



YEAR 10
SUBJECT ASSESSMENT
GUIDE
2022

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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 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: 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	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 2022		
Week	TASKS TO COMPLETE	DATE DUE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

Term 2 2022		
Week	TASKS TO COMPLETE	DATE DUE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Term 3 2022		
Week	TASKS TO COMPLETE	DATE DUE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Term 4 2022		
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 2022

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 1 Semester 1	Task 2 Semester 1	Task 3 Semester 1	Task 4 Semester 2	Task 5 Semester 2
Task Description	Speaking – Digital Presentation Poetry	Reading and Writing Task Crossing Boundaries	Writing Task Discursive	Multimodal Video Essay Novel Study	Yearly Examination Writing and Reading Task
Due Date	Term 1, Week 8	Term 2, Week 3	Term 2, Week 8	Term 3, Week 5	Term 4, Week 4
Report Outcomes	Outcome assessed 3	Outcomes assessed 1, 2	Outcome assessed 2	Outcomes assessed 1, 3	Outcomes assessed 1, 2
ROSA Weighting	15	20	15	20	30

Report Outcomes - English

- Outcome 1** Students read increasingly complex texts for understanding, interpretation, critical analysis and pleasure
- Outcome 2** Students write increasingly sophisticated and sustained texts to communicate accurately, imaginatively, creatively, interpretively and critically
- Outcome 3** Students speak and listen in formal and informal situations with a broadening understanding of audience, purpose and context
- Outcome 4** Students engage with print, visual and digital texts with critical awareness of the features and structures of those texts

GEOGRAPHY YEAR 10 2022

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 Term3, Week 10	Semester 1 Term 2, Week 8 Semester 2 Term 4, Week 4
Report Outcomes	Outcomes assessed GE5-2, GE5-3, GE5-4, GE5-5	Outcomes assessed GE5-1, GE5-2, GE5-7	Outcomes assessed GE5-1, GE5-3, GE5-6, GE5-8
ROSA Weighting	30	30	40

Report Outcomes - Geography

- GE5-1** Explains the diverse features and characteristics of a range of places and environments
- GE5-2** Explains process and influences that form and transform places and environments
- GE5-3** Analyses the effect of interactions and connections between people, places and environments
- GE5-4** Accounts for perspectives of people and organisations on a range of geographical issues
- GE5-5** Assesses management strategies for places and environments for their sustainability
- GE5-6** Analyses differences in human wellbeing and ways to improve human wellbeing
- GE5-7** Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- GE5-8** Communicates geographical information to a range of audiences using a variety of strategies

HISTORY YEAR 10 2022

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 Term3, Week 6	Semester 1 Term 1, Week 10 Semester 2 Term3, Week 10	Semester 1 Term 2, Week 8 Semester 2 Term4, Week 4
Report Outcomes	Outcomes assessed HT5-3, HT5-6, HT5-10	Outcomes assessed HT5-4, HT5-8, HT5-10	Outcomes assessed HT5-3, HT5-4, HT5-6, HT5-10
ROSA Weighting	30	30	40

Report Outcomes - History

- HT5-3** Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- HT5-4** Explains and analyses the causes and effects of events and developments in the modern world and Australia
- HT5-6** Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
- HT5-8** Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- HT5-10** Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

5.2 MATHEMATICS YEAR 10 2022

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	Investigation Task Surface Area and volume	In Class Written Task Algebra Graphing lines Equations and Inequations	Online Task Trigonometry Interest and Depreciation Probability Simultaneous Equations	Yearly Examination All Year 10 Work Focus on: Comparing Data Geometry
Due Date	Term 1, Week 6	Term 2, Week 3	Term 3, Week 8	Term 4, Week 4
Report Outcomes	Outcomes assessed 1, 2	Outcomes assessed 3, 4, 5	Outcomes assessed 6, 7, 8	Outcomes assessed All outcomes
ROSA Weighting	20	25	25	30

Report Outcomes – 5.2 Mathematics

- Outcome 1** Calculates area, surface area and volume of shapes and solids
- Outcome 2** Solves financial problems involving earning, spending and investing money with compound interest
- Outcome 3** Performs operations with indices and algebraic expressions
- Outcome 4** Uses and investigates relationships between two statistical variables, including their relationship over time
- Outcome 5** Solves linear and simple quadratic equations, using algebraic techniques
- Outcome 6** Understands concepts of outcomes, dependent and independent events. Uses and draws visual displays to analyse information
- Outcome 7** Applies trigonometric concepts to right triangles. Uses information for angles of elevation, depression and bearings to solve practical problems
- Outcome 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

5.3 MATHEMATICS YEAR 10 2022

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 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2
Task Description	Investigation Task Surface Area and Volume	In Class Written Task Products and Factors Graphing Lines Surds Equations and Logarithms	Online Task Further Trigonometry Interest and Depreciation Probability Simultaneous Equations	Yearly Examination All Year 10 Work with Focus on: Comparing Data Quadratic Equations & the Parabola
Due Date	Term 1, Week 6	Term 2, Week 4	Term 3, Week 8	Term 4, Week 4
Report Outcomes	Outcome assessed 1	Outcomes assessed 2, 3, 4, 5, 6	Outcomes assessed 7, 8, 9 10	Outcomes assessed All outcomes
ROSA Weighting	20	25	25	30

Report Outcomes – 5.3 Mathematics

- Outcome 1** Calculates area, surface area and volume of shapes and solids, including cones and spheres
- Outcome 2** Solves financial problems involving earning, spending and investing money with compound interest
- Outcome 3** Performs operations with surds and indices
- Outcome 4** Uses and investigates relationships between two statistical variables, including their relationship over time
- Outcome 5** Solves complex linear, quadratic and simple cubic equations using algebraic techniques
- Outcome 6** Understands concepts of outcomes, dependent and independent events. Uses and draws visual displays to analyse information
- Outcome 7** Applies trigonometric concepts to right triangles. Uses information for angles of elevation, depression and bearings to solve practical problems
- Outcome 8** Uses coordinate methods to recognise, analyse and draw graphs of linear relationships. Understands the features of parallel and perpendicular lines. Solves simultaneous equations both graphically and using algebraic techniques

PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION YEAR 10 2022

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 1	Task 4 Semester 2	Task 5 Semester 2	Task 6 Semester 2
Task Description	Research Assessment Understanding Sexual Health and Sexuality	Application and Effort	Fitness Muscular endurance, cardiovascular endurance	Fundamental and Specialised Movement Skills Test Basketball, agility test, beep test.	Application and Effort	In Class Examination
Due Date	Term 1, Week 8	Throughout Semester 1	Throughout Term 1	Throughout Term 3	Throughout Semester 2	Term 4, Week 2
Report Outcomes	Outcomes assessed 1	Outcome assessed 2 & 3	Outcome assessed 4	Outcome assessed 5	Outcomes assessed 2 & 3	Outcomes assessed 6
ROSA Weighting	25	15	10	15	10	25

Report Outcomes - PDHPE

- Outcome 1** Researches and appraises the effectiveness of health information and support services available in the community
- Outcome 2** Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- Outcome 3** Appraises and justifies choices of actions when solving complex movement challenges
- Outcome 4** Performs physical fitness activities that improve and monitor health related components of fitness
- Outcome 5** Refines and applies movement skills and concepts to compose and perform innovative movement sequences
- Outcome 6** Assesses and applies self-management skills to effectively manage complex situations

SCIENCE YEAR 10 2022

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 1	Task 4 Semester 2	Task 5 Semester 2
Task Description	Student Research Project (SRP)	Presentation of SRP	Semester 1 Examination	Skills / Practical Exam Motion	Yearly Examination
Due Date	Term 1, Week 8	Term 1, Week 8	Term 2, Week 3	Term 3, Week 8	Term 4, Week 4
Report Outcomes	Outcomes assessed 1, 2	Outcomes assessed 3	Outcomes assessed 4, 5	Outcomes assessed 1, 2	Outcomes assessed 3, 4, 5
ROSA Weighting	15	15	15	15	40

Report Outcomes - Science

- 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
- Outcome 6** Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
- Outcome 7** Describes the action of unbalanced forces in everyday situations
- Outcome 8** Discusses how scientific understanding and technological developments have contributed to finding solutions to problems in Science
- Outcome 9** Explains how new biological evidence changes people's understanding of the world
- Outcome 10** Describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles

RoSA Assessment Schedules & Report Outcomes 2022

Elective RoSA Courses

Agriculture

Commerce

Dance

Design and Technology

Drama

Food Technology

Information and Software Technology

Japanese

Music

Physical Activity and Sports Studies

STEM

Visual Arts

Visual Design

AGRICULTURE YEAR 10 2022

Semester 1

During Semester one, Year 10 Agriculture 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 then complete a case study on Goat production in Australia. Assessment and outcomes reflect student performance in these focus areas in both the theoretical and skills domain.

Semester 2

During semester two, Year 10 Agriculture students 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	Presentation Assess an Advertising Campaign	Critical Evaluation Technological Innovations in Agriculture	Yearly Examination
Due Date	Term 1, Week 11	Term 2, Week 5	Term 3, Week 9	Term 4, Week 5
Report Outcomes	Outcomes assessed AG5-7, AG5-10	Outcomes assessed AG5-12	Outcomes assessed AG5-8, AG5-9	Outcomes assessed AG5-2, AG5-8
ROSA Weighting	25	25	20	30

Report Outcomes - Agriculture

- AG5-2** Explains the interactions within and between agricultural enterprises and systems
- AG5-7** Explains and evaluates the impact of management decisions on animal production enterprises
- AG5-8** Evaluates the impact of past and current agricultural practices on agricultural sustainability
- AG5-9** Evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
- AG5-10** Implements and justifies the application of animal welfare guidelines to agricultural practices
- AG5-12** Collects and analyses agricultural data and communicates results using a range of technologies

COMMERCE YEAR 10 2022

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 Test 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 4
Report Outcomes	Outcomes assessed 5.1, 5.2, 5.4, 5.5, 5.8, 5.9	Outcomes assessed 5.4, 5.5, 5.6, 5.7, 5.9	Outcomes assessed 5.2, 5.7, 5.8, 5.9	Outcomes assessed 5.1, 5.2, 5.3, 5.4, 5.8
ROSA Weighting	20	30	20	30

Report Outcomes - Commerce

- 5.1** Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
- 5.2** Analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal, political and employment contexts
- 5.3** Examines the role of law in society
- 5.4** Analyses key factors affecting decisions
- 5.5** Evaluates options for solving problems and issues
- 5.6** Develops and implements plans designed to achieve goals
- 5.7** Researches and assesses information using a variety of sources
- 5.8** Explains information using a variety of forms
- 5.9** Works independently and collaboratively to meet individual and collective goals within specified timeframes

DANCE YEAR 10 2022

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	Dance Film and Composition	Dance Analysis Essay	MADD Night Performance and Self Evaluation	Work Out Video
Due Date	Term 2, Week 1	Term 2, Week 6	Term 3, Week 8	Term 4, Week 4
Report Outcomes	Outcomes assessed 5.2.2, 5.3.1	Outcomes assessed 5.3.2, 5.3.3	Outcomes assessed 5.1.2, 5.1.3, 5.2.1	Outcomes assessed 5.1.1
ROSA Weighting	25	25	25	25

Report Outcomes – Dance

- 5.1.1** Demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
- 5.1.2** Demonstrates enhanced dance technique by manipulating aspects of the elements of dance
- 5.1.3** Demonstrates an understanding and application of aspects of performance quality and interpretation through performance
- 5.2.1** Explores the elements of dance as the basis of the communication of ideas
- 5.2.2** Composes and structures dance movement that communicates an idea
- 5.3.1** Describes and analyses dance as the communication of ideas within a context
- 5.3.2** Identifies and analyses the link between their performances and compositions and dance works of art
- 5.3.3** Applies understandings and experiences drawn from their own work and dance works of art performance of combinations, sequences and dances

DESIGN AND TECHNOLOGY YEAR 10 2022

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 3 Semester 2	Task 4 Semester 2	Task 5 Semester 2	Task 6 Semester 2
Task Description	Ongoing practical application	Folio and product Electronic (Material Technologies)	Ongoing practical application	Report Information and Communication Technologies	Folio and Product design – Self directed Materials Technologies	Yearly Examination
Due Date	Ongoing	Term 1, Week 10	Ongoing	Term 2, Week 9	Term 3, Week 10	Term 4, Week 4
Report Outcomes	Outcomes assessed 1	Outcomes assessed 1, 2, 3	Outcomes assessed 1	Outcomes assessed 3, 4	Outcomes assessed 1, 2, 3	Outcomes assessed 5
ROSA Weighting	10	20	10	15	30	15

Report Outcomes – Design and Technology

Outcome 1 Product	Selects, uses and applies a variety of management practices towards the development of quality design solutions
Outcome 2 Folio	Analyses, applies and justifies a range of appropriate design process, when developing design ideas and solutions
Outcome 3 Communication	Uses, develops and evaluates creative and innovative design ideas and solutions, using a variety of communication techniques suitable for a range of audiences
Outcome 4 Technologies	Analyses and evaluates 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 Exam	Recalls knowledge and understanding of design theory and practices

DRAMA YEAR 10 2022

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 Dramatic Form	Group Devised Piece and Essay Playbuilding	Practical Project Performance and Design	Theatre Workshop Series Dramatic Form
Due Date	Term 1, Week 9	Term 2, Week 5	Term 3, Week 4	Term 4, Week 4
Report Outcomes	Outcome assessed 5.2.3	Outcomes assessed 5.1.1, 5.3.3	Outcome assessed 5.2.2	Outcomes assessed 5.1.2, 5.3.1
ROSA Weighting	20	30	30	20

Report Outcomes – Drama

- 5.1.1** Manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
- 5.1.2** Contributes, selects, develops and structures ideas in improvisation and playbuilding
- 5.2.2** Selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
- 5.2.3** Employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning
- 5.3.1** Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
- 5.3.3** 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 2022

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 1 Semester 1	Task 2 Semester 2	Task 3 Semester 2	Task 4 Semester 2	Task 5 Semesters 1& 2
Task Description	Practical Task Food Trends	Research, Design and Practical Task Food Service and Catering	Product Design and Practical Task Food Product Development	Yearly Examination	Cumulative Assessment in Food Preparation and Practical Skills.
Due Date	Term 2, Week 3	Term 3, Week 4	Term 4, Week 2	Term 4, Week 4	Ongoing
Report Outcomes	Outcomes assessed 1, 2, 3, 4	Outcomes assessed 1, 2, 3, 4	Outcomes assessed 1, 2, 4	Outcome assessed 5	Outcomes assessed 1, 2
ROSA Weighting	20	25	25	20	10

Report Outcomes – Food Technology

- Outcome 1** Selects appropriate techniques and equipment for a variety of food specific purposes
- Outcome 2** Plans, prepares, presents and evaluates food solutions for specific purposes
- Outcome 3** Communicates ideas and information using a range of media and appropriate technology
- Outcome 4** Researches, analyses and evaluates activities related to food on the individual, society and the environment
- Outcome 5** Applies knowledge and understanding of concepts and issues in health and the food industry

INFORMATION AND SOFTWARE TECHNOLOGY YEAR 10 2022

The aim of the Information and Software Technology course is to develop students' knowledge and understanding, confidence and creativity in analysing, designing, developing and evaluating information and software technology solutions.

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 5 Semester 2
Task Description	Folio and Product Design Authoring and Multimedia Past, Current and Emerging Technologies	Folio and Product Design Software Development Programming	Written Report People and Issues	Yearly Examination
Due Date	Term 1, Week 8	Term 2, Week 9	Term 3, Week 7	Term 4, Week 3
Report Outcomes	Outcomes assessed 2, 3, 4	Outcomes assessed 2, 3	Outcomes assessed 1, 2, 3	Outcome assessed 5
ROSA Weighting	20	30	30	20

Report Outcomes – Information and Software Technology

- 4.1.1** Recognises and uses software programs that are suitable for specific 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

JAPANESE YEAR 10 2022

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 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2
Task Description	Daily Routine Assessment Part A: Transcript Part B: Presentation	In class Examination Adjectives, Places & Transport	Shopping in Japan Assessment Part A: Hand-in Task – Shopping Recording/Video Part B In class Examination	Yearly Examination All topics covered
Due Date	Term 1, Week 9	Term 2, Week 3	Term 3, Week 9	Term 4, Week 4
Report Outcomes	Outcomes assessed LJA5-4, LJA5-5	Outcomes assessed LJA5-2, LJA5-7	Outcomes assessed LJA5-3, LJA5-9	Outcomes assessed LJA5-6, LJA5-8
ROSA Weighting	30	20	20	30

Report Outcomes – Japanese

- LJA5-2** Identifies and interprets information in a range of texts
- LJA5-3** Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
- LJA5-4** Experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences
- LJA5-5** Demonstrates how Japanese pronunciation and intonation are used to convey meaning
- LJA5-6** Demonstrates understanding of how Japanese writing conventions are used to convey meaning
- LJA5-7** Analyses the function of complex Japanese grammatical structures to extend meaning
- LJA5-8** Analyses linguistic, structural and cultural features in a range of texts
- LJA5-9** Explains and reflects on the interrelationship between language, culture and identity

MUSIC YEAR 10 2022

Year 10 Music provides students with the opportunity to further develop theoretical and practical skills in their discipline of music. Students deepen their knowledge of musical concepts and explore a range of genres and musical styles with increasing complexity and depth. Students expand on their understanding of the musical concepts through: Performance, Composition, Aural Analysis Skills and Musicology. This subject provides the foundation for further musical studies in Stage 6.

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 1	Task 4 Semester 2
Task Description	Composition	Performance	Musicology Research Task	Yearly Examination
Due Date	Term 1, Week 7	Term 2, Week 4	Term 3, Week 6	Term 4, Week 5
Report Outcomes	Outcomes assessed 5.5, 5.6	Outcomes assessed 5.2, 5.12	Outcomes assessed 5.9, 5.10	Outcomes assessed 5.7, 5.
ROSA Weighting	25	25	25	25

Report Outcomes – Music

- 5.1** Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.3** Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.4** Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5** Notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.8** Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
- 5.9** Demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study

PHYSICAL ACTIVITY AND SPORT STUDIES YEAR 10 2022

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 5 Semester 2
Task Description	Sports Coaching a. An online test b. Design & present a coaching session in class c. Cumulative effort in coaching sessions	Practical Assessment Cumulative practical effort and application of skills in volleyball and soccer/Futsal	Physical Fitness Assessment Fitness Testing Design a Fitness Program	Practical Assessment Cumulative practical application and effort in Oz Tag	Yearly Examination
Due Date	Term 1, Week 7	Ongoing Semester 1	Term 2, Week 9	Ongoing Semester 2	Term 4, Week 2
Report Outcomes	Outcomes assessed PASS5-8	Outcomes assessed PASS5-7 & PASS5-9	Outcomes assessed PASS5-1	Outcomes assessed PASS5-5 & PASS5-7	Outcomes assessed PASS5-3 PASS5-10
ROSA Weighting	20	15	20	15	30

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

STEM YEAR 10 2022

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 1	Task 4 Semester 2
Task Description	Research Project and Presentation Mechatronics and Robotics	Practical Task and Written Report Aeronautical Engineering	Practical Task and Portfolio Design for Space	Yearly Examination
Due Date	Term 1, Week 8	Term 2, Week 9	Term 3, Week 7	Term 4, Week 3
Report Outcomes	Outcomes assessed 1, 2, 3	Outcomes assessed 2, 3, 4	Outcomes assessed 1, 2, 3	Outcome assessed 5
ROSA Weighting	20	30	30	20

Report Outcomes

1. Selects, uses, and applies a variety of management practices towards the development of quality STEM solutions.
2. Uses, develops, and evaluates creative and innovative and enterprising STEM ideas and solutions, using a variety of communication techniques suitable for a range of audiences.
3. Analyses, applies and justifies a range of appropriate STEM principals and processes, when developing solutions.
4. Analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment.
5. Recalls knowledge and understanding of core content. **(Exam)**

VISUAL ARTS YEAR 10 2022

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 1	Task 4 Semester 2	Task 5 Semester 2	Task 6 Semester 2
Task Description	Curator of a Painting Exhibition Art History and Criticism	Half Yearly Examination Critical Review Essay Art History and Criticism	Body of Work – Painting Artmaking	Visual Arts Process Diary Artmaking	Yearly Examination Art History and Criticism	Body of Work – Sculpture Artmaking
Due Date	Term 1, Week 11	Term 2, Week 4	Term 2, Week 10	Term 3, Week 7	Term 3, Week 10	Term 4, Week 4
Report Outcomes	Outcome assessed 5.6	Outcomes assessed 5.6, 5.8	Outcome assessed 5.1	Outcome assessed 5.1	Outcomes assessed 5.6, 5.8	Outcome assessed 5.1
ROSA Weighting	10	10	25	10	20	25

Report Outcomes – Visual Arts

Artmaking

- 5.1 Practice** Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.6 Frames Resolution** Demonstrates developing technical accomplishment and refinement in making artworks

Art History and Criticism

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

VISUAL DESIGN YEAR 10 2022

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 5 Semesters 1 & 2
Task Description	Making Folio Frames	Assignment Case Study Analysis Conceptual	Assignment Case Study Analysis Conceptual	Making Folio Frames	Visual Design Journal Practice/Frames
Due Date	Term 2, Week 1	Term 2, Week 4	Term 3, Week 8	Term 3, Week 10	Term 4, Week 3
Report Outcomes	Outcomes assessed 5.3	Outcomes assessed 5.7	Outcomes assessed 5.8	Outcomes assessed 5.3	Outcomes assessed 5.6
ROSA Weighting	25	20	20	25	Semester 1: 5 Semester 2: 5

Report Outcomes – Visual Design

Artmaking

- 5.3 Makes visual design artworks informed by an understanding of how the frames affect meaning
- 5.6 Selects appropriate procedures and techniques to make and refine visual design artworks

Critical and Historical Interpretations

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