examination materials or question booklet from the examination room.
- Students may not leave the examination room within the first hour of the examination or in the last 15 minutes, except in cases of emergency, or with the permission of the Principal.

Students who have been granted special provisions for their exams will need to see the exam coordinator prior to the exam period so that all supervising teachers can be made aware of these special provisions.

Students who miss an exam due to illness, misadventure, leave, or domestic problems, must complete the Illness/Misadventure form supplied in this handbook and submit it to the relevant Head Teacher on the morning of their return to school.

### *Suspension and assessment*

Unless forbidden by the Principal, a suspended student may be required to attend school for the time span only during which an in-school Assessment Task is being completed.

If the task is in the form of a written assessment, it must be handed to the front office on the due date. Failure to comply with the above will result in a zero grade.

# Absence, Illness and Misadventure Procedures

Students must ensure that their Assessment Tasks are submitted on the due date. In all cases, where a student does not submit or attend an Assessment Task, they must complete an Illness/Misadventure form. Failure to follow these procedures will result in a mark of zero being awarded.

Technology failure is not an acceptable reason for late submission of work.

## Absence

If a student is absent for all or part of the due date, they must complete an "Illness/Misadventure" form (see below).

If a student is absent for all or part of the due date without a valid reason, they will receive a mark of zero for that Assessment Task.

If a student is absent the day prior to the due date without a valid reason, they will receive a mark of zero for that Assessment Task.

## Excursions and Fieldwork

Some subjects require students to undertake compulsory fieldwork or attend compulsory excursions. In the case of unavoidable absence from such activities, students must negotiate alternate arrangements prior to the event. This is at the discretion of the Principal.

## School Leave and Assessment

If students know that they will be absent for an Assessment Task due to extra-curricular school commitments, they must give notice of their leave as soon as possible.

The task should be handed in prior to the Due Date in these cases, unless an alternative date has been negotiated with the Head Teacher.

## Extensions

A student may apply for an extension to the Due Date if they feel that they have a genuine inability to meet a Due Date due to exceptional circumstances.

A student who wishes to apply for an extension to the Due Date must:

- complete an "Illness/Misadventure" form; and
- provide the completed "Illness/Misadventure" form to their usual classroom teacher or the relevant Head Teacher as soon as reasonably possible.

Any requests for an extension to the Due Date will be assessed by the relevant Head Teacher on a discretionary basis.

## Illness and Misadventure

If a student is unwell or suffers some misadventure on the day (or the day prior to) the Due Date they must complete an "Illness/Misadventure" form and provide any relevant accompanying documentation (including, where relevant, a medical certificate).

Immediately on the student's return to school, they must provide the completed "Illness/Misadventure" form and relevant accompanying documentation to the Head Teacher.

## Result of Illness/Misadventure Claim

Where the Head Teacher finds that the student had a valid reason for their absence on the day (or day prior to) the Due Date of the Assessment Task, the student will incur no academic penalty and alternative arrangements for the submission of the Assessment Task will be made.

Where the Head Teacher finds that the student did not have a valid reason for their absence on the day (or day prior to) the Due Date of the Assessment Task, the student will receive a mark of zero for that Assessment Task.

Appeals can be made to the Deputy Principal if the misadventure claim is disputed.

## Group Performance Absence, Illness or Misadventures.

- Students are required to perform on the scheduled date specified in the assessment notice
- In the event that a performance cannot go ahead due to the absence of a group member, the affected students need to complete an illness/misadventure form as a group.
- Completed illness/misadventure forms must be completed and submitted within two school days of the scheduled assessment date.
- The student responsible for the misadventure must complete and submit an individual "Illness/misadventure" form within two school days of returning to school. Please note this application will be considered separately to the group application.
- Illness/misadventure forms are to be submitted to the relevant Head Teacher. Applications will be considered on a case by case basis and decisions are left to the Head Teacher's discretion.
- Where the reason for an absence is substantiated, arrangements will be made for the student to complete the task or an alternate task at the earliest opportunity. Rescheduling of the performance to an alternate date will be determined by the Head Teacher.

## Malpractice

Malpractice covers a range of activities that gives a student an unfair advantage over other students. It includes, but is not limited to:

- Breach of school examination or test rules
- Copying someone else's work (in whole or part) and presenting it as their own
- Using material from other sources without correct reference
- Submitting work to which another person has contributed substantially (including parents, tutors, coaches, or other subject experts)
- Paying someone to write or prepare material
- Breaching school examination rules (see page 3)
- Using non-approved aids during an Assessment Task
- Creating false explanations to explain work not handed in by the Due Date
- Assisting another student to engage in malpractice

Malpractice is taken seriously at Killarney Heights High School and will result in:

- zero marks for part or all of the Assessment Task/examination
- potential further disciplinary action taken by the school (e.g. detention, suspension, etc.)

Teachers must be satisfied that the work presented is the student's own, particularly in tasks that require work to be done at home, and that any help that you have received has been acknowledged (referenced).

For the malpractice policy related to Stage 6, check the Higher School Certificate section and the relevant Assessment Guidelines.

## Unsatisfactory Performance in a Course

When students are failing to meet the requirements of their course, several steps will be taken by KHHS to support them in improving their result.

1. Parents will be notified when students are reviewed for their performance in a course.
2. Students are given opportunity to rectify their situation.
  - a. If the issue is attendance, students will be placed on an attendance contract to meet requirements.
  - b. If the issue is participation, student will be placed on a class contract to meet requirements.
  - c. If the issue is completion of Assessment Tasks, students will be required to complete the Assessment Task within a two-week period.
3. A second N-Warning letter will be sent and students are given a second opportunity to rectify their situation.
4. An Unsatisfactory Determination Award (N-Award) will be determined by the Principal.
  - a. This will occur in conjunction with the assessment appeals process (see below).
  - b. The aim of the assessment appeals process is the avoidance of awarding unsatisfactory results.



Principals may determine that a student has not applied themselves with diligence and sustained effort to the set task and experiences provided by the course in the school. The Principal may recommend to the BOS that a student will receive an “N Determination” for the course.

## Appeals

### Appeal regarding individual Assessment Tasks

- If the student believes there were irregularities in the application, marking or recording of results for any Assessment Task, this must first be discussed with the relevant Head Teacher.
- If the grievance has not been adequately resolved the student may then choose to complete an illness/misadventure form.
- Illness/misadventure applications are to be submitted to the relevant Deputy Principal who will consider all information and evidence when making a decision in regards to the claim. The Deputy Principal will then hand back the original illness/misadventure form along with a written decision.
- In cases where the Head Teacher is also the class teacher involved, the illness/misadventure form can be lodged with the Deputy Principal for a final decision.

### Appeal against the outcome of an Illness/Misadventure decision

- If the student believes that their Illness/misadventure application was not appropriately addressed by the Head Teacher, they may choose to appeal the decision.
- The process of appeal requires the student to re-submit their Illness/misadventure application, to the Principal within 2 school days of receiving the outcome.
- The re-submission for appeal must also include the Head Teacher’s written decision from the original application, a copy of the Assessment Task, a copy of the student’s attempt at the Assessment Task and any other relevant information
- The Deputy Principal will consider all the information and provide a final decision and course of action regarding the appeal.

### Appeal against penalties due to malpractice

- In the case of some Assessment Tasks (such as research tasks, major works, or projects) a log of student work is required and must be presented on request
- Drafts, proofs, and rough copies of assignments should be kept to support the authenticity of the submission
- The student must appeal this decision within two school days of written notification of the zero penalty being given

Refer to the Assessment Guidelines for specific provisions relating to HSC Courses.

## Disability Provisions

A student may be granted disability provisions if they have:

- Visual or auditory difficulties
- Learning difficulties
- Fine motor difficulties
- Illnesses such as diabetes
- Ongoing injuries that may impact their ability to complete Assessment Tasks
- Psychological difficulties

To apply for disability provisions, parents/caregivers must provide documentation and inform the school of the student’s disability by contacting the Deputy Principal for the year group.

Disability provisions will be determined by the school. The types of adjustments made will vary based on the needs of individual students and negotiated with teachers, Learning Support Officers, parents/caregivers and students.

Provisions may include, but are not limited to:

- A ‘reader’ or ‘writer’ in examinations
- Extra time or rest breaks in examinations
- Large print or coloured paper
- The use of a computer

In circumstances of a temporary disability, such as an injury which may affect school assessments or examinations, the student may apply to the relevant Head Teacher for appropriate disability provisions. Medical or other appropriate evidence will be required.

## Record of School Achievement (RoSA)

### *Course completion criteria*

If a student fails to submit or perform tasks which make up more than 50% of the total assessment marks for a course, the Principal may not verify that the course has been satisfactorily studied. The student may then be awarded an 'N' (non-completion) determination for this course. An 'N' determination in a course may also make the student ineligible for the award of the Record of School Achievement (RoSA).

### *Literacy and numeracy tests*

Students who leave school before they get their HSC will have the option to undertake literacy and numeracy tests. These tests will be offered online and under teacher supervision, and will be reported separately to the RoSA credential. They will not be available to all students, only those that indicate they wish to leave school. They will be designed to reflect the needs and expectations of students who leave school without undertaking the HSC.

There will be 'windows' of availability throughout the year in which students can sit these tests. If students decide to stay on longer after sitting the tests, they will be able to re-sit them. The most recent results will be issued as part of the RoSA when a student leaves school



# Killarney Heights High School

## Illness/ Misadventure/Absence for an assessable task

**Stage 5 and 6 Assessment Tasks** are a compulsory and necessary component of the RoSA and Higher School Certificate. Absence from an assessable task could be an indication of a student's non-serious attempt, placing at risk the award of the RoSA and /or the Higher School Certificate. It is the responsibility of a student, who for various reasons, fails to submit an assessable task, to make proper application for consideration under the published rules of the Assessment Procedures.

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### Completed by Student

Surname ..... Given name .....

Class ..... Subject(s) .....

Date(s) of task .....

Reason for absence or not submitting task .....

.....

Medical certificate and/or other documentation attached: Yes / No

Student signature ..... Date .....

Parent signature ..... Date .....

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### Completed by Head Teacher

Prior approval given: Yes / No      Student informed school of illness/misadventure: Yes / No

Misadventure type:      Consideration for marks      Assessment rescheduling/extension

Please circle

Task type:      Exam      Written      In class      Project      Research

Please circle

Practical      Group      Oral

Head Teacher Recommendation: .....

.....

Head Teacher signature: ..... Date received .....

Entered on Sentral

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RETURN THIS COMPLETED FORM TO YOUR DEPUTY PRINCIPAL

Decision: .....

Deputy Principal Signature: ..... Date received .....

# English

Year 10: By the end of Stage 5 students respond to and compose a comprehensive range of imaginative, factual and critical texts using different modes and technologies. They enjoy, reflect on, critically assess and articulate processes of response and composition. They respond to and compose a wide range of simple and complex texts for pleasure, critical analysis and information-gathering, varying their approach according to a text's purpose, audience and context. They focus on details of texts to analyse meaning, perspective, cultural assumptions, ideologies and language.

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

## Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Name</b>	Discursive writing	Shakespeare presentation	Novel essay	Yearly examination	
<b>Task type</b>	Part A: Extended discursive response Part B: Reflection	Multimodal Presentation	Essay	Formal Examination	
<b>Due</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8	Exam Period	
<b>Method of Submission</b>	In class/hand in	Hand in	Hand in	Formal examination	
<b>Focus Outcomes</b>	EN5-1A, EN5-3B, EN5-7D, EN5-9E	EN5-2A, EN5-6C, EN5-8D	EN5-1A, EN5-3B, EN5-7D	EN5-1A, EN5-4B, 5-5C, EN5-6C	
<b>Weighting</b>	25%	25%	25%	25%	100%

Assessment Schedule updated 28/2/2022

# Mathematics 5.2

Year 10: Students use mathematical arguments to reach and justify conclusions. When communicating mathematical ideas, they use appropriate mathematical language and algebraic, statistical and other notations and conventions in written, oral or graphical form. Students use suitable problem-solving strategies, which include selecting and organising key information, and they extend their inquiries by identifying and working on related problems.

Outcomes	
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
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices techniques
MA5.2-9NA	uses the gradient-intercept form to interpret and graph 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

## Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
<b>Task Name</b>	Financial Mathematics and Measurement Test	Expressions and Probability Test	Linear relationships Report	Final Examination
<b>Task type</b>	Class Test	Class Test	Report	Examination
<b>Due</b>	Term 1 Week 9	Term 2 Week 5	Term 3 Week 7	Exam Period
<b>Method of Submission</b>	In class	In class	Hand In	Formal Examination
<b>Focus Outcomes</b>	MA5.2-4NA, MA5.2-11MG, MA5.2-12MG	MA5.2-6NA, MA5.2-7NA, MA5.2-17SP	MA5.2-5NA, MA5.2-6NA, MA5.2-7NA, MA5.2-9NA,	MA5.2-6NA, MA5.2-7NA, MA5.2-14MG, MA5.2-15SP, MA5.2-16SP
<b>Weighting</b>	20%	25%	25%	30%

NB: All Stage 5.1 Outcomes are assumed/prerequisite knowledge for each assessment task.

# Mathematics 5.3

Year 10 Students use deductive reasoning in problem solving and in presenting arguments and formal proofs. They interpret and apply formal definitions and generalisations and connect and apply mathematical ideas within and across sub-strands. They demonstrate fluency in selecting, combining and applying relevant knowledge, skills and understanding in the solution of familiar and unfamiliar problems.

Outcomes	
MA5.3-1WM	uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
MA5.3-2WM	generalizes 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 nonlinear relationships
MA5.3-11NA	uses the definition of a logarithm to establish and apply the laws of logarithms
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 volumes 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
MA5.3-16MG	proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
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

## Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
<b>Task Name</b>	Measurement, Financial Mathematics, Indices and Surds Test	Probability, Single Variable and Bivariate Statistics Test	Trigonometry, Geometry and Equations Report	Final Examination
<b>Task type</b>	Class Test	Class Test	Report	Examination
<b>Due</b>	Term 1 Week 9	Term 2 Week 5	Term 3 Week 7	Exam Period
<b>Method of Submission</b>	In class	In class	Hand In	Formal Examination
<b>Focus Outcomes</b>	MA5.3-6NA, MA5.3-13MG, MA5.3-14MG	MA5.3-18SP, MA5.3-19SP	MA5.3-8NA, MA5.3-16MG, MA5.3-17MG, MA5.3-15MG	MA5.3-5NA, MA5.3-7NA, MA5.3-15MG, MA5.3-16MG, MA5.3-17MG
<b>Weighting</b>	20%	25%	25%	30%

NB: All Stage 5.2/5.1 Outcomes are assumed/prerequisite knowledge for each assessment task.

# Drama

Year 10 Students will extend their skills by forming their own theatre company and learning about all aspects required for a production – design, promotion and how the final product relies on the collaboration of all members of the company. They will then investigate a selection of theatrical forms and develop their own plays. Following this, students writing and performing their own monologue based on a character they derive from their own research.

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

## Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
Task Name	Theatre Company presents... Production Research Report	Play-building	Folk Theatre/ Monologue	
Task type	A: Performance B: Report	A: Performance B: Logbook	A: Performance B: Extended Response	
Due	Term 1 Week 11	Term 2 Week 10	Term 3 Week 10	
Method of Submission	A: In class B: Hand In	A: In Class B: Hand In	A: In class B: Hand In	
Focus Outcomes	5.1.1, 5.1.3, 5.2.2, 5.3.3.	5.1.2, 5.1.4, 5.2.1, 5.3.1	5.1.1, 5.2.1, 5.2.3, 5.3.2	
Weighting	40	30	30	100%

# Music

Year 10: In the first unit “Australian Music (Cover Versions)”, students will explore a variety of music from Australia, and look at how to create a cover version of a song. Students will also learn how to use language to describe and compare the musical elements in a piece of music. The second unit “Film Music” gives students the opportunity to discover the many ways that music has been used to add an extra layer of interest and meaning to films. Students will create their own film music composition, and sit a final yearly examination.

## Outcomes:

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 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

## Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
Task Name	Australian Music (Cover Versions)	Film Music Composition	Yearly Exam	
Task type	A: Performance B: Extended Response	Musical Composition	Short Answers	
Due	Term 2 Week 4	Term 3 Week 7	Term 4 Week 2	
Method of Submission	A: In class B: Hand in	Hand in	Formal examination	
Focus Outcomes	5.1, 5.3, 5.4, 5.7	5.5, 5.6	5.8, 5.9	
Weighting	40%	30%	30%	100%



# Visual Arts

Year 10: Students will learn a range of techniques and use a variety of mediums to create substantial bodies of works throughout the year. Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view as well as in critical and historical studies.

## 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

## Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
<b>Task Name</b>	Ceramics: manipulation of form and surface	The Human Body	Portraiture	
<b>Task type</b>	Part A: Artmaking Part B: Extended Response	Part A: Artmaking Part B: Theory - Q1 and 2	Artmaking	
<b>Timing</b>	Term 2 Week 3	Term 3 Week 7	Term 4 Week 4	
<b>Submission Method</b>	A: Hand in B: In class examination	Artmaking: Hand in Theory: In class examination	Hand in	
<b>Outcomes</b>	5.2, 5.4, 5.5, 5.6	5.4, 5.5, 5.6	5.7, 5.8, 5.9	
<b>Artmaking</b>	30%	20%	10%	60%
<b>Theory</b>	20%	20%		40%
<b>Weighting</b>	50%	40%	10%	100%

# Elective Geography

Year 10 Elective Geography: Students will analyse themes of environments, persons, interactions and sustainability through studying the actions and reactions of individuals, groups and institutions to a range of contemporary issues and student-identified case studies. Students will gain knowledge regarding civics and citizenship, international relations, production of goods, and society and culture.

## Outcomes

- GS5-1 explains the diverse features and characteristics of a range of places, environments and activities
- GS5-2 explains geographical processes and influences that form and transform places and environments
- GS5-3 analyses patterns associated with natural phenomena and human activity at a range of scales
- GS5-4 assesses the interactions and connections between people, places and environments that impact on sustainability
- GS5-5 accounts for contemporary geographical issues and events that impact on places and environments
- GS5-6 explains how perspectives of people and organisations influence a range of geographical issues
- GS5-7 analyses management strategies and the roles and responsibilities of individuals, groups and governments in response to geographical issues
- GS5-8 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- GS5-9 communicates geographical information to a range of audiences using a variety of strategies and geographical tools

## Assessment Schedule

	Task 1	Task 2	Task 3
Task Name	Oceanography	Political Geography	Global Citizenship
Task type	Topic Test	Analytical extended response	Research Report
Due	Term 1 Week 9	Term 2 Week 10	Term 4 Week 2
Method of Submission	In class	Hand in	Hand in
Focus Outcomes	GS5-1, GS5-3, 5.6	5.5, 5.8, 5.10	GS5-2, GS5-4, 5.7,5.9
Weighting	30%	35%	35%

# History

Year 10: In Stage 5 History, students learn of significant developments in the making of the Modern World and Australia.

Outcomes	
<b>History</b>	
HT5-1	explains the nature of history and archaeology and explains their contribution to an understanding of the past
HT5-2	sequences and explains the significant patterns of continuity and change in the developments of the modern world and Australia
HT5-3	explains and analyses the motives and actions of past individuals and groups in the context of past societies
HT5-4	explains and analyses the causes and effects of events and developments of past societies over time
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 and 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

## Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
<b>Task Name</b>	Movement of People paragraph	Australians at war	Rights and Freedoms	Australia in the Vietnam Era
<b>Task type</b>	Extended response	Analytical Extended response	Evaluative extended Response	Formal Examination
<b>Due</b>	Term 1 week 8	Term 2 week 6	Term 3 week 5	Assessment Period
<b>Method of Submission</b>	Hand In	Hand In	Hand In	Formal Examination
<b>Focus Outcomes</b>	HT5-4, HT5-10	HT5-7, HT5-1	HT5-2, HT 5-3	HT5-5, HT5-8,
<b>Weighting</b>	25%	25%	25%	25%

# Commerce

Year 10 Commerce aims to introduce students to many of the different HSIE courses that are offered at the school as well as enabling young people to develop their numeracy and literacy skills. Students are encouraged to research and develop their knowledge of political institutions, active citizenship, the law and economic issues.

## Outcomes

- COM5-1 applies consumer, financial, business, legal 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, business, legal 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

## Assessment Schedule

	Task 1	Task 2	Task 4
Task Name	Legal Essay	Investing Report	Commerce Test
Task type	Analytical Extended response	Topic Test	Examination
Due	Term 1 Week 11	Term 2 Week 10	Examination Period
Method of Submission	Hand in	In class	Formal examination
Focus Outcomes	COM5-1, COM5-3, COM5-7	COM5-2, COM5-4, COM5-6	COM5-5, COM5-8 COM5-9
Weighting	30%	30%	40%

*Year 10 Commerce assessment schedule updated 27/4/2022*

# French Background

Year 9 and Year 10 Objectives:

Interacting – exchanging information, ideas and opinions, and socialising, planning and negotiating

Accessing and responding – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts

Composing – creating spoken, written, bilingual, digital and/or multimodal texts

Systems of language – understanding the language system including sound, writing, grammar, text structure; and how language changes over time and place

The role of language and culture – understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity

Outcomes	
LFR5-1C	manipulates French in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
LFR5-2C	identifies and interprets information in a range of texts
LFR5-3C	evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
LFR5-4C	experiments with linguistic patterns and structures to compose texts in French, using a range of formats for a variety of contexts, purposes and audiences
LFR5-5U	demonstrates how French pronunciation and intonation are used to convey meaning
LFR5-6U	analyses the function of complex French grammatical structures to extend meaning
LFR5-7U	analyses linguistic, structural and cultural features in a range of texts

## Assessment Schedule

	Task 1	Task 2	Task 3
Task Name	Literature	Debate	Yearly Examination
Task type	Class Test	Presentation	Formal exam
Due	Term 2 Week 2	Term 3 Week 9	Examination period
Method of submission	In class	Hand in	Formal Examination
Focus Outcomes	LFR4-4C LFR4-6U LFR4-7U	LFR4-1C LFR4-5U	LFR4-2C LFR4-3C
Weighting	40%	30%	30%

*Assessment schedule updated 3/5/2022*

# French Continuers

Year 10: Students learn about sports and health, personal relationships, relating past events using perfect and imperfect tenses and expressing future hopes with the simple future tense. Using a range of regular and irregular verbs with varied sentence structures, learners compose informative and imaginative texts for different purposes and audiences.

## Outcomes

LFR5-1C manipulates French in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

LFR5-2C identifies and interprets information in a range of texts

LFR5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

LFR5-4C experiments with linguistic patterns and structures to compose texts in French, using a range of formats for a variety of contexts, purposes and audiences

LFR5-5U demonstrates how French pronunciation and intonation are used to convey meaning

LFR5-6U analyses the function of complex French grammatical structures to extend meaning

LFR5-7U analyses linguistic, structural and cultural features in a range of texts

LFR5-8U explains and reflects on the inter-relationship between language, culture and identity

## Assessment Schedule

	Task 1	Task 2	Task 3
Task Name	Listening, Reading & Writing	Film Competition	Listening, Reading & Writing Yearly Examination
Task type	Part A: Extended response Part B: class test	Digital presentation	Test
Due	Term 2 Week 3	Term 3 Week 8	Term 4 Formal Exam Period
Method of Submission	Hand-in and in class	Hand in	Formal Examination
Focus Outcomes	LFR5-3C LFR5-4C	LFR5-1C LFR5-5U	LFR5-4C LFR5-6U LFR5-7U
Weighting	40%	30%	30%

# Child Studies

Year 10: Child Studies will assist students to understand the significant impact of the child's environment and the role that the child and others can take in the active construction of this environment. They will have the opportunity to reflect and think critically on the value of the cultural context and influence of ancestral and traditional practices. They will learn to identify, create and evaluate solutions to enhance child wellbeing.

## 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 appropriate parenting practices for optimal growth and development
- CS5.7 discusses the importance of positive relationships on 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, understanding and tolerant 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 appropriate evaluation techniques when creating, discussing and assessing information related to child growth and development

## Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
<b>Task Name</b>	Culture Exam	Celebrating NAIDOC Week	Tasty Advice	Learn Like Me
<b>Task type</b>	Written Examination	Learning Experience and written evaluation	Magazine Design	Media Presentation
<b>Due</b>	Term 1 Week 10	Term 2 Week 4	Term 3 Week 5	Term 4 Week 2
<b>Method of Submission</b>	Formal Examination	Hand in	Hand in	In Class
<b>Focus Outcomes</b>	CS5.7 & CS5.9	CS5.4 & CS5.5	CS5.2, CS5.8, CS5.11	CS5.1, CS5.4, CS5.9
<b>Weighting</b>	25%	25%	25%	25%

# PASS

Year 10: Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

## 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
- PASS5-5 - 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.

## Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
<b>Task Name</b>	Technology in sport	Practical Skills and self-reflection	Coaching plan and practical application	Yearly Examination
<b>Task type</b>	Extended response - evaluative	A - Practical work B- Journal	Practical work and extended response	Exam
<b>Timing</b>	Term 1 Week 9	Term 2 Week 3	Term 3 Week 5	Exam Period
<b>Method of submission</b>	Hand in	Part A - In class Part B - hand in	Part A - In class Part B - hand in	Formal Examination
<b>Outcomes</b>	PASS 5-6, PASS 5-7, PASS 5-10	PASS 5-7, PASS 5-9, PASS 5-10	PASS 5-5, PASS 5-6, PASS 5-7, PASS 5-8 PASS 5-9,	All
<b>Weighting</b>	25 %	25 %	25 %	25 %



# Personal Development, Health and Physical Education

Year 10: Personal Development, Health and Physical Education (PDHPE) develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively

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

## Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
<b>Task Name</b>	Volleyball skills test and peer evaluation	TED Talk	Movement skills assessment and self-reflection	Yearly Exam
<b>Task type</b>	Practical work and report	Digital Presentation	Practical work and log book	Exam
<b>Due</b>	Term 1, Week 11 Class H,I,X Term 3, Week 10 Class S,P,N	Term 1 Week 11	Term 1, Week 11 Class S,P,N Term 3, Week 10 Class H, I, X	Exam Period
<b>Method of submission</b>	In class	Part A - In class Part B - hand in	In class	Formal Examination
<b>Focus Outcomes</b>	PD5-4 PD5-5	PD5-2 PD5-7	PD5-5 PD5-11	PD5-1 PD5-3-4 PD5-6 PD5-10
<b>Weighting</b>	25%	25%	25%	25%

# Science

Year 10: By engaging in scientific inquiry, students develop their understanding of science ideas and concepts, how scientific knowledge is refined over time and the significance of scientific evidence in evaluating claims, explanations and predictions. Students apply models, theories and laws to explain phenomena and situations involving energy, force and motion. They explain the concept of energy conservation, by describing energy transfers and transformations within systems. Students describe changing ideas about the structure of the Earth, origins of the universe and the diversity of life on the Earth to illustrate how models, theories and laws are refined over time by the scientific community as new evidence becomes available. Students explain how scientific understanding has contributed to knowledge about global patterns of geological activity and interactions between global systems. They also explain the organisation of the periodic table, chemical reactions and natural radioactivity in terms of atoms and describe how different factors influence the rate of chemical reactions.

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
SC5-14LW	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

## Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Name</b>	Student Investigation Project	Evolution Writing Task	Driver safety- Investigating Forces	Yearly Examination	
<b>Task type</b>	Practical report	Extended Response	Report	Exam	
<b>Due</b>	Term 1 Week 8	Term 2 Week 4	Term 3 Week 7	Term 4 Exam period	
<b>Method of Submission</b>	Hand in	In class	Hand in	Formal Examination	
<b>Focus Outcomes</b>	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-9WS	SC5-7WS, SC5-9WS, SC5-15LW	SC5-1VA, SC5-6WS, SC5-7WS, SC5-10PW	SC5-8WS, SC5-9WS, SC5-11PW, SC5-14LW, SC5-17CW	
<b>Component</b>					
Knowledge & Understanding		10	10	25	45
Planning and Conducting Investigations	10			5	15
Critical Thinking and Problem Solving			15	5	20
Communicating	10	10			20
<b>Weighting</b>	20%	20%	25%	35%	100%

Assessment Schedule updated 28/2/2022

# Marine Studies

Year 10: Marine Studies provides an opportunity for the future custodians of the marine environment to study it and to appreciate its value. It gives them the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems. It provides an opportunity to instil in students an acceptable ethical code towards use of the marine environment, increasingly demanded by the community and their governments. While this course is focused on oceans, it provides scope for the study of the full range of waterways.

Marine Studies provides an educational context, linked to the needs of a population based very much on its coast and waterways and which fosters links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning, honing students' acquired skills to solve real life problems.

Outcomes	
MAR5-2	identifies, describes and evaluates the social and economic importance of marine ecosystems
MAR5-7	identifies, describes and evaluates the ethical, social and sustainability issues related to 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
MAR5-14	recalls aspects of the marine environment using relevant conventions, terminology and symbols

## Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
Task Name	Boat Building Portfolio and Construction	Fish Lure Portfolio and Construction	Shipwreck Presentation	
Task type	Practical work + portfolio	Practical and Written Report	Hand in	
Due	Term 1 Week 10	Term 2 Week 8	Term 4 Week 4	
Method of Submission	Hand in	Hand in	Hand in	
Focus Outcomes	MAR5-7, MAR5-9, MAR5-10	MAR5-7, MAR5-9, MAR5-11	MAR5-2, MAR5-14	
Syllabus Component				
Weighting	30	40	30	100%

Assessment Schedule updated 28/2/2022

# TAS

## Industrial Technology Engineering

Year 10: Industrial Technology - Engineering aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to devise solutions to practical problems. This is done both individually and in group scenarios.

### 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

### Assessment Schedule

	Task 1	Task 2	Task 3
Task Name	Control Systems	Alternative energy	Yearly Examination
Task type	Part A: Project Part B: Report	Part A: Project Part B: Report	Formal Examination
Due	Term 1 Week 10	Term 3 Week 9	Exam Period
Method of Submission	Hand in	Hand in	Formal Examination
Focus Outcomes	IND5-2 IND5-3, IND5-4, IND5-5	IND5-2 IND5-6, IND5-7	IND5-7, IND5-9, IND5-10
Weighting	30%	40%	30%

# Food Technology

Year 10: The study of Food Technology provides students with a broad knowledge and understanding of food properties, preparation, nutritional considerations and consumption patterns. Students will develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment. They will further their understanding of nutrition principles enabling them to make informed food decisions. Students will explore a range of special occasions and examine the elements of small and large scale catering.

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

## Assessment Schedule

	Task 1	Task 2	Task 3
<b>Task Name</b>	Food for specific needs	Children's Birthday Cake	Yearly Examination
<b>Task type</b>	Part A: Practical Part B: Group presentation	Part A Practical Part B Portfolio	Examination
<b>Due</b>	Term 1 Week 9 & 10	Term 3 Week 4	Exam Period
<b>Method of Submission</b>	In class	In Class / Hand in	Formal Examination
<b>Outcomes</b>	FT5-7, FT5-8, FT5-9, FT5-10	FT5-1, FT5-2, FT5-6, FT5-11	FT5-3, FT5-4, FT5-12, FT5-13
<b>Weighting</b>	30%	40%	30%

Year 10 Food Tech Assessment Schedule updated 16/2/2022

# Graphics Technology

Year 10 students complete a range of graphical tasks using freehand, mechanical methods and CAD including SketchUp Pro and Adobe Illustrator. They extend their skills by completing a personally designed Architectural set of drawings. Presentation of scale models and student designed or modified objects is achieved through the use of 3D printing and laser tooling technologies.

Outcomes	
GT5-1	communicates ideas graphically using freehand sketching and accurate drafting techniques
GT5-2	analyses the context of information and intended audience to select and develop appropriate presentations
GT5-3	designs and produces a range of graphical presentations
GT5-4	evaluates the effectiveness of different modes of graphical communications for a variety of purposes
GT5-5	identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications
GT5-6	manages the development of graphical presentations to meet project briefs and specifications
GT5-7	manipulates and produces images using digital drafting and presentation technologies
GT5-8	designs, produces and evaluates multimedia presentations
GT5-9	identifies, assesses and manages relevant WHS factors to minimise risks in the work environment
GT5-10	demonstrates responsible and safe work practices for self and others
GT5-11	demonstrates the application of graphics to a range of industrial, commercial and personal settings
GT5-12	evaluates the impact of graphics on society, industry and the environment

## Assessment Schedule

	Task 1	Task 2	Task 3
<b>Task Name</b>	Option Module 3: Cabinet and Furniture Drawing	Option Module 6: Engineering Drawing	Option Module 1: Architectural Drawing
<b>Task type</b>	Part A: Portfolio Part B: Practical	Written Report	Part A: Digital presentation Part B: Practical Project
<b>Due</b>	Term 2 Week 2	Term 3 Week 2	Term 4 Week 2
<b>Method of Submission</b>	Hand in	Hand in	Part A: In class Part B: hand in
<b>Focused Outcomes</b>	GT5-1, GT5-2, GT5-5, GT5-6	GT5-1, GT5-3, GT5-4, GT5-5	GT5-7, GT5-8, GT5-12
<b>Weighting</b>	30%	30%	40%

# Industrial Technology-Multimedia

Year 10 students complete a range of practical tasks building on the skills and knowledge developed in Year 9. The Multimedia focus area provides opportunities for students to develop knowledge, understanding and skills in the use of tools, materials and techniques related to the multimedia industry. Students have further opportunities to explore specialist digital technologies such as game design and app creation. Emphasis is on the practical application of skills that reflect the nature of the focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to multimedia and associated industries. Students are encouraged to apply their research and design skills in tailoring project designs to their own preferences when designing interactive digital products.

## Outcomes

A Student:

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

## Assessment Schedule

	Task 1	Task 2	Task 3
Task Name	App Design	Game Design	Yearly Examination
Task type	Project and Portfolio	Project and Portfolio	Examination
Due	Term 2 Week 2	Term 3 Week 9	Exam Period
Method of Submission	Hand in	Hand in	Formal Examination
Focus Outcomes	IND5-2 IND5-4	IND5-3 IND5-9	IND5-5
Weighting	30%	40%	30%

# Textiles Technology

Year 10: The study of Textiles Technology provides students with a broad knowledge and understanding of fibres, yarns and fabrics. Students will develop practical skills in Textile manufacture across 5 focus area: Apparel, Non-Apparel, Costume, Furnishing and Textiles Art enabling the students to select and use appropriate construction techniques and use a variety of tools and equipment. They will learn about influences on the Australian Clothing, Textiles, Footwear and Allied Industries as well as examining historical influences on current trends. Students will be able to put into practice prior knowledge of elements and principles of design as they creatively produce quality projects. Students will use this knowledge to develop, produce and evaluate Textiles products along with accompanying portfolios.

## Outcomes

- TEX5-1 Explains the properties and performance of a range of Textile items
- TEX5-2 justifies the selection of textile materials for specific end uses
- TEX5-3 Explains the creative process of design used in the work of Textiles Designers
- TEX5-4 Generates and develops Textiles design ideas
- TEX5-5 investigates and applies methods of colouration and decoration for a range of textile items
- TEX5-6 analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
- TEX5-7 Evaluates the impact of Textiles production and use on the individual, consumer and society.
- TEX5-8 Selects and uses appropriate technology to creativity document, communicate and present design and project work.
- TEX5-9 Critically selects and creatively manipulates a range of Textile materials to produce quality textile items
- TEX5-11 Demonstrates competence in the production of Textile projects to completion
- TEX5-12 Evaluates textiles items to determine quality in their design and construction.

## Assessment Schedule

	Task 1	Task 2	Task 3
Task Name	Toy Story	Costume design	Yearly Examination
Task type	Practical and Writing Task	Practical and Portfolio	Written Examination
Due	Term 2 Week 2	Term 4 Week 2	Exam Period
Method of submission	Hand in	Hand in	Formal Examination
Outcomes	TEX5-2, TEX5-4, TEX5-8, TEX5-9	TEX5-5, TEX5-6, TEX5-9, TEX5-12	TEX5-1, TEX5-3, TEX5-7
Weighting	30%	40%	30%



# Industrial Technology-Timber

Year 10: Students complete a range of practical tasks building on the skills and knowledge developed in Year 9. The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in the use of tools, materials and techniques related to timber. Students have further opportunities to explore specialist timber technologies such as cabinetwork and wood machining. Emphasis is on the practical application of skills that reflect the nature of the focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber and associated industries. Students are encouraged to apply their research and design skills in tailoring project designs to their own preferences, primarily working with timber and associated materials.

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

## Assessment Schedule

	Task 1	Task 2	Task 3
Task Name	Hall Table Timber Project	Jewellery Box Timber Project	Yearly Examination
Task type	Submission of research report and design portfolio	Submission of practical project and portfolio	Examination
Due	Term 2 Week 3	Term 4 Week 2	Examination Period
Method of Submission	Hand in	Hand in	Formal Examination
Focus Outcomes	IND5-1, IND5-3	IND5-2, IND5-5, IND5-8	IND5-1, IND5-4, IND5-10
Weighting	30%	40%	30%

# Year 10 Assessment Summary

Reports and Rosa completed by week 6

Mandatory subjects all assessments must be finalised by week 1

All others subjects all assessments must be finalised week 3

Week	Term 1 2022	Term 2 2022	Term 3 2022	Term 4 2022
1				
2		Textiles - 30 (H) Commerce - 30 (H) Multimedia - 30 (H) French background SP- 40 (C)	Graphic - 30	Elective Geography 35 (H) Timber - 40 (H) Graphic - 40 Textiles - 40 (H)
3		Visual Arts - 50 (h/c) PASS - 25 (H/C) French 40 (H/C) Timber - 30 (H)		<b>Examination Period</b>
4		Child Studies - 25 (H) Music - 40 (H/C) Science - 20 (C) Food Tech - 40 (C/H)	Marine Studies - 30 (H)	Visual Arts - 10 (H)
5		Mathematics 5.2 - 25 (C) Mathematics 5.3 - 25 (C)	PASS - 25 (H/C) Child Studies - 25 (H)	
6		HSIE - 25 (H)	HSIE - 25 (H)	
7			Mathematics 5.2- 25 (O) Mathematics 5.3- 25 (O) Science - 25 (H) Music - 30 (H) Visual Arts - 40 (H)	
8	History - 25 (H) Science - 20 (H)	Marine Studies - 40 (H)	French- 30 (H) English - 25 (H)	
9	English - 25 (C/H) Mathematics 5.2 -20 (C) Mathematics 5.3- 20 (C) Elective Geography - 30 (C) PASS - 25 (H) Food Tech - 30 (H)	English - 25 (H)	French background SP- 30 (C) Engineering - 40 (H) Multimedia - 40 (H)	
10	Child Studies - 25 (E) Engineering - 30 (H) Marine Studies - 30 (H)	Elective Geography - 35 (H) Commerce - 30 (C) Drama - 30 (C) PDHPE - 25 (H/C) Graphic - 30	Drama -30 PDHPE - 25 ©	
11	PDHPE - 25 (H) Drama - 40 (C)			

# End of Year Exam Subjects

English	Mathematics	HSIE	Science	CAPA /Languages	PDHPE	TAS
English - 25	Mathematics 5.2 - 30 Mathematics 5.3 - 30	HSIE - 25 Commerce - 40	Science - 35	Music - 30 French - 30 French background SP- 30	PDHPE - 25 Child Studies - 25 PASS - 25	Engineering - 30 Textiles - 30 Timber - 30 Multimedia - 30 Food Tech - 30