YEAR 10

SUBJECT ASSESSMENT GUIDE

2024

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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 for in class assessments. 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: 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: 200 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	Unacknowledged assistance
Plagiarism & aiding plagiarism	Frivolous attempt	Collusion	
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.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

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 2024		
Week	**TASKS TO COMPLETE**	**DATE DUE**
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

Term 2 2024		
Week	**TASKS TO COMPLETE**	**DATE DUE**
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Term 3 2024		
Week	**TASKS TO COMPLETE**	**DATE DUE**
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Term 4 2024		
Week	**TASKS TO COMPLETE**	**DATE DUE**
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

RoSA Assessment Schedules & Report Outcomes
Mandatory RoSA Courses

English

Geography

History

Mathematics

PDHPE

Science

ENGLISH YEAR 10 2024

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

Task No.	**Task 1** **Semester 1**	**Task 2** **Semester 1**	**Task 3** **Semester 2**	**Task 4** **Semester 2**
Task Description	**Close Study of a Poet** Essay	**Genre Study** Creative Writing & Reflection	**Novel Study** Multimodal Presentation	**Shakespeare** Yearly Examination
Due Date	Term 1, Week 8	Term 2, Week 3	Term 3, Week 2	Term 4, Week 3
Report Outcomes	**Outcome assessed** 2	**Outcomes assessed** 1, 3	**Outcome assessed** 3	**Outcomes assessed** 1, 2
ROSA Weighting	**25**	**25**	**20**	**30**

Report Outcomes - English

Outcome 1 Read increasingly complex texts for understanding, interpretation, critical analysis and pleasure with a broadening understanding of audience, purpose and context.

Outcome 2 Write increasingly sophisticated and sustained texts to communicate ideas accurately, creatively, personally and critically.

Outcome 3 Use the language modes of speaking, listening and viewing and representing for responding to and composing a wide range of texts in different formats and technologies.

GEOGRAPHY YEAR 10 2024

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.

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.

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

Task No.	Task 1	Task 2	Task 3
Task Description	**Skills and Knowledge Examination**	**Research**	**Final Examination**
Due Date	Semester 1 Term 1, Week 7 Semester 2 Term 3, Week 6	Semester 1 Term 2, Week 1 Semester 2 Term 3, Week 10	Semester 1 Term 2, Week 8 Semester 2 Term 4, Week 3
Report Outcomes	**Outcomes assessed** 2, 3, 4, 5	**Outcomes assessed** 6, 7, 8	**Outcomes assessed** 1, 3, 6, 8
ROSA Weighting	30	30	40

Report Outcomes - Geography

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

HISTORY YEAR 10 2024

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 Year 10 mandatory History and Geography is semesterised.

Task No.	Task 1	Task 2	Task 3
Task Description	**Comprehension and Knowledge Test**	**Research Essay**	**Final Examination**
Due Date	Semester 1 Term 1, Week 7 Semester 2 Term 3, Week 6	Semester 1 Term 2, Week 1 Semester 2 Term 3, Week 10	Semester 1 Term 2, Week 8 Semester 2 Term 4, Week 3
Report Outcomes	**Outcomes assessed** 3, 6, 10	**Outcomes assessed** 4, 8, 10	**Outcomes assessed** 3, 4, 6, 10
ROSA Weighting	30	30	40

Report Outcomes - History

Outcome 1	Explains and assesses the historical forces and factors that shaped the modern world and Australia
Outcome 2	Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
Outcome 3	Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
Outcome 4	Explains and analyses the causes and effects of events and developments in the modern world and Australia
Outcome 5	Identifies and evaluates the usefulness of sources in the historical inquiry process
Outcome 6	Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
Outcome 7	Explains different contexts, perspectives and interpretations of the modern world and Australia
Outcome 8	Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
Outcome 9	Applies a range of relevant historic terms and concepts when communicating an understanding of the past
Outcome 10	Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

5.2 MATHEMATICS YEAR 10 2024

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 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2
Task Description	**In class written test** Financial Maths Algebra Measurement	**In class written test** Trigonometry Equations and Inequations	**In class written test** Data Coordinate Geometry Simultaneous Equations	**Yearly Examination** All Year 10 work with focus on: Probability Geometrical figures
Due Date	Term 1, Week 10	Term 2, Week 7	Term 3, Week 6	Term 4, Week 3
Report Outcomes	**Outcomes assessed** 1, 2, 3	**Outcomes assessed** 4, 5	**Outcomes assessed** 6, 7, 8	**Outcomes assessed** 9, 10, All outcomes
ROSA Weighting	20	25	25	30

Report Outcomes- 5.2 Mathematics

Outcome 1 Solves earning money financial problems and those involving simple and compound interest, depreciation and term payments.

Outcome 2 Selects and applies appropriate algebraic techniques to operate with indices, algebraic fractions and quadratic expressions.

Outcome 3 Applies formulas to calculate the surface area and volumes of solids composed of right prisms and cylinders.

Outcome 4 Applies trigonometry to solve problems, including problems involving angles of elevation, depression and bearings.

Outcome 5 Solves linear and simple quadratic equations, linear inequalities.

Outcome 6 Uses quartiles and box plots to compare sets of data, and evaluates sources of data. Investigates relationships between two statistical variables, including their relationships over time.

Outcome 7 Uses the gradient-intercept form to interpret and graph linear relationships.

Outcome 8 Solve linear simultaneous equations, using algebraic and graphical techniques.

Outcome 9 Describes and calculates probabilities in multi-step chance experiments.

Outcome 10 calculates and reasons angle sizes and uses minimum conditions to prove triangles are congruent or similar.

5.3 MATHEMATICS YEAR 10 2024

Students in the Year 10 5.3 Mathematics course will complete 5.3 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 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2
Task Description	**In class written task** Interest and Depreciation Products and Factors Surface Area and Volume	**In class written task** Surds Trigonometry	**In class written task** Equations and Logarithms Coordinate Geometry Simultaneous Equations	**Yearly Examination** All Year 10 Work with focus on Graphing curves Quadratic equations and the parabola
Due Date	Term 1, Week 10	Term 2, Week 7	Term 3, Week 6	Term 4, Week 3
Report Outcomes	**Outcomes assessed** 1, 2, 3	**Outcomes assessed** 4, 5,	**Outcomes assessed** 6, 7, 8	**Outcomes assessed** 9, 10, All outcomes
ROSA Weighting	20	25	25	30

Report Outcomes – 5.3 Mathematics

Outcome 1 Solves financial problems involving simple and compound interest, depreciation, term payments.

Outcome 2 Selects and applies appropriate algebraic techniques to operate with expressions, indices, algebraic fractions, binomial products, Factorising and expanding.

Outcome 3 Applies formulas to find the surface areas and volumes of right pyramids, right cones, spheres and related composite solids.

Outcome 4 Applies the rules of surds including rationalising denominators.

Outcome 5 Applies trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions**.**

Outcome 6 Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations.

Outcome 7 Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line.

Outcome 8 Solves simultaneous equations graphically and algebraically.

Outcome 9 Connects algebraic and graphical representations of non-linear relationships.

Outcome 10 Applies a wide range of techniques to solve quadratic equations derived from a variety of contexts.

PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION YEAR 10 2024

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 1** **Semester 1**	**Task 2** **Semester 1**	**Task 3** **Semester 2**	**Task 4** **Semester 2**
Task Description	**Research Assessment** Road Safety Initiative	**Practical Assessment** Skill Application, Game Understanding, Effort and Interpersonal Skills in Oztag	**Practical Assessment** Skill Application, Game Understanding, Effort and Interpersonal Skills in Soccer/Futsal	**In Class Examination**
Due Date	Term 1, Weeks 7-8	Throughout Semester 1	Throughout Semester 2	Term 4, Week 2
Report Outcomes	**Outcomes assessed** 1, 9, 10	**Outcome assessed** 5, 7, 9, 10, 11	**Outcomes assessed** 5, 7, 10, 11	**Outcomes assessed** 1, 2, 3, 6
ROSA Weighting	25	25	25	25

Report Outcomes - PDHPE

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

SCIENCE YEAR 10 2024

During semester one, 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.
During semester two, 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 1** **Semester 1**	**Task 2** **Semester 1**	**Task 3** **Semester 2**	**Task 4** **Semester 2**
Task Description	**Student Research Project (SRP)**	**Semester 1 Examination**	**Skills / Practical Exam** Motion	**Yearly Examination**
Due Date	Term 1, Week 8	Term 2, Week 3	Term 3, Week 8	Term 4, Week 4
Report Outcomes	**Outcomes assessed** 1, 2, 3	**Outcomes assessed** 4, 5	**Outcomes assessed** 1, 2	**Outcomes assessed** 3, 4, 5
ROSA Weighting	20	20	20	40

Report Outcomes – Science

Semester 1

Outcome 1	Collaboratively and individually produces a plan to investigate questions and problems
Outcome 2	Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
Outcome 3	Presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
Outcome 4	Relates the structure and function of living things to their classification, survival and reproduction
Outcome 5	Explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life

Semester 2

Outcome 1	Describes the actions of unbalanced forces in everyday situations
Outcome 2	Presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
Outcome 3	Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns, and relationships, and draw conclusions
Outcome 4	Explains how new biological evidence changes people's understanding of the world
Outcome 5	Analyses interactions between components and processes within biological systems

RoSA Assessment Schedules & Report Outcomes 2024

Elective RoSA Courses

Agriculture

Commerce

Computing Technology

Dance

Design and Technology

Drama

Food Technology

Graphics Technology

iSTEM

Japanese

Music

Physical Activity and Sports Studies

Visual Arts

Visual Design

AGRICULTURE YEAR 10 2024

The aim of the Year 10 Agriculture course is to develop students' knowledge and understanding of agricultural enterprises and the practices and skills required to produce plant and animal products. Students develop skills in the effective management of sustainable production and marketing practices that are environmentally and socially responsible. Students will learn about ethical eating, exploring where their food comes from as well as social and ethical issues that exist in the production of both animals and plants. Students will learn about potato production and its importance to Australian agricultural production. Students then learn about sustainability issues that exist within the Australian agricultural industry, and the innovative ideas helping to reduce Australian agricultures environmental footprint. Assessment and outcomes reflect student performance in these focus areas in both the theoretical and skills domain.

Task No.	**Task 1** **Semester 1**	**Task 2** **Semester 1**	**Task 3** **Semester 2**	**Task 4** **Semester 2**
Task Description	**Research Task** Animal Welfare	**Case Study** Assess an Advertising Campaign	**Research Task** Technological Innovations in Agriculture	**Yearly Examination** All units
Due Date	Term 1, Week 10	Term 2, Week 4	Term 3, Week 9	Term 4, Week 4
Report Outcomes	**Outcomes assessed** 2, 5	**Outcome assessed** 6	**Outcomes assessed** 3, 4	**Outcomes assessed** 1, 3
ROSA Weighting	25	25	25	25

Report Outcomes - Agriculture

Outcome 1	Explains the interactions within and between agricultural enterprises and systems
Outcome 2	Explains and evaluates the impact of management decisions on animal production enterprises
Outcome 3	Evaluates the impact of past and current agricultural practices on agricultural sustainability
Outcome 4	Evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
Outcome 5	Implements and justifies the application of animal welfare guidelines to agricultural practices
Outcome 6	Collects and analyses agricultural data and communicates results using a range of technologies

COMMERCE YEAR 10 2024

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 to make informed and responsible decisions as individuals and as part of the community.
The topics studied in Year 10 are as follows:

The Economic and Business Environment (Core) (20 hours - Term 1)

Students develop an understanding of the importance, and features of, the economic environment, including markets.

They explore the nature, role and operation of businesses in the context of an increasingly globalised market.

Promoting and Selling (Option) (20 hours - Term 1/2)

Students investigate the promotion and selling of goods and services including social, ethical and environmental considerations.

Running a Business (Option) (20 hours – Term 2)

Students investigate how entrepreneurial attributes and dispositions contribute to business success, and examine the considerations involved when planning and running a business.

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

Students investigate the contribution of work to the individual and society and the changing nature of work.

Towards Independence (Option) (20 hours - Term 4)

Students investigate financial, consumer, legal and employment issues which may affect them in the future

Task No.	**Task 1** **Semester 1**	**Task 2** **Semester 1**	**Task 3** **Semester 2**	**Task 4** **Semester 2**
Task Description	**Topic Test** The Economic and Business Environment	**Research Task** Promoting and Selling/Running a Business	**Report** Employment and Work Futures	**Final Examination** Whole Course
Due Date	Term 1, Week 8	Term 2, Week 6	Term 3, Week 8	Term 4, Week 3
Report Outcomes	**Outcomes assessed** 1, 2, 4, 5, 8, 9	**Outcomes assessed** 4, 5, 6, 7, 9	**Outcomes assessed** 2, 7, 8, 9	**Outcomes assessed** 1, 2, 3, 4, 8
ROSA Weighting	20	30	20	30

Report Outcomes - Commerce

Outcome 1	Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
Outcome 2	Analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal, political and employment contexts
Outcome 3	Examines the role of law in society
Outcome 4	Analyses key factors affecting decisions
Outcome 5	Evaluates options for solving problems and issues
Outcome 6	Develops and implements plans designed to achieve goals
Outcome 7	Researches and assesses information using a variety of sources
Outcome 8	Explains information using a variety of forms
Outcome 9	Works independently and collaboratively to meet individual and collective goals within specified timeframes

Computing Technology YEAR 10 2024

The aim of the Computing Technology course is to enable students to develop skills through practical application and design to produce and evaluate creative solutions using a range of computing technologies. Through this process students will develop an ability to think creatively to produce and evaluate products.

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2
Task Description	**Topic Test :** Software Development	**Project :** Robotics and Mechatronics	**Project: :** Design for the user experience	**Yearly Examination**
Due Date	Term 1 Wk 9 (25 March 2024)	Term 2, Week 4 (20 May 2024)	Term 3, Week 9 (16 Sept 2024)	Term 4, Week 3 (28 October 2024)
Report Outcomes	**Outcomes assessed** 3, 4	**Outcomes assessed** 1,2	**Outcomes assessed** 1,2	**Outcome assessed** 3,4
ROSA Weighting	10	40	20	30

Report Outcomes

- CT5-SAF-01
- selects and applies safe, secure and responsible practices in the ethical use of data and computing technology
- CT5-DPM-01
- applies iterative processes to define problems and plan, design, develop and evaluate computing solutions
- CT5-COL-01
- manages, documents and explains individual and collaborative work practices
- CT5-EVL-01
- understands how innovation, enterprise and automation have inspired the evolution of computing technology
- CT5-DAT-01
- explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts
- CT5-COM-01
- communicates ideas, processes and solutions using appropriate media
- CT5-OPL-01
- designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language
- CT5-THI-01
- applies computational, design and systems thinking to the development of computing solutions
- CT5-DAT-02
- acquires, represents, analyses and visualises simple and structured data
- CT5-DES-01
- designs and creates user interfaces and the user experience

DANCE YEAR 10 2024

In Year 10 Dance, students explore dance within three main areas: performance, composition and appreciation. Students develop body skills, knowledge and understanding of safe dance practice, anatomy, the communication of an idea and performance quality through performance. Composition gives students the opportunity to explore the compositional process through decision-making and problem-solving tasks. Students refine their literacy skills by evaluating and analysing dance works in dance appreciation.

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2
Task Description	**Workout Video**	**Dance History Task**	**MADD Night Performance**	**Dance Film and Composition**
Due Date	Term 2, Week 1	Term 2, Week 5	Term 3, Week 6-8	Term 4, Week 6
Report Outcomes	**Outcome assessed** 1	**Outcomes assessed** 2, 3	**Outcomes assessed** 4, 5	**Outcomes assessed** 6
ROSA Weighting	25	25	25	25

Report Outcomes – Dance

Outcome 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
Outcome 2	Describes and analyses dance as the communication of ideas within a context
Outcome 3	Identifies and analyses the link between their performances and compositions and dance works of art
Outcome 4	Demonstrates enhanced dance technique by manipulating aspects of the elements of dance
Outcome 5	Demonstrates an understanding and application of aspects of performance quality and interpretation through performance
Outcome 6	Explores the elements of dance as the basis of the communication of ideas

DESIGN AND TECHNOLOGY YEAR 10 2024

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 1** **Semester 1**	**Task 2** **Semester 1**	**Task 4** **Semester 2**	**Task 5** **Semester 2**
Task Description	**Written Folio and Product** Materials Technologies (Electronics)	**Written Report and Oral Presentation** Information & Communication Technologies	**Self-Directed Folio and Product Design** Materials Technologies	**Yearly Examination** All Topics
Due Date	Term 1, Week 8	Term 2, Week 7	Term 4, Week 2	Term 4, Week 4
Report Outcomes	**Outcomes assessed** 1, 2, 3	**Outcomes assessed** 3, 4	**Outcomes assessed** 1, 2, 3	**Outcome assessed** 5
ROSA Weighting	25	25	30	20

Report Outcomes – Design and Technology

Outcome 1	**Product**	Students select, use and apply a variety of management practices towards the development of quality design solutions
Outcome 2	**Folio**	Students analyse, apply and justify a range of appropriate design processes when developing design ideas and solutions
Outcome 3	**Communication**	Students use, develop, and evaluate creative and innovative design ideas and solutions using a variety of communication techniques suitable for a range of audiences
Outcome 4	**Technologies**	Students analyse and evaluate the impact of past, current and emerging technologies and practices which consider preferred futures, incorporating the factors that affect design solutions and the work of designers
Outcome 5	**Examination**	Students recall knowledge and understanding of design theories and practices

DRAMA YEAR 10 2024

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

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2
Task Description	**Performance and Reflection Logbook** Theatrical Style	**Performance and Rationale** Dramatic Form	**Group Devised Piece and Essay** Playbuilding	**Performance and Design Project** Drama Text
Due Date	Term 1, Week 8	Term 2, Week 5	Term 3, Week 4	Term 4, Week 4
Report Outcomes	**Outcome assessed** M1, P1	**Outcomes assessed** P1, A1	**Outcome assessed** M2, A2	**Outcomes assessed** M2, P2
Weighting	20	30	25	25

Report Outcomes – Drama

M1 Manipulates the elements of drama to create performances based on dramatic forms, performance styles, dramatic techniques, and theatrical conventions

M2 Contributes, selects, develops and structures ideas based on script and unscripted materials, using improvisation and playbuilding

P1 Employs a variety of dramatic forms and technique, performance styles, and theatrical conventions to create dramatic meaning

P2 Applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning, using performance spaces, theatre conventions and production elements appropriate to purpose and audience

A1 Responds to contemporary and historical contexts of drama, reflecting on and evaluating elements of drama, dramatic techniques and theatrical conventions

A2 Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology

FOOD TECHNOLOGY YEAR 10 2024

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 Trends, Food Service and Catering and Food Product Development.

Task No.	**Task 1** **Semester 1**	**Task 2** **Semester 1**	**Task 3** **Semester 2**	**Task 4** **Semester 2**
Task Description	**Design Portfolio and Practical Task** Food Service and Catering	**Research and Practical Task** Food Trends	**Product Design and Practical Task** Food Product Development	**Yearly Examination** All units
Due Date	Term 1, Week 10	Term 2, Week 9	Term 3, Week 10	Term 4, Week 4
Report Outcomes	**Outcomes assessed** 1, 2, 3, 4	**Outcomes assessed** 1, 2, 3, 4	**Outcomes assessed** 1, 3, 4	**Outcome assessed** 5
ROSA Weighting	25	25	25	25

Report Outcomes – Food Technology

Outcome 1 Students research, analyse and evaluate activities related to food on the individual, society and the environment

Outcome 2 Students communicate ideas and information using a range of media and appropriate technology

Outcome 3 Students select appropriate techniques and equipment for a variety of food specific purposes

Outcome 4 Students plan, prepare, present and evaluate food solutions for specific purposes

Outcome 5 Students apply knowledge and understanding of concepts and issues in health and the food industry

GRAPHICS TECHNOLOGY YEAR 10 2024

Graphics Technology enables students to practise logical thought and decision-making while developing skills applicable to a range of domestic, commercial and leisure activities. They engage in both manual and digital forms of image generation and manipulation and develop knowledge of the wide application of graphics in a variety of contexts and an ever-increasing range of vocations. Graphics Technology also develops students' technical and visual literacy, equipping them for participation in a technological world.

Task No.	**Task 1** **Semester 1**	**Task 2** **Semester 2**	**Task 3** **Semester 2**	**Task 3** **Semester 2**
Task Description	**Folio and Practical** Optional Module 7 (Graphic Design and Communication)	**Folio and Practical** Core Module 2: CAD (Product and Technical Illustration)	**Folio and Practical** Optional Module 8 (Landscape Drawing)	**Folio and Practical** Optional Module 10 (Student Negotiated Project)
Due Date	Term 1, Week 7	Term 2, Week 7	Term 3, Week 7	Term 4, Week 4
Report Outcomes	**Outcomes assessed** 1, 2, 3, 6	**Outcomes assessed** 1, 2, 4, 6	**Outcomes Assessed** 1, 2, 4, 5	**Outcomes Assessed** 2, 3, 4
ROSA Weighting	25	25	30	20

Report Outcomes – Graphics Technology

Outcome 1 Communication

Develop knowledge, understanding and skills to visualise, sketch and accurately draw shapes and objects to communicate information to specific audiences

Outcome 2 Graphical Presentation

Develop knowledge and understanding to interpret, design, produce and evaluate a variety of graphical presentations using a range of manual and digital media and techniques

Outcome 3 Graphic Standards

Develop knowledge, understanding and skills to use graphics conventions, standards and procedures in the design, production and interpretation of a range of manual and digital graphical presentations

Outcome 4 Digital Presentations

Develop knowledge, understanding and skills to select and apply techniques in the design and creation of digital presentations and simulations to communicate information

Outcome 5 WHS

Develop knowledge, understanding to apply Work Health and Safety (WHS) practices and risk management techniques to the work environment

Outcome 6 Industries

Investigate the role of graphics in industry and the relationship between graphics technology, the individual, society and the environment

HISTORY ELECTIVE YEAR 10 2024

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

The topics studied in Year 10 are as follows:

1. Genocide
2. The Rise and Fall of Napoleon
3. Historical investigation: Student Choice of Topic
4. History Mysteries

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2
Task Description	**Research Task**	**Source Analysis**	**Historical Investigation**	**Final Examination**
Due Date	Term 1, Week 9	Term 2, Week 5	Term 3, Week 8	Term 4, Week 4
Report Outcomes	**Outcomes assessed** 1, 3, 7, 8, 9	**Outcomes assessed** 1, 3, 5, 7, 9	**Outcomes assessed** 2, 4, 6, 7, 10	**Outcomes assessed** 2, 4, 7, 10
ROSA Weighting	25	25	25	25

Report Outcomes – History Elective

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

iSTEM YEAR 10 2024

Semester 1
During semester one, Year 9 and 10 will study 1 core topic - STEM fundamentals and another topic Computer Aided Design. These will provide them with the skills required for Semester 2. STEM fundamentals develop knowledge, skills and understanding of essential STEM principles and processes.

Semester 2 During semester two, Year 9 & 10 STEM students study another Core topic STEM Project Based Learning. In this topic students develop and realise solutions to STEM focused project-based learning tasks by participating in the CSIRO STEM Community Partnership Program. It requires students to utilise problem solving strategies to apply appropriate design, production and evaluation skills to real-world problems.

Task No.	**Task 1** **Semester 1**	**Task 2** **Semester 1**	**Task 3** **Semester 2**
Task Description	**Practical Task and Portfolio** STEM Fundamentals	**Practical Task and Portfolio** Computer-Aided Design	**Practical Task and Portfolio** STEM Project Based Learning
Due Date	Term 1, Week 9	Term 2, Week 3	Term 4, Week 5
Report Outcomes	**Outcomes assessed** 1, 2 ,3,	**Outcomes assessed** 1, 2, 3,	**Outcomes assessed** 1, 2, 3
ROSA Weighting	50	50	100

Report Outcomes - iSTEM

Outcome 1 5.1.1: Develops ideas and explores solutions to STEM based problems
Outcome 2 5.5.2: Critically evaluates innovative, enterprising and creative solutions
Outcome 3 5.6.1: Selects and uses appropriate problem solving and decision making techniques in a range of STEM contexts

JAPANESE YEAR 10 2024

In Year 10 Elective Japanese, students continue to expand their knowledge of Japanese culture, as well as their Japanese reading, writing, listening, and speaking skills. At this stage of the course, students are expected to be competent in utilising the Hiragana and Katakana scripts. Hence, an increased number of Kanji will be introduced in Year 10.

- In Semester One, students will explore language conventions and expressions related to Australian and Japanese Daily Routines.
- In Semester Two, students will explore contextually authentic structures and expressions within the topics of Shopping, Seasons, People and Clothing.

In preparation for Stage 6, all Stage 5 topics will be revisited towards the end of the Semester Two.

Task No.	**Task 1** **Semester 1**	**Task 2** **Semester 2**	**Task 3** **Semester 2**
Task Description	**My Reel Life** **Digital Submission** **Listening Task**	**Shopping in Japan** **Speaking Assessment**	**Yearly Examination** **All topics covered**
Due Date	Term 2, Week 3	Term 3, Week 7	Term 4, Week 4
Report Outcomes	**Outcomes assessed** 2, 3	**Outcomes assessed** 1	**Outcomes assessed** 2,3
ROSA Weighting	35	30	35

Reporting Outcomes – Stage 5 Japanese

Outcome 1 - Interacting: exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language

Outcome 2 - Understanding: analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding

Outcome 3 - Creating: creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

Syllabus Outcomes – Stage 5 Japanese

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

MUSIC YEAR 10 2024

Year 10 music provides students with the opportunity to further develop theoretical and practical skills in the discipline of music post stage 4 level. Students deepen their knowledge of the 6 musical concepts through aural analysis and repertoire studies, then progress through the following 4 topics: Baroque and Classical, Australian Musical Theatre, Music and Technology, and Cultural Music. This also covers sub-topics including orchestral, contemporary, 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 1** **Semester 1**	**Task 2** **Semester 1**	**Task 3** **Semester 2**	**Task 4** **Semester 2**	**Task 5** **Semester 2**
Task Description	**Composition** Baroque + Classical	**Performance** Australian/Musicals	**Musicology Research** Music Technology	**Yearly Examination** World Cultures	**Composition** Baroque + Classical
Due Date	Term 1, Week 7	Term 2, Week 4	Term 3, Week 5	Term 4, Week 4	Term 1, Week 7
Report Outcomes	**Outcome assessed** 5.5, 5.6	**Outcome assessed** 5.2, 5.12	**Outcome assessed** 5.9, 5.10	**Outcome assessed** 5.7, 5.8	**Outcome assessed** 5.5, 5.6
ROSA Weighting	25%	25%	25%	25%	25%

Report Outcomes – Stage 5 Year 10 Music

Semester 1

5.5 Notates own compositions, applying forms of notation appropriate to the music selected for study

5.6 Uses different forms of technology in the composition process

5.2 Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology.

5.12 Demonstrates a developing confidence and willingness to engage in performing, composing, and listening

Semester 2

5.9 Demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study

5.10 Demonstrates an understanding of the influence and impact of technology on music

5.7 Demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts

5.8 Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study

PHYSICAL ACTIVITY AND SPORT STUDIES YEAR 10 2024

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 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2
Task Description	**Theory Assessment and In Class Practical Presentation** Online task and design and presentation of a sports coaching session.	**Practical Assessment** Skill application, game understanding, effort and interpersonal skills in Volleyball	**Practical Assessment** Skill application, game understanding, effort and interpersonal skills in Offside Touch	**Yearly Examination**
Due Date	Term 1, Weeks 7-8	Throughout Term 2	Throughout Term 3	Term 3, Weeks 9-10
Report Outcomes	**Outcomes assessed** PASS5-6 PASS5-10	**Outcomes assessed** PASS5-5 PASS5-7 PASS5-9	**Outcomes assessed** PASS5-5 PASS5-7 PASS5-9	**Outcomes assessed** PASS5-1 PASS5-2 PASS5-4 PASS5-10
ROSA Weighting	25	20	20	35

Report Outcomes – Physical Activity and Sports Studies

PASS5-1 Discusses factors that limit and enhance the capacity to move and perform

PASS5-3 Discusses the nature and impact of historical and contemporary issues in physical activity and sport

PASS5-4 Analyses physical activity and sport from personal, social and cultural perspectives

PASS5-5 Demonstrates actions and strategies that contribute to active participation and skilful performance

PASS5-6 Evaluates the characteristics of participation and quality performance in physical activity and sport

PASS5-7 Works collaboratively with others to enhance participation, enjoyment and performance

PASS5-8 Displays management and planning skills to achieve personal and group goals

PASS5-9 Performs movement skills with increasing proficiency.

PASS5-10 Analyses and appraises information, opinions and observations to inform physical activity and sport decisions

VISUAL ARTS YEAR 10 2024

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:

Artmaking 60%

Art History and Criticism 40%

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2	Task 5 Semester 1 & 2
Task Description	**Curator of a Painting Exhibition** Art History and Criticism	**Body of Work – Painting** Artmaking	**Yearly Examination** Art History and Criticism	**Body of Work – Sculpture** Artmaking	**Visual Arts Process Diary** Art History and Criticism
Due Date	Term 1, Week 11	Term 3, Week 1	Term 3, Week 10	Term 4, Week 6	Ongoing
Report Outcomes	**Outcome assessed** 5.7	**Outcome assessed** 5.1	**Outcomes assessed** 5.9, 5.10	**Outcome assessed** 5.6	**Outcome assessed** 5.4
ROSA Weighting	15	30	15	30	10

Report Outcomes – Visual Arts

Artmaking

5.1 Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks.

5.2 Makes artworks informed by their understanding of the function of and relationships between artist - artwork - world - audience.

5.3 Makes artworks informed by an understanding of how the frames affect meaning.

5.4 Investigates the world as a source of ideas, concepts and subject matter in the visual arts.

5.5 Makes informed choices to develop and extend concepts and different meanings in their artworks.

5.6 Demonstrates developing technical accomplishment and refinement in making artworks

Art History and Criticism

5.7 Applies their understanding of aspects of practice to critical and historical interpretations of art.

5.8 Uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art

5.9 Demonstrates how the frames provide different interpretations of art.

5.10 Demonstrates how art criticism and art history construct meanings.

VISUAL DESIGN YEAR 10 2024

This course builds on the Stage 4 Visual Arts mandatory course. It provides opportunities for students to investigate visual design in greater depth and breadth and these opportunities enable students to understand and explore the nature of visual design as a field of multiple disciplines grounded in artistic practice. The course covers print, object and space-time forms.

Report marks will be comprised of:

Artmaking 60%

Art History and Criticism 40%

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2
Task Description	**Making Folio** Frames	**Assignment** **Case Study Analysis** Conceptual	**Assignment** **Case Study Analysis** Conceptual	**Making Folio** Frames
Due Date	Term 1, Week 10	Term 2, Week 4	Term 3, Week 8	Term 4, Week 4
Report Outcomes	**Outcome assessed** 5.2, 5.4, 5.5	**Outcome assessed** 5.7, 5.8, 5.10	**Outcomes assessed** 8	**Outcomes assessed** 3
ROSA Weighting	30	20	AHC: 20	30

Report Outcomes – Visual Design

Artmaking

Outcome 5.2 makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience

Outcome 5.3 Makes visual design artworks informed by an understanding of how the frames affect meaning

Outcome 5.4 investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks

Outcome 5.6 Selects appropriate procedures and techniques to make and refine visual design artworks

Critical and Historical Interpretations

Outcome 5.7 Applies their understanding of aspects of practice to critically and historically interpret visual design artworks

Outcome 5.8 Uses their understanding of the function of and relationships between artist – artwork –world – audience in critical and historical interpretations of visual design artworks