



Auburn Girls
HIGH SCHOOL

*Year 10
2020*

*Assessment
Policy
and
Course
Schedules*

*Handbook
for students*

Auburn Girls High School



Stage 5 Assessment Policy

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Assessment Policy

Record of School Achievement

In order to qualify for a Record of School Achievement and proceed to senior studies in Year 11, students must successfully complete a combination of Stage 5 mandatory and elective courses over two years. There are mandatory hour requirements for English, Mathematics, Science, Geography, History and Personal Development, Health and Physical Education (PD/H/PE). At Auburn Girls High School students also must choose two electives to study over Years 9 and 10.

A cumulative record of all academic achievement

The NSW Record of School Achievement (RoSA) is designed to record all of a secondary school student's academic results up until the HSC.

In all Year 10 subjects, grades will be awarded based on students' achievements across a range of assessment tasks linked to performance descriptors that best describe each student's achievement of the course outcomes.

Eligibility of the Record of School Achievement

To qualify for the RoSA a student must have:

- **completed** a pattern of courses of study that satisfy the NSW Education Standards Authority's (NESA's) curriculum and assessment requirements for the RoSA
- **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the courses by the school; and
- **achieved** some or all of the course outcomes.

Eligibility of the Higher School Certificate and National Minimum Standards

Year 10 students who achieved the minimum standard in reading, writing and numeracy tests are recognised as having met the HSC minimum standard in that area/s and will not need to sit the corresponding online test/s.

Students will have two opportunities a year in Years 10, 11 or 12 to pass any tests needed. They will also be able to resit them for a few years after they leave school.

Students master basic skills at different stages, so they can decide with their teachers when the time is right for them to take each test needed, and they don't have to sit or pass all tests at once. Once a student passes an online test, they don't have to sit it again.

Year 12 students will be able to sit their HSC exams and receive their HSC results regardless of whether they attain the HSC minimum standard. However, without achieving the minimum standard, they will only receive the Record of Achievement but not the Higher School Certificate. Year 10 students should try to pass the minimum standards tests this year so that they will not have to take these tests in Year 11 and 12.

Students who leave school before they get their HSC will also have the option to undertake the Literacy and Numeracy tests. In this case:

- There will be one test for literacy and one test for numeracy with concepts drawn from the Australian Core Skills Framework (ACSF) developed and endorsed by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR).
- The tests, which will be offered online and under teacher supervision, will be reported separately from the RoSA credential.
- The tests will not be available to all students, only those who indicate they wish to leave school.
- Students will be able to take the tests during 'windows' of availability throughout the year (proposed to be May and November each year). They will be able to sit for the test only once during each window, but can sit for them again should they decide to stay at school longer.

Eligibility to enter Preliminary (Yr 11) and HSC (Yr 12) courses

NESA has two requirements for students being allowed to start senior studies after Year 10.

Students must have:

- Met all the requirements of a Stage 5 course of study. This means completing all compulsory courses satisfactorily. Non-completion of a Year 10 course can result in a student having to repeat Year 10.
- Completed the 'All My Own Work' course produced by NESA to explain principles and practices for ethical, honest and fair academic studies. This course will be provided towards the end of Year 10.

Assessment Overview

Purpose of School Assessment

Auburn Girls High School is committed to enhancing and encouraging students' learning outcomes. This Assessment Policy is designed to ensure consistency throughout the school, to ensure no student is disadvantaged and to encourage students to meet their assessment deadlines.

Assessment at Auburn Girls High School encourages progressive development of skills and knowledge while ensuring:

- consistency across subjects and courses
- fairness in marking and reporting
- co-ordination of the assessment program to ease the load on students
- consistent application of assessment rules in line with school and NESA policies

Assessment tasks are designed to measure performance against course outcomes through a range of assessment tasks and in a wider range of objectives than may be tested in an examination. Assessment tasks may include:

- tests which may take a written, practical and oral form
- class essays, research tasks, assignments, portfolios, log books
- practical tasks and major works
- field work, depth studies and projects.

School Responsibilities

The School will provide students with the following:

- **school and faculty assessment booklets** which set out the relevant policies and provide an overview of the assessment program for each course.
- **an assessment timeline** for them to map their Assessment Tasks. As far as possible the school will avoid scheduling assessment tasks on the same day as major events and will make alternative arrangements for students who are representing the school on the day of an in-class task (Students must make arrangements to submit a hand-in task).
- **written notification of assessment** - this notification outlines a more detailed explanation of the specific nature of each assessment task. This notification will be issued at least **TWO WEEKS** in advance of the date due
- **marking guidelines** for tasks to clearly identify performance standards.
- **appeals procedures** that are administered in a consistent, fair and transparent manner.

The School will communicate with parents/carers about any concerns relating to a student's performance and/or overall achievement. If required an N-warning letter will be posted home to parents/carers outlining the areas of unsatisfactory completion of course requirements.

Student Responsibilities

It is the student's responsibility to:

- demonstrate sustained diligence and effort in each subject and participate in all lessons constructively
- complete all assigned work including every assessment task to demonstrate through effort and achievement that they have met the requirements of the course
- attend school and specific subjects regularly so that course completion requirements can be met. As a general rule, an attendance rate of at least 90% would be expected
- ensure that they understand the task and contact the teacher and/or Head Teacher to obtain the task notification if they are absent on the day an assessment task notification is issued
- familiarise themselves with the school's 'Assessment Booklet' including all procedures and course information contained in this handbook
- avoid plagiarism and acknowledge sources in accordance with the assessment task notification and NESA 'All My Own Work' guidelines'. They should not engage in malpractice (see below)
- comply with the behavioural expectations of examinations and in-class assessment tasks
- meet all assessment deadlines or they will be penalised in accordance with this policy
- be present for class tasks and hand in all take home tasks at the beginning of the period for that subject (or at the required time specified on the assessment notification)
- attend all lessons on the due date and the school day before (Tuesday to Friday only) for hand-in and in-class tasks
- engage fully with other lessons on the due date (ie: not do work / study for the assessment in other classes)
- attend all lessons on the school day before formal examination periods
- ensure that any questions about marks, grades or comments awarded for an individual task (or part of a task) are resolved at the time the work is returned by the teacher to the student
- understand and apply the feedback about the assessment task that is received
- maintain the integrity and confidentiality of all assessment tasks

In the case of school representative responsibilities, alternative arrangements will be made for in-class tasks and examinations but these students must make prior arrangements with the teacher for submission of hand-in tasks due on that day. If due to illness or misadventure a student is unable to attend school on the due date or the day before for any assessment task, they must follow the procedure outlined below.

Illness or Misadventure and Procedures for Assessment Tasks

Circumstances may arise that prevent a student from completing an assessment task. These may include personal illness, family tragedy or exceptional circumstances. These circumstances may prevent the student from:

- attending on the day of a task or the day before the due date
- performing to their ability in an examination or in-class task
- completing a hand-in task on time

In these cases, students must follow the Illness or Misadventure Appeal Procedure outlined below

Failure to follow these appeal procedures and successfully appeal will result in a mark of zero being awarded

Failure to subsequently submit or complete the task (ie: not at all) will normally result in an N warning letter being sent.

Procedures to Follow

In-Class Tasks and Examinations (written and practical)

Immediately on their return to school:

- The student must come prepared to complete the missed task on the first day back. The student must report to their class teacher (or Head Teacher) of the subject to find out about the scheduling of the task or, if required, an alternate task
- In order to receive a mark for the task, the student must complete and submit the Illness/Misadventure Appeal Form to the Head Teacher Stage 6. It should be supported by a medical certificate or (if appropriate) other documentation explaining the absence

Hand-In Tasks

- Hand-in tasks should be submitted to the teacher on the due date at the **beginning of the lesson** in the subject concerned (or as specified on the notification of the assessment task)
- Assessment tasks may be handed in prior to the due date. Therefore, if an absence was known about in advance, being absent on the last date for submission may not be a sufficient excuse for late submission. In such situations the Head Teacher Stage 6 will decide whether marks will be allocated based upon the evidence submitted to support the Illness/Misadventure Appeal Form.

On the day:

If a student is unable to attend on the day a hand-in task is due they should:

- make every attempt to have the task delivered to the front office or, where appropriate, submitted via email to auburng-h.school@det.nsw.edu.au, with their name, the subject and their teacher's name included.

Immediately on return to school:

- If the task was not submitted on the due date, the student must report to the relevant teacher on the **first day of their return to school and submit the task**.
- In order to receive a mark for the task, the student must be successful with an Illness/Misadventure Appeal. The appeal form must be submitted to the Head Teacher Stage 6 and supported by a medical certificate or other formal documentation explaining the reason for the absence.

Late submission of hand-in task or late completion of an in-class task

If a student does not submit an assessment task **on time** and does not have a valid reason:

- a zero mark will be recorded for that task
- the student will still be required to submit the task or complete to assess learning outcomes and complete the course satisfactorily
- the student's parents will be advised in writing via a letter of concern

Non-submission of hand-in task or non-completion of in-class task

If a student does not submit or complete an assessment task **at all** (and no alternative arrangement has been negotiated by the Head Teacher Stage 6), the consequences to follow are:

- the student will be interviewed by the subject teacher or Head Teacher
- the student and her parents will be advised in writing via an N- Warning letter
- the student will still be required to submit or complete the task to assess learning outcomes and complete the course satisfactorily.

Technology and assessment tasks

Technology and/or computer equipment failure, loss of data or inability to print at school are not valid grounds for a misadventure appeal relating to the late submission of an assessment task.

To assist students in the use of technology, the following practices should be adopted:

- always complete work before the deadline. This enables appropriate measures to be taken in the event of an equipment failure
- back-up files regularly and print out copies of drafts. Keep them until the assignment is marked and returned. Bring a copy of the file to school by either email or USB (or both)

Extra-Curricular, Co-Curricular Events and Excursions

- If a scheduled assessment task clashes with an excursion, extra or co-curricular activity, it is the **students' responsibility** to make alternate arrangements with their class teacher to submit the task at or before the due date and time.
- If a scheduled assessment task clashes with school representative responsibilities, alternative arrangements will be made for in-class tasks but these students should make prior arrangements with the teacher for submission of hand-in tasks due on that day
- Assessment tasks take precedence over excursions and it cannot be assumed that an in-class assessment task can be rescheduled. This requires negotiation between the student, class teacher, the Head Teacher and, if necessary, the Deputy Principal well before the event.

Approval for Extension of alternate task arrangement

- Students needing to apply for an extension for an assessment task need to bring a note from their parent/carer at least one week prior to the due date, outlining extenuating circumstances, if they know in advance they will not be able to meet a deadline. This will be taken into consideration by the Head Teacher Stage 6 in consultation with the faculty HeadTeacher.
- If approved, details for an alternate assessment arrangement to cover extended absence (eg: scheduled surgery, family funeral) will be negotiated with the faculty Head Teacher prior to the assessment task.
- It is the student's responsibility to arrange for this approval and, as far as possible, to submit hand-in tasks early if they know that they will be absent on the due date. No in-class assessment or examination can be moved forward to accommodate the student.

Unapproved leave or extended absences (i.e. not illness, misadventure or approved extension)

- In Year 11 and Year 12 no approved leave will be granted for holidays or any other discretionary purpose. Applications for extended leave due to extreme circumstances (eg: extended serious illness or misadventure) should be discussed with the Deputy Principal.
- Students who miss or do not submit assessment tasks due to unapproved leave or extended absences automatically receive:
 - an N warning for each task missed
 - a zero result for each task missed
- Students have an opportunity to redeem the N warning if they attempt the task at the first opportunity after her return to school.
- Unless a successful Illness / Misadventure Appeal has occurred, the zero result will stand.

Non-serious attempts

Students must make a **genuine attempt to complete course requirements**. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements. Because a non-serious attempt does not meet course requirements, an N warning letter will be sent and remains in force until the student makes a serious attempt at the task.

Malpractice

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

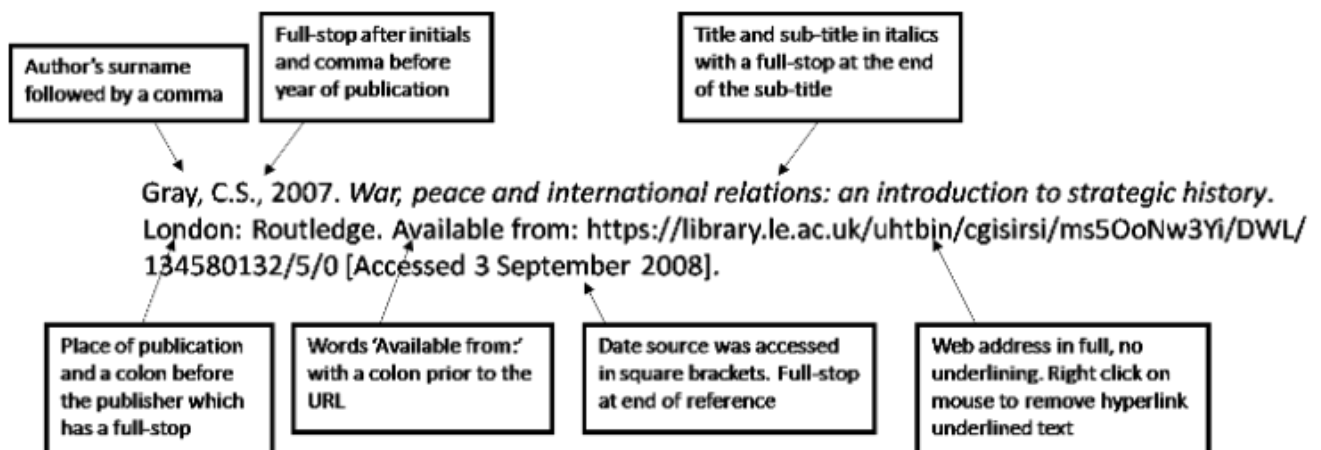
- Plagiarism - copying someone else's work in part or in whole, and presenting it as your own or using material directly from books, journals, CDs or the internet without reference to the source
- Buying, stealing or borrowing another person's work and presenting it as your own
- Submitting work to which another person such as a parent, coach, subject expert or another student (current or former) has contributed substantially
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement and permission being granted by the teacher
- Cheating of any sort, including practices identified in the 'All My Own Work' course
- Paying someone to write or prepare material
- Using electronic devices (eg: mobile phones, programmable watches) and non-approved aides during an assessment task unless specifically required

- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice
- Breaching school examination rules (including possession of electronic devices)
- Persistent misconduct during an in-class assessment that disadvantages other students attempting the assessment

The standard penalty for confirmed instances of malpractice is a mark of zero for the task or relevant component of the task. In some circumstances additional school-based sanctions may be applied. In addition, for Year 12 candidates, NESA requires that instances of malpractice are officially reported.

Strategies to ensure the authenticity of student responses to tasks

Auburn Girls High School implements guidelines for students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their studies. This includes correctly referencing material by using The Harvard Method.



Appeals Surrounding the Assessment Procedure

Grounds for an appeal

An appeal concerning assessment procedures may only be based on the assessment process and not on individual student related issues such as illness or misadventure.

While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgment of a teacher is not grounds for an appeal.

Appeals Process

When a student feels that a decision applied to her work is not consistent with the School's assessment policy and procedures she may appeal. The **first appeal MUST be to the Head Teacher**. Where a student feels that the appeal to the Head Teacher has not been heard appropriately, she may appeal to the Principal / Deputy Principal to determine if:

- the weightings specified by the school in its assessment program were followed and conform with NESA's requirements as detailed in the syllabus;
- the procedures used to determine the final assessment marks conform with the issued assessment program; and,
- there are no computational or other clerical errors in the determination of the assessment mark.

N-Warning Process

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:

- followed the course developed or endorsed by the NSW Education Standards Authority
- applied herself with diligence and sustained effort to the set tasks and experiences provided the course by the school and
- achieved some or all of the course outcomes.

If a student is at risk of not meeting the assessment requirements in a course, a written warning letter will be given to the student and their parents notifying of the potential for an 'N determination' in the course.

The letter will:

- advise the student of the issue giving adequate time for the problem to be corrected;
- specifying details of action including a timeframe required by the student;
- alert the student to the possible consequences of an 'N' determination, and
- request from the student and her parent a written acknowledgement of the warning;

If the student does not comply with this 1st N-warning letter by the due date, a 2nd N-warning letter will be issued two weeks after the 1st N-warning. On the second warning letter, the student **and her parents may be required to attend an interview with the Head Teacher (this may involve phone contact)**. If the student does not comply with the 2nd N-warning an N determination in a course may follow and the individual course may not appear on the students' *Record of Achievement*. The loss of a course may place the award of the RoSA in jeopardy because course requirements have not been met.

Disability Provisions

Disability provisions may be provided if a student has a special need which would, in a normal examination situation, prevent her from:

- reading and interpreting the examination questions and/or
- communicating her responses.

Auburn Girls High School will support students seeking disability provisions from NESA. Regardless of the nature of the special need, the provisions granted by NESA will be solely determined by the implications of that need on the student's functioning in an examination situation. (*ACE Manual 13.2*)

Principals have the authority to decide on and to implement special provisions for all school-based assessments. (*ACE Manual 13.1*) Where it is appropriate and suitable these provisions will also be offered to students seeking disability provisions from NESA to complete their internal assessment component.

In addition, if a student experiences a temporary disability (e.g. physical injury) which affects her examination performance, the Principal may elect to grant Disability Provisions for an individual task. These provisions will be issued within the framework of the NESA general guidelines.

Auburn Girls High School will endeavour to provide access to Disability Provisions to ensure a fair process for all students. The implementation of Disability Provisions is however restricted by the resources available and remains the decision of the school.

Student Responsibilities

Students must consult with the Head Teacher Learning and Support or Head Teacher Stage 6 to commence an application for disability provisions. Students who have been awarded disability provisions are to check with their class teacher prior to the due date about the arrangements for these provisions for the upcoming task.

Special Education

At Auburn Girls High School, students may be sitting subjects on a full or partial Life Skills program. Students requiring Life Skills programs are assessed by external organisations in consultation with parents and Auburn Girls High School. Please see the Deputy Principal if you would like to discuss a Life Skills course in greater detail.

Accelerated Students

In exceptional circumstances, students may accelerate into Preliminary and/or HSC Board Developed Courses in advance of their usual cohort or in less than the NESA's stated indicative times. Decisions about the acceleration of students will be made by the Principal in accordance with the principles contained in the NESA's Guidelines for Accelerated Progression (released 2000).

Accelerated students should complete all assessment tasks that are undertaken by students completing requirements in the normal time frame. However, there may need to be flexibility in the order and timing of assessment tasks.

Assessment tasks for accelerated students, where possible, have to be either delivered at the same time or in a manner that prevents students being able to communicate the task to each other or put one group at a significant advantage over another.

Students who have been accelerated into Preliminary or HSC courses will be granted a study day before Year 11/12 exams (except after a weekend).

Requesting Leave

Students must apply to the School for approved leave. Taking leave without the School's knowledge and formal approval may be putting the student's NESA outcomes at risk because they may not be able to satisfy course requirements.

Periods of leave **for holidays** will not be granted. If there are extenuating circumstances, leave can be applied for in writing to the Principal using the DoE 'Exemption from Attendance' form available from the Student Services office. Completed forms with a copy of airline tickets or other documentation must be discussed with the Deputy Principal. **This must be done well before departure/travel.**

Misadventure Appeal

Student Name: _____ Year: _____

Course: _____ Class Teacher Name: _____

Assessment Task Name: _____

Due Date: _____ Due Time (if not beginning of lesson): _____

Has this task now been submitted / completed? (Tick) Yes ☐ Date _____ No ☐

Reason/s for Appeal (Please tick):

APPLY WELL BEFORE TASK

- ☐ Request for extension (DP or parent signature)
- ☐ Approved leave (DP signature)
- ☐ School commitment (Co-ord. or HT signature)
- ☐ Request for Disability Provision/s

APPLY PROMPTLY AFTER TASK

- ☐ Absent on due day of task
- ☐ Absent on day before due date
- ☐ Misadventure during task
- ☐ Personal reason (DP or parent sign)

Explanation (why I need to appeal):

- ☐ Sick or Other (give details) _____

Supporting evidence submitted with this form. A medical certificate is required if your reason is "sick".

Relevant person who supports the appeal: Signature/s required for other purposes. (see below)

Student signature _____ (for all appeals) Date: _____

Parent signature _____ (eg: misadventure outside school) Date: _____

Teacher signature _____ (eg: misadventure during task) Date: _____

HT or co-ord. signature _____ (eg: school commitment) Date: _____

Deputy Principal signature _____ (eg: approved leave or welfare) Date: _____

(Fill in all relevant sections. Failure to provide necessary details will delay processing.)

Submit to Head Teacher Secondary Studies as soon as possible.)

Decision by Head Teacher Secondary Studies (all being correct):

Head Teacher Secondary Studies signature _____ Date: _____

- ☐ **HT Secondary Studies:** copy to file, notification to teacher, summary to Head Teacher, record on Sentral.
- ☐ **Head Teacher:** forward summary to teacher for action and student notification.
- ☐ **Head Teacher or teacher:** Request a review if any relevant details are missing or not correct.

Appendix B

Examination Protocol/Rules***Prior to Examination Period***

1. Students are to ensure that they have returned all appropriate paperwork) to the Head Teacher Secondary Studies.
2. Students must ensure that they have read and understood all the procedures and rules about examination protocols.

During the Exam

1. Students must ATTEND EVERY EXAM that they are listed in as a candidate.
2. Cheating in any way will be dealt with seriously and may result in zero for that exam. For example, talking, looking around and using or having an electronic device may be interpreted as cheating.
3. Students can only use the provided examination booklets. No other any paper is too brought into the examination room unless instructed to on the Examination Notification for that subject area.
4. Severe illness or misadventure is the only reason for non-attendance. A medical certificate must be provided in the case of illness. Misadventure requires appropriate DOCUMENTARY EVIDENCE and is to be given with a 'blue form' to Head Teacher Secondary Studies upon return. Students and/or parents must notify the Deputy Principal or Exam Coordinator (Head Teacher Secondary Studies) if they cannot attend an exam as soon as possible.
5. Exams are official school activities. Students must wear full school uniform to every exam, abide by all school rules and follow all instructions given.
6. Students are to arrive 15 minutes early for each exam and organise themselves in the assembly area. Ensure all necessary equipment is ready for smooth entry. Expect all exams to start on time.
7. Any bags brought will be left in the assigned area (on stage). NO student will be permitted to return to their bag until the end of the examination. ANY ELECTRONIC DEVICE should be turned off and left in their bag or at home - interruptions and disturbance in the examination room will not be tolerated. Students are to ensure that they have their own tissues.
8. Students may not bring any food into the examination room including chewing gum. Students may bring a bottle of clear water only (no other varieties are permitted).
9. Students are to ensure that they have all the equipment needed for the examination. All equipment should be in a clear zip lock bag. There is no BORROWING of equipment under any circumstances
10. Once inside the examination room, students are to sit at their assigned desk. They are NOT to speak or communicate in any way to any other student. Any disturbance affecting other students will not be tolerated (speaking, exchanging equipment, inappropriate handling of exam booklets and gestures). Disturbances may be interpreted as cheating. No discussion will take place in the examination centre. Students who are involved will be seriously dealt with after the exam.
11. Any questions are to be directed to the SUPERVISORS ONLY in an appropriate way. Students with a toilet pass and needing to use the toilet will be escorted to the OASIS toilet with the appropriate request. Students needing to go the toilet will be signed into a book. Students are reminded to attend to their needs prior to the examination.
12. Students will leave the examination room quietly and under the direction of supervising teachers. Examination rules still apply until they exit the room.
13. Graffiti of any examination desks or examination booklets will have serious consequences.

Appendix C

**Auburn Girls High School**

Hunter Street
Auburn NSW 2144

Ph: 02 9649 6949

Fax: 02 9749 1035

Email: auburng-h.school@det.nsw.edu.au

Parent Name
Address

Date

AWARD OF 'N' DETERMINATION - Year 10 RoSA COURSE: [Student Name]

Dear Mr & Mrs _____,

I write to inform you that [student name] of Roll Class 10 [roll call] has not met the Course Completion Criteria for the Year 10 RoSA in [subject] and will receive an 'N' award, which means that [student] will not receive a grade in [subject] on her Record of Achievement. If this is a mandatory course, she will not receive a Year 10 RoSA.

The Board of Studies Teaching and Educational Standards requires two official warnings to be issued before a final 'N' determination is awarded for a Course. This gives students the opportunity to redeem themselves.

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:-

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

In particular [student] has failed to complete or improve the following:-

- Not Applying Themselves with Diligence
- Not Achieving Course Outcomes

[Description of task that has not been met]

Yours sincerely,

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by

Please sign and return this form to school
Student:

Requirements for the satisfactory completion of a Year 10 RoSA Course.

I have received the warning letter dated _____ indicating that [student] will be receiving an 'N' award in [subject]. I am aware that a grade for this Course will not appear on [student's] Record of Achievement. I am also aware that the 'N' award makes [student] ineligible to receive a Year 10 RoSA if this course is a mandatory course.

Parent/Guardian's Signature _____

Date _____

Student's Signature _____

Assessment Schedules

Mandatory Courses

English

COURSE DESCRIPTION

Students begin the course with media studies and a focus on persuasive language and the use of celebrities through print advertisement and feature articles. Next, a Shakespearean tragedy will be studied and this year it will be 'Macbeth'. This is followed by a close study of assorted poems with the theme of 'My World'. In Term 3 a critical analysis of a novel will take place, the focus being prejudice and identity. Once this topic is completed students will complete the course 'Stepping Up' which focuses on the skills required for the Senior English course.

OUTCOMES

A student:

EN5-1 responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN5-2 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

EN5-3 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

EN5-4 effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

EN5-5 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

EN5-6 investigates the relationships between and among texts

EN5-7 understands and evaluates the diverse ways texts can represent personal and public worlds

EN5-8 questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

EN5-9 purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1 28/2 (T1 W5)	TASK 2 14/5 (T2 W3)	TASK 3 31/7 (T3 W2)	TASK 4 26-30/10 (T4W3)
<i>Type of Task</i>		Reading & Writing	Speaking & Representing	Poetry Listening Task	Yearly Examination
Writing, Speaking, Representing	20		20		
Reading, Listening, Viewing	20	5		15	
Analysing language	15	10			5
Communicating and context	15	5		5	5
Expressing views	15	5	5		5
Interpretive, imaginative and critical thinking	15	5	5		5
TOTAL	100	30	30	20	20
Outcomes		EN 1A, 4B, 6C	EN 1A, 3B, 5C, 8D	EN 2A, 9E	EN 1A, 3B

Mathematics 5.1 & 5.2

COURSE DESCRIPTION

By the end of Stage 5.2, 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.

Students apply their knowledge of percentages, fractions and decimals to problems involving conversion of rates, direct proportion, and financial contexts related to compound interest and depreciation.

Students apply the index laws with integer indices to simplify expressions. They operate with algebraic fractions, expand binomial products and factorise monic quadratic trinomial expressions. They solve linear equations and use them to solve word problems. They solve linear inequalities and linear simultaneous equations. Students solve simple quadratic equations and solve monic quadratic equations by factorisation. On the Cartesian plane they draw and interpret graphs of straight lines, and simple parabolas, circles and exponential graphs. Students determine the equations of straight lines and use the properties of parallel and perpendicular lines on the Cartesian plane.

Students extend their skills in measurement to solve problems involving the surface areas and volumes of right prisms, cylinders and related composite solids. They use trigonometric ratios to solve problems in which angles may be measured to the nearest second, and problems involving bearings and angles of elevation and depression. In geometry, they use deductive reasoning in numerical and non-numerical problems, drawing on their knowledge of the properties of congruent triangles, the angle properties of polygons, and the properties of quadrilaterals.

Statistical skills are extended to include the construction of box-and-whisker plots and the calculation of interquartile range to analyse and compare data sets in appropriate data displays. Students investigate bivariate data sets and use scatter plots to describe relationships between variables. They evaluate the sources of data in statistical reports. In their study of probability, students record and determine probabilities of events in multi-step chance experiments and examine conditional language. (Mathematics K-10 syllabus p. 33)

Assessment Component	Syllabus Weight	TASK 1 Wed. 18/3	TASK 2 18–22/5 (T2 W4)	TASK 3 Wed. 2/9	TASK 4 26-30/10 (T4 W3)
Type of Task		Research / ICT Presentation Algebra & Indices	Half-Yearly Task Algebra & Indices, Probability (5.1), Surface Area & Vol.	Practical / Theory Linear Relationships Trigonometry, Financial Maths	Yearly Examination All topics
Knowledge & Understanding	40	10	10	10	10
Investigating & Researching	20	10		10	
Reasoning & Communicating	20	5	5	5	5
Problem Solving	20		10		10
Weighting	100	25	25	25	25
Outcomes		5.2-1WM, 5.2-3WM, 5.2-6NA, 5.1-1WM, 5.1-3WM, 5.1-6NA	5.1-1WM, 5.1-3WM, 5.1-13SP, 5.2-17SP, 5.2-1 WM, 5.2-2WM, 5.2-11MG, 5.2-12MG	5.1-1WM, 5.1-3WM, 5.1-10MG, 5.2-1WM, 5.2-2WM, 5.2-13MG, 5.2-4NA, 5.2-9NA, 5.2-10NA	All stage 5.1- 5.2 outcomes

The full wording of relevant outcomes will be attached to each assessment task. Stage 5 Mathematics courses have too many outcomes to fit in this booklet.

Mathematics 5.3

COURSE DESCRIPTION

By the end of Stage 5.3, 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.

Students operate with irrational numbers and extend their knowledge of the number system to include all real numbers. They analyse and describe physical phenomena and rates of change. Algebraic skills are extended to expanding special binomial products and factorising non-monic quadratic expressions, using a variety of techniques. Students solve complex linear equations, non-monic quadratic equations, simple cubic equations, and simultaneous equations involving one linear and one non-linear equation. They solve practical problems using linear, quadratic and simultaneous equations. They change the subject of literal equations. Students generate, describe and graph straight lines, parabolas, cubics, hyperbolas and circles. They use formulas to calculate midpoint, gradient and distance on the Cartesian plane, and to determine the equations of straight lines.

Students solve problems involving the surface areas and volumes of pyramids, cones and spheres, and related composite solids. They explore similarity relationships for area and volume. They determine exact trigonometric ratios for 30° , 45° and 60° , extend trigonometric ratios to obtuse angles, and sketch sine and cosine curves for angular values from 0° to 360° . Students apply the sine and cosine rules for finding unknown angles and/or sides in non-right-angled triangles. They use Pythagoras' theorem and trigonometry to solve problems in three dimensions.

Their knowledge of a wide range of geometrical facts and relationships is used to prove general properties in geometry, extending the concepts of similarity and congruence to more generalised applications. Students prove known properties of triangles, quadrilaterals and circles.

Students use standard deviation to analyse data, and interpolate and extrapolate from bivariate data using lines of best fit. They investigate statistical reports and explore how data is used to inform decision-making processes.

Assessment Component	Syllabus Weight	TASK 1 Wed. 18/3	TASK 2 18–22/5 (T2 W4)	TASK 3 Wed. 2/9	TASK 4 26-30/10 (T4 W3)
Type of Task		Research / ICT Presentation Equations and Surface area and Volume	Half-Yearly Task Equations. Surface Area and Volume, Surds and Indices, Trigonometry	Practical / Theory Trigonometry, Equations (Part 2) & Non-linear relationships	Yearly Examination All topics
Knowledge & Understanding	40	10	10	10	10
Investigating & Researching	20	10		10	
Reasoning & Communicating	20	5	5	5	5
Problem Solving	20		10		10
TOTAL	100	25	25	25	25
Outcomes		MA5.3-7NA, 13MG, 14MG, 1WM, 2WM, MA5.2-1WM, 2WM, 11MG, 12MG	MA5.3-13MG, 14MG, 1WM, 3WM, 6&7NA, MA5.2-1WM, 2WM, 11MG, 12MG	MA5.3-1WM, 3WM, 9NA, 13MG, 15MG, 16MG	All Stage 5 Outcomes

The full wording of relevant outcomes will be attached to each assessment task. Stage 5 Mathematics courses have too many outcomes to fit in this booklet.

Science

COURSE DESCRIPTION

During the course of this year, students in year 10 will be studying the Physical World, the Chemical World, the Living World and Earth and Space. This will be achieved through the topics: *Motion*, *The Chemical World 2*, *Student Research Project*, *Genetic Evolution* and *The Universe*. Students will also learn to utilise scientific inquiry through a focus on processing and analysing data and information from first-hand investigations and secondary sources to identify trends and relationships and develop evidence-based conclusions.

OUTCOMES

A student:

Working scientifically

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

Knowledge and understanding

SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion

SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems

SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community

SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues

SC5-14LW analyses interactions between components and processes within biological systems

SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society

SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available

SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

Assessment Component	Syllabus Weight	TASK 1 12/3 (T1 W7)	TASK 2 (T2 W4)	TASK 3 Mon 7/9 (T3 W8)	TASK 4 26-30/10 (T4 W3)
Type of Task		Practical	Half Yearly examination	Depth Study	Yearly examination
Knowledge & understanding	50	5	10		10
Use knowledge & understanding to explain concepts		5	10		10
Plan and conduct investigations	50	5	5	10	5
Communicate scientific information		5	5	10	5
TOTAL	100	20	30	20	30
Outcomes		CW3a-g, CW4 a-e, WS4a,b, WS5.1a,b,d, WS5.3a,b,d, S7.2a-g; WS8 a-g	CW3 a-g, CW4 a-e, PW2a-d, WS4b, WS5.1a; 2b-d; 3 a,b,d WS7.2a-g; 8 a-g WS9 a-e	WS4 a,b, WS5.1 a-d, WS5.2a-e; 5.3 a-d, WS6 a-f, WS7.1 a-f, WS7.2a-g; 8,a-g; 9a-d	Most



Geography - Mandatory

COURSE DESCRIPTION

In Semester One students look at the concept of *Human Wellbeing*. They study the indicators of wellbeing and examine the reasons for different standards of wellbeing across the world. Students consider strategies that can lead to improved wellbeing.

In Semester Two students study the topic of Environment Issues and Management. They look at the problems that affect different environments in a modern world. Students evaluate the range of management strategies that will assist in dealing with these issues.

OUTCOMES

A 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

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1* T1 W7 / T3 W4	TASK 2* T2 W5 / T4 W4
<i>Type of Task</i>		Research task Topic 1	Skills test
Geographical knowledge	45	15	10
Geographical concepts, tools and skills	35	5	10
Communication	20	5	5
	100	25	20
Outcomes		GE5-1, GE5-3, GE5-5 to GE5-8	GE5-1 to GE5-8

Mandatory History and Geography are semesterised. Students study one course for the first half of the year and the other course for the second half of the year. The assessment task dates reflect this organisation.

*Task dates to be advised



History - Mandatory

COURSE DESCRIPTION

In this course students continue with the history of Australia in the twentieth century, following on from the end of WWII studied in Year 9. The course is begun with a study of The Holocaust followed by the topic 'Changing Rights and Freedoms' and 'Migration Experiences' (1945 to the present).

OUTCOMES

A student:

HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia

HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia

HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process

HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia

HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

HT5-9 applies a range of relevant historical terms and concepts when communicating 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 Component	Syllabus Weight	TASK 1 17-21/2 (T1 W4) or (T3 W7)	TASK 2 Term 2 Week 4 or 26-30/10 (T4 W3)
Type of Task		Sources & PowerPoint Presentation	End of Course Examination
Communicating	30	20	10
Historical knowledge	35	10	25
Research and historical inquiry skills	35	20	15
Total	100	50	50
Outcomes		5-2, 5-3, 5-6, 5-8, 5-9, 5-10	5-5, 5-6, 5-9, 5-10

Mandatory History and Geography are semesterised. Students study one course for the first half of the year and the other course for the second half of the year. The assessment task dates reflect this organisation.



Personal Development, Health & Physical Education

COURSE DESCRIPTION

In Personal Development, Health and Physical Education students cover the following units; Road Safety, Safe Relationships, Mental Health and Lifelong Fitness. Students analyse influences on health decision-making, goal setting and develop strategies to promote health and safe behaviours. In practical lessons, students engage in Fitness, Cross Country, Invasion Games, Dance and Sports for Stress units. Students are assessed on both theory and practical outcomes.

OUTCOMES

A student:

- 5.1 analyses how they can support their own and others' sense of self
- 5.2 evaluates their capacity to reflect on and respond positively to challenges
- 5.3 analyses factors that contribute to positive, inclusive and satisfying relationships
- 5.4 adapts, transfers and improvises movement skills and concepts to improve performance
- 5.5 composes, performs and appraises movement in a variety of challenging contexts
- 5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people
- 5.7 analyses influences on health decision making and develops strategies to promote health and safe behaviours
- 5.8 critically analyses health information, products and services to promote health
- 5.9 formulates goals and applies strategies to enhance participation in lifelong physical activity
- 5.10 adopts roles to enhance their own and others' enjoyment of physical activity
- 5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations
- 5.12 adapts and applies decision making processes and justifies their choices in increasingly demanding contexts
- 5.13 adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives
- 5.14 confidently uses movement to satisfy personal needs and interests
- 5.15 devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively
- 5.16 predicts potential problems and develops, justifies and evaluates solutions

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1 5/3 (T1 W6)	TASK 2 Fri 8/5 (T2 W2)	TASK 3 Fri 18/9 (T3 W9)	TASK 4 26-30/10 (T4 W3)
<i>Type of Task</i>		Road Safety Campaign	Ultimate Frisbee	Dance Performance	Yearly Exam
Theory	50	25			25
Practical	50		25	25	
TOTAL	100	25	25	25	25
Outcomes		5.6, 5.7, 5.16	5.4, 5.5, 5.9	5.4, 5.5, 5.13	5.1 - 5.3, 5.6 - 5.12, 5.15, 5.16

Assessment Schedules

Elective courses

Arabic

COURSE DESCRIPTION

In Stage 5 Arabic, students develop their Arabic literacy skills through a range of modules. Through this course students are able to become more accepting of diversity, more respectful of others and have greater awareness of their place in the international community. The study of Arabic enables learners to appreciate the rich Arabic culture, history, calligraphy, art and literature.

OUTCOMES

A student:

Using Language

- 5.UL.1 selects, summarises and analyses information and ideas in spoken texts and responds appropriately
- 5.UL.2 selects, summarises and analyses information and ideas in written texts and responds appropriately
- 5.UL.3 uses Arabic by incorporating diverse structures and features to express own ideas
- 5.UL.4 experiments with linguistic patterns and structures in Arabic to convey information and to express ideas

Making Linguistic Connections

- 5.MLC.1 demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages
- 5.MLC.2 uses linguistic resources to support the study and production of texts in Arabic

Moving Between Cultures

- 5.MBC.1 explores the interdependence of language and culture in a range of texts and contexts
- 5.MBC.2 identifies and explains aspects of the culture of Arabic-speaking communities in texts

Assessment Component	Syllabus Weight	TASK 1 23/3 (T1 W9)	TASK 2 18–22/5 (T2 W4)	TASK 3 26–30/10 (T4 W3)
Type of Task		Speaking Research Project	Half Yearly Examination	Yearly Examination
Speaking Research project	30	10	10	10
Listening and responding	20		10	10
Reading and responding	30		10	20
Writing	20		10	10
TOTAL	100	10	40	50
Outcomes		5UL4, 5MLC1, 5MLC2, 5MBC2	5UL1, 5UL2, 5UL4, 5MLC1, 5MLC2, 5MBC2, 5MBC	5UL1, 5UL2, 5UL4, 5MLC1, 5MLC2, 5MBC2, 5MBC



Commerce

COURSE DESCRIPTION

In Year 10 Commerce students cover a range of topics including Personal Finance, Running a Business, the Law in Action and Towards Independence. The activities covered in these topics provide students with the ability to be an active and involved member of the world of commerce.

OUTCOMES

A student:

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

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1* Term Week	TASK 2* Term Week	TASK 3* Term Week	TASK 4 26-30/10 (T4 W3)
<i>Type of Task</i>		Finance - research	Running a Business - stimulus	Law in Action test	Yearly Exam
Knowledge	40	10	5	15	10
Skills	30	5	15	5	10
Communication	30	10	5	5	5
TOTAL	100	25	25	25	25
Outcomes		5.1, 5.2, 5.5, 5.7, 5.9	5.4 -7, 5.9	5.3, 5.5-8	5.1-5, 5.7,5.9

- Task dates to be advised.



Dance

COURSE DESCRIPTION

In Dance students cover the following units; Deconstruction of Dance, Expressing Ideas, Musical Theatre and Applying the Skills of Dance Analysis. In practical lessons, students study dance technique, dance composition and focus on the elements of construction and performance skills. Students are assessed on both theory and practical outcomes.

OUTCOMES

A student:

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

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1 Wed 4/3 (T1 W6)	TASK 2 Mon 4/5 (T2 W6)	TASK 3 16/9 (T3 W9)	TASK 4 26-30/10 (T4 W3)
<i>Type of Task</i>		Dance Technique	Pioneers of Contemporary Dance Speech	Group Composition	Yearly Examination
Appreciating	30		20		10
Composing	35			25	10
Performing	35	25			10
TOTAL	100	25	20	25	30
Outcomes		5.1.1, 5.1.2, 5.1.3, 5.4.1	5.3.1, 5.4.1	5.2.1, 5.2.2, 5.3.2, 5.3.3	5.1.1 - 5.4.1



Drama

COURSE DESCRIPTION

This course provides the opportunity for many hands-on activities. Students begin by developing their improvisational and devising skills. They learn about dramatic forms, structure and performance. Next, they focus on playbuilding structures and create an original performance from a stimulus. In Terms 3 and 4, students study 'Masks' as a unit, create their own character mask and devise a short performance using them. Students then study 'Film'. They will have an end-of-year in-class assessment and review a live performance.

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.

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1 Tues 17/3 (T1W8)	TASK 2 Mon 29/6 (T2 W10)	TASK 3 26-30/10 (T4 W3)
<i>Type of Task</i>		Scripted Performance	Design & Live Performance Analysis	Yearly Examination
Making	30	10	10	10
Performing	40	10	10	20
Appreciating	30	10	10	10
Total	100	30	30	40
Outcomes		5.1.1, 5.1.2, 5.2.1, 5.2.3	5.1.3, 5.1.4, 5.2.2, 5.3.3	5.2.1, 5.2.3, 5.3.1, 5.3.2



Famous People (Elective History)

COURSE DESCRIPTION

In this course students' interest in, and enjoyment of, exploring the past is the focus. Elective History aims to improve their ability to develop a critical understanding of the past and to enable them to participate as active, informed and responsible citizens. A variety of topics that are very different to those studied in Mandatory History will be investigated.

OUTCOMES

A student:

5.1- applies an understanding of history, heritage, archaeology and the methods of historical inquiry.

E5.2-examines the ways in which historical meanings can be constructed through a range of media.

E5.3- sequences major historical events or heritage features, to show an understanding of continuity, change and causation.

E5.4- explains the importance of key features of past societies or periods, including groups and personalities.

E5.6- identifies, comprehends and evaluates historical sources and uses them appropriately in an historical inquiry.

E5.7-explains different contexts, perspectives and interpretations of the past.

E5.8 locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry

E5.9-uses historical terms and concepts in appropriate contexts

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1 Tues 31/3 (T1 W10)	TASK 2 26-30/10 (T4 W3)
<i>Type of Task</i>		Historical Research	Yearly Examination
Communicating	30	20	10
Historical knowledge	35	15	20
Research and historical inquiry skills	35	15	20
Total	100	50	50
Outcomes		5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.10	5.1, 5.2, 5.3, 5.5, 5.6, 5.7, 5.8



Food Technology

COURSE DESCRIPTION

Food Technology aims to develop an understanding about food systems and skills that enable students to make informed decisions and carry out responsible actions. Students will also develop an appreciation of the importance of food to the wellbeing of the individual and to the social and economic future of Australia.

OUTCOMES

A student:

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

Assessment Component	Syllabus Weight	TASK 1 Wed 2/4 (T1 W10)	TASK 2 18–22/5 (T2W4)	TASK 3 26-30/10 (T4W3)	TASK 4 Wed. 4/11 (T4 W4)
Type of Task		Food for Special Needs (Research: Diet & Disorders of Affluence)	Half Yearly Examination	Yearly Examination	Food Service & Catering Enterprise Learning/Planning (Theory & Practical)
Food properties & preparation	20		10	10	
Food, nutrition and society	20	10	5	5	
Food hygiene and safety	20	10			10
Researching & communicating	20	10			10
Designing, producing and evaluating	20				20
TOTAL	100	30	15	15	40
Outcomes		5.1.1, 5.3.1, 5.4.1, 5.4.2, 5.6.1, 5.6.2,	5.3.2, 5.4.1, 5.5.2	5.2.2, 5.2.3	5.1.1, 5.1.2, 5.2.3, 5.5.1



Information and Software Technology

COURSE DESCRIPTION

Information and Software Technology aims to develop students' knowledge and understanding, confidence and creativity in analysing, designing, developing and evaluating information and software technology solutions.

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

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1 Fri 3/4 (T1 W10)	TASK 2 29/5 (T2 W5)	TASK 3 Mon 14/9 (T3 W9)	TASK 4 26-30/10 (T4 W3)
<i>Type of Task</i>		Web design & development Exam & practical	In-class discussion	Media timeline	Issues in IT
Internet and Website Development	30	30			
Artificial Intelligence	20		20		
Past, Present and Future Technologies	30			30	
Issues	20				20
TOTAL	100	30	20	30	20
Outcomes		5.2.2, 5.2.1	5.4.1	5.5.1, 5.3.2, 5.1.1	5.3.1



Physical Activity and Sports Studies

COURSE DESCRIPTION

In Physical Activity and Sports Studies students cover the following units; Event Management, Enhancing Performance, Coaching and Opportunities and Pathways in Physical Activity and Sport. Students explore actions and strategies in physical activity and sport and evaluate characteristics of successful performance. The course aims to develop a student's proficiency in performance and management skills. In practical lessons students engage in Racquet Sports, Enhancing Performance, Coaching and Leisure Sports units. Students are assessed on both theory and practical outcomes.

OUTCOMES

A student:

- 1.1 discusses factors that limit and enhance the capacity to move and perform
- 1.2 analyses the benefits of participation and performance in physical activity and sport
- 2.1 discusses the nature and impact of historical and contemporary issues in physical activity and sport
- 2.2 analyses physical activity and sport from personal, social and cultural perspectives
- 3.1 demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
- 3.2 evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
- 4.1 works collaboratively with others to enhance participation, enjoyment and performance
- 4.2 displays management and planning skills to achieve personal and group goals
- 4.3 performs movement skills with increasing proficiency
- 4.4 analyses and appraises information, opinions and observations to inform physical activity and sport decisions

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1 Fri 3/4 (T1 W10)	TASK 2 Mon 4/5 (T2 W6)	TASK 3 26-30/10 (T4 W3)	TASK 4 6/11 (T4 W4)
<i>Type of Task</i>		Event Management	Enhancing Performance	Yearly Examination	Peer Coaching
Theory	70	20	25		25
Practical	30			30	
TOTAL	100	20	25	30	25
Outcomes		4.1, 4.2, 4.4	4.1, 4.2, 4.3, 4.4	3.1, 3.2, 4.1	2.1 - 2.2, 3.1 - 3.2, 4.1 - 4.4



S.T.E.M.

(Science, Technology, Engineering, Maths)

COURSE DESCRIPTION

The aim of the STEM course is to promote the areas of science, technology, engineering and mathematics through the study of technology, engineering, skills and mechanics. Students will learn to use a range of tools, techniques and processes to develop solutions to a wide variety of problems and challenges relating to their present and future needs and aspirations. They will undertake a range of collaborative inquiry-based (IBL) and project based (PBL) learning activities during which they will raise questions and explore their own ideas. The Year 10 course builds upon the fundamental knowledge and skills developed in the Year 9 course and focuses on the practical nature of engineering and science. Topics include Computer Aided Design / Computer Aided Manufacturing and Aerodynamics. A Major Project is embedded in each topic.

OUTCOMES

A student:

- O1 demonstrates initiative and cognitive flexibility in practical STEM based activities and skills in planning and managing projects collaboratively and cooperatively
- O2 demonstrates knowledge and understanding in the application of STEM to real world problems
- O3 demonstrates knowledge and understanding of STEM principles and processes
- O4 demonstrates skills in communicating, critically evaluating, problem solving and decision making in a range of STEM contexts

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1 Mon 25/5 (T2 W5)	TASK 2 W 23/9 (T3 W10)	TASK 3 26-30/10 (T4 W3)
<i>Type of Task</i>		Product Development Portfolio	Skylap Portfolio	Written Task Yearly Exam
Initiative and cognitive flexibility and skills in planning and managing projects	25	10	10	5
Application of STEM to real world problems	25	5	8	12
Knowledge and understanding of STEM principles and processes	25	10	7	8
Communicating, critically evaluating, problem solving and decision making	25	10	10	5
TOTAL	100	35	35	30
Outcomes		5.1.1-2, 5.2.1,-2 5.2.2, 5.3.1-2, 5.4.1-2, 5.5-2, 5.6.1-2, 5.7.1, 5.8.1	5.1.1-2, 5.2.1-2, 5.3.1-2, 5.4.1-2, 5.5.1-2, 5.6.1-2, 5.7.1, 5.8.1	5.2-2, 5.3.1-2, 5.5.1-2, 5.6.1-2, 5.7.1



Visual Arts

COURSE DESCRIPTION

Students will develop knowledge, understanding and skills to make artworks to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames.

OUTCOMES

A student:

- 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 the 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 relationship 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 meaning

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1 Thurs 7/5 (T2 W2)	TASK 2 18–22/5 (T2 W4)	TASK 3 Fri. 18/9 (T3 W9)	TASK 4 26-30/10 (T4 W3)
<i>Type of Task</i>		Practical	Examination Theory	Practical	Examination Theory
Art Making Practice	60	30		30	
Critical / Historical Study	40		20		20
TOTAL		30	20	30	20
Outcomes		5.1, 5.2	5.8, 5.10	5.1, 5.2, 5.4, 5.5	5.8, 5.10



Work Education

COURSE DESCRIPTION

The aim of the Work Education Years 7–10 Syllabus is to engage students in learning about the world of work and develop their capacity to manage career planning, change and transition. Through the study of different contexts, students develop work-related and interpersonal skills, and entrepreneurial behaviours. Work Education encourages students to be self-aware and to develop an appreciation of the value of lifelong learning.

OUTCOMES

WE5-1	analyses employment trends and changes in the nature of work
WE5-2	analyses current workplace issues and their implications
WE5-3	examines the roles of and relationships between diverse organisations in the wider Australian community
WE5-4	evaluates the roles and responsibilities of individuals within the wider Australian community in diverse contexts
WE5-5	explains the roles of education, employment and training organisation
WE5-6	assesses personal goals, attributes and values in the context of education, training and employment
WE5-7	identifies and applies skills, attributes and entrepreneurial behaviours in a range of contexts
WE5-8	assesses options for career development and managing transitions
WE5-9	selects and analyses relevant information from a variety of sources
WE5-10	selects, uses and evaluates appropriate forms of communication for a range of audiences

<i>Assessment Component</i>	<i>Syllabus Weight</i>	TASK 1 Fri 20/3 (Tm 1 Wk 8)	TASK 2 Fri 11/9 (Tm 3 Wk 8)	TASK 3 (Term 4 Week 3)
<i>Type of Task</i>		Case Study Transition planning	Research Report Preparing for the Workplace	Yearly Examination
Knowledge and Understanding	50%	20%	20%	10%
Skills	50%	20%	20%	10%
TOTAL	100%	40%	40%	20%
Outcomes		5, 6, 8, 10	1, 2, 7, 9	1 – 8

Life Skills

Subject Assessment Outlines

NOTE: For students undertaking Life Skills courses:

Stage 5 Life Skills courses were developed for the small percentage of students with special education needs for whom the regular outcomes and content of Board Developed and/or Board Endorsed courses are not appropriate. Each course stresses the application of knowledge and understanding, skills, values and attitudes to a range of environments that will be accessed by students.

Assessment of achievement in Life Skills courses

PRINCIPLES

A student undertaking a Life Skills course will study **selected outcomes and content**, as identified through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students.

Assessment should provide opportunities for students to demonstrate achievement in relation to the outcomes and to apply their knowledge, understanding and skills to a range of situations or environments, including the school and the wider community.

Evidence of student achievement of Life Skills outcomes can be based on a **range of assessment for learning opportunities**. There is no requirement for formal assessment of Life Skills outcomes. Schools are not required to report achievement using the Preliminary Common Grade Scale or assessment marks.

For students undertaking a Life Skills course:

- students are not required to complete all Life Skills outcomes
- outcomes will be selected based upon the learning needs, strengths, goals and interests of each student
- outcomes may be demonstrated independently or with support.

The outcomes to be the focus of study and assessment selected for a particular student will be advised to both the student and their parents.