

# YEAR 10 ASSESSMENT BOOKLET

2024

Cowra High School

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KNOWLEDGE IS POWER

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## Introduction

Dear Student,

Cowra High School is proud of its high academic achievement and we look forward to working with each of you to achieve your potential in Stage 5.

It is very important that you read this book carefully. It contains the guidelines and expectations for your school-based assessment tasks. The tasks will help form your final assessment for your Record of School Achievement (RoSA).

The staff at Cowra High School are here to support you. Please seek assistance when you need it.

My best wishes for the coming year. Work hard to achieve your potential. Remember our school vision *"Through quality teaching, Cowra High School seeks to prepare students to fulfil their potential and pursue excellence in all fields of endeavour. We value culture and positive self-worth to empower students to lead purposeful lives, contributing to local and global communities to succeed in a dynamic world. We strive to provide a holistic and inclusive education for all learners, fostering resilience and creating curious, confident, respectful, responsible life-long learners"*.

Regards

Mrs Hamilton  
Principal

## What is ROSA?

The Record of Student Achievement (or RoSA) is the formal credential awarded to eligible students who choose to leave school prior to receiving their Higher School Certificate (HSC). Students will also be able to view and download a transcript of their achievements when applying for jobs or further education or training. To be eligible for a RoSA, students will need to have completed the mandatory requirements for Stage 5 (Years 9 and 10)

### What is the Record of Student Achievement (or RoSA)

The RoSA is an electronic record of student achievements and includes:

- Grades for all the courses a student has completed up until the point they leave school – including those completed in Year 10, Year 11 or even Year 12
- Vocational courses and students' vocational experiences
- Citizenship and leadership achievements such as First Aid, Community Languages Courses and Duke of Edinburgh Awards
- Results from optional on-line literacy and numeracy tests, with particular emphasis on work readiness, that students will be able to undertake twice a year

There is no external examinations for the RoSA. All assessment is internal and based on work completed in Stage 5 (Years 9 and 10). Students will be required to submit assessment tasks as delivered by their schools. Teachers will then use marks from those assessments to allocate a grade for each student at the end of the course. Teachers will submit those grades to the NSW Educational Standards Authority (NESA) for inclusion on the RoSA.

Student grades are based on the assessment tasks outlined in this document. These grades are based on the A - E Grade Scale and [Course Performance Descriptors](#) developed by NESA. Grades are given for individual achievement and are determined by the depth of knowledge and understanding and the range of skills that students demonstrate.

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

## What are the Requirements for the award of the RoSA?

To meet the requirements of the RoSA in Stage 5 (Years 9 and 10), students are required to study both core courses and elective courses.

Core Courses: All students must undertake

- ☐ English
- ☐ Mathematics
- ☐ Science
- ☐ Human Society and its Environment – History and Geography
- ☐ Personal Development, Health and Physical Education.

**Elective Courses:** All Students must undertake at least 400 hours elective courses (studied in both Years 9 and 10).s

## Work Requirements

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

- (a) **followed** the course developed or endorsed by the 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 all courses, students are required to

- Submit all assessment tasks by the **due date**
- Make a genuine attempt to complete course work – **in class and homework activities;**
- **Expectations** are that students attend 90% of all registered hours to meet course requirements.

Where a student is not meeting these requirements in a particular course, a warning letter will be sent home informing parents that the student is at risk of receiving an N determination.

If the student has not met all mandatory requirements by the conclusion of Year 10, they will not be eligible to receive a RoSA in that year and may not be able to progress to Years 11 and 12.

The assessment requirements for each course are set out in the course syllabus. Cowra High School has developed an assessment program for each course offered, following these requirements. These programs are set out in this booklet and are designed to assist teachers to determine the final RoSA grade.

## Student Responsibilities

- Attempt **all work** and submit work to an acceptable standard and in an appropriate format
- Submit assessment tasks on the due date, directly to the teacher, and sign a sheet of receipt, both when the task is distributed and when it is submitted. Under no circumstances should an assessment task be left on a teacher's desk in their staffroom or classroom
- Be aware of the procedures to be followed if absent when a task is to be submitted, or completed in class, or when an extension is sought. (See Below)
- If absent from lesson(s) actively pursue whether an assessment task has been issued.
- Satisfactorily explain all full and partial absences from school and class.
- Present their own work – copying and pasting or writing someone else's work (without acknowledging the source) is plagiarism and will result in a zero mark
- Acknowledge all sources of information used, e.g. bibliographies
- If work is submitted and any use of Artificial Intelligence (AI) for example ChatGPT is identified in the marking process the result will be a zero mark.

### (I) Illness/Misadventure and Consideration of Absence Applications by Students

Students who feel that their performance on the task has been affected by factors outside their control may wish to apply for special consideration. Students must formally apply by completing the Illness/Misadventure and/or Extension Application Form. The application form is available from a Deputy Principal. In the case of illness, a Doctors Certificate must accompany the application for illness and/or extension.

**Misadventure** refers to any valid reason, other than illness, for not completing, submitting or being present for an assessment task. **Documentary evidence** should accompany the application for misadventure and/or extension.

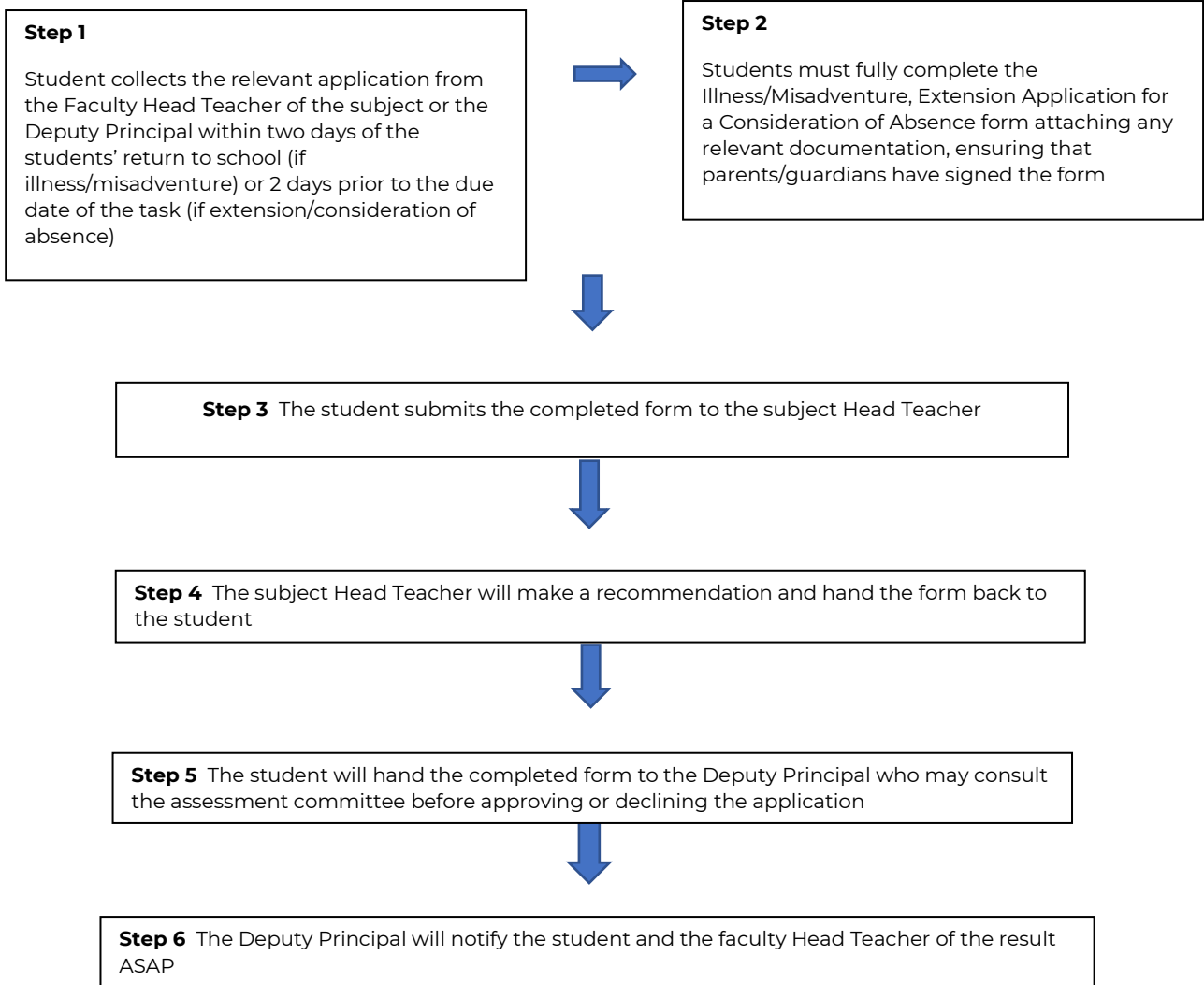
**Consideration of absence** can be sought for legitimate absences e.g. school sporting events that clash with in-class tests, important events, such as funerals.

#### **It is important to note that:**

- Students must pursue the illness/misadventure process. There is no onus on the class teacher to instigate this process.
- Work submitted late without approval for illness/misadventure, extension of time, or consideration of absence will be marked, though a 10% deduction penalty per day will apply for each day that the task is late. If, after 5 days (from the original due date), the task has still not been submitted, a mark of zero will be awarded, and
- A NESAs **N determination warning letter** will be sent to the student's home address (See appendix D).

If the illness/misadventure application is approved, the student will complete the set task or an alternate task as soon as can be arranged, preferably on the next school day, or, in exceptional circumstances, an estimate will be used based on assessment evidence.

## **Process for seeking extension, consideration of absence or illness/misadventure**



If the illness/misadventure. Consideration of absence or extension application is approved, the student will complete the set task or an alternate task as soon as can be arranged, preferably on the next school day, or an estimate will be used based on assessment evidence, or the school will use a mark based on a substitute task. Any substitute task should:

- Be based on the same components or outcomes as the original task
- Test or measure the same knowledge or skills as the original task
- As far as possible, be of comparable standard to the original task
- Be assessed in the same manner as the original task

Practical tasks cannot usually be made up due to the nature of the tasks except in exceptional circumstances.

Invalid reasons for illness/misadventure will result in a mark of zero '0' for that task.



## (II) Extension of Time Requested by Students

Notice of foreseeable absences must be brought to the attention of the class teacher and subject Head Teacher so that negotiations can be made to set alternate dates/tasks.

Students are permitted to submit tasks prior to the due date in these situations where this has been negotiated with the class teacher and Head Teacher. It is the student's responsibility to plan around foreseeable absences.

Students who cannot submit a task on or by the due date, for reasons beyond their control, can make a written application at least one week prior to the original due date on the Extension of Time (Appendix C) or Consideration of Absence form (Appendix A).

## (III) Computer Failures

Technical failures related to computing equipment will not constitute sufficient grounds for the granting of an extension. Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable and up to date back up copies, allowing sufficient time to deal with potential technical failures and the retention of printed back-up copies. Where a computer/printer malfunction occurs the backup copy can be submitted. Preparation notes may be submitted to demonstrate student achievements, in the event of computer failure/malfunction.

## (IV) Submission of Non-Written Tasks

Students must ensure that any disks, films or tapes are operable on standard school equipment. This must be checked before submission.

## (V) Plagiarism and Internet Cheating

Where there is clear evidence of plagiarism in assessment tasks, students will receive a zero (0) for that task. Where direct quotes are used, these must be acknowledged by the appropriate use of quotation marks.

Students who simply copy material from the Internet and present material as their own will receive zero (0) for that task.

If a student fails to complete assessment tasks which contribute more than (in excess of) 50% of the available mark in any Board determined course, he/she will not have satisfactorily studied the course. In such circumstances an 'N' determination may be submitted for the course.

## Teacher Responsibilities

### Teachers must:

- Follow the Assessment Schedule for their subject
- Provide a sheet of receipt for the student to sign both when the task is distributed and when it is submitted
- Give students at least TWO WEEKS written notice for each assessment task
- Ensure that absent students receive the information the next time the student attends the class
- Negotiate the necessary changes with the class when an assessment task must be rescheduled due to unforeseen circumstances. The class will be informed in writing of any change. A minimum of two weeks' notice will be given in writing if the date of a task is to be varied
- Ensure that the task is published on the school website for students and parents to access

### Every assessment task distributed to students will include the following information:

- Specific Question/s to answer
- Marking Criteria
- Outcomes being assessed
- Weighting of the task
- Date Due
- Date Distributed

## Assessment, School Reviews and Appeals to the Board

There is no provision for a review of marks awarded for assessment tasks. Reviews are limited to the assessment process.

In the event of an appeal or review, the only matters which NESAs will consider are whether or not:

- (a) The school's assessment program conforms to the NESAs requirements

AND/OR

- (b) The procedure used by the school for determining the final assessment mark conform to its stated assessment program

AND/OR

- (c) There are computational or other clerical errors in the determination of the assessment mark

## SCHOOL TERM DATES – 2024

Term 1 – 2024	30 January 2024 – 12 April 2024 (11 weeks)
Term 2 – 2024	29 April 2024 – 5 July 2024 (10 weeks)
Term 3 – 2024	22 July 2024 – 27 September 2024 (10 weeks)
Term 4 – 2024	14 October 2024 – 20 December 2024 (10 weeks)

## ASSESSMENT CALENDARS

<b>YEAR 10 ASSESSMENT CALENDAR TERM 1, 2024</b>			
<b>WEEK</b>	<b>SUBJECT</b>	<b>ASSESSMENT</b>	<b>DATE</b>
1			30 Jan-2 Feb
2			5-9 Feb
3			12-16 Feb
4			19-23 Feb
5			26 Feb-1 Mar
6			4-8 Mar
7			11-15 Mar
8	Music Photography	Aural Assignment Research Task	18-22 Mar
9	Aboriginal Studies Agriculture Child Studies Food Technology History Modern Languages-Japanese Mathematics 5.1 & 5.3 Mathematics 5.2 PASS Science	Case Study Animal Production Report Class Test Practical Task The Industrial Revolution Source Task Spoken Role-Play Task In-Class Test Assignment Investigation Task Online Task Chemistry Task	25-29 Mar
10	Dance Elective History Industrial Technology-Metals Modern Languages-Japanese PDHPE	Research and Practical/Oral Presentation Research Task Practical Project/Folio Spoken Role-Play Task Research Task	1 – 5 Apr
11	English	Extended Response	8-12 Apr

<b>YEAR 10 ASSESSMENT CALENDAR TERM 2, 2024</b>			
<b>WEEK</b>	<b>SUBJECT</b>	<b>ASSESSMENT</b>	<b>DATE</b>
1			29 Apr-3 May
2			6-10 May
3			13-17 May
4	Dance	Practical Demonstration	20-24 May
5	Child Studies History Music PASS PDHPE Science Visual Arts	Research Task Essay Australian Music: Performance of own choice Research Task Practical Demonstration & Self Evaluation Semester Test Artmaking	27-31 May
6	Agriculture Elective History Food Technology Industrial Technology-Metals Mathematics 5.1 & 5.3 Mathematics 5.2 Photography	Semester 1 Examination Research and Presentation Research Task Industry Research Assignment Investigation Task In-Class Test Digital Tradition	3 -7 Jun
7			10-14 Jun
8			17-21 Jun
9	Aboriginal Studies Modern Languages-Japanese	Research Task Half-Yearly Test	24-28 Jun
10	English	Multimodal Task	1-5 Jul

<b>YEAR 10 ASSESSMENT CALENDAR TERM 3, 2024</b>			
<b>WEEK</b>	<b>SUBJECT</b>	<b>ASSESSMENT</b>	<b>DATE</b>
1			22-26 Jul
2			29 Jul-2 Aug
3			5-9 Aug
4			12-16 Aug
5			19-23 Aug
6	Visual Arts	Artmaking and Critical & Historical	26-31 Aug
7	Music Science	Composition Independent Research Project Report	2-6 Sep
8	Aboriginal Studies Elective History History	Biography Research Research Task: Essay Research Task	9-13 Sep
9	Agriculture Child Studies Food Technology Mathematics 5.1, 5.2, 5.3	Research Task Take Home Task Practical Task In-Class Test	16-20 Sep
10	Dance English Industrial Technology-Metals Modern Languages-Japanese Music PDHPE	Research/Written In-class Task Writing Portfolio Practical Project and Theory Component Written Take-Home Task Research Task and Oral Presentation Practical Demonstration & Peer Evaluation	23-27 Sep

<b>YEAR 10 ASSESSMENT CALENDAR TERM 4, 2024</b>			
<b>WEEK</b>	<b>SUBJECT</b>	<b>ASSESSMENT</b>	<b>DATE</b>
1			14-18 Oct
2			21-25 Oct
3			28 Oct-1 Nov
4	Dance Photography Visual Arts	Practical Demonstration Written Reflection Artmaking	4-8 Nov
5	Aboriginal Studies Agriculture Child Studies Elective History English History Industrial Technology-Metals Modern Languages-Japanese Mathematics 5.1, 5.2, 5.3 Music PASS PDHPE Science Visual Arts	Presentation Yearly Examination Yearly Examination In-class Quiz Yearly Examination In-class Quiz Yearly Examination Yearly Examination and Interview Yearly Examination Yearly Performance and Examination In-Class Task Yearly Examination Yearly Examination Yearly Examination	11-15 Nov
6	Food Technology	Theory Task	18-22 Nov
7			25-29 Nov
8			2-6 Dec
9			9-13 Dec
10			16-20 Dec

## Assessment Overview

### Aboriginal Studies Assessment Schedule

#### Course Overview

Aboriginal Studies provides students with opportunities to develop knowledge and understanding of the diverse cultures, identities and lived experiences of Aboriginal Peoples. It explores the fundamental significance of land and spirituality, the importance of autonomy and self-determination, and contemporary issues affecting local Aboriginal communities and communities across Australia. Students have opportunities to develop research and consultation skills to engage respectfully with Aboriginal communities and become active and informed advocates for a just and inclusive world.

Aboriginal Studies is designed to be inclusive of all students in NSW schools and is of value to Aboriginal and/or Torres Strait Islander students and non-Aboriginal students.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Case Study</b> Core 2 Self-Determination	<b>Research Task</b> Aboriginal Enterprises	<b>Biography Research</b> Film & TV	<b>Presentation</b> Aboriginal Politics and Legal	
	Term 1, Week 9	Term 2, Week 9	Term 3, Week 8	Term 4, Week 5	
	<b>Outcomes assessed</b> 5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11	<b>Outcomes assessed</b> 5.1, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11	<b>Outcomes assessed</b> 5.1, 5.2, 5.3, 5.4, 5.7, 5.8, 5.10, 5.11	<b>Outcomes assessed</b> 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

#### Assessment Syllabus Outcomes

Code	A student...
<b>5.1</b>	describes the factors that contribute to an Aboriginal person's identity
<b>5.2</b>	explains ways in which Aboriginal People maintain their identity
<b>5.3</b>	describes the dynamic nature of Aboriginal cultures
<b>5.4</b>	explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
<b>5.5</b>	explains the importance of families and communities to Aboriginal Peoples
<b>5.6</b>	explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples' participation nationally and internationally
<b>5.7</b>	assesses the significance of contributions of Aboriginal Peoples to Australian society
<b>5.8</b>	analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures
<b>5.9</b>	analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their cultures
<b>5.10</b>	independently identifies and applies appropriate community consultation protocols and ethical research practices to gather and interpret data
<b>5.11</b>	independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings



## Agriculture Technology Assessment Schedule

### Course Overview:

Students demonstrate a detailed understanding of the diverse and dynamic nature of Australian agriculture. Students analyse the management of agricultural enterprises and the marketing of a range of products. They use a variety of techniques and associated technologies in the demonstration of workplace practices associated with agricultural enterprises and recognise the impact of current and emerging technologies on local and global environments. Students make considered decisions and responsible judgements on the use of sustainable and ethical management practices. Students demonstrate safe work practices and apply appropriate WHS guidelines whenever engaged in practical activities.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Animal Production Report	Semester 1 Examination	Research Task	Yearly Examination	
	Term 1, Week 9	Term 2, Week 6	Term 3, Week 9	Term 4, Week 5	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	AG5-1, AG5-4, AG5-5, AG5-10, AG5-11, AG5-12, AG5-14	AG5-1, AG5-2, AG5-3, AG5-7, AG5-9, AG5-13	AG5-4, AG5-5, AG5-6, AG5-8, AG5-12	AG5-2, AG5-3, AG5-6, AG5-7, AG5-8, AG5-9, AG5-13	
Knowledge and understanding of course content	5	15	5	15	40
Knowledge, understanding, and skills required to manage agricultural production systems	5	10	5	10	30
Skills in effective research, experimentation, and communication	10	5	10	5	30
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

Assessment Syllabus Outcomes	
Code	A student....
<b>AG5.1</b>	explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
<b>AG5.2</b>	explains the interactions within and between agricultural enterprises and systems
<b>AG5.3</b>	explains the interactions within and between the agricultural sector and Australia's economy, culture and society
<b>AG5.4</b>	investigates and implements responsible production systems for plant and animal enterprises
<b>AG5.5</b>	investigates and applies responsible marketing principles and processes
<b>AG5.6</b>	explains and evaluates the impact of management decisions on plant production enterprises
<b>AG5.7</b>	explains and evaluates the impact of management decisions on animal production enterprises
<b>AG5.8</b>	evaluates the impact of past and current agricultural practices on agricultural sustainability
<b>AG5.9</b>	evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
<b>AG5.10</b>	implements and justifies the application of animal welfare guidelines to agricultural practices
<b>AG5.11</b>	designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts
<b>AG5.12</b>	collects and analyses agricultural data and communicates results using a range of technologies.
<b>AG5.13</b>	applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
<b>AG5.14</b>	demonstrates plant and/or animal management practices safely and in collaboration with others

## Child Studies Assessment Schedule

<b>Course Overview:</b>					
The aim of the Child Studies Content Endorsed Course Years 7–10 Syllabus is to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years (0–8 years) in a range of settings and contexts					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Class Test</b> Conception to Birth	<b>Research Task</b> Newborn Care	<b>Take Home Task</b> Career Opportunities	<b>Yearly Examination</b> Media and Technology	
	Term 1 Week 9	Term 2 Week 5	Term 3 Week 9	Term 4 Week 5	
Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed		
	CS5-1, CS5-2, CS5-5, CS5-8, CS5-11	CS5-1, CS5-2, CS5-5, CS5-6, CS5-7, CS5-8, CS5-10	CS5-2, CS5-4, CS5-5, CS5-8, CS5-9	CS5-4, CS5-8, CS5-9, CS5-11	
Knowledge, understanding and skills	15	10	15	10	<b>50</b>
Values and attitudes	10	15	10	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

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

## Dance Assessment Schedule

### Course Overview:

The Dance Syllabus is for students to experience, understand, value and enjoy dance as an artform through the interrelated study of the performance, composition and appreciation of dance.

Students will develop knowledge, understanding and skills about dance as an artform through:

\* Dance performance as a means of developing dance technique and performance quality to communicate ideas

\* Dance composition as a means of creating and structuring movement to express and communicate ideas

\* Dance appreciation as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research and Practical/Oral Presentation Composition	Practical Demonstration Performance	Research/Written In-Class Task Appreciation	Practical Demonstration Performance	
	Term 1 Week 10	Term 2 Week 4	Term 3 Week 10	Term 4 Week 4	
	Outcomes assessed 5.2.1, 5.2.2, 5.4.1	Outcomes assessed 5.1.1, 5.1.2, 5.1.3	Outcomes assessed 5.3.1, 5.3.2, 5.3.3	Outcomes assessed 5.1.1, 5.1.2, 5.1.3	
Performing 40%		20		20	40
Composition 30%	30				30
Appreciation 30%			30		30
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>

### Assessment Syllabus Outcomes:

Code	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 understanding and experiences drawn from their own work and dance works of art
5.4.1	values and appreciates their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning

## Elective History Assessment Schedule

### Course Overview:

The study of History Elective enables students to investigate the actions, motives and lifestyles of people over time, from individuals and family members to local communities, expanding to national and world history contexts. It introduces the idea that the past contains many stories and that there is never only one uncontested version. There are many differing perspectives within a nation's history, and historians may interpret events differently depending on their point of view and the sources they have used. The study of History develops an appreciation for and an understanding of civics and citizenship. It also provides broader insights into the historical experiences of different cultural groups within our society – for example, Aboriginal and Torres Strait Islander Peoples, migrants and women. History encourages students to develop an understanding of significant historical concepts such as continuity and change, cause and effect, significance and contestability.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Essay	Report	Historical Investigation	Individual Research	
	JFK/Parkland	Heros & Villains	Aztecs	Students' choice	
	Term 1, Week 10	Term 2, Week 6	Term 3, Week 8	Term 4, Week 5	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
HTE5-1 HTE5-2 HTE5-6 HTE5-8 HTE5-10	HTE5-1 HTE5-3 HTE5-6 HTE5-8 HTE5-9 HTE5-10	HTE5-1 HTE5-3 HTE5-4 HTE5-8 HTE5-9 HTE5-10	HTE5-4 HTE5-7 HTE5-5 HTE5-9		
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

### Assessment Syllabus Outcomes

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

## English Assessment Schedule

<b>Course Overview:</b>					
<ul style="list-style-type: none"> <li>• All the World's a Stage – Shakespeare Study</li> <li>• Talking Texts – Novel Study</li> <li>• Let's Write – Creative Non Fiction</li> <li>• Poetry with Purpose – Poetry Study</li> </ul>					
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Extended Response</b>  Essay	<b>Multimodal Task</b>  Interview with the author	<b>Writing Portfolio</b>  Collection of creative non-fiction works	<b>Examination</b>  Short answers, & extended response on poetry	
	<b>Term 1 Week 11</b>	<b>Term 2 Week 10</b>	<b>Term 3 Week 10</b>	<b>Term 4 Week 5</b>	
	<b>Outcomes assessed</b> EN5-URC-01 EN5-URA-01 EN5-URB-01 EN5-ECB-01	<b>Outcomes assessed</b> EN5-URB-01 EN5-URA-01 EN5-URC-01 EN5-ECA-01 EN5-RVL-01	<b>Outcomes assessed</b> EN5-URA-01 EN5-URB-01 EN5-ECA-01 EN5-ECB-01	<b>Outcomes assessed</b> EN5-URB-01 EN5-URA-01 EN5-ECA-01	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

<b>Assessment Syllabus Outcomes</b>	
Code	A student...
<b>EN5-RVL-01</b>	<b>Reading, viewing and listening to texts</b> - uses a range of personal, creative and critical strategies to interpret complex texts
<b>EN5-URA-01</b>	<b>Understanding and responding to texts A</b> - analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures
<b>EN5-URB-01</b>	<b>Understanding and responding to texts B</b> - evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes
<b>EN5-URC-01</b>	<b>Understanding and responding to texts C</b> - investigates and explains ways of valuing texts and the relationships between them
<b>EN5-ECA-01</b>	<b>Expressing ideas and composing texts A</b> - crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning
<b>EN5-ECB-01</b>	<b>Expressing ideas and composing texts B</b> - uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

## Food Technology Assessment Schedule

### Course Overview:

By the end of Stage 5, students are able to make informed decisions based on knowledge and understanding of the impact of food on society, of food properties, preparation and processing, and the interrelationship of nutrition and health. This understanding enables them to design, manage and implement solutions, in a safe and hygienic manner, for specific purposes with regard to food. Students select, use and apply appropriate terminology, resources and a broad range of media to accurately communicate ideas, understanding and skills to a variety of audiences.

Students demonstrate practical skills in preparing and presenting food that enable them to select and use appropriate ingredients, methods and equipment. Students apply skills and gain confidence in managing, realising and evaluating solutions for specific food purposes.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical Task	Research Task	Practical Task	Research Task	
	Term 1, Week 9	Term 2, Week 6	Term 3, Week 9	Term 4, Week 6	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	FT5-3, FT5-4, FT5-10, FT5-11	FT5-7, FT5-8, FT5-9, FT5-12, FT5-13	FT5-1, FT5-2, FT5-5, FT5-10,	FT5-6, FT5-7, FT5-8, FT5-9	
Knowledge, understanding and skills	25	25	25	25	100
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

### Assessment Syllabus Outcomes

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

## History Assessment Schedule

### Course Overview:

The year 10 course examines the history of the modern world and Australia from 1945 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	The Industrial Revolution Source Task	<b>Essay</b> Gallipoli Research	<b>Research Task</b> Cowra POW	Rights and Freedoms Quiz	
	<b>Term 1, Week 9</b>	<b>Term 2, Week 5</b>	<b>Term 3, Week 8</b>	<b>Term 4, Week 5</b>	
	<b>Outcomes assessed</b> 5.1, 5.3, 5.4, 5.5, 5.7, 5.9, 5.10	<b>Outcomes assessed</b> 5.2, 5.3, 5.6, 5.7, 5.8	<b>Outcomes assessed</b> 5.2, 5.3, 5.5, 5.7, 5.8	<b>Outcomes assessed</b> 5.1, 5.2, 5.6, 5.7, 5.8	
<b>Total %</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>

### Assessment Syllabus Outcomes

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

## Industrial Technology Metals Assessment Schedule

### Course Overview:

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. Industrial Technology develops knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities. The study of Industrial Technology develops in students an understanding of related work environments and Work Health and Safety (WHS) matters, while developing a range of skills that equip them for future learning, potential vocational pathways and leisure and lifestyle activities involving technologies. The knowledge, understanding, skills and attitudes developed through the study of Industrial Technology provides opportunities for students to make positive contributions to Australian industry and society, to express valued opinions and to make considered judgements as contributing members of society.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical Project/Folio	Industry Research	Practical Project and Theory Component	Yearly Examination	
	<b>Term 1 Week 10</b>	<b>Term 2 Week 6</b>	<b>Term 3 Week 10</b>	<b>Term 4 Week 5</b>	
	<b>Outcomes assessed</b> IND5-1, IND5-2 IND5-3, IND5-7 IND5-8	<b>Outcomes assessed</b> IND5-10, IND5-9	<b>Outcomes assessed</b> IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-10	<b>Outcomes assessed</b> IND5-1, IND5-3, IND5-7, IND5-9	
WHS and risk management. Tools, equipment and techniques	10	5	10	10	35
Workplace communication skills. Links to industry societal and environmental impact	10	15	10	10	45
Design, Materials	5	0	10	5	20
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>25</b>	<b>100</b>

### Assessment Syllabus Outcomes

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



## Stage 5 Modern Languages - Japanese Assessment Schedule

<b>Course Overview:</b>					
Learning a language provides students with an opportunity to communicate and engage with the world and its people. Students learn the target language by developing and applying their knowledge of the language and cultures. Studying a language enhances communication with speakers of the target language and equips learners with intercultural capability. They engage with the linguistic and cultural diversity of the world and develop respect, openness, and empathy.					
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Saying "Hisashiburi!"</b> Spoken Role-Play with a friend	<b>Half-Yearly Test</b> Exam-Conditions	<b>My Day in a Japanese School</b> Written take-home task	<b>Yearly Exam And Interview</b> Exam and 3-minute Spoken Task	
	Term 1, Week 9-10	Term 2, Week 9	Term 3, Week 10	Term 4, Week 5	
	<b>Outcomes assessed</b> ML5-INT-01	<b>Outcomes assessed</b> ML5-UND-01	<b>Outcomes assessed</b> ML5-CRT-01	<b>Outcomes assessed</b> ML5-INT-01, ML5-UND-01, ML5-CRT-01	
Interacting	15			15	<b>30</b>
Understanding		25		10	<b>35</b>
Creating			25	10	<b>35</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>25</b>	<b>35</b>	<b>100</b>

<b>Assessment Syllabus Outcomes</b>	
Code	A student...
ML5-INT-01	exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language
ML5-UND-01	analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding
ML5-CRT-01	creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

## Mathematics 5.1 Assessment Schedule

<b>Course Overview:</b>					
The study of Mathematics provides opportunities for students to appreciate the elegance and power of mathematical reasoning and to apply mathematical understanding creatively and efficiently. The study of the subject enables students to develop a positive self-concept as learners of Mathematics, obtain enjoyment from mathematics, and become self-motivated learners through inquiry and active participation in challenging and engaging experiences.					
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	In-Class Test	Assignment/ Investigation Task	In-Class Test	Final Examination	
	<b>Term 1 Week 9</b>	<b>Term 2 Week 6</b>	<b>Term 3 Week 9</b>	<b>Term 4 Week 5</b>	
	<b>Outcomes assessed</b> MA5.1-4NA MA5.2-4NA MA5.2-8NA	<b>Outcomes assessed</b> MA5.2-15SP	<b>Outcomes assessed</b> MA5.1-6NA MA5.2-9NA MA5.1-7NA MA5.2-13MG	<b>Outcomes assessed</b> MA5.1-4NA MA5.2-4NA MA5.2-8NA MA4-9NA MA5.1-5NA MA5.1-9MG MA5.2-15SP MA5.2-16SP MA5.1-6NA MA5.2-9NA MA5.1-7NA MA5.2-13MG MA4-12SP MA5.1-13SP MA5.2-17SP MA4-14MG MA5.2-12MG	
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

<b>Assessment Syllabus Outcomes</b>	
Code	A student...
<b>MA4-9NA</b>	operates with positive-integer and zero indices of numerical bases
<b>MA4-14MG</b>	uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
<b>MA4-12SP</b>	represents probabilities of simple and compound events
<b>MA5.1-4NA</b>	solves financial problems involving earning, spending and investing money
<b>MA5.1-5NA</b>	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
<b>MA5.1-6NA</b>	determines the midpoint, gradient and length of an interval, and graphs linear relationships
<b>MA5.1-7NA</b>	graphs simple non-linear relationships
<b>MA5.1-9MG</b>	interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
<b>MA5.1-13SP</b>	calculates relative frequencies to estimate probabilities of simple and compound events
<b>MA5.2-4NA</b>	solves financial problems involving compound interest
<b>MA5.2-8NA</b>	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
<b>MA5.2-9NA</b>	uses the gradient-intercept form to interpret and graph linear relationships
<b>MA5.2-12MG</b>	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
<b>MA5.2-13MG</b>	applies trigonometry to solve problems, including problems involving bearings
<b>MA5.2-13MG</b>	applies trigonometry to solve problems, including problems involving bearings
<b>MA5.2-15SP</b>	uses quartiles and box plots to compare sets of data, and evaluates sources of data
<b>MA5.2-16SP</b>	investigates relationships between two statistical variables, including their relationship over time
<b>MA5.2-17SP</b>	describes and calculates probabilities in multi-step chance experiments

## Mathematics 5.2 Assessment Schedule

<b>Course Overview:</b>					
The study of Mathematics provides opportunities for students to appreciate the elegance and power of mathematical reasoning and to apply mathematical understanding creatively and efficiently. The study of the subject enables students to develop a positive self-concept as learners of Mathematics, obtain enjoyment from mathematics, and become self-motivated learners through inquiry and active participation in challenging and engaging experiences.					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment/ Investigation Task	In-Class Test	In-Class Test	Final Examination	
	Term 1, Week 9	Term 2, Week 6	Term 3, Week 9	Term 4, Week 5	
	<b>Outcomes assessed</b> MA5.2-4NA,	<b>Outcomes assessed</b> MA5.2-6NA MA5.3-5NA MA5.2-13MG MA5.3-15MG	<b>Outcomes assessed</b> MA5.2-9NA MA5.3-8NA MA5.2-8NA MA5.1-13SP MA5.2-17SP	<b>Outcomes assessed</b> MA5.1-4NA, MA5.2-4NA, MA5.2-6NA, MA5.3-5NA, MA5.2-13MG, MA5.3-15MG, MA5.2-15SP, MA5.3-18SP, MA5.2-16SP, MA5.3-19SP, MA5.2-8NA, MA5.2-9NA, MA5.3-8NA, MA5.1-13SP, MA5.2-17SP, MA5.1-8MG, MA5.2-11MG, MA5.2-12MG, MA5.1-7NA, MA5.2-10NA	
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

<b>Assessment Syllabus Outcomes</b>	
Code	A student...
<b>MA5.2-4NA</b>	solves financial problems involving compound interest
<b>MA5.2-6NA</b>	simplifies algebraic fractions, and expands and factorises quadratic expressions
<b>MA5.2-9NA</b>	uses the gradient-intercept form to interpret and graph linear relationships
<b>MA5.3-5NA</b>	selects and applies appropriate algebraic techniques to operate with algebraic expressions
<b>MA5.3-7NA</b>	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
<b>MA5.3-8NA</b>	uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
<b>MA5.1-8MG</b>	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
<b>MA5.2-11MG</b>	calculates the surface areas of right prisms, cylinders and related composite solids
<b>MA5.2-12MG</b>	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
<b>MA5.2-13MG</b>	applies trigonometry to solve problems, including problems involving bearings
<b>MA5.3-15MG</b>	applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
<b>MA5.1-13SP</b>	calculates relative frequencies to estimate probabilities of simple and compound events
<b>MA5.2-15SP</b>	uses quartiles and box plots to compare sets of data, and evaluates sources of data
<b>MA5.2-16SP</b>	investigates relationships between two statistical variables, including their relationship over time
<b>MA5.2-17SP</b>	describes and calculates probabilities in multi-step chance experiments
<b>MA5.3-18SP</b>	uses standard deviation to analyse data
<b>MA5.3-19SP</b>	investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

## Mathematics 5.3 Assessment Schedule

<b>Course Overview:</b>					
The study of Mathematics provides opportunities for students to appreciate the elegance and power of mathematical reasoning and to apply mathematical understanding creatively and efficiently. The study of the subject enables students to develop a positive self-concept as learners of Mathematics, obtain enjoyment from mathematics, and become self-motivated learners through inquiry and active participation in challenging and engaging experiences.					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	In-Class Test	Assignment/ Investigation Task	In-Class Test	Final Examination	
	Term 1, Week 9	Term 2, Week 6	Term 3, Week 9	Term 4, Week 5	
	<b>Outcomes assessed</b> MA5.3-5NA MA5.3-18SP	<b>Outcomes assessed</b> MA5.1-13SP MA5.2-17SP MA5.3-6NA	<b>Outcomes assessed</b> MA5.2-16SP MA5.3-19SP MA5.3-7NA MA5.3-8NA	<b>Outcomes assessed</b> MA5.1-7NA MA5.2-5NA MA5.2-10NA MA5.3-4NA MA5.3-5NA MA5.3-7NA MA5.3-8NA MA5.3-9NA MA5.2-12MG MA5.3-14MG MA5.3-15MG MA5.1-13SP MA5.2-16SP MA5.2-17SP MA5.3-18SP MA5.3-19SP	
Total %	25	20	25	30	100

<b>Assessment Syllabus Outcomes</b>	
Code	A student...
<b>MA5.1-7NA</b>	graphs simple non-linear relationships
<b>MA5.2-5NA</b>	recognises direct and indirect proportion, and solves problems involving direct proportion
<b>MA5.2-10NA</b>	connects algebraic and graphical representations of simple non-linear relationships
<b>MA5.3-4NA</b>	draws, interprets and analyses graphs of physical phenomena
<b>MA5.3-5NA</b>	selects and applies appropriate algebraic techniques to operate with algebraic expressions
<b>MA5.3-6NA</b>	performs operations with surds and indices
<b>MA5.3-7NA</b>	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
<b>MA5.2-8NA</b>	uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
<b>MA5.3-9NA</b>	sketches and interprets a variety of nonlinear relationships
<b>MA5.2-12MG</b>	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
<b>MA5.3-14MG</b>	applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
<b>MA5.3-15MG</b>	applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
<b>MA5.1-13SP</b>	calculates relative frequencies to estimate probabilities of simple and compound events
<b>MA5.2-16SP</b>	investigates relationships between two statistical variables, including their relationship over time
<b>MA5.2-17SP</b>	describes and calculates probabilities in multi-step chance experiments
<b>MA5.3-18SP</b>	uses standard deviation to analyse
<b>MA5.3-19SP</b>	data investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

## Music Assessment Schedule

<b>Course Overview:</b>					
The aim of the <i>Music Years 7–10 Syllabus</i> is to provide students with the opportunity to acquire the knowledge, understanding and skills necessary for active engagement and enjoyment in performing, composing and listening, and to allow a range of music to have a continuing role in their lives.					
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	Aural Assignment	Australian Music: Performance of own choice	Composition	Yearly Performance and Exam	
	<b>Term 1, Week 8</b>	<b>Term 2, Week 5</b>	<b>Term 3, Week 7</b>	<b>Term 4, Week 5</b>	
	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3	5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.7, 5.8, 5.9 & 5.10	
<b>Performance</b>		25		25	<b>50</b>
<b>Listening</b>	15			15	<b>30</b>
<b>Composition</b>			20		<b>20</b>
<b>Total %</b>	<b>25</b>	<b>15</b>	<b>20</b>	<b>40</b>	<b>100</b>

<b>Assessment Syllabus Outcomes</b>	
Code	A student...
<b>5.1</b>	Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
<b>5.2</b>	Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
<b>5.3</b>	Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
<b>5.4</b>	Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
<b>5.5</b>	Notates own compositions, applying forms of notation appropriate to the music selected for study
<b>5.6</b>	Uses different forms of technology in the composition process
<b>5.7</b>	Demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
<b>5.8</b>	Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
<b>5.9</b>	Demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
<b>5.10</b>	Demonstrates an understanding of the influence and impact of technology on music

## Physical Activity and Sports Studies (PASS) Assessment Schedule

<b>Course Overview:</b>					
The aim of the <i>Physical Activity and Sports Studies Content Endorsed Course Years 7–10 Syllabus</i> is to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Body Systems and Energy for Physical Activity</b> Online Task	<b>Australia's Sporting Identity</b> Research Task	<b>Olympics</b> Research Task and Oral presentation	<b>Technology in Sport</b> In Class Task	
	<b>Term 1, Week 9</b>	<b>Term 2, Week 5</b>	<b>Term 3, Week 10</b>	<b>Term 4, Week 5</b>	
	<b>Outcomes assessed</b> PASS5-1, PASS5-2, PASS5-9, PASS5-10	<b>Outcomes assessed</b> PASS5-3, PASS5-4, PASS5-10	<b>Outcomes assessed</b> PASS5-3, PASS5-4, PASS5-5, PASS5-6, PASS5-7, PASS5-9	<b>Outcomes assessed</b> PASS5-6, PASS5-7, PASS5-10	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

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

## Personal Development, Health & Physical Education (PDHPE) Assessment Schedule

<b>Course Overview:</b>					
The aim of the PDHPE Years 7–10 Syllabus is to develop students' capacity to enhance personal health and wellbeing, enjoy an active lifestyle, maximise movement potential and advocate lifelong health and physical activity. lifestyles. develop a commitment to principles that promote social justice.					
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	Research Task	Practical Demonstration and Self Evaluation	Practical Demonstration and Peer Evaluation	Yearly Examination	
	<b>Term 1, Week 10</b>	<b>Term 2, Week 5</b>	<b>Term 3, Week 10</b>	<b>Term 4, Week 5</b>	
	<b>Outcomes assessed</b> PD5-1, PD5-2, PD5-9	<b>Outcomes assessed</b> PD5-4, PD5-11	<b>Outcomes assessed</b> PD5-5, PD5-8	<b>Outcomes assessed</b> PD5-3, PD5-6, PD5-7, PD5-10	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

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

## Photography, Video & Digital Media Assessment Schedule

<b>Course Overview:</b>				
The aim of the Photographic and Digital Media Years 7-10 Syllabus is to enable students to:				
<ul style="list-style-type: none"> <li>Develop and enjoy practical and conceptual autonomy in their abilities to represent ideas and interests in photographic and digital media works</li> <li>Understand and value the different beliefs that affect interpretation, meaning and significance in photographic and digital media</li> </ul>				
Component	Task 1	Task 2	Task 3	Weighting %
	Research Task	Digital Tradition	Written Reflection	
		Portfolio of Work and Digitally developed website	Collection of Works Published work on website and printed selection of work	
	Term 1, Week 8	Term 2, Week 6	Term 4, Week 4	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	5.7, 5.8, 5.9 & 5.10	5.1, 5.2, 5.3, 5.4, 5.5 & 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6 & 5.8	
<b>Artmaking</b> 70%		40	30	70
<b>Art Criticism &amp; Art History</b> 30%	20		10	30
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

<b>Assessment Syllabus Outcomes</b>	
Code	A student...
5.1	develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
5.2	makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
5.3	makes photographic and digital works informed by an understanding of how the frames affect meaning
5.4	investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
5.5	makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
5.6	selects appropriate procedures and techniques to make and refine photographic and digital works
5.7	applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
5.8	uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works
5.9	uses the frames to make different interpretations of photographic and digital works
5.10	constructs different critical and historical accounts of photographic and digital works



## Science Assessment Schedule

<b>Course Overview:</b>					
Students will cover content in the following topics: chemistry, genetics, evolution, science skills, motion and renewable resources.					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Chemistry Task	Motion Task	Independent Research Project Report	Yearly Examination	
	Term 1, Week 9	Term 2, Week 5	Term 3, Week 7	Term 4, Week 5	
	<b>Outcomes assessed</b> SC5-7WS SC5-9W SC5-16CW SC5-17CW	<b>Outcomes assessed</b> SC5-7WS SC5-8WS SC5-9WS SC5-10PW SC5-11PW	<b>Outcomes assessed</b> SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS	<b>Outcomes assessed</b> SC5-9WS SC5-10PW SC5-11PW SC5-14LW SC5-15LW SC5-16CW SC5-17CW	
Working Scientifically	10	15	15	10	50
Knowledge and Understanding	10	10	10	20	50
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

<b>Assessment Syllabus Outcomes</b>	
Code	A student...
<b>SC5-4WS</b>	develops questions or hypotheses to be investigated scientifically
<b>SC5-5WS</b>	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
<b>SC5-6WS</b>	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
<b>SC5-7WS</b>	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
<b>SC5-8WS</b>	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problem
<b>SC5-9WS</b>	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
<b>SC5-10PW</b>	applies models, theories and laws to explain situations involving energy, force and motion
<b>SC5-11PW</b>	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
<b>SC5-13ES</b>	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
<b>SC5-14LW</b>	analyses interactions between components and processes within biological systems
<b>SC5-15LW</b>	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
<b>SC5-16CW</b>	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
<b>SC5-17CW</b>	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

## Visual Arts Assessment Schedule

<b>Course Overview:</b>					
The aim of the Visual Arts Years 7-10 Syllabus is to enable students to:					
<ul style="list-style-type: none"> <li>• Develop and enjoy practical and conceptual autonomy in their abilities to represent ideas in the visual arts</li> <li>• Understand and value the different beliefs that affect meaning and significance</li> </ul>					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Artmaking	Artmaking and Critical & Historical	Artmaking	Critical and Historical	
	Painting and VAPD	Ceramics, VAPD & Written Analysis	Drawing & VAPD	Yearly Examination	
	Term 2, Week 5	Term 3, Week 6	Term 4, Week 4	Term 4, Week 5	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	5.1, 5.2, 5.4, 5.5 & 5.6	5.1, 5.2, 5.3, 5.4, 5.6, 5.7 & 5.10	5.7, 5.8, 5.9, 5.10	5.2, 5.4, 5.5, 5.6	
Artmaking	20	20	20		60
Critical & Historical Studies		10		30	40
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

<b>Assessment Syllabus Outcomes:</b>	
Code	A student...
<b>5.1</b>	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
<b>5.2</b>	makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
<b>5.3</b>	makes artworks informed by an understanding of how the frames affect meaning
<b>5.4</b>	investigates the world as a source of ideas, concepts and subject matter in the visual arts
<b>5.5</b>	makes informed choices to develop and extend concepts and different meanings in their artworks
<b>5.6</b>	demonstrates developing technical accomplishment and refinement in making artworks
<b>5.7</b>	applies their understanding of aspects of practice to critical and historical interpretations of art
<b>5.8</b>	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
<b>5.9</b>	demonstrates how the frames provide different interpretations of art
<b>5.10</b>	demonstrates how art criticism and art history construct meanings