



**Year 10
Subject
Assessment
Booklet 2019**

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 student's 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 class room 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 on the basis of available assessment information and with reference to the course performance descriptors and other material produced by NESA to support the consistent awarding of grades. As this grade is for the external credential, students need to be fully aware of and follow the procedures regarding due dates, absence, illness and misadventure. Should students wish to appeal a decision of Head Teacher, students should speak with their Deputy Principal within two days of receiving the decision from the Head Teacher.

Eligibility for a RoSA

To be eligible for a RoSA, students must have:

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

School attendance

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

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

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

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

‘N’ determinations

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

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

If a student receives an ‘N’ determination in a mandatory curriculum requirement course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an ‘N’ determination.

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

Malpractice

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

Malpractice consists of the following, but not limited to:

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

Plagiarism is considered malpractice.

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

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

General performance descriptors

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

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
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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 NESAs general performance descriptors, and provide a more complete description of typical performance in this course at each grade level.

Applying the course performance descriptors

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

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

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

Assessment Schedule Planner

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

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

Assessment Schedule Planner

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

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

2019 RoSA Assessment Schedules

Mandatory RoSA Courses

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Elective RoSA Courses

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2019 Year 10 English

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

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

Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> 1. students read increasingly complex texts for understanding, interpretation, critical analysis and pleasure. 2. students write increasingly sophisticated and sustained texts to communicate accurately, imaginatively, creatively, interpretively and critically. 3. students speak and listen in formal and informal situations with a broadening understanding of audience, purpose and context. 4. students engage with print, visual and digital texts with critical awareness of the features and structures of those texts. 	<ol style="list-style-type: none"> 1. students read increasingly complex texts for understanding, interpretation, critical analysis and pleasure. 2. students write increasingly sophisticated and sustained texts to communicate accurately, imaginatively, creatively, interpretively and critically. 3. students speak and listen in formal and informal situations with a broadening understanding of audience, purpose and context. 4. students engage with print, visual and digital texts with critical awareness of the features and structures of those texts.

2019 Year 10 Geography

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

The topics that are studied this semester are:

1. Environmental Change and Management
2. Human Wellbeing

Topic 1: Environmental Change and Management

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

Topic 2: Human Wellbeing

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

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

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

Report Outcomes

End of Year Report

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

2019 Year 10 History

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

Australia's social, cultural, economic and political development in the 20th century. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

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

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

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

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

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

Report Outcomes

End of Year Report

HT 5-3	explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT 5-4	explains and analyses the causes and effects of events and developments in the modern world and Australia
HT 5-6	uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
HT 5-8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HT 5-10	selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

2019 Year 10 5.2 Mathematics

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

Task No.	Task Description	Report Outcome	ROSA Weighting	Date
1 Sem 1	In Class written test (5.1, 5.2) <ul style="list-style-type: none"> • Measurement • Financial Mathematics 	1, 2	20	T1 Wk6
2 Sem 1	Investigation Task and 5.1 Test <ul style="list-style-type: none"> • Financial Mathematics • Algebra and Indices • Data • Equations 	2, 3	25	T2 Wk5
3 Sem 2	In Class written test (5.1, 5.2) <ul style="list-style-type: none"> • Probability • Trigonometry • Coordinate Geometry 	6, 7, 8	25	T3 Wk4
4 Sem 2	Yearly Examination All Year 10 Work with focus on: <ul style="list-style-type: none"> • Coordinate Geometry • Simultaneous Equations • Geometrical Figures • Graphs 	8, 9	30	T4 Wk4

Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> 1. calculates area, surface area and volume of shapes and solids. 2. solves financial problems involving earning, spending and investing money with compound interest. 3. performs operations with indices and algebraic expressions. 4. uses and investigates relationships between two statistical variables, including their relationship over time. 5. solves linear and simple quadratic equations, using algebraic techniques. 	<ol style="list-style-type: none"> 6. understands concepts of outcomes, dependent and independent events. Uses and draws visual displays to analyse information. 7. applies trigonometric concepts to right triangles. Uses information for angles of elevation, depression and bearings to solve practical problems. 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 algebraic techniques. 9. uses properties of polygons and regular polygons. Understands tests for Congruence and Similarity and sets out proofs showing reasoning. 10. sketches and interprets a variety of non-linear relationships.

2019 Year 10 5.3 Mathematics

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

Task No.	Task Description	Report Outcome	ROSA Weighting	Due Date
1 Sem 1	In Class written test (5.2, 5.3) <ul style="list-style-type: none"> • Measurement • Financial Mathematics 	1, 2	20	T1 Wk6
2 Sem 1	Investigation Task and 5.3 Test <ul style="list-style-type: none"> • Financial Mathematics • Algebra and Indices • Data • Equations 	2, 3,	25	T2 Wk5
3 Sem 2	In Class written test (5.2, 5.3) <ul style="list-style-type: none"> • Probability • Trigonometry • Coordinate Geometry 	6, 7, 8	25	T3 Wk4
4 Sem 2	Yearly Examination All Year 10 Work with focus on: <ul style="list-style-type: none"> • Coordinate Geometry • Simultaneous Equations • Geometrical Figures • Graphs 	8, 9	30	T4 Wk4

Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> 1. calculates area, surface area and volume of shapes and solids. 2. solves financial problems involving earning, spending and investing money with compound interest. 3. performs operations with surds and indices. 4. uses and investigates relationships between two statistical variables, including their relationship over time. 5. solves complex linear, quadratic and simple cubic equations using algebraic techniques. 	<ol style="list-style-type: none"> 6. understands concepts of outcomes, dependent and independent events. Uses and draws visual displays to analyse information. 7. applies trigonometric concepts to right triangles. Uses information for angles of elevation, depression and bearings to solve practical problems. 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. 9. uses properties of polygons and regular polygons. Understands tests for Congruence and Similarity and sets out proofs showing reasoning. 10. sketches and interprets a variety of non-linear relationships.

2019 Year 10 Physical Development / Health / Physical Education

The aim of the PDHPE course is to develop the student's capacity to enhance personal health and wellbeing, enjoy an active lifestyle, maximise movement potential and advocate lifelong health and physical activity.

Task No.	Task Description	Report Outcome	ROSA Weighting	Due Date
1 Sem 1/2	Cumulative Record - application of game skills and strategies	1	10	T2 Wk5 T4 Wk5
2 Sem 1	Health Assessment: Sexually Transmitted Infections	2	15	T1 Wk7-10
3 Sem 1/2	Fitness Assessment - 15min Balke Test 5% Multi Stage Fitness Test 5% Agility 5 %, Sit ups 5%	3	20	T2 Wk5 T4 Wk5
4 Sem 1/2	Cumulative Record - effort in all practical lessons	4	10	T2 Wk5 T4 Wk5
5 Sem 2	Skills Test in Basketball, Touch and Soccer	5	30	T4 Wk5
6 Sem 2	In class examination	6	15	T3 Wk9

Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> 1. adapts, transfers & improvises movement skills and concepts to improve performance 2. analyses attitudes, behaviours & consequences related to health issues affecting young people 3. formulates physical fitness goals & applies strategies to enhance participation in lifelong physical activity. 4. adopts roles & responsibilities that enhance group cohesion & the achievement of personal and group objectives 	<ol style="list-style-type: none"> 1. adapts, transfers & improvises movement skills and concepts to improve performance 2. formulates physical fitness goals & applies strategies to enhance participation in lifelong physical activity 3. adopts roles & responsibilities that enhance group cohesion & the achievement of personal and group objectives 4. demonstrates specific movement and manipulative skills in Soccer, Basketball and Touch Football 5. analyses influences on health decision making develops strategies to promote health & safe behaviours

2019 Year 10 Science

Semester 1

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.

Semester 2

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 Description	Report Outcome	ROSA Weighting	Due Date
1 Sem 1	Student Research Project (SRP)	2, 3	15	T1 Wk8
2 Sem 1	Oral Presentation of SRP	4	15	T1 Wk8
3 Sem 1	Half Yearly Examination	1	15	T2 Wk3
4 Sem 2	Skills / Practical Exam	7, 8	15	T3 Wk8
5 Sem 2	Yearly Examination	5, 6	40	T4 Wk4

Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> demonstrates knowledge and understanding of scientific ideas and concepts plans and carries out a first hand investigation to solve an identified problem communicates in a written format the ideas obtained from experimental research communicates verbally to peers the ideas obtained from experimental research 	<ol style="list-style-type: none"> demonstrates knowledge and understanding of scientific ideas and concepts demonstrates knowledge and understanding of Genetics using Punnett Squares demonstrates skills in scientific thinking and problem solving recognises and applies the key features of the scientific method to solve given problems

2019 Year 10 Agriculture

Semester 1

During semester 1 students will be studying sweet corn production. Students will learn how corn is grown and participate in the production of a sweet corn crop. Students will then learn about Prime Lamb production in Australia. They will discover the importance Sheep have to Australia and participate in the care of Muirfield's flock of Dorper sheep.

Semester 2

During semester 2 students discover the sheer delights of the humble Potato. They learn about its historical significance, it's important to Australia and will grow their own Potato crop. Students then learn about Chicken egg production and during this topic students will conduct a growth trial to discover how the things we do as farmers can effect production.

Task No.	Task Description	Report Outcome	ROSA Weighting	Due Date
1 Sem 1	Model – Prime Lamb	1	20	T1 Wk9
2 Sem 1	Practical Logbook – Sweet Corn Production	2, 3	10	T1 Wk10
3 Sem 1	Half Yearly Examination	1	20	T2 Wk5
4 Sem 2	Practical Logbook – Potato Production	5	10	T3 Wk6
5 Sem 2	Growth Trial - Chickens	6, 7	15	T3 Wk8
6 Sem 2	Yearly Examination	4	25	T4 Wk5

Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> 1. demonstrates knowledge and understanding of the principles of the Australian Agriculture Industry 2. participates in the care and management of a Sweet Corn growing area 3. performs routine animal husbandry techniques in accordance with Animal Welfare codes of practice 	<ol style="list-style-type: none"> 4. demonstrates knowledge and understanding of the principles of the Australian Agriculture Industry 5. participates in the care and management of a Potato growing area 6. carries out a firsthand investigation to solve an identified problem 7. communicates in a written format the ideas obtained from experimental research

2019 Year 10 Commerce

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

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

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

Political Involvement (20 hours - Term 2)

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

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

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

Towards Independence (20 hours - Term 4)

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

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

Report Outcomes

Semester 1		Semester 2	
5.2	analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts	5.1	applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
5.3	examines the role of law in society	5.2	analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
5.4	analyses key factors affecting commercial and legal decisions	5.4	analyses key factors affecting commercial and legal decisions
5.5	evaluates options for solving commercial and legal problems and issues	5.7	researches and assesses commercial and legal information using a variety of sources
5.7	researches and assesses commercial and legal information using a variety of sources	5.8	explains commercial and legal information using variety of forms
5.9	works independently and collaboratively to meet individual and collective goals within specified timelines	5.9	works independently and collaboratively to meet individual and collective goals within specified timelines

2019 Year 10 Drama

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 Description	Report Outcome	ROSA Weighting	Due Date
1 Sem 1	Laban Method Performance and Log book	1, 2	20	T1 Wk9
2 Sem 1	Dramatic Form: Expressionism Workshops and Exam	3	30	T2 Wk4
3 Sem 2	Playbuilding: Group Devised Piece	1, 2	30	T3 Wk2
4 Sem 2	Practical Project: Performance and Design	3	20	T4 Wk2

Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> 1. manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action 2. responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions 3. applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning 	<ol style="list-style-type: none"> 1. contributes, selects, develops and structures ideas in improvisation and playbuilding 2. devises, interprets and enacts drama using scripted and unscripted material or texts 3. responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions 4. applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning

2019 Year 10 Elective History

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

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

Task No.	Task Description	Report Outcome	ROSA Weighting	Due Date
1 Sem 1	Source Analysis Task	5.1, 5.3, 5.4, 5.9	25	T1 Wk8
2 Sem 1	Research Project	5.1, 5.3, 5.4, 5.8, 5.9	25	T2 Wk3
3 Sem 2	Oral Presentation	5.2, 5.6, 5.7, 5.8, 5.10	25	T3 Wk9
4 Sem 2	Yearly Examination	5.2, 5.5, 5.6, 5.7, 5.10	25	T4 Wk4

Report Outcomes

Semester 1	Semester 2
E5.1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry	E5.2 examines the ways in which historical meanings can be constructed through a range of media
E5.3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation	E5.5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage
E5.4 explains the importance of key features of past societies or periods, including groups and personalities	E5.6 identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process
E5.8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry	E5.7 explains different contexts, perspectives and interpretations about the past
E5.9 applies a range of relevant historical terms and concepts when communicating an understanding of the past	E5.8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
	E5.10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

2019 Year 10 Food Technology

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

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

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

Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> 1. selects appropriate techniques and equipment for a variety of food specific purposes 2. plans, prepares, presents and evaluates food solutions for specific purposes 3. communicates and information using a range of media and appropriate technology 4. researches, analyses and evaluates activities related to food on the individual, society and the environment 	<ol style="list-style-type: none"> 1. selects appropriate techniques and equipment for a variety of food specific purposes 2. plans, prepares, presents and evaluates food solutions for specific purposes 3. communicates and information using a range of media and appropriate technology 4. researches, analyses and evaluates activities related to food on the individual, society and the environment 5. applies knowledge and understanding of concepts appropriate to the Food Industry

2019 Year 10 Graphics Technology

Graphics Technology enables students to practice logical thought and decision-making while developing skills applicable to a range of domestic, commercial and leisure activities. They engage in both manual and computer-based 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 Description	Report Outcome	ROSA Weighting	Due Date
1 Sem 1	Graphic Design and Communication The purpose of this task is for students to demonstrate their understanding and use of design elements and principles in the construction of a product advertisement.	1,2	25	T1 Wk9-10
2 Sem 1	Architectural Drawing This task is designed for students to learn to prepare architectural drawings as well as learn about the standards associated with these plans.	2,3	25	T2 Wk9-10
3 Sem 2	Animation This task is designed for students to learn to prepare architectural drawings as well as learn	4,5,6	25	T3 Wk9-10
4 Sem 2	3D Drawing Students will learn the concept of 3D computer aided drawing involving the X, Y and Z axes.	7,8	25	T4 Wk5

Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> 1. analyses the nature of information and intended audience to select and develop appropriate presentations 2. manages the development of graphical presentations to meet project briefs and specifications 3. communicates ideas graphically using freehand sketching and accurate drafting techniques 	<ol style="list-style-type: none"> 4. designs and produces a range of graphical presentations 5. identifies, assesses and manages relevant OHS factors to minimise risks in the work environment 6. evaluates the impact of graphics on society, industry and the environment 7. designs and produces a range of graphical presentations 8. demonstrates the application of graphics to a personal setting

2019 Industrial Technology (Wood)

Industrial Technology (Wood) develops in students' knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with practical problem-solving activities.

Task No.	Task Description	Report Outcome	ROSA Weighting	Due Date
1 Sem 1+2	Ongoing Competency Based Practical Assessment	1, 2, 4	30	Ongoing
2 Sem 1	Research Task	3	15	T2 Class Time
3 Sem 2	Practical Task	5, 6, 7	25	T3 Class Time
4 Sem 2	Yearly Examination	8	30	Yearly Examination Period

Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> 1. applies OHS practices to hand tools, machine tools, equipment and processes 2. identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects 3. evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction 	<ol style="list-style-type: none"> 4. identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes 5. applies design principles in the modification, development and production of projects 6. selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects 7. applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects 8. describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

2019 Industrial Technology Building and Construction

Industrial Technology Building and Construction provides opportunities for students to develop knowledge, understanding and skills in relation the building industry. The projects the students undertake promote the sequential development of skills and reflect and increasing degree of student autonomy as they progress through the course. They may include such projects as development of gardens and surrounding landscapes, construction of small outdoor structures and undertaking elementary building repairs.

Task No.	Task Description	Report Outcome	ROSA Weighting	Due Date
1 Sem 1	Ongoing Competency Based Practical Assessment	1, 2, 4	50	Ongoing
2 Sem 1	Research Task	3	15	T2 Class Time
3 Sem 2	Practical Task	1, 2, 4	15	T3 Class Time
4 Sem 2	Yearly Examination	3	20	Yearly Examination Period

Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> 1. applies WHS practices to hand tools, machine tools, equipment and processes. 2. identifies, selects and competently uses a range of hand a machine tools, equipment and processes to produce a quality product. 3. selects, applies and interprets a range of suitable communication techniques in development, planning, production and presentation of ideas and projects. 4. works cooperatively with others to achieve common goals 	<ol style="list-style-type: none"> 1. applies WHS practices to hand tools, machine tools, equipment and processes. 2. identifies, selects and competently uses a range of hand a machine tools, equipment and processes to produce a quality product. 3. selects, applies and interprets a range of suitable communication techniques in development, planning, production and presentation of ideas and projects. 4. works cooperatively with others to achieve common goals

2019 Year 10 Information and Software Technology

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

Task No.	Task Description	Report Outcome	ROSA Weighting	Due Date
1 Sem 1	Databases Project 1: Project + Folio+ knowledge test	1,4	20	T1 Wk9/10
2 Sem 1	Half yearly Exam	2,3	20	T2 Wk9/10
3 Sem 2	Robotics and automated Systems Project 2: Project + folio + knowledge test	1,2	20	T3 Wk9/10
4 Sem 2	Yearly Exam	2,3	20	T4 Wk5
5 Sem 2	Simulation and modeling Project 3: project +folio	4	20	T4 Wk9

Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> 1. designs, produces and evaluates appropriate solutions to a range of challenging problems 2. describes and applies problem-solving processes when creating solutions 3. critically analyses decision-making processes in a range of information and software solutions 4. acquires and manipulates data and information in an ethical manner 	<ol style="list-style-type: none"> 1. designs, produces and evaluates appropriate solutions to a range of challenging problems 2. describes and applies problem-solving processes when creating solutions 3. critically analyses decision-making processes in a range of information and software solutions 4. applies collaborative work practices to complete tasks

2019 Year 10 Japanese

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

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

Task No.	Task Description	Report Outcome	ROSA Weighting	Due Date
1 Sem 1	Daily Routine Assessment Part A: Hand in task – Transcript of Video Part B: Hand in task - Daily Routine Video	1, 2	30	T1 Wk9
2 Sem 1	In class Examination Adjectives, Places, Transportation, Weather	3, 4	20	T2 Wk3
3 Sem 2	Shopping in Japan Assessment Part A: Hand in task – Shopping Video Part B: In class Examination	5, 6	20	T3 Wk8
4 Sem 2	In class Examination All topics covered in Year 9-10	7, 8	30	T4 Wk4

Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> 1. experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences 2. demonstrates how Japanese pronunciation and intonation are used to convey meaning 3. identifies and interprets information in a range of texts 4. analyses the function of complex Japanese grammatical structures to extend meaning 	<ol style="list-style-type: none"> 5. explains and reflects on the interrelationship between language, culture and identity 6. evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences 7. demonstrates understanding of how Japanese writing conventions are used to convey meaning 8. analyses linguistic, structural and cultural features in a range of texts

2019 Year 10 Music

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

Task No.	Task Description	Report Outcome	ROSA Weighting	Due Date
1 Sem 1	Composition	O2	25	T1 Wk7
2 Sem 1	Performance	O1	10	T2 Wk4
3 Sem 1	Aural Written Half Yearly Examination	O3	15	T2 Wk5

4 Sem 2	Musicology Research Task	O4	25	T3 Wk5
5 Sem 2	Performance	O1	15	T3 Wk7
6 Sem 2	Aural Written Yearly Examination	O3	10	T4 Wk5

Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology. notates own compositions, applying forms of notation appropriate to the music selected for study demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts 	<ol style="list-style-type: none"> performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology. demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts

2019 Year 10 Physical Activity & Sports Studies

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

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

Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> discusses the nature and impact of historical and contemporary issues in physical activity and sport works collaboratively with others to enhance participation, enjoyment and performance performs movement skills with increasing proficiency analyses and appraises information, opinions and observations to inform physical activity and sport decisions 	<ol style="list-style-type: none"> discusses factors that limit and enhance the capacity to move and perform demonstrates actions and strategies that contribute to enjoyable participation and skilful performance displays management and planning skills to achieve personal and group goals performs movement skills with increasing proficiency. analyses and appraises information, opinions and observations to inform physical activity and sport decisions

2019 Year 10 Visual Arts

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

Report marks will be comprised of:

60% Art making

40% Art History and Criticism

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

Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> 1. practice develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks 2. frames resolution demonstrates developing technical accomplishment and refinement in making artworks 3. conceptual framework uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art 	<ol style="list-style-type: none"> 1. practice develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks 2. frames resolution demonstrates developing technical accomplishment and refinement in making artworks 3. conceptual framework uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art