

Mosman High School



Year 10 Assessment Guidelines 2024

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ASSESSMENT GUIDELINES

GENERAL POLICY

Assessment Period: The assessment period begins at the start of term one and finishes in Term 4 - 2024.

Reporting to students and parents: As each assessment task is completed students will receive full and detailed information regarding their performance in the task. School reports will be issued in Term 2 and Term 4.

SCHOOL ASSESSMENT

The school's assessment is intended to provide an indication of a student's attainment which is based on:

1. a wider range of syllabus objectives than is measured by examinations;
2. measures and observations obtained throughout the course.

The assessments are intended to measure students' progress relative to syllabus outcomes.

Students will be given an assessment task notification in writing at least two weeks prior to an assessment task.

RULES AND PROCEDURES

1. No marks will be given for assessment tasks that are not received by the due date and time.
2. Anyone identified as cheating will have their task cancelled and will be awarded zero.
3. Students found to be attempting to cheat will have their parents contacted by the Head Teacher of the subject.
4. Assessments prepared at home will be due to the subject teacher during the subject period timetabled for that day.
5. Assessments submitted in periods after the scheduled subject period will be awarded zero.
6. **Illness/Misadventure** - If a student is ill, or owing to reasons of genuine misadventure, is unable to attend on the day of an in-class assessment task, parents are asked to notify the school by telephone by 9 am of that day.
7. If a student fails to complete an assessment task by the due date through illness then they must produce a medical certificate so as not to incur a penalty and to have an extension of time granted. In all other situations, it will be at the discretion of the Principal and/or the relevant Head Teacher to determine whether an extension of time will be granted.
8. The student must hand in the assessment task or sit the examination on the day of return to school even if the student does not have that subject scheduled on that day.
9. Students who do not attend lessons on the day prior to an in-class assessment, but attend the assessment may be awarded zero.

AWARD OF RECORD OF SCHOOL ACHIEVEMENT

It is expected that students who take part in any of NESA's courses will reach some or all of the outcomes of those courses. 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:

1. followed the course developed or endorsed by NSW Education Standards Authority (NESA);
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; **and**
3. achieved some or all of the course outcomes.

Students who have not complied with the above requirements may be regarded as not having satisfactorily completed the course.

Students may be deemed not to have satisfactorily completed a course if there is sufficient evidence of omission, to a significant degree, of experiences which are in-class. **This includes all class work tasks, not only those outlined in this assessment schedule.** In cases of non-satisfactory completion, an "N" award will be submitted on the appropriate form. Students who have received a minimum of two "N" award warnings may be given an "N" determination in that subject.

The award of the Record of School Achievement (RoSA) is conditional upon satisfactory attendance, application with diligence and sustained effort, and completion of Year 10 course requirements.

As a result of absence, the course outcomes may not be met. Absences will be regarded seriously by the school.

Students will receive an early warning of the consequences of such absences.

Students must satisfactorily complete the Year 10 Record of School Achievement to satisfy entry requirements for preliminary courses in Year 11.

If it appears that a student is at risk of not meeting requirements in a course, a warning must be given.

The school must:

1. advise the student/parent, in writing, in time for the issue to be addressed;
2. hand the warning to the student/parent or email the letter to the parent's email address;
3. request from the student/parent a written acknowledgement of the warning;
4. retain a copy of the warning notice.

CONDUCT DURING ASSESSMENT TASKS

Assessment tasks completed during class hours involve the normal rules applicable to formal external examinations - (refer below "Conduct during the Examination").

If tasks which constitute more than half the numerical value of the total assessments are not completed (without valid authorisation) the subject will be regarded as not having been studied satisfactorily.

If this occurs, the subject will not be listed on the Record of School Achievement (RoSA). Early warning in writing will be given to students and parents if such a situation appears to be developing.

YEARLY EXAMINATIONS

SPECIAL EXAMINATION PROVISIONS FOR STUDENTS WITH DISABILITIES

1. If a student has a disability which would, in a normal examination situation, prevent him/her from:
 - a) reading and interpreting the examination questions; **and/or**
 - b) communicating knowledge or understanding to an examiner as effectively as a student without a disability, the school may approve special examination provisions.
2. Emergency provisions can be arranged if the student has had an accident just before the exam.
3. An application should contain recent evidence of the disability and, in some cases, examples of the student's work. The parent/caregiver may need to organise required eligibility testing early in the year. This may be done through the school counsellor.
4. Special provisions are **NOT** available:
 - a) as compensation for difficulties in undertaking a course, or preparing for the exam;
 - b) for lack of familiarity with the English language.
5. Certain special provisions may not be available for:
 - a) oral/aural language examinations;
 - b) music and drama practical examinations;
 - c) courses requiring the use of manipulative skills e.g. visual art.
6. Teachers will make all reasonable effort to accommodate special provisions in formal assessment tasks.

EXAMINATION DATES AND TIMES

If an examination is missed because the student has misread the timetable, the student will not receive an examination mark in that course. The student cannot make an illness/misadventure appeal on these grounds.

If the student is more than one hour late, he/she will not normally be admitted to the examination room.

EQUIPMENT FOR THE EXAMINATION

1. Before the examination, it is the students' responsibility to clarify:
 - a) equipment that should be provided;
 - b) items which will be provided by the exam supervisor;
2. Examination supervisors will inspect any equipment brought into the examination room.
3. Equipment should bear only the original inscribed information. All materials must be in working order (this includes calculators). Students cannot appeal on the grounds that examination equipment did not work correctly.
4. Calculators may only be used if they are models approved by NSW Education Standards Authority.

Prior to the examination, the student's calculator should be verified with the teacher.
5. Equipment is not permitted to be borrowed during examinations.

YEARLY EXAMINATIONS – Cont'd

CONDUCT DURING THE EXAMINATION

1. Students must follow the day-to-day rules of the school when sitting for examinations. Failure to observe these rules may result in a non-award ("N" Award).
2. Students must follow the supervisor's instructions at all times and must behave in a polite and courteous manner towards the supervisors and other students.
3. A student must **NOT**:
 - a) eat in the examination room;
 - b) speak to any person other than the supervisor during an examination;
 - c) behave in a way likely to disturb the work of any other students or upset the conduct of the examination;
 - d) attend an examination while under the influence of alcohol or illegal drugs;
 - e) take a communications device into the room.
4. If a student does not follow these rules, or cheats in the examinations in any way, he/she will be reported to the Principal and may be removed from the examination room and receive zero marks.
5. If a student does not make a serious attempt at an examination, he/she will not receive a mark in that course and may be deemed not to have satisfactorily completed courses that comprise the pattern of study required by NESAs for the award of the RoSA.

Teachers will bring to the Principal's attention examination answers which contain frivolous or objectionable material.

Answers not written in English, except where required or permitted by the question paper, may be classified as non-serious.

RECORD OF SCHOOL ACHIEVEMENT (RoSA)

ELIGIBILITY

The Record of School Achievement is awarded by NESA to eligible students at the end of Year 10.

To receive the Record of School Achievement (RoSA), students are required to study courses in each year in Years 7-10 in:

English, Mathematics, Science, Human Society and Its Environment, and Personal Development, Health and Physical Education.

At some time during Years 7-10, students are also required to study courses in Creative Arts, Technology and Applied Studies and Languages other than English.

CREDENTIAL

The RoSA records completed Stage 5 (Year 9 & 10) courses.

The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school.

The RoSA records all courses a student has completed, along with the grade awarded.

In New South Wales, a standards-referenced approach is used to report student achievement.

Achievement standards have two important components that can be thought of in terms of **what** and **how well**:

- **what** students are expected to learn; and
- **how well** they have achieved.

The NSW syllabuses state **what** students at each stage are expected to learn.

A to E grade scales describe **how well** students have achieved.

AWARDING GRADES – COMPLETING YEAR 10

Mosman High School is responsible for awarding each student who completes a Stage 5 course or a Stage 6 Preliminary course (except VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA.

A grade (A, B, C, D, or E) is awarded to summarise the student's achievement in any 100 hours or 200 hours course completed in Stage 5. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2).

Teachers use Stage 5 course performance descriptors to determine Stage 5 grades. The descriptors have been developed from NESA's general performance descriptors (see below).

DETERMINING STAGE 5 GRADES

During the course teachers collect information on the achievement of each student. To allocate a grade to a student at the end of the course, teachers make a judgement as to which grade descriptor best describes the achievement of that student.

Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved.

Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E.

RECORD OF SCHOOL ACHIEVEMENT (RoSA) – Con'd

RECORD OF SCHOOL ACHIEVEMENT (RoSA) – APPEALS AGAINST GRADES FOR STAGE 5

Students wishing to appeal against the grade(s) in any subject awarded to them by the school should submit a written appeal, together with evidence, to their principal.

In order to be successful in such appeals, students would need to substantiate that the grade(s) awarded in the course(s) was inconsistent with the progressive reporting from the school. If the appeal is upheld, the principal should send notification of the new grade(s) to the NSW Education Standards Authority (NESA).

Where possible, all reviews of the grade(s) awarded in any subject should be resolved within the school. However, provision has been made for subsequent appeals to NESA.

NESA will consider only whether:

- the school review process was adequate for determining whether the procedures used by the school for determining the grade(s) conform with NESA advice and the school's policy regarding the grading of student achievement
- the conduct of the school review was proper in all respects.

Since the appeal is directed to the progressive reporting by the school, NESA will not revise individual tasks or test marks.

If the appeal is upheld, NESA will refer the matter back to the school for a further review.

GENERAL PERFORMANCE DESCRIPTORS

The general performance descriptors describe performance at each of five grade levels.

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

Teachers will arrive at judgements by taking into account strengths and weaknesses in performance across a range of contexts and over a period of time, gathering evidence on a number of assessment activities.

'N' DETERMINATIONS

'N' determinations are issued to students who do not complete the requirements for a course.

- Schools issue warning letters (N awards) to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.
- If a student has been given an 'N' determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.
- If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

The assessment dates listed in this booklet may be subject to change.

A student should check with his/her teacher to confirm when assessments are due.

A student should have 2 weeks' notice of an upcoming assessment task.

Subject Choices (Alphabetical)

MANDATORY

ENGLISH

Assessments 2024

| Due Date | Weighting % | Task description | Outcomes assessed | Mode Assessed |
|---------------------|-------------|---|-------------------|-----------------|
| 1. Term 1 - Week 10 | 20 | Common Module – Shakespeare | RVL, URA, ECA | Multimodal |
| 2. Term 2 - Week 4 | 25 | Common Module – Half Yearly Exam | RVL, URA, ECA | Reading Writing |
| 3. Term 3 - Week 4 | 25 | Module B – Critical Study of Literature | URA, URB, ECB | Writing |
| 4. Term 4 - Week 2 | 30 | Module A - Comparative Study | RVL, URB, URC | Writing |
| Total | 100 | | | |

ENGLISH – OBJECTIVES AND OUTCOMES

Stage 5 English Outcomes

| | |
|------------------|--|
| EN5 - RVL | use a range of personal, creative and critical strategies to interpret complex texts |
| EN5 - URA | analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures |
| EN5 – URB | evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes |
| EN5 – URC | Investigates and explains ways of valuing texts and the relationships between them |
| EN5 – ECA | crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning |
| EN5 – ECB | uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts |

ENGLISH – OBJECTIVES AND OUTCOMES (Cont'd)

Knowledge, understanding and skills

Through responding to and composing a wide range of texts and through the close study of texts, students will develop skills, knowledge and understanding in order to:

- communicate through speaking, listening, reading, writing, viewing and representing;
- use language to shape meaning according to purpose, audience and context;
- think in ways that are imaginative, creative, interpretive and critical;
- express themselves and their relationships with others and their world;
- learn and reflect on their learning through their study of English.

Values and attitudes

Students will value and appreciate:

- the importance of the English language as a key to learning;
- the power of language to explore and express views of themselves, others and the world;
- the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing;
- the role of language in developing positive interaction and cooperation with others;
- the diversity and aesthetics of language through literary and other texts;
- the independence gained from thinking imaginatively, interpretively and critically;
- the power of language to express the personal, social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences.

HISTORY

Assessments 2024

| Task number Date | Weighting % | Task description | Outcomes assessed | Component |
|-----------------------------|------------------------|--------------------------|---------------------------------|--------------------------------|
| 1.Term 1 – Week 6 | 25 | Source Portfolio | 5.6, 5.7, 5.8, 5.9 | Industrial Revolution |
| 2.Term 2 – Week 4 | 25 | Half Yearly Exam | 5.1, 5.2, 5.3, 5.4, 5.5, 5.7 | WW 1 |
| 3.Term 3 – Week 4 | 25 | Group Presentation | 5.4, 5.8, 5.9, 5.10 | WW 2 |
| 4.Term 4 – Week 2 | 25 | In Class Source Analysis | 5.1, 5.2, 5.3, 5.6 | Changing Rights and Freedom |
| Total | 100 | | | |

HISTORY – OBJECTIVES AND OUTCOMES

A student:

- 5.1 explains and assesses the historical forces and factors that shaped the modern world and Australia;
- 5.2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia;
- 5.3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia;
- 5.4 explains and analyses the causes and effects and developments in the modern world and Australia;
- 5.5 identifies and evaluates the usefulness of sources in the historical inquiry process;
- 5.6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia;
- 5.7 explains different contexts, perspectives and interpretations of the modern world and Australia;
- 5.8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry;
- 5.9 applies a range of relevant historical terms and concepts when communicating an understanding of the past;
- 5.10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

MATHEMATICS

Assessments 2024

| Task number Date | Weighting % | Task description | Outcomes assessed | • Component |
|---------------------|----------------|------------------|--|--|
| 1. Term 1 – Week 8 | 15 | Assignment | MA5.2 – 11MG, MA5.2 – 12MG, MA5.3 – 13MG, MA5.3 – 14MG | Surface Area and Volume |
| 2. Term 2 – Week 4 | 30 | Half Yearly Exam | MA5.1 – 4NA, MA5.2 – 4NA, MA5.2 – 5NA, MA5.2 – 7NA, MA5.2 – 11MG, MA5.2 – 12MG, MA5.3 – 4NA, MA5.3 – 6NA, MA5.3 – 13MG, MA5.3 – 14MG | Surface Area and Volume Indices (and Surds for 5.3) Ratio and Rates Financial Maths |
| 3. Term 3 – Week 4 | 25 | Written Task | MA5.2 – 8NA, MA5.2 – 14MG, MA5.3 – 7NA, MA5.3 – 16MG | Equations Properties of Geometric Figures |
| 4. Term 4 – Week 2 | 30 | Written Task | MA5.2 – 9NA, MA5.2 – 13MG, MA5.3 – 8NA, MA5.3 – 15MG | Linear Relationships Trigonometry |
| Total | 100 | | | |

MATHEMATICS – OBJECTIVES AND OUTCOMES

The purpose of assessment is to gather valid, reliable and useful information about student learning in order to monitor student achievement, guide teaching and learning opportunities, and to provide ongoing feedback to students to improve learning. In year 10 mathematics, students are awarded grades that are differentiated into nine levels: A10, A9, B8, B7, C6, C5, D4, D3, E2. Teachers will arrive at judgements for grades on the basis of evidence of student achievement on a number of assessment activities and with reference to the course performance descriptors.

In some instances, where students appear to be on the borderline between two grades, it may be necessary to also consider student achievement in assessments other than the ones outlined above.

The performance descriptors are given to each student at the beginning of the year and the process of awarding grades is fully explained.

The Stage 5 outcomes in the mathematics course are divided into the following strands:

- Working Mathematically;
- Number and Algebra;
- Measurement and Geometry;
- Statistics and Probability.

For more detailed information on the stage 5 content and outcomes refer to the NESA website:

<https://syllabus.nesa.nsw.edu.au/mathematics/mathematics-k10/outcomes/>

PDHPE

Assessments 2024

| Task number Date | Weighting % | Task description | Outcomes assessed | Component |
|---------------------|----------------|----------------------|----------------------|----------------------|
| 1. Term 1 – Week 10 | 20 | PE Practical | PD5.4, PD5.5 | Volleyball |
| 2. Term 2 – Week 4 | 30 | Half Yearly Exam | PD5.2, PD5.9 | |
| 3. Term 3 – Week 8 | 20 | Research Task | PD5.1 | Overcoming Adversity |
| 4. Term 4 – Week 3 | 30 | Practical Assessment | PD5.4, PD5.5 | Netball/Basketball |
| Total | 100 | | | |

PDHPE – OBJECTIVES AND OUTCOMES

A student:

PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges;

PD5-2 researches and appraises the effectiveness of health information and support services available in the community;

PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships;

PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts;

PD5-5 appraises and justifies choices of actions when solving complex movement challenges;

PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity;

PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities;

PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity;

PD5-9 assesses and applies self-management skills to effectively manage complex situations;

PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts;

PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences.

SCIENCE

Assessments 2024

| Task number Date | Weighting % | Task description | Outcomes assessed | Component |
|---------------------|----------------|--|--|---|
| 1.Term 1 – Week 7 | 20 | Investigation & Experimental Report (in-class) | SC5-10PW, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS | Motion & Energy |
| 2.Term 2 – Week 4 | 30 | Half-yearly Exam | SC5 -10PW, SC5-11PW, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS and if possible SC5-16CW, SC5-17CW | Motion & Energy and if possible a part of Elements & Chemical Reactions |
| 3.Term 3 – Week 2 | 20 | Individual Student Research Project | SC5-4WS, SC5-5WS, SC5-6WS, SC5- 7WS, SC5-8WS, SC5-9WS | Design and perform Investigation and write an Experimental Report |
| 4.Term 4 – Week 1 | 30 | Yearly Exam | SC5-15LW, SC5-16LW, SC5-4WS, SC5-6WS, SC5-6WS,SC5-7WS, SC5-8WS, SC5-9WS and if possible SC5-12ES | Genetics & Biotechnology and if possible a part of Universe |
| Total | 100 | | | |

SCIENCE – OBJECTIVES AND OUTCOMES

A student:

- SC5-4WS develops questions or hypotheses to be investigated scientifically;
- SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively;
- SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively;
- SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions;
- SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems;
- SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations;
- SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion;
- SC5-11PW 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.

ELECTIVES

Creative and Performing Arts

MUSIC

Assessments 2024

| Task number Date | Weighting % | Task description | Outcomes assessed | Component |
|---------------------|----------------|--|------------------------|------------------|
| 1.Term 1 -Week 10 | 20 | Students will complete a weekly listening analysis journal on triple j's like a version (ongoing, Week 10) Students perform a piece of their choice that reflects the topic of Australian Music (Week 10) | 5.2, 5.3, 5.7,5.10 | Australian Music |
| 2.Term 2 – Week 4 | 35 | Classical music composition Half-yearly Exam | 5.4, 5.5, 5.6, 5.11 | Classical Music |
| 3.Term 3 – Week 9 | 25 | Group jazz performance. Aural test answering response questions | 5.1, 5.3, 5.8, 5.9 | Jazz |
| 4.Term 4 – Week 2 | 20 | Viva Voce using the concepts of music to analyse a chosen work from a musical | 5.7, 5.8, 5.9, 5.10 | Musical Theatre |
| Total | 100 | | | |

| Outcomes | Weighting | Task 1 | Task 2 | Task 3 | Task 4 |
|--------------|-------------|------------|------------|------------|------------|
| Performance | 25% | 15% | | 10% | |
| Composition | 25% | | 25% | | |
| Musicology | 25% | | 5% | | 20% |
| Aural | 25% | 5% | 5% | 15% | |
| Total | 100% | 20% | 35% | 25% | 20% |

MUSIC – OBJECTIVES AND OUTCOMES

A student:

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of musical concepts;
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretations of musical notation and the application of technology;
- 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness;
- 5.4 demonstrates an understanding of the musical concepts through improvising, arranging, and composing in 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 of 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 music selected for study;
- 5.10 demonstrates an understanding of the influence and impact of technology in music.

Human Society in its Environment (HSIE)

COMMERCE

Assessments 2024

| Task number Date | Weighting % | Task description | Outcomes assessed | Component |
|---------------------|----------------|-------------------------|--------------------|---|
| 1. Term 1 – Week 7 | 20 | Research Task (hand-in) | 5.3, 5.7, 5.8 | Law, Society & Politics (Law Focus) |
| 2. Term 2 – Week 4 | 25 | Half Yearly Exam | 5.1, 5.2, 5.4 | Economics & Business Environment |
| 3. Term 3 – Week 8 | 30 | Group Task (hand-in) | 5.3, 5.5, 5.6, 5.9 | Law, Economics & Business Environment (Political Involvement Focus) |
| 4. Term 4 – Week 3 | 25 | Hand-in task | 5.6, 5.7, 5.8, 5.9 | Travel |
| Total | 100 | | | |

COMMERCE – OBJECTIVES AND 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.

HISTORY - ELECTIVE

Assessments 2024

| Task Number Date | Weighting % | Task Description | Outcomes Assessed | Component |
|-----------------------------|------------------------|--|----------------------------------|-------------------------------------|
| 1. Term 1 – Week 8 | 25 | In class source analysis | 5.3, 5.6, 5.8, 5.9 | Comparative Study of Revolutions |
| 2. Term 2 – Week 4 | 20 | Half-yearly Exam | 5.1, 5.3, 5.6, 5.9 | Skills Test |
| 2. Term 3 – Week 2 | 25 | Group presentation | 5.4, 5.7, 5.8, 5.10 | Film as History |
| 3. Term 4 – Week 2 | 30 | Research response and poster design | 5.1, 5.2, 5.4, 5.5, 5.7, 5.10 | Conspiracies and Contestability |
| Total | 100 | | | |

HISTORY ELECTIVE – OBJECTIVES AND OUTCOMES

A student:

- 5.1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry;
- 5.2 examines the ways in which historical meanings can be constructed through a range of media;
- 5.3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation;
- 5.4 explains the importance of key features of past societies or periods, including groups and personalities;
- 5.5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage;
- 5.6 identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process;
- 5.7 explains different contexts, perspectives and interpretations about the past;
- 5.8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry;
- 5.9 applies a range of relevant historical terms and concepts when communicating an understanding of the past;
- 5.10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

iSTEM

iSTEM – Department Endorsed Course

Assessments 2024

| Task Number Date | Weighting % | Task Description | Outcomes Assessed | Component |
|---------------------|----------------|---|----------------------|---|
| 1. Term 1 – Week 9 | 30 | Engineering Journal Product proposal and self- reflection | ST5.1 – ST 5.10 | Research Problem solving and design Knowledge and understanding of STEM principles and processes |
| 2. Term 2 – Week 5 | 20 | Research paper and product design | ST5.1 – ST 5.10 | Research Problem solving and design Knowledge and understanding of STEM principles and processes |
| 3. Term 3 – Week 5 | 30 | Multimodal presentation and prototype | ST5.1 – ST 5.10 | Research Problem solving and design Knowledge and understanding of STEM principles and processes |
| 4. Term 4 – Week 2 | 20 | Research, product design and evaluation | ST5.1 – ST 5.10 | Research Problem solving and design Knowledge and understanding of STEM principles and processes |
| Total | 100 | | | |

Note: If Industry partnerships or STEM competition opportunities arise the assessment schedule may change

iSTEM – OBJECTIVES AND OUTCOMES

A student:

ST5.1 Designs and develops creative, innovative and enterprising solutions to a wide range of STEM – based problems

ST5.2 demonstrates critical thinking, creativity, problems solving, entrepreneurship, engineering skills and decision-making techniques in a range of STEM contexts

ST5.3 applies engineering design processes to address real-world STEM-based problems

ST5.4 works independently and collaboratively to produce practical solutions to real-world scenarios

ST5.5 analyses a range of contexts and applies STEM principles and processes

ST5.6 selects and safely uses a range of technologies in the development, evaluation and presentation of solutions to STEM-based problems

ST5.7 selects and applies project management strategies when developing and evaluating STEM-based design solutions

ST5-8 uses a range of techniques and technologies to communicate design solutions and technical information for a range of audiences

ST5.9 collects, organises and interprets data sets using appropriate mathematical and statistical methods to inform and evaluate design decisions.

ST5-10 analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment.

Languages

CHINESE

Assessments 2024

| Task number Date | Weighting % | Task description | Outcomes assessed | Component |
|---------------------|----------------|---|---|--------------------------------|
| 1.Term 1 – Week 8 | 20 | Dialogue/Interview and/or Written Paper | LCH5-1C, LCH5-2C, LCH5-3C, LCH5-4C, LCH5-5U, LCH5-6U, LCH5-7U, LCH5-8U, LCH5-9U | Communicating Understanding |
| 2.Term 2 – Week 4 | 25 | Half Yearly Exam | LCH5-1C, LCH5-2C, LCH5-3C, LCH5-4C, LCH5-5U, LCH5-6U, LCH5-7U, LCH5-8U, LCH5-9U | Communicating Understanding |
| 3.Term 3 – Week 7 | 30 | Class Task- incorporating at least one or more skills | LCH5-1C, LCH5-2C, LCH5-3C, LCH5-4C, LCH5-5U, LCH5-6U, LCH5-7U, LCH5-8U, LCH5-9U | Communicating Understanding |
| 4.Term 4 – Week 2 | 25 | Class Task - based on understanding and interpreting information in a range of texts | LCH5-1C, LCH5-2C, LCH5-3C, LCH5-4C, LCH5-5U, LCH5-6U, LCH5-7U, LCH5-8U, LCH5-9U | Communicating Understanding |
| Total | 100 | | | |

CHINESE – OBJECTIVES AND OUTCOMES

A student:

- LCH5-1C manipulates Chinese in sustained interactions to exchange information, ideas and opinions and make plans and negotiate;
- LCH5-2C identifies and interprets information in a range of texts;
- LCH5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences;
- LCH5-4C experiments with linguistic patterns and structures to compose texts in Chinese, using a range of formats for Variety of contexts, purposes and audiences;
- LCH5-5U demonstrates how Chinese pronunciation and intonation are used to convey meaning;
- LCH5-6U demonstrates understanding of how Chinese writing conventions are used to convey meaning
- LCH5-7U analyses the function of complex French grammatical structures to extend meaning;
- LCH5-8U analyses linguistic, structural and cultural features in a range of texts;
- LCH5-9U explains and reflects on the inter-relationship between language, culture and identity.

ITALIAN

Assessments 2024

| Task number Date | Weighting % | Task description | Outcomes assessed | Component |
|---------------------|----------------|---|---|--------------------------------|
| 1.Term 1 – Week 8 | 20 | Dialogue/Interview and/or Written Paper | LIT5-1C, LIT5-2C, LIT5-3C, LIT5-4C, LIT5-5U, LIT5-6U | Communicating Understanding |
| 2.Term 2 – Week 4 | 25 | Half Yearly Exam | LIT5-1C, LIT5-2C, LIT5-3C, LIT5-4C, LIT5-5U, LIT5-6U | Communicating Understanding |
| 3.Term 3 – Week 7 | 30 | Class Task - incorporating at least one or more skills | LIT5-1C, LIT5-2C, LIT5-3C, LIT5-4C, LIT5-5U, LIT5-6U | Communicating Understanding |
| 4.Term 4 – Week 2 | 25 | Class Task- based on understanding and interpreting information in a range of texts. | LIT5-1C, LIT5-2C, LIT5-3C, LIT5-4C, LIT5-5U, LIT5-6U | Communicating Understanding |
| Total | 100 | | | |

ITALIAN – OBJECTIVES AND OUTCOMES

A student:

LIT5-1C manipulates Italian in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

LIT5-2C identifies and interprets information in a range of texts

LIT5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

LIT5-4C experiments with linguistic patterns and structures to compose texts in Italian, using a range of formats for a variety of contexts, purposes and audiences

LIT5-5U demonstrates how Italian pronunciation and intonation are used to convey meaning

LIT5-6U analyses the function of complex Italian grammatical structures to extend meaning

LIT5-7U analyses linguistic, structural and cultural features in a range of texts

LIT5-8U explains and reflects on the inter-relationship between language, culture and identity

JAPANESE

Assessments 2024

| Task number Date | Weighting % | Task description | Outcomes assessed | Component |
|---------------------|----------------|---|---|--------------------------------|
| 1.Term 1 – Week 8 | 20 | Dialogue/Interview and/or Written Paper | LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-5U, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U | Communicating Understanding |
| 2.Term 2 – Week 4 | 25 | Half Yearly Exam | LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U | Communicating Understanding |
| 3.Term 3 – Week 7 | 30 | Class Task - incorporating at least one or more skills | LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U | Communicating Understanding |
| 4.Term 4 – Week 2 | 25 | Class Task - based on understanding and interpreting information in a range of texts | LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U | Communicating Understanding |
| Total | 100 | | | |

JAPANESE – OBJECTIVES AND OUTCOMES

A student:

LJA5-1C manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

LJA5-2C identifies and interprets information in a range of texts

LJA5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

LJA5-4C experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences

LJA5-5U demonstrates how Japanese pronunciation and intonation are used to convey meaning

LJA5-6U demonstrates understanding of how Japanese writing conventions are used to convey meaning

LJA5-7U analyses the function of complex Japanese grammatical structures to extend meaning

LJA5-8U analyses linguistic, structural and cultural features in a range of texts

LJA5-9U explains and reflects on the inter-relationship between language, culture and identity

SPANISH

Assessments 2024

| Task number Date | Weighting % | Task description | Outcomes assessed | Component |
|---------------------|----------------|---|--|--------------------------------|
| 1.Term 1 – Week 8 | 20 | Dialogue/Interview and/or Written Paper | LSP-1C, LSP5-2C, LSP-3C, LSP5-4C, LSP5-5U, LSP-6U, LSP5-7U, LSP5-8U | Communicating Understanding |
| 2.Term 2 – Week 4 | 25 | Half Yearly Exam | LSP-1C, LSP5-2C, LSP-3C, LSP5-4C, LSP5-5U, LSP-6U, LSP5-7U, LSP5-8U | Communicating Understanding |
| 3.Term 3 – Week 7 | 30 | Class Task - incorporating at least one or more skills | LSP-1C, LSP5-2C, LSP-3C, LSP5-4C, LSP5-5U, LSP-6U, LSP5-7U, LSP5-8U | Communicating Understanding |
| 4.Term 4 – Week 2 | 25 | Class Task - based on understanding and interpreting information in a range of texts | LSP-1C, LSP5-2C, LSP-3C, LSP5-4C, LSP5-5U, LSP-6U, LSP5-7U, LSP5-8U | Communicating Understanding |
| Total | 100 | | | |

SPANISH – OBJECTIVES AND OUTCOMES

A student:

LSP5-1C manipulates Spanish in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

LSP5-2C identifies and interprets information in a range of texts

LSP5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

LSP5-4C experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences

LSP5-5U demonstrates how Spanish pronunciation and intonation are used to convey meaning

LSP5-6U analyses the function of complex Spanish grammatical structures to extend meaning

LSP5-7U analyses linguistic, structural and cultural features in a range of texts

LSP5-8U explains and reflects on the inter-relationship between language, culture and identity

Physical and Sports Studies (PASS)

PHYSICAL AND SPORTS STUDIES

Assessments 2024

| Task number Date | Weighting % | Task description | Outcomes assessed |
|---------------------|----------------|---|-----------------------------|
| 1.Term 1 – Week 6 | 20 | CrossFit Fundamentals | 5.1, 5.2, 5.6, 5.7, 5.8,5.9 |
| 2.Term 2 - Week 4 | 30 | Half Yearly Exam | 5.1, 5.5, 5.7, 5.9,5.10, |
| 3.Term 2 - Week 9 | 30 | Fundamental Movement skill and development -Tag Gridiron | 5.1, 5.5, 5.7, 5.9, 5.10, |
| 4.Term 3 - Week 9 | 20 | Research task – Technology, participation and performance | 5.6, 5.9, 5.10 |
| 5.Term 4 – Week 4 | N/A | Issues in physical activity and sport | 5.3, 5.4, 5.10 |
| Total | 100 | | |

PHYSICAL AND SPORTS STUDIES – OBJECTIVES AND OUTCOMES

A student:

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

Technology and Applied Studies (TAS)

FOOD TECHNOLOGY 100 HOURS

Assessments 2024

| Task number Date | Weighting % | Task description | Outcomes assessed | Component |
|---------------------|---------------------------------|-----------------------|--|---|
| 1.Term 1 - Week 8 | 30 | Research Submission | 5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-9, 5-10, 5-13 | Teenagers and Food Choices |
| 2.Term 2 - Week 4 | 20 | Half-yearly exam | 5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8, 5-9, 5-10, 5-13 | Half-yearly exam |
| 3.Term 3 – Week 4 | 20 | Practical & Portfolio | 5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8, 5-9, 5-10, 5-13 | "On the Cutting Edge" Dessert Design, Develop, Produce and Market a Food Product Innovation. |
| 3.Term 3 - Week 9 | 30 Practical & Oral/Folio | Presentation | 5-8, 5-9, 5-10, 5-11, 5-12 | "Service with a Smile" Host & Evaluate a Catering Event. Recipe Modification Assessment Task |
| Total | 100 | | | |

FOOD TECHNOLOGY 100 HOURS – OBJECTIVES AND OUTCOMES

A student:

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

FOOD TECHNOLOGY 200 HOURS

Assessments 2024

| Task number Date | Weighting % | Task description | Outcomes assessed | Component |
|---------------------|----------------|--|--|----------------------------------|
| 1.Term 2 - Week 10 | 20 | Research Submission | 5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8 | Food in Australia Digi-Stories |
| 2.Term 2 - Week 4 | 20 | Half-yearly examination | 5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8 | Exam Week |
| 3.Term 3 - Week 4 | 30 | Practical & Folio | 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8 | Fair Equity – Fair Share for All |
| 4.Term 4 – Week 3 | 30 | Practical & Folio including Food Photography | 5-1, 5-2, 5-3, 5-4, 5-5, 5-8 5-9, 5-10 | Food and Fashion – Insta-worthy |
| Total | 100 | | | |

FOOD TECHNOLOGY 200 HOURS – OBJECTIVES AND OUTCOMES

A student:

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

INFORMATION SOFTWARE & TECHNOLOGY 100 HOURS

Assessments 2024

| Task number Date | Weighting % | Task description | Outcomes assessed | Component |
|---------------------|----------------|---------------------------|-----------------------------------|--|
| 1.Term 1 - Week 9 | 25 | Website Design Folio | 5.1.2, 5.2.2, 5.2.3, 5.3.1, 5.5.2 | Internet & Website Development |
| 2.Term 2 - Week 10 | 25 | JavaScript Coding project | 5.2.1, 5.2.2, 5.2.3 | Software Development and Programming |
| 3.Term 3 - Week 5 | 20 | In-class Topic Test | 5.2.1, 5.2.3, 5.3.1, 5.4.1, 5.5.3 | Internet and Website Development; Software Development and Programming |
| 4.Term 4 - Week 3 | 30 | 2D Game Design Project | 5.2.1, 5.2.2, 5.4.1, 5.5.1, 5.5.2 | Authoring and Multimedia |
| Total | 100 | | | |

INFORMATION SOFTWARE & TECHNOLOGY 100 HOURS – OBJECTIVES AND 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 solution;
- 5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems;
- 5.2.3 critically analyses decision making processes in a range of information and software solutions;
- 5.3.1 justifies responsible practices and ethical use of information and software technology;
- 5.3.2 acquires and manipulates data and information in an ethical manner;
- 5.4.1 analyses the effects of past, current and emerging information and software technologies on the individual and society;
- 5.5.1 applies collaborative work practices to complete tasks;
- 5.5.2 communicates ideas, processes and solutions to a targeted audience;
- 5.5.3 describes and compares key roles and responsibilities of people in the field of information and software technology.

INFORMATION SOFTWARE & TECHNOLOGY 200 HOURS

Assessments 2024

| Task number Date | Weighting % | Task description | Outcomes assessed | Component |
|---------------------|----------------|---------------------------|--|---|
| 1.Term 1 - Week 10 | 25 | Robotics Project & Folio | 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.5.1, 5.5.2 | Robotics and Automated Systems |
| 2.Term 2 - Week 4 | 20 | Half-yearly Examination | 5.2.1, 5.2.3, 5.3.1, 5.4.1, 5.5.3 | Software Development and Programming; Robotics and Automated Systems |
| 3.Term 3 - Week 2 | 25 | Web App Project and Folio | 5.2.1, 5.2.2, 5.3.1, 5.4.1, 5.5.2 | Software Development and Programming; Database Design |
| 4.Term 4 - Week 3 | 30 | 3D Game Project | 5.2.1, 5.2.2, 5.4.1, 5.5.1, 5.5.2. | Digital Media; AI, Simulation and Modelling |
| Total | 100 | | | |

INFORMATION SOFTWARE & TECHNOLOGY 200 HOURS – OBJECTIVES AND OUTCOMES

A student:

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

Industrial Technology (IT)

IT ENGINEERING 100 HOURS

Assessments 2024

| Task number Date | Weighting % | Task description | Outcomes assessed | Component |
|---------------------|----------------|----------------------|--|--|
| 1.Term 1 – Week 4 | 10 | Intro to Engineering | 5-1, 5-3, 5-5 | Graphic materials |
| 2.Term 2 – Week 6 | 30 | Project & Folio | 5-1, 5-2, 5-3, 5-5, 5-7, 5-8 | Structures – Bridge building, design, simulation, testing |
| 3.Term 3 – Week 4 | 30 | Project & Folio | 5-1, 5-2, 5-3, 5-4, 5-5, 5-5, 5-7, 5-8 | Transport – CO2 Racer |
| 4.Term 4 – Week 4 | 30 | Project & Folio | 5-1, 5-2, 5-3, 5-4, 5-5, 5-8, 5-9, 5-10 | Control System/Mechanism. Hydraulics or Pinball |
| Total | 100 | | | |

IT – ENGINEERING – OBJECTIVES AND OUTCOMES

A student:

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

IT-ENGINEERING 200 HOURS

Assessments 2024

| Task number Date | Weighting % | Task description | Outcomes assessed | Component |
|---------------------|----------------|-------------------------|---|---------------------------------------|
| 1.Term 1 – Week 8 | 20 | Project & Folio | 5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8 | Screw Threads/Mechanisms |
| 2.Term 2 – Week 4 | 20 | Half-Yearly Examination | 5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8 | Exam week |
| 3.Term 3 – Week 6 | 30 | Project & Folio | 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8 | Transport - Around the Pole Flying |
| 4.Term 4 – Week 3 | 30 | Solar Car & Folio | 5-1, 5-2, 5-3, 5-4, 5-5, 5-8, 5-9, 5-10 | Energy Systems |
| Total | 100 | | | |

IT-ENGINEERING 200 HOURS – OBJECTIVES AND OUTCOMES

A student:

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

IT-MULTIMEDIA 100 HOURS

Assessments 2024

| Task number Date | Weighting % | Task description | Outcomes assessed | Component |
|---------------------|----------------|-----------------------------|--|--------------------------|
| 1.Term 1 – Week 10 | 20 | Vector Landscapes and Folio | 5-1, 5-2, 5-3, 5-4, 5-8 | Adobe Illustrator |
| 2.Term 2 – Week 6 | 20 | Animation Project and Folio | 5-1, 5-2, 5-3, 5-5, 5-7, 5-8 | Animation |
| 3.Term 3 – Week 4 | 30 | Website Project and Folio | 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8 | Website / Dreamweaver |
| 4.Term 4 – Week 3 | 30 | Video Project and Folio | 5-1, 5-2, 5-3, 5-4, 5-5, 5-8, 5-9, 5-10 | Video / Premier Pro |
| Total | 100 | | | |

IT - MULTIMEDIA – OBJECTIVES AND OUTCOMES

A student:

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

IT-MULTIMEDIA 200 HOURS

Assessments 2024

| Task number Date | Weighting % | Task description | Outcomes assessed | Component |
|---------------------|----------------|----------------------------|--|----------------------|
| 1.Term 1 – Week 8 | 20 | Project & Folio | 5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8 | Stop Motion |
| 2.Term 2 – Week 4 | 20 | Half-Yearly Examination | 5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8 | Exam week |
| 3.Term 3 – Week 4 | 30 | Project & Folio | 5-1, 5-2, 5-3, 5-4, 5-5, 5.6, 5-7, 5-8 | Destroy the Classics |
| 4.Term 4 – Week 4 | 30 | Project & Folio | 5-1, 5-2, 5-3, 5-4, 5-5, 5-8, 5-9, 5-10 | 3D Animation |
| Total | 100 | | | |

IT-MULTIMEDIA 200 HOURS – OBJECTIVES AND OUTCOMES

A student:

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

IT-TIMBER 100 HOURS

Assessments 2024

| Task number Date | Weighting % | Task description | Outcomes assessed | Component |
|---------------------|----------------|-------------------------|---|---|
| 1.Term 2 - Week 10 | 20 | Project and Folio | 5-1, 5-2, 5-3, 5-4, 5-8 | Trivet, Mallet, Bowl |
| 2.Term 2 - Week 4 | 20 | Half-Yearly Examination | 5-1, 5-2, 5-3, 5-5, 5-7, 5.8 | Exam |
| 3.Term 3 - Week 4 | 30 | Project and Folio | 5-1, 5-2, 5-3, 5-4,5-5, 5-6, 5-7, 5-8, 5-10 | Jewellery Box or Jamaican Drum |
| 4.Term 4 - Week 3 | 30 | Project and Folio | 5-1, 5-2, 5-3, 5-4, 5-5, 5-8, 5-9, 5-10 | Tripod Table, passive speaker or student design |
| Total | 100 | | | |

IT – TIMBER – OBJECTIVES AND OUTCOMES

A student:

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

IT-TIMBER 200 HOURS

Assessments 2024

| Task number Date | Weighting % | Task description | Outcomes assessed | Component |
|---------------------|-------------|-------------------------|---|----------------------------|
| 1.Term 1 - Week 8 | 20 | Projects & Folio | 5-1, 5-2, 5-3, 5-4, 5-8 | A4 Document box |
| 2.Term 2 - Week 4 | 20 | Half-Yearly Examination | 5-1, 5-2, 5-3, 5-5, 5-7,5-8 | Exam week |
| 3.Term 3 - Week 6 | 30 | Projects & Folio | 5-1, 5-2, 5-3, 5-4, 5-5, 5-6,-5, 5-7, 5-8, 5-10 | Tripod Table |
| 4.Term 4 -Week 3 | 30 | Projects & Folio | 5-1, 5-2, 5-3, 5-4,5-5, 5-8, 5-9, 5-10 | Cared bowl, Chopping board |
| Total | 100 | | | |

IT-TIMBER 200 HOURS – OBJECTIVES AND OUTCOMES

A student:

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

Visual Arts

VISUAL ARTS

Assessments 2024

| Task number Date | Weighting % | Task description | Outcomes assessed | Component |
|---------------------|----------------|--------------------------------------|----------------------|---------------------------|
| Term 1 – Week 10 | 10 | ▶ Written Task (hand-in) | 5.7, 5.8., 5.9, 5.10 | Art Criticism/Art History |
| | 20 | ▶ Body of Work ▶ VAPD (classwork) | 5.1,5.2,5.3,5.4,5.6 | Art Making |
| Term 2 – Week 4 | 20 | ▶ Half Yearly Exam | 5.7, 5.8, 5.10 | Art Criticism/Art History |
| Term 2 – Week 10 | 20 | ▶ Body of Work ▶ VAPD (classwork) | 5.1,5.2,5.4,5.5,5.6 | Art Making |
| Term 3 – Week 10 | 10 | ▶ Written Task (hand-in) | 5.7,5.8,5.10 | Art Criticism/Art History |
| | 20 | ▶ Body of Work ▶ VAPD (classwork) | 5.1,5.2,5.4,5.5,5.6 | Art Making |
| Total | 100 | | | |

Total made up of: 60% Art Making, 40% Art Criticism/Art History

VISUAL ARTS – OBJECTIVES AND 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 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 the 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.

Year 11 Preliminary Courses

DESIGN AND TECHNOLOGY ACCELERATED PRELIMINARY

Assessments 2024

| Task number Date | Weighting % | Task description | Outcomes assessed | Component |
|----------------------|----------------|---|---|--------------------------|
| 1. Term 1 - Week 7 | 40 | Research Case Study Famous Designers | 2.1, 4.1, 4.2, 4.3, 5.1, 5.2, 6.2 | Design Industry |
| 2. Term 2 - Week 7 | 30 | Lighting Design Project & Folio | 2.1, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2 | Designing & Producing |
| 3. Term 3 - Week 8-9 | 30 | Yearly Exam | 1.1, 2.1, 2.2 | All Components |
| Total | 100 | | | |

DESIGN AND TECHNOLOGY ACCELERATED – OBJECTIVES AND OUTCOMES

A student:

- 1.1 examines design theory and practice, and considers the factors affecting designing and producing in design projects;
- 2.1 identifies design and production processes in domestic, community, industrial and commercial settings;
- 2.2 explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects;
- 3.1 investigates and experiments with techniques in creative and collaborative approaches in designing and producing;
- 4.1 uses design processes in the development and production of design solutions to meet identified needs and opportunities;
- 4.2 uses resources effectively and safely in the development and production of design solutions;
- 4.3 evaluates the processes and outcomes of designing and producing;
- 5.1 uses a variety of management techniques and tools to develop design projects;
- 5.2 communicates ideas and solutions using a range of techniques;
- 5.3 uses a variety of research methods to inform the development and modification of design ideas;
- 6.1 investigates a range of manufacturing and production processes and relates these to aspects of design projects;
- 6.2 evaluates and uses computer-based technologies in designing and producing.

**THE ACCELERATED COURSE IS THE PRELIMINARY HSC COURSE AND
THEREFORE REQUIRES 7 PERIODS A WEEK FOR THIS SUBJECT.**

**THE YEAR 10 TIMETABLE REQUIRES THE STUDENTS OF ACCELERATED COURSE
TO ATTEND 2 PERIODS OFFLINE.**

**THESE WILL BE NEGOTIATED WITH THE TEACHER BUT THEY ARE GENERALLY AFTERNOON LESSONS (3.20 TO
4.15PM).**

PHOTOGRAPHY 100 HOURS

Assessments 2024

| Task Number Date | Weighting (Marks) | Task description | Outcomes assessed | Component |
|-----------------------|----------------------|---|-------------------------|------------------------------|
| 1. Term 1 Week 10 | 15 | Portfolio | M1, M2, M3, M4, M5, M6 | Making |
| | | CH (Critical Historical Study) Research Case Study | CH1, CH2, CH3, CH4. CH5 | Critical Historical Study |
| 2. Term 2 Week 10 | 20 | Portfolio | M1, M2, M3, M4, M5, M6 | Making |
| | | CH Research Case Study | CH1, CH2, CH3, CH4. CH5 | Critical Historical Study |
| 3. Term 3 Week 8/9 | 15 | Portfolio | M1, M2, M3, M4, M5, M6 | Making |
| | | Yearly Exam | CH1, CH2, CH3, CH4. CH5 | Critical Historical Study |
| Total | 50 | | | |

As this is a one unit course marks on reports will be out of 50.

PHOTOGRAPHY 100 HOURS – OBJECTIVES AND OUTCOMES

A student:

- M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice;
- M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works;
- M3 investigates different points of view in the making of photographs and/or videos and/or digital images;
- M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images;
- M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images;
- M6 takes into account issues of occupational health and safety in the making of photographs and/or videos and/or digital works;
- CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging;
- CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations;
- CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies;
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging;
- CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production.

PSYCHOLOGY 100 HOURS

Assessments 2024

| Task number Date | Weighting (Marks) | Task description | Outcomes assessed | Component |
|---------------------|----------------------|------------------|-----------------------------------|-------------------------------------|
| Term 1 – Week 8 | 10 | Presentation | 1.1, 1.2, 1.3, 4.1, 4.2, 4.3 | Classical Psychological Experiments |
| Term 2 – Week 8 | 10 | Research Task | 2.1, 2.2, 3.3, 4.1, 4.2 | Schools of Thought |
| Term 3 – Week 8 | 10 | Research Task | 3.3, 4.1, 4.2, 4.3 | Psychological Phenomenon |
| Term 4 – Week 2 | 20 | Test (in class) | 1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4 | All Components |
| Total | 50 | | | |

As this is a one unit subject marks on reports will be out of 50.

PSYCHOLOGY 100 HOURS – OBJECTIVES AND OUTCOMES

A student will be able to:

- 1.1 identifies the major historical advances in the study of psychology;
- 1.2 explains the contributions made by animal behaviourists to the understanding of learned and instinctive human behaviour;
- 1.3 analyses the parallels with and the differences between animal and human structures;
- 2.1 researches and analyses contributions of several noted animal behaviourists to the overall study of psychology;
- 2.2 analyses the biological and non-biological basis of human behaviour, both learned and unlearned;
- 2.3 compares cognitive processes and their roles in learning and learned behaviour;
- 3.1 researches and explains the concept of mental health;
- 3.2 researches the nature and treatment of mental illness;
- 3.3 compares survey and sampling methods of psychological investigations;
- 4.1 plans, conducts and evaluates first and second hand investigations of human and animal behaviour;
- 4.2 develops the skills of scientific report writing and oral presentation of findings;
- 4.3 reviews the validity and reliability of data including statistical data collected from investigations.

SPORT LIFE AND RECREATION 100 HOURS

Assessments 2024

| Task number Date | Weighting | Task description | Outcomes assessed | Component |
|---------------------|-----------|---|-------------------|---------------------------------|
| 1. Term 1 – Week 8 | 15 | Practical Assessment | 1.1, 4.4 | Team Sport |
| 2. Term 2 – Week 4 | 10 | Half yearly exam | 1.5 | Healthy Lifestyle |
| 3. Term 3 – Week 8 | 15 | In class test | 1.3, 4.5 | First Aid and Injury Management |
| 4. Term 4 – Week 4 | 10 | Bronze Medallion + Practical Assessment | 3.6, 5.5 | Lifesaving |
| Total | 50 | | | |

As this is a one unit subject marks on reports will be out of 50

SPORT LIFE AND RECREATION 100 HOURS – OBJECTIVES AND OUTCOMES

A student:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities;
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle;
- 1.3 demonstrates ways to enhance safety in physical activity;
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia;
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status;
- 1.6 describes administrative procedures that support successful performance outcomes;
- 2.1 explains the principles of skill development and training;
- 2.2 analyses the fitness requirements of specific activities;
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities;
- 2.4 describes how societal influences impact on the nature of sport in Australia;
- 2.5 describes the relationship between anatomy, physiology and performance;
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts;
- 3.2 designs programs that respond to performance needs;
- 3.3 measures and evaluates physical performance capacity;
- 3.4 composes, performs and appraises movement;
- 3.5 analyses personal health practices;
- 3.6 assesses and responds appropriately to emergency care situations;
- 3.7 analyses the impact of professionalism in sport;
- 4.1 plans strategies to achieve performance goal;
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context;
- 4.3 makes strategic plans to overcome the barriers to personal and community health;
- 4.4 demonstrates competence and confidence in movement contexts;
- 4.5 recognises the skill and abilities required to adopt roles that support health, safety and physical activity.



ATTACHMENT 1

Application to Head Teacher for Consideration in relation to an Assessment Task

Students must apply for consideration regarding any missed assessment task or examination.

Documentation, as detailed in the MHS Assessment Policies Booklet, must accompany any application.

The Head Teacher and the faculty involved will consider each application, on its merits, and the student will be advised of the outcome via this form.

Note that in the event that an assessment task/examination is missed, it is the responsibility of the student to notify the school without delay and to contact the relevant Head Teacher on the **first** day of attendance, after the missed task.

Refer to point 6 of Rules of Assessment. If the consideration is granted then, as written in the Assessment policies booklet:

- a substitute task/exam may be granted, **or**
- an estimate may be given.

If, after careful consideration, the student, and/or parent(s) consider that there are grounds to appeal the Head Teacher's decision, the section of the form relating to appeals should be completed and submitted with relevant supporting documentation to the Principal. The Principal will form an appeals panel.

This panel will meet to determine the outcome of the appeal.

After final deliberations, a copy of the form is to be included in the student's file.

**APPLICATION TO HEAD TEACHER FOR CONSIDERATION IN RELATION TO
AN ASSESSMENT TASK/EXAMINATION**

Name: _____ Roll Class: _____

Course: _____ Teacher: _____

Assessment task/exam _____ Due date: _____

Person contacted at the school : _____

Method of contact: Phone: Email: In person:

Student signature: Date:

Medical certificate attached: Other documentation attached:

Reasons for the consideration. (Attach documentation as necessary).

Head Teacher's decision:

Reasons for appeal – (if applicable).

Appeals Panel decision:

YEAR 10 ASSESSMENT TIMETABLE 2024

Term 1

| Week | Weighting/ Marks | Subject | Task |
|------|---------------------|---|--|
| 4 | 10% | IT – Engineering 100 hrs | Intro to Engineering |
| 6 | 25% | History – Mandatory | Source Portfolio |
| | 20% | PASS | CrossFit Fundamentals |
| 7 | 20% | Commerce | Research Task (hand-in) |
| | 40% | DT Accelerated Preliminary | Research Case Study, Famous Designers – Design Industry |
| 8 | 20% | Chinese | Dialogue/Interview and/or Written Paper |
| | 25% | Drama | Study of a Text, Research Performances, Evaluation of Performance & Reflection |
| | 30% | Food Tech 100 hrs | Research Submission |
| | 25% | History Elective | In class source analysis |
| | 20% | Italian | Dialogue/Interview and/or Written Paper |
| | 20% | IT – Engineering 200 hrs | Project and Folio |
| | 20% | IT – Multimedia 200hrs | Project and Folio |
| | 20% | IT – Timber 200 hrs | Project and Folio |
| | 20% | Japanese | Dialogue/Interview and/or Written Paper |
| | 15% | Mathematics | Assignment: Surface Area & Volume |
| | 10/50 | Psychology 100 hrs | Oral Presentation – Classical Psychological Experiments |
| | 20% | Spanish | Dialogue/Interview and/or Written Paper |
| | 15/50 | Sport Life & Rec. 100 hrs | Practical Assessment |
| | 9 | 25% | IST 100 hours |
| 20% | | IT Multimedia 200 hrs | Project & Report – Stop Motion |
| 30% | | iSTEM | Engineering Journal, product proposal and self-reflection |
| 10 | 20% | English | Common Module: Shakespeare |
| | 20% | Food Tech 200 hrs | Research Submission |
| | 25% | IST 200 hrs | Robotics Project & Folio |
| | 20% | IT Multimedia 100 hrs | Project & Report –Adobe Illustrator |
| | 20% | IT – Timber 100hrs | Project and Folio |
| | 20% | Music | Journal and Performance - Australian Music |
| | 20% | PDHPE | PE Practical: Volleyball |
| | 15/50 | Photography 100 hrs | Making, Critical, Historical Study |
| | 30% | Textiles Tech 100 hrs | Practical Project & Portfolio – In the Bag Project |
| | 30% | Textiles Tech 200 hrs | Practical Project & Portfolio – Research-Textiles & the Environment |
| 30% | Visual Arts | Written Task (hand-in) (10%) and Body of Work, VAPD (classwork) (20%) | |

Term 2

| Week | Weighting/ Marks | Subject | Task |
|------|---------------------|---------------------------|--|
| 2 | 30% | IT Timber 100 hrs | Practical Projects & Related Folio |
| | 30% | IT Timber 200 hrs | Practical Projects & Related Folio |
| 4 | 25% | Chinese | Half-Yearly Exam |
| | 25% | Commerce | Half Yearly Exam |
| | 25% | English | Half Yearly Exam – Common Module |
| | 30% | Drama | Half Yearly Exam – Group Performance |
| | 20% | Food Tech 100 hrs | Half Yearly Exam |
| | 20% | Food Tech 200 hrs | Half Yearly Exam |
| | 25% | History - Mandatory | Half Yearly Exam: WW1 |
| | 20% | History – Elective | Half-Yearly Exam |
| | 20% | IST 200 hrs | Half Yearly Exam |
| | 25% | Italian | Half-Yearly Exam |
| | 20% | IT – Engineering 200 hrs | Half Yearly Exam |
| | 20% | IT – Multimedia 200hrs | Half Yearly Exam |
| | 20% | IT Timber 100 hrs | Half Yearly Exam |
| | 20% | IT Timber 200 hrs | Half Yearly Exam |
| | 25% | Japanese | Half Yearly Exam |
| | 30% | Mathematics | Half Yearly Exam |
| | 30% | PASS | Half Yearly Exam |
| | 35% | Music | Half Yearly Exam + Classical music composition |
| | 30% | PDHPE | Half Yearly Exam |
| | 30% | Science | Half Yearly Exam – Motion & Energy & Elements |
| | 25% | Spanish | Class Task-based on understanding & interpreting information in a range of texts |
| | 10/50 | Sport Life & Rec. 100 hrs | Half-yearly examination |
| | 20% | Textiles Tech 100 hrs | Topic Test |
| | 20% | Textiles Tech 200 hrs | Half Yearly Exam |
| | 20% | Visual Arts | Half Yearly Exam – Art Making |
| | 5 | 20% | iSTEM |
| 6 | 30% | IT Engineering 100 hrs | Project & Folio |
| | 20% | IT Multimedia 100 hrs | Animation Project and Folio |
| 7 | 30% | DT Accelerated 200 hrs | Lighting Design Project & Folio – Designing & Producing |
| | 30% | PASS | Half Yearly Exam |
| 8 | 10/50 | Psychology 100 hrs | Research Task – School of Thoughts |
| 9 | 30% | PASS | Fundamental movement skill and development – Tag Gridiron |
| 10 | 25% | IST 100 hrs | JavaScript Coding Project |
| | 20/50 Marks | Photography 100 hrs | Making, Critical, Historical Study |
| | 20% | Visual Arts | Body of Work, VAPD (classwork) |

Term 3

| Week | Weighting/ Marks | Subject | Task |
|------|---------------------|---------------------------|---|
| 2 | 20% | Science | Individual Research – Research Project |
| | 25% | History Elective | Group presentation |
| | 25% | IST 200 hrs | Web App Project and Folio |
| 4 | 25% | English | Module B – Critical Study of Literature |
| | 20% | Food Tech 100 hrs | Practical & Folio |
| | 30% | Food Tech 200 hrs | Practical & Folio |
| | 25% | History - Mandatory | Group Presentation - WW2 |
| | 30% | IT – Engineering 100 hrs | Project and Folio |
| | 30% | IT Multimedia 100 hrs | Website Project & Folio |
| | 30% | IT Multimedia 200 hrs | Project & Folio |
| | 30% | IT – Timber 100hrs | Project and Folio |
| 5 | 20% | Science | Research Task: Genetics & Biotechnology |
| | 30% | iSTEM | Multimodal presentation and prototype |
| | 20% | IST 100 hrs | In-class topic test |
| 6 | 25% | Food Tech 100 hrs | Project Folio and practical assessment: “Food Product Development” |
| | 30% | IT Engineering 200 hrs | Project & Folio |
| | 30% | IT – Timber 200 hrs | Project and Folio |
| 7 | 30% | Chinese | Class Task - incorporating at least one or more skills |
| | 30% | Italian | Class Task - incorporating at least one or more skills |
| | 30% | Japanese | Class Task - incorporating at least one or more skills |
| | 30% | Spanish | Class Task - incorporating at least one or more skills |
| 8 | 30% | Commerce | Group Task |
| | 20% | Drama | Performance: Monologue, Performance, Log Book |
| | 20% | PDHPE | Research task – overcoming adversity |
| | 10/50 | Psychology 100 hrs | Research Task – Psychological Phenomenon |
| | 15/50 | Sport Life & Rec. 100 hrs | In-class test |
| | 30% | Textiles Tech 100 hrs | Practical Project & Portfolio – The World is a Stage |
| | 30% | Textiles Tech 200 hrs | Practical Project & Portfolio – Urban Escape |
| 8-9 | 30% | DT Accelerated 200 hrs | Yearly Exam – All Components |
| | 15/50 | Photography 100 hrs | Portfolio and exam |
| 9 | 30% | Food Tech 100 hrs | Practical and Oral Folio Presentation |
| | 25% | Music | Jazz Group Performance/Aural Test |
| | 20% | PASS | Research Task – technology, participation and performance |
| 10 | 30% | Visual Arts | Written Task (hand-in) (10%) and Body of Work, VAPD (classwork) (20%) |

Term 4

| Week | Weighting/ Marks | Subject | Task |
|-------------|-----------------------------|--|--|
| 1 | 30% | Science | Yearly Exam – Genetics and Biotechnology |
| 2 | 25% | Chinese | Class Task-based on understanding & interpreting information in a range of texts |
| | 30% | English | Module A – Comparative Study |
| | 25% | History - Mandatory | In class source analysis |
| | 30% | History – Elective | Research response and poster design |
| | 20% | iSTEM | Research, product design and evaluation |
| | 25% | Italian | Class Task-based on understanding & interpreting information in a range of texts |
| | 25% | Japanese | Class Task-based on understanding & interpreting information in a range of texts |
| | 30% | Mathematics | Written Task: Linear Relationships, Trigonometry |
| | 20% | Music | Viva Voce – Musical Theatre |
| | 20/50 | Psychology 100 hrs | In Class Test – All Components |
| | 25% | Spanish | Class Task-based on understanding & interpreting information in a range of texts |
| | 20% | Textiles Tech 100 hrs | Research project |
| | 20% | Textiles Tech 200 hrs | Research project |
| | 3 | 25% | Commerce |
| 25% | | Drama | Research/Performance, Log Book & Evaluation – Theatrical Style |
| 30% | | Food Tech 200 hrs | Practical and Folio including food photography |
| 30% | | IST 100 hrs | 2D Game Design Project |
| 30% | | IST 200 hrs | 3D Game Design Project |
| 30% | | IT Engineering 200 hrs | Solar Car and Folio |
| 30% | | IT Multimedia 100 hrs | Video Project & Folio |
| 30% | | IT Timber 100 hrs | Projects & Folios |
| 30% | | IT Timber 200 hrs | Projects & Folios |
| 30% | PDHPE | Practical Assessment: Netball/Basketball | |
| 4 | 30% | IT Engineering 100 hrs | Project & Folio |
| | 30% | IT – Multimedia 200hrs | Project and Folio |
| | N/A | PASS | Issues in physical activity and sport |
| | 10/50 | Sport Life & Rec. 100 hrs | Bronze Medallion + Practical Assessment |
| 9 | N/A- | English | Module C – Dystopian Cities |