Year 10 Subject Assessment **Booklet 2020** 'N_E

Muirfield High School

Junior Assessment Policy and Procedures

The Assessment Policy should be read in conjunction with the NSW Department of Education *Curriculum Policy Standards (2016)* which outlines specific requirements and policy standards and relevant syllabus material.

Aims and Purpose of Assessment

Assessment is the process of identifying, gathering and interpreting information about students' learning in relation to the objectives and outcomes of a course. The central purpose of assessment is to provide information on student achievement and progress and set direction for ongoing teaching and learning.

The assessment program incorporates the principles of *assessment for learning, assessment of learning* and *assessment as learning.*

- Assessment for learning involves teachers using evidence about students' achievement to inform future teaching.
- Assessment of learning is an assessment of what the student has learnt and usually occurs at key points in a unit, term or semester and may be used to rank or grade students.

• Assessment as learning occurs when students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning. Assessment as learning encourages students to take responsibility for their own learning.

Principles of Effective and Informative Assessment and Reporting

• The assessment strategies used by the teacher need to be directly linked to syllabus outcomes. These describe the standards against which the student is assessed and reported.

• Assessment should draw on a wide range of evidence and appropriate to kind of learning or outcomes being assessed. Teachers use a variety of assessment strategies that give students multiple opportunities in varying contexts to demonstrate what they know, understand and can do in relation to syllabus outcomes.

• Assessment strategies need to be valid and fair.

• Assessment should be manageable, efficient and convenient. Assessment can be incorporated into usual classroom activities. For example, teachers can assess achievement informally as students complete work using a range of strategies including student self-assessment and peer assessment.

• Assessment values teacher judgement through cooperative programming and discussion of student work samples and achievements within and between schools. In awarding grades for achievement of outcomes or for overall course performance, teacher may use an on-balance judgement that does not focus on a single piece of work. Teachers may weigh up assessment information collected from both formal activities and informal observations that have built up over time and in different situations. Formal and informal evidence that is collected routinely and recorded systematically is part of teachers' ongoing classroom assessment practice.

Communication to Students and Parents

Each course assessment program will comprise a scope and sequence chart that will indicate the following:

- 1. each of the outcomes to be reported on in semester report
- 2. how each outcome is to be assessed
- 3. how the overall semester/year grade and rank order will be assessed

This information is to be issued to students at the beginning of the year by faculties.

Given the wide variety of assessment strategies, provision of written notification for individual tasks will depend on the nature of the task. Similarly, while provision of explicit criteria supports student achievement, provision of explicit marking criteria is dependent on the nature of individual tasks. These will be decided at faculty level.

Absence, Illness and Misadventure, Lateness

The teacher in consultation with the Head Teacher and following the guidelines below will make decisions about these matters.

All students are expected to make a serious attempt at all assessment tasks.

If students are absent when an in-class task is due, on the FIRST day of return to school, students MUST see the relevant Head Teacher(s), who will decide on one of the options: student to complete the task; student to complete an alternate task; or student awarded an estimated mark. This decision will take into consideration nature of the task; prior application and attendance of the student; and length of absence. In cases where an estimate is awarded, the Head Teacher, in consultation with the classroom teacher, will exercise their professional judgement, using all available evidence of achievement.

A note from the parent/caregiver is required to explain the student's absence from an assessment task. This is required on the student's first day back at school. A penalty of 10% of the full marks possible per day will be consistently applied for the submission of late hand-in formal assessment tasks without a reasonable excuse. A weekend will be treated as one day. After 5 days, the student will receive zero.

Students who are absent through truancy for a test, or absent on the day an assignment is due through truancy will receive a zero for that task.

Students who are absent on the due date of an assessment task for school representation or other school business need to negotiate an alternate due date prior to their absence.

Should students be absent due to extended leave, for example family holidays, students need to consult with the Head Teacher prior to absence. The Head Teacher, in consultation with the class teacher, will decide on one of the following options: submission prior to departure; submission via electronic means; completion an alternate task; awarding an estimate or awarding zero for a task. This decision will take into consideration nature of the task; prior application and attendance of the student; and length of absence.

If something serious or unexpected happens when students are working on an assignment that prevents them from completing the task by the due date, they should go to the Head Teacher and ask for an extension as soon as possible. In the event of the confirmation of illness or misadventure, the teacher and the student are to negotiate an alternative completion date.

Computer issues and technical problems are **NOT** valid grounds for an extension. You are expected to follow responsible practices when using technologies, including ensuring that your equipment is reliable and that you have extra copies saved on USB. Students are recommended to keep a copy of their

assignment work in hard copy form, on a storage device, on a hard drive and email a copy of the task to their school account. This will ensure technological problems such as computer malfunction; power surge; loss of work; no printer ink; will not result in a loss of some or all of the marks.

Disability Provisions

From Muirfield High School Learning Support Procedures:

• Adjustments are provided by classroom teachers to support the individual needs of the student within lessons and units of work. Teachers should consider the concept of "universal design", i.e. ways in which a whole task can be improved so that all students can understand what is required and all students have the opportunity and ability to demonstrate their level of achievement, rather than individual different tasks for each student.

• Adjustments to assessments are modified by teachers when required to enable students to demonstrate required outcomes.

• Teachers provide opportunities for students to use their strengths, preferred learning styles and interests within the curriculum areas.

Students who require accommodations to enable them to demonstrate outcomes may be granted disability provisions in tests. Provisions may include coloured paper, large-print papers, use of a reader and/or writer, extra time or rest breaks. Students in all years who require the provision of a Reader and/or Writer are identified following teacher or parent referral. Students in Years 7, 8 and 9 are assisted by SLSOs. Students in Years 10, 11 and 12 assisted by selected students in the year below. In order to accommodate more students, consideration is being given to use carefully selected Year 8 students to assist students in Year 9. Test provisions are coordinated by the LaST.

Year 10 Record of School Achievement (RoSA)

At the end of Year 10 students who have met the eligibility requirements for the Record of School Achievement (RoSA) will receive a grade for their courses. Teachers will make the final judgement of the grade deserved based on available assessment information and with reference to the course performance descriptors and other material produced by NESA to support the consistent awarding of grades. As this grade is for the external credential, students need to be fully aware of and follow the procedures regarding due dates, absence, illness and misadventure. Should students wish to appeal a decision of Head Teacher, students should speak with their Deputy Principal within two days of receiving the decision from the Head Teacher.

Eligibility for a RoSA

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the Education Act. (https://www.legislation.nsw.gov.au/#/view/act/1990/8/part8/div2/sec94)

School attendance

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

To receive a RoSA, students must attend school until the final day of Year 10.

They must also complete the following mandatory Years 7-10 curriculum requirements.

- English: By the end of Year 10, 400 hours need to be completed.
- Mathematics: By the end of Year 10, 400 hours need to be completed.
- Science: By the end of Year 10, 400 hours need to be completed.
- Human Society and its Environment: By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each Stage.
- Languages Other than English: 100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
- Technological and Applied Studies: Technology (mandatory) Years 7–8 syllabus to be studied for 200 hours.
- **Creative Arts:** Two hundred hours to be completed, consisting of 100-hour mandatory courses in each of Visual Arts and Music.
- **Personal Development, Health and Physical Education:** Mandatory 300-hour course to be completed. This integrated course is to be studied in each of Years 7–10.

'N' determinations

If students do not complete a course's requirements, they will receive an 'N' determination.

Students are warned, via a letter, if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem.

If a student receives an 'N' determination in a mandatory curriculum requirement 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) that received an 'N' determination.

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

Malpractice

Student malpractice in assessment tasks and examinations is a serious offence. Students who commit malpractice will be awarded zero for the task, and risk an 'N' determination for their course.

Malpractice consists of the following, but not limited to:

Unauthorised access to task or marking criteria	Unauthorised access to examination	Unauthorised use of electronic device	Possession or use of unauthorised notes
Plagiarism & aiding plagiarism	Frivolous attempt	Collusion	Unacknowledged assistance
Offensive content	Making a false claim	Possession or use of unauthorised notes	Distributing or sharing the content of examinations and in- class tasks during exclusion periods

Plagiarism is considered malpractice.

Plagiarism is the use of the work of others without acknowledgement. Some guidelines to consider are:

- Copying someone else's entire work and submitting it as your own is plagiarism.
- Copying passages of someone else's work and submitting it as your own is plagiarism.
- Copying someone else's work and substituting some words or sentences is plagiarism.
- The copying of paragraphs or sentences from someone else's work is permitted, as long as it is appropriately acknowledged by footnoting or quotation marks.
- The copying of someone else's ideas, including paraphrasing, is allowed, as long as it is acknowledged.

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.
 p The student has a nelementary knowledge and understanding in few areas of the content and has achieved a limited level of competence in some of the processes and skills.

Stage 5 grading

Schools are responsible for awarding each student a grade (A, B, C, D, or E) to summarise the student's achievement in any 100 hour or 200 hour 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). The grade awarded is reported on the student's Record of School Achievement.

Teachers use these Stage 5 course performance descriptors to determine Stage 5 grades. The descriptors have been developed from the NESA general performance descriptors, and provide a more complete description of typical performance in this course at each grade level.

Applying the course performance descriptors

Teachers use their professional judgement in applying the course performance descriptors. It is not intended that the course performance descriptors represent a checklist, or provide a comprehensive description of student performance at each grade level. The descriptor that provides the best overall description of the student's achievement will determine the grade awarded.

Teachers interpret the course performance descriptors in terms of standards that can be achieved by students within the bounds of the course.

The samples of student work that are provided on the Assessment Resource Centre website clarify the standards described in the course performance descriptors. They illustrate the quality of work typically produced by students who receive each grade.

Assessment Schedule Planner

Term 1			
Week	TASKS TO COMPLETE	DATE DUE	
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			

Term 2			
Week	TASKS TO COMPLETE	DATE DUE	
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

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Term 3		
Week	TASKS TO COMPLETE	DATE DUE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

TASKS TO COMPLETE	DATE DUE
	TASKS TO COMPLETE

2020 RoSA Assessment Schedules

Mandatory RoSA Courses

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Elective RoSA Courses

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2020 Year 10 English

The Year 10 English Course provides students with opportunities to continue developing skills in reading, writing, speaking and listening by responding critically and imaginatively to a wide range of texts from a variety of cultures and media. Students compose a wide range of texts to shape meaning for a variety of purposes, audiences and contexts, using varying technologies to respond imaginatively and critically. This course aims to enable students to use, understand, appreciate, reflect and enjoy the English language in a variety of contexts.

Task No.	Task Description	Report Outcome	ROSA Weighting	Due Date
1 Sem 1	Area of Study – Journey: Poetry and Related Texts. Reading and Reflecting Task	1, 2	15	T1 Wk7
2 Sem 1	Genre Study Creative Writing Task	2	15	T2 Wk3
3 Sem 1	Novel Study Multimodal - Presenting and speaking task	3, 4	20	T2 Wk10
4 Sem 2	Shakespeare Writing Task - Essay	2	20	T3 Wk7
5 Sem 2	Yearly Examination - Reading and writing	1, 2, 4	30	T4 Wk4

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Semester 1	Semester 2
 students read increasingly complex texts for	 students read increasingly complex texts for
understanding, interpretation, critical analysis	understanding, interpretation, critical analysis
and pleasure.	and pleasure.
 students write increasingly sophisticated and	 students write increasingly sophisticated and
sustained texts to communicate accurately,	sustained texts to communicate accurately,
imaginatively, creatively, interpretively and	imaginatively, creatively, interpretively and
critically.	critically.
 students speak and listen in formal and informal	 students speak and listen in formal and informal
situations with a broadening understanding of	situations with a broadening understanding of
audience, purpose and context.	audience, purpose and context.
 students engage with print, visual and digital	 students engage with print, visual and digital
texts with critical awareness of the features and	texts with critical awareness of the features and
structures of those texts.	structures of those texts.

2020 Year 10 Geography

The aim of Geography in Years K–10 is to stimulate students' interest in and engagement with the world. Through geographical inquiry, they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

The topics that are studied this semester are: Environmental Change and Management Human Wellbeing

Topic 1: Environmental Change and Management

Students develop an understanding of the functioning of environments and the scale of human induced environmental change challenging sustainability. They explore worldviews influencing approaches to environmental use and management. Students undertake an investigative study of the causes and consequences of environmental change in an environment in Australia and another country. They compare and evaluate the management responses in both countries and propose ways individuals can contribute to environmental sustainability.

Topic 2: Human Wellbeing

Students examine the nature of, and differences in, human wellbeing and development that exist within and between countries. They describe ways of measuring human wellbeing and development to reveal spatial variations and develop explanations for differences. Students investigate examples from Australia and across the world of issues affecting development, the impact on human wellbeing and the consequences of spatial variations across scales. Local, national and global initiatives to improve human wellbeing are also examined.

Task No.	Task Description	Report Outcome	ROSA Weighting	Due Date
1	Skills and Knowledge Examination	5.2, 5.3, 5.4, 5.5	30	Semester 1 T1 Wk7
				Semester 2 T3 Wk5
2	Fieldwork	5.1, 5.2, 5.7	30	Semester 1 T2 Wk1
				Semester 2 T3 Wk10
3	Final Examination	5.1, 5.3, 5.6, 5.8 40	Semester 1 T2 Wk8	
	Final Examination		40	Semester 2 T4 Wk4

NOTE: The teaching of Year 10 mandatory History and Geography is semesterised.

Report Outcomes

End of Year Report

GE 5-1	Explains the diverse features and characteristics of a range of places and environments.
GE 5-2	Explains process and influences that form and transform places and environments.
GE 5-3	Analyses the effect of interactions and connections between people, places and environments.
GE 5-4	Accounts for perspectives of people and organisations on a range of geographical issues.
GE 5-5	Assesses management strategies for places and environments for their sustainability.
GE 5-6	Analyses differences in human wellbeing and ways to improve human wellbeing.
GE 5-7	Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry.
GE 5-8	Communicates geographical information to a range of audiences using a variety of strategies.

2020 Year 10 History

The aim of the Mandatory History course in Year 10 is to provide learning experiences through which students will explore:

Australia's social, cultural, economic and political development in the 20th century. 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.

As part of their study of these issues students will investigate the follow topics:

Topic 1: The Cold War Era (Depth Study 6)

Topic 2: Rights and Freedoms 1945-present (Core Study-Depth Study 4)

NOTE: The teaching of Mandatory History and Geography is semesterised in Year 10.

Task No.	Task Description	Report Outcome	ROSA Weighting	Due Date
1	Comprehension and Knowledge Test	5.3, 5.6, 5.7, 5.10	25	Semester 1 T1 Wk7
				Semester 2 T3 Wk5
2	Research Essay	5.4, 5.7, 5.8, 5.10	35	Semester 1 T2 Wk2
				Semester 2 T3 Wk10
3	Final Examination	5.6, 5.7, 40 T2 5.10 Sem	Semester 1 T2 Wk8	
	Final Examination		40	Semester 2 T4 Wk4

Report Outcomes

End of Year Report

- HT 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
 HT 5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia
- HT 5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
- HT 5-7 explains different contexts, perspectives and interpretations of the modern world and Australia
- HT 5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- HT 5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

2020 Year 10 5.2 Mathematics

Students in the Year 10 5.2 Mathematics course will learn to select appropriate notations and conventions to communicate mathematical ideas and solutions whilst interpreting mathematical or real-life situations, systematically applying appropriate strategies to solve problems. They will construct arguments to prove and justify results.

Task No.	Task Description	Report Outcome	ROSA Weighting	Date
1 Sem 1	In Class written test (3 sections) Measurement Financial Mathematics 	1, 2	20	T1 Wk6
2 Sem 1	In Class written test (3 sections) Financial Mathematics Algebra and Indices Data 	2, 3, 4	25	T2 Wk4
3 Sem 2	Investigation Task Week 6 and in class test 5.1 component • Equations • Probability • Trigonometry • Coordinate Geometry	5, 6, 7, 8	25	T3 Wk 6
4 Sem 2	Yearly Examination All Year 10 Work with focus on: Coordinate Geometry, Simultaneous Equations, Geometrical Figures, Graphs	ALL	30	T4 Wk4

Neport Outcomes					
Semester 1	Semester 2				
1. Calculates area, surface area and volume of	5. Solves linear and simple quadratic equations,				
shapes and solids.	using algebraic techniques.				
Solves financial problems involving earning,	6. Understands concepts of outcomes, dependent				
spending and investing money with compound	and independent events. Uses and draws visual				
interest.	displays to analyse information.				
3. Performs operations with indices and algebraic	7. Applies trigonometric concepts to right				
expressions.	triangles. Uses information for angles of				
4. Uses and investigates relationships between two	elevation, depression and bearings to solve				
statistical variables, including their relationship	practical problems.				
over time.	8. Uses coordinate methods to recognise, analyse				
	and draw graphs of linear relationships.				
	Understands the features of parallel and				
	perpendicular lines. Solves simple simultaneous				
	equations both graphically and using simple				
	algebraic techniques.				
	9. Uses properties of polygons and regular				
	polygons. Understands tests for Congruence				
	and sets out proofs showing reasoning.				
	Understands Similarity and uses ratios to find				
	sides				
	10. Sketches and interprets a variety of non-linear				
	relationships.				
	'				

2020 Year 10 5.3 Mathematics

Students in the Year 10 5.3 Mathematics course will complete 5.2 content, and learn to select appropriate notations and conventions to communicate mathematical ideas and solutions whilst interpreting mathematical or real-life situations, systematically applying appropriate strategies to solve problems. They will construct arguments to prove and justify results as well as further development in harder topics.

Task No.	Task Description	Report Outcome	ROSA Weighting	Due Date
1 Sem 1	 In Class written test (3 sections) Measurement Financial Mathematics 	1, 2	20	T1 Wk6
2 Sem 1	 In Class written test (3 sections) Financial Mathematics Algebra and Indices Data Equations 	2, 3, 4	25	T2 Wk3
3 Sem 2	 Investigation Task Week 6/7 and in class test 5.3 component Probability Trigonometry Coordinate Geometry 	5, 6, 7, 8	25	T3 Wk 6
4 Sem 2	 Yearly Examination All Year 10 Work with focus on: Coordinate Geometry Simultaneous Equations 	ALL	30	T4 Wk4

	Semester 1	Semester 2	
1.	Calculates area, surface area and volume of shapes and solids.	 Understands concepts of outcomes, depen and independent events. Uses and draws v displays to analyse information. 	
2.	Solves financial problems involving earning, spending and investing money with compound interest.	 Applies trigonometric concepts to right triangles. Uses information for angles of elevation, depression and bearings to solve 	2
3.	Performs operations with surds and indices.	practical problems.	
4.	Uses and investigates relationships between two statistical variables, including their relationship over time.	 Uses coordinate methods to recognise, and and draw graphs of linear relationships. Understands the features of parallel and perpendicular lines. Solves simultaneous 	lyse
5.	Solves complex linear, quadratic and simple cubic equations using algebraic techniques.	equations both graphically and using algeb techniques.	raic
		 Uses properties of polygons and regular polygons. Understands tests for Congruence and Similarity and sets out proofs showing reasoning 	e

2020 Year 10 Physical Development / Health / Physical Education

Through PDHPE, students develop the skills to research, apply, appraise and critically analyse health and movement concepts in order to maintain and improve their health, safety, wellbeing and participation in physical activity. Students are provided with opportunities to learn to critique and challenge assumptions, attitudes, behaviours and stereotypes and evaluate a range of health-related sources, services and organisations. They develop a commitment to the qualities and characteristics that promote and develop empathy, resilience, respectful relationships, inclusivity and social justice. Students practise, develop and refine the physical, cognitive, social and emotional skills that are important for engaging in movement and leading a healthy, safe and physically active life.

Task No.	Task Description	Report Outcome	ROSA Weighting	Due Date
1 Sem 1	Research Assessment – Sexually Transmitted Infections	1	20	T1 Wk 7-10
2 Sem 1	Application	2	10	Throughout Semester 1
3 Sem 1	Effort	3	10	Throughout Semester 1
4 Sem 1	Student Self/Peer Evaluation of Movement Skills	4	10	T1 Wk 9-10
5 Sem 2	Fundamental and Specialised Movement Skills Test	1	10	T3 Wk 9-10
6 Sem 2	Application	2	10	Throughout Semester 2
7 Sem 2	Effort	3	10	Throughout Semester 2
8 Sem 2	In Class Examination	4	20	T4 Wk 2

Se	mester 1	Semester 2		
	nd appraises the effectiveness rmation and support services	5.	Refines and applies movement skills and concepts to compose and perform	
	ne community	c	innovative movement sequences	
perform creat	nprovises movement skills to tive movement across a range of ical activity contexts	6.	Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts	
when solving	l justifies choices of action complex movement challenges	7.	Appraises and justifies choices of action when solving complex movement	
• •	ements and evaluates personal nce health and participation in a ysical activity	8.	challenges Assesses and applies self-management skills to effectively manage complex situations	

2020 Year 10 Science

Semester 1

During semester 1, year 10 Science students study the topic Chemical Reactions and complete their individual Student Research Project (SRP). Assessment and outcomes reflect student performance in these focus areas in both the theoretical and skills domain.

Semester 2

During semester 2, year 10 Science students study the topics Genetics and Evolution, Motion and Sustainable Living. Assessment and outcomes reflect student performance in these focus areas in both the theoretical and skills domain.

Task No.	Task Description	Report Outcome	ROSA Weighting	Due Date
1 Sem 1	Student Research Project (SRP)	1, 2	15	T1 Wk8
2 Sem 1	Oral Presentation of SRP	3	15	T1 Wk8
3 Sem 1	Half Yearly Examination	4, 5	15	T2 Wk3
4 Sem 2	Skills / Practical Exam – Motion	1, 2	15	T3 Wk8
5 Sem 2	Yearly Examination	3, 4, 5	40	T4 Wk4

	Semester 1		Semester 2
1.	SC5-5WS - Collaboratively and individually	6.	SC5-7WS - Processes and analyses data from a
	produces a plan to investigate questions and problems		first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions.
2.	SC5-6WS - Follows a sequence of instructions to		
	safely undertake a range of investigation types, collaboratively and individually.	7.	SC5-10PW - Describes the action of unbalanced forces in everyday situations.
3.	SC5-9WS - Presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations.	8.	SC5-11PW - Discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations.
4.	SC5-14LW - Relates the structure and function of		
	living things to their classification, survival and reproduction.	9.	SC5-15LW - Explains how new biological evidence changes people's understanding of the world.
5.	SC5-17CW - Explains how scientific		
	understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life.	10.	SC5-16CW - Describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles.

2020 Year 10 Agriculture (200 Hour course)

Semester 1

During semester 1, students will get an Introduction to Agriculture in Australia. Students will learn about a range of different plant and animal production systems in Australia and learn about the importance of WHS in Agriculture.

Semester 2

During semester 2, students discover the sheer delights of growing their own vegetables. They learn about their significance and importance to Australia and will grow a diverse range of vegetables. Students then learn about Prime Lamb production and during this topic students will conduct a depth study.

Task No.	Task Description	Report Outcome	ROSA Weighting	Due Date
1 Sem 1	Fertiliser Trial - Peas	2, 3	20	T1 Wk8
2 Sem 1	I Halt Yearly Examination		20	T2 Wk5
3 Sem 2	Goat Production Folio	4	10	T2 Wk9
4 Sem 2	Cotton Industry Depth Study	5	20	T3 Wk9
5 Sem 2	Yearly Examination	6	30	T4 Wk5

Semester 1	Semester 2
1. Demonstrates knowledge and understanding of	4. Performs routine animal husbandry techniques in
the principles of the Australian Agriculture	accordance with Animal Welfare codes of practice.
Industry.	
	5. Participates in the care and management of a
2. Carries out a first-hand investigation to solve an identified problem.	Cotton production area.
	6. Demonstrates knowledge and understanding of
3. Communicates in a written format the ideas	the principles of the Australian Agriculture Industry.
obtained from experimental research.	

2020 Year 10 Commerce

The aim of the Commerce Years 7–10 Syllabus is to enable young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, legal, business and employment issues in order to make informed and responsible decisions as individuals and as part of the community. The topics studied in Year 10 are as follows:

Law and Society (Core) (20 hours - Term 1)

Students develop an understanding of how laws affect individuals and groups and regulate society.

Political Involvement (20 hours - Term 2)

Students develop an understanding of how political processes operate at various levels and how they can be involved in these processes to achieve desired outcomes.

Employment Issues (Core) (20 hours - Term 3)

Students learn about the commercial and legal aspects of employment issues by focusing on their options, rights and responsibilities in the work environment.

Towards Independence (20 hours - Term 4)

Students develop problem-solving and decision-making skills to assist them in relation to commercial and legal issues, which may affect them when they leave home.

Task No.	Task Description	Report Outcome	ROSA Weighting	Due Date
1 Sem 1	Law and Society – Research Essay	5.2, 5.3, 5.7, 5.9	20	T1 Wk9
2 Sem 1	Political Involvement – In Class Examination	5.2, 5.4, 5.5	25	T2 Wk4
3 Sem 2	Employment Issues – Research Task and Presentation	5.7, 5.8, 5.9	20	T3 Wk8
4 Sem 2	Whole Course – Final Examination	5.1, 5.2, 5.4, 5.8	35	T4 Wk4

	Semester 1		Semester 2
5.2	Analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts.	5.1	Applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts.
5.3	Examines the role of law in society.	5.2	Analyses the rights and responsibilities of
5.4	Analyses key factors affecting commercial and legal decisions.		individuals in a range of consumer, financial, business, legal and employment contexts.
5.5	Evaluates options for solving commercial and legal problems and issues.	5.4	Analyses key factors affecting commercial and legal decisions.
5.7	Researches and assesses commercial and legal information using a variety of sources.	5.7	Researches and assesses commercial and legal information using a variety of sources.
5.9	Works independently and collaboratively to meet individual and collective goals within specified	5.8	Explains commercial and legal information using Variety of forms.
	timelines.	5.9	Works independently and collaboratively to meet individual and collective goals within specified timelines.

2020 Year 10 Design and Technology

The study of Design and Technology assists students to appreciate and explore a range of careers in the field of design and technological innovation. Students critically analyse and reflect on the implications of design, in order to develop understanding of why some designs, technologies and processes perform better than others in meeting their intended purpose. Students develop knowledge, appreciation and applied skills for understanding the interrelationships of design, technology, society, the individual and the environment for an increasingly knowledge based economy and lifestyle. The design process caters for a variety of student needs, abilities and interests. The flexible and creative consideration of parameters encourages students to take intellectual risks and experiment with resources when developing projects.

Task No.	Task Description	Report Outcome	ROSA Weighting	Due Date
1 Sem 1	Product and Folio	1, 2, 3	50	T2 Wk2
2 Sem 2	Product and Folio	1, 4	10	T2 Wk9
3 Sem 2	Product and Folio	1, 2, 3, 4	25	T4 Wk2
4 Sem 2	Yearly Examination	3, 4	15	T4 Wk5

Report Ou	Jutcomes			
Semester 1	Semester 2			
1. Selects, uses and applies a variety of	1. Selects, uses and applies a variety of			
management practices towards the development	management practices towards the			
of quality design solutions	development of quality design solutions			
2. Uses, develops and evaluates creative and	2. Uses, develops and evaluates creative and			
innovative design ideas and solutions, using a	innovative design ideas and solutions, using a			
variety of communication techniques suitable for	variety of communication techniques suitable			
a range of audiences.	for a range of audiences.			
3. Analyses, applies and justifies a range of	3. Analyses, applies and justifies a range of			
appropriate design process, when developing	appropriate design process, when developing			
design ideas and solutions	design ideas and solutions			
4. Analyses and evaluates the impact of past,	4. Analyses and evaluates the impact of past,			
current and emerging technologies, which	current and emerging technologies, which			
consider preferred futures incorporating the	consider preferred futures incorporating the			
factors that affect design solutions and the work	factors that affect design solutions and the work			
of designers.	of designers.			

2020 Year 10 Drama

The aim of the Drama course in Year 10 is to provide learning experiences through which students will be engaged and challenged to maximise their dramatic abilities. The enjoyment of drama and theatre through making, performing and appreciating dramatic and theatrical works will be the focus.

Task No.	Task Description	Report Outcome	ROSA Weighting	Due Date
1 Sem 1	Dramatic Form: Commedia dell'arte Performance 5.1.1, 5.1.2, 5.1.4, 5.2.1, 5.2.3	1, 2	20	T1 Wk 6
2 Sem 1	Creative Movement / Physical Theatre Playbuilding: Group Devised Piece + Logbook rationale 5.1.1, 5.1.2, 5.1.4, 5.2.1, 5.2.3, 5.3.1, 5.3.3	3, 4	30	T2 Wk 4
3 Sem 2	Practical Project: Performance and Design Project - Promotion 5.1.3, 5.2.2, 5.3.2	1, 2	30	T3 Wk 8
4 Sem 2	Dramatic Form: Theatre Workshop Series 5.1.4, 5.2.1, 5.2.3, 5.1.4	3, 4	20	T4 Wk3

Semester 1	Semester 2
Report outcome 1 - 5.1.1: Manipulates the elements of	Report outcome 1 - 5.1.3: Devises, interprets and
drama to create belief, clarity and tension in character, role, situation and action.	enacts drama using scripted and unscripted material or texts.
Report outcome 2 - 5.2.1: Applies acting and	Report outcome 2 - 5.2.2: Selects and uses
performance techniques expressively and collaboratively	performance spaces, theatre conventions and
to communicate dramatic meaning.	production elements appropriate to purpose and audience.
Report outcome 3 - 5.1.2: Contributes, selects, develops	
and structures ideas in improvisation and playbuilding.	Report outcome 3 - 5.2.1: Applies acting and performance techniques expressively and
Report outcome 4 - 5.3.3: A nalyses and evaluates the contribution of individuals and groups to processes and	collaboratively to communicate dramatic meaning.
performances in drama using relevant drama concepts and terminology.	Report outcome 4 – 5.3.2: Analyses the contemporary and historical contexts of drama.

2020 Year 10 Elective History

The aim of the *History Elective Stage 5 Syllabus* is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and to enable them to participate as active, informed and responsible citizens.

The syllabus has been designed to provide students with a knowledge and understanding of the nature of history, the methods of historical inquiry and the different ways in which historical meanings can be constructed through a range of media. The content covered is designed to provide an exposure to a broad range of historical periods, personalities and concepts.

Task No.	Task Description	Report Outcome	ROSA Weighting	Due Date
1 Sem 1	Source Based Research Task	5.1, 5.4, 5.8, 5.9	20	T1 Wk8
2 Sem 1	Research and Oral Presentation	5.3, 5.4, 5.8, 5.9	20	T2 Wk5
3 Sem 2	Historical Investigation	5.7, 5.8, 5.9, 5.10	30	T3 Wk9
4 Sem 2	Yearly Examination	5.6, 5.7, 5.9, 5.10	30	T4 Wk4

Semester 1	Semester 2
HTE5.1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry	HTE5.6 identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process
HTE5.3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation	HTE5.7 explains different contexts, perspectives and interpretations about the past
HTE5.4 explains the importance of key features of past societies or periods, including groups and personalities	HTE5.8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HTE5.8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry	HTE5.9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
HTE5.9 applies a range of relevant historical terms and concepts when communicating an understanding of the past	HTE5.10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

2020 Year 10 Food Technology

The aim of the Food Technology course in Year 10 is to provide learning experiences through which students will actively engage in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food.

Students will examine the topics of Food Preparation and Processing, Food Trends, Food Service and Catering and Food Product Development.

Task No.	Task Description	Report Outcome	ROSA Weighting	Due Date
1 Sem 1	Food Trends Practical Task	1, 2, 3, 4	20	T2 Wk3
2 Sem 2	Food Service and Catering Research, Design and Practical Task	1, 2, 3, 4	25	T3 Wk4
3 Sem 2	Food Product Development Product Design and Practical Task.	1, 2, 4	25	T4 Wk2
4 Sem 2	Yearly Examination	5	20	Yearly Examination Period
Sem 1 & 2	Cumulative Assessment in Food Preparation and Practical Skills.	1, 2	10	Ongoing

Semester 1Semester 21. Selects appropriate techniques and equipment for a variety of food specific purposes1. Selects appropriate techniques and equipment for a variety of food specific purposes2. Plans, prepares, presents and evaluates food solutions for specific purposes2. Plans, prepares, presents and evaluates food solutions for specific purposes3. Communicates and information using a range of media and appropriate technology3. Communicates and information using a range of media and appropriate technology4. Researches, analyses and evaluates activities related to food on the individual, society and the4. Researches, analyses and evaluates activities related to food on the individual, society and the						
 for a variety of food specific purposes Plans, prepares, presents and evaluates food solutions for specific purposes Communicates and information using a range of media and appropriate technology Researches, analyses and evaluates activities for a variety of food specific purposes Plans, prepares, presents and evaluates food solutions for specific purposes Communicates and information using a range of media and appropriate technology Researches, analyses and evaluates activities for a variety of food specific purposes Plans, prepares, presents and evaluates food solutions for specific purposes Communicates and information using a range of media and appropriate technology Researches, analyses and evaluates activities 	Semester 1	Semester 2				
environment the environment 5. Applies knowledge and understanding of concepts appropriate the Food Industry	 for a variety of food specific purposes Plans, prepares, presents and evaluates food solutions for specific purposes Communicates and information using a range of media and appropriate technology Researches, analyses and evaluates activities related to food on the individual, society and the 	 for a variety of food specific purposes Plans, prepares, presents and evaluates food solutions for specific purposes Communicates and information using a range of media and appropriate technology Researches, analyses and evaluates activities related to food on the individual, society and the environment Applies knowledge and understanding of 				

2020 Year 10 Information and Software Technology

The study of Information and Software Technology assists students to develop the knowledge, understanding and skills to solve problems in real life contexts. Through experiential and collaborative tasks, students engage in the processes of analysing, designing, producing, testing, documenting, implementing and evaluating information and software technology-based solutions. Creative, critical and meta-cognitive thinking skills are developed through students' practical involvement in projects.

Task No.	Task Description	Report Outcome	ROSA Weighting	Due Date
1 Sem 1	Stop Motion Animation	5.2.1, 5.2.2, 5.2.3	20	T1 Wk9
2 Sem 1	Unit examination	5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.5.3	10	T2 Wk8
3 Sem 2	People Research Project	4.1.1, 5.3.2, 5.5.1, 5.5.2, 5.5.3	20	T3 Wk4
4 Sem 2	Android App Project	5.2.1, 5.2.2, 5.2.3	25	T4 Wk2
5 Sem 2	Yearly examination	5.2.1, 5.2.2, 5.2.3, 5.5.3	25	T4 Wk4

Report Outcomes

Semester 1 & 2

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

2020 Year 10 Japanese

In Year 10 Elective Japanese, students continue to expand their knowledge of vocabulary and grammatical structures. At this stage of the course, students are expected to be competent in utilising the Hiragana & Katakana script. Hence, an increased number of Kanji will be introduced in Year 10. In Semester one, students will explore the topics of Daily Routine, Describing people, Places & Transport, and Location & Positioning.

In Semester two, students will learn Japanese authentic expressions within the topics of Shopping in Japan, Weather and Seasons. In preparation for Stage 6, all Stage 5 topics will be revisited towards the end of the semester.

Task No.	Task Description	Report Outcome	ROSA Weighting	Due Date
1 Sem 1	Daily Routine Assessment Part A: Hand in task – Transcript of Video Part B: Hand in task - Daily Routine Video	1, 2	30	T1 Wk10
2 Sem 1	In class Examination Adjectives, Places & Transport	3, 4	20	T2 Wk3
3 Sem 2	Shopping in Japan Assessment Part A: Hand in task – Shopping Recording/Video Part B: In class Examination	5,6	20	T3 Wk9
4 Sem 2	In class Examination All topics covered	7, 8	30	T4 Wk4

Semester 1	Semester 2
 Experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences. Demonstrates how Japanese pronunciation and intonation are used to convey meaning. Identifies and interprets information in a range of texts. Analyses the function of complex Japanese grammatical structures to extend meaning. 	 5. Explains and reflects on the interrelationship between language, culture and identity. 6. Valuates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences. 7. Demonstrates understanding of how Japanese writing conventions are used to convey meaning. 8. Analyses linguistic, structural and cultural features in a range of texts.

2020 Year 10 Music

Semester 1-2

Year 10 music provides students with the opportunity to further develop theoretical and practical skills in the discipline of music. Students deepen their knowledge of the 6 musical concepts through aural analysis, then progress through 4 main music related topics: Classical, Australian, Technology, and Cultural. This covers the history and use of music in Baroque, Classical, orchestral, musical theatre, Australian music, contemporary and indigenous music, as well as the development of technology in music, and the North American music industry. Students extend their learning through four main avenues: Performance, Composition, Aural Analysis Skills and Musicology.

Task No.	Task Description	Report Outcome	ROSA Weighting	Due Date
1 Sem 1	Composition	02	25	T1 Wk7
2 Sem 1	Performance	01	10	T2 Wk4
3 Sem 1	Aural Written Half Yearly Examination	03	15	T2 Wk5

Semester	2
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4 Sem 2	Musicology Research Task	04	25	T3 Wk5
5 Sem 2	Performance	01	15	T3 Wk7
6 Sem 2	Aural Written Yearly Examination	03	10	T4 Wk5

Semester 1	Semester 2
Semester 1	Semester 2
 Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology. 	 Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology.
 Notates own compositions, applying forms of notation appropriate to the music selected for study 	 Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music cale at a d fan study.
 Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study 	 the music selected for study 4. Demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different
 Demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts 	stylistic, social, cultural and historical contexts

2020 Year 10 Physical Activity & Sports Studies

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

Task No.	Task Description	Report Outcome	ROSA Weighting	Due Date
1 Sem 1	Issues in sport In class written Examination	1	10	T1 Wk9-10
2 Sem 1	Practical Assessment Cumulative practical effort and application of Skills in Volleyball and Soccer/Futsal Sport Knowledge Test	2, 3	10 5	T1 Wk10 T1 Wk9-10
3 Sem 2	Participating with Safety Injury fact sheet	5	10	T2 Wk5
4 Sem 2	Practical Assessment Cumulative practical application of Oz Tag and Basketball Non dominant Objective Passing Test	6	10 5	T2 Wk4-9
5 Sem 2	Sports Coaching a. An online test b. Design & Present a coaching session in class c. Cumulative effort	7	5 20 5	T3 Wk4 T3 Wk2-3 T3 Wk1-8
6 Sem 2	Opportunities and Pathways a. Participation in a number of leisure based activities b. Job Application Assessment	8 9	5 15	T4 Wk3-6 T4 Wk2

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

2020 Year 10 Visual Arts

This course builds on the work covered in the mandatory component of the Visual Arts 7-10 Syllabus by providing an opportunity for students to extend their knowledge, skills and understanding of art making practice. It also provides an opportunity to further explore historical and critical studies as theory case modules.

Report marks will be comprised of:

- 60% Artmaking
- 40% Art History and Criticism

Task No.	Task Description	Report Outcome	ROSA Weighting	Due Date
1 Sem 1	Art History and Criticism: Curator of a Painting Exhibition	2	10	T1 Wk9
2 Sem 1	Art History and Criticism: Half Yearly Examination Critical Review Essay	2, 3	10	Т2
3 Sem 1	Art making: Body of Work - Painting	1	25	T2 Wk6
4 Sem 2	Art making: Visual Arts Process Diary	4	10	T3 Wk9
5 Sem 2	Art History and Criticism: Yearly Examination	2, 3	20	T4 Wk3
6 Sem 2	Art making: Body of Work - Sculpture	1	25	T4 Wk5

Semester 1	Semester 2		
 Practice develops range and autonomy in	 Practice develops range and autonomy in		
selecting and applying visual arts conventions	selecting and applying visual arts conventions		
and procedures to make artworks	and procedures to make artworks		
 Frames Resolution demonstrates developing	 Frames Resolution demonstrates developing		
technical accomplishment and refinement in	technical accomplishment and refinement in		
making artworks	making artworks		
 Conceptual framework uses their	 Conceptual framework uses their		
understanding of the function of and	understanding of the function of and		
relationships between	relationships between		
artist – artwork – world – audience in critical	artist – artwork – world – audience in critical		
and historical interpretations of art	and historical interpretations of art		