

***HUNTER SPORTS HIGH
SCHOOL***



***STAGE 5 – YEAR 10
ASSESSMENT BOOKLET
2010***

MESSAGE FROM THE PRINCIPAL

It is essential that students and parents are familiar with the assessment policy, procedures and requirements.

Completion of all tasks is vital if you are to reach your goals and gain the best possible School Certificate. Your assessments are an ongoing guide to your progress and could be vital should something happen during the S.C, you are strongly advised to read the applicable subject areas and highlight the tasks and dates due, as shown in this booklet. Do not leave it until the last day to complete your task.

Use your time wisely

You will be notified when tasks are not completed on time and this could certainly jeopardize your assessment mark and ultimately your ranking.

Do the right thing for yourself and be committed to completing each and every task regardless of their weighting. Your teachers are there to assist you to achieve your best results.

Leonard Solman
PRINCIPAL



HUNTER SPORTS HIGH SCHOOL **SCHOOL CERTIFICATE ASSESSMENT POLICY**

Introduction

The School Certificate is a credential marking the end of junior secondary schooling. The School Certificate provides students, parents, employers and the general community with information on students' achievements in School Certificate courses studied during Years 9 and 10.

The School Certificate Portfolio of results will comprise of three parts:-

- The School Certificate Testamur
- A Record of Achievement showing results in each subject studied for the School Certificate. These results are the grades that will be allocated by the school, using the assessment procedures outlined in this booklet.
- The student's results in the external tests

Eligibility for the School Certificate

The School Certificate will only be awarded to those students who have met the eligibility requirements. A School Certificate is not just automatically given to every student who is in Year 10. **It must be worked for, and earned over a two year period.**

To qualify for the award of a School Certificate a student must:-

- Satisfactorily complete the mandatory curriculum set down by the Board of Studies.
- Attend school in Years 9/10 until the date determined by the school, in conjunction with the Department of Education and Training.
- Makes a serious attempt at the School Certificate Tests.

What is the Mandatory Curriculum?

The Board of Studies states that all the mandatory curriculum requirements must be met in order to qualify for the award of a School Certificate. The mandatory curriculum requirements are:-

- English – satisfactorily studied from Year 7 through to Year 10
- Mathematics – satisfactorily studied from Year 7 through to Year 10
- Science – satisfactorily studied from Year 7 through to Year 10
- Human Society and its Environment i.e. Geography and History – satisfactorily studied from Year 7 through to Year 10. This study must include the satisfactory completion of the Australian Geography and History Courses, as well as additional study determined by the school.
- Languages Other than English – each student must study a language continuously for at least one twelve month period. At Hunter Sports High School this is done in Years 7 and 8
- Technology and Applied Studies (TAS) – students must study D&T in Years 7 and 8
- Creative Arts – all students must study Visual Arts and Music in Years 7 and 8
- Personal Development, Health and Physical Education (PD/H/PE) – this must be studied continuously from Year 7 through to Year 10.

All parts of this mandatory curriculum must be satisfactorily completed or a School Certificate cannot be awarded. If, for example a student does not satisfactorily complete their Year 9/10 Science course, then they will not receive a School Certificate.

In addition to these requirements set down by the Board of Studies, the Department of Education requires students to:-

- Satisfactorily complete at least two elective courses of study (totaling min. 400hours) throughout Years 9 and 10.
- Participate in sport throughout Years 7 to 10.

What External Tests Have To Be Done?

As well as undertaking all assessment and other tasks given by the course teachers, students will be expected to sit for the external tests. Results of these tests will form part of the student's School Certificate Portfolio. The results will include a marking indicating the student's achievement in the test, together with their placement in a band of achievement.

Tests will be undertaken in:-

- English – Literacy
- Mathematics
- Science
- Australian History, Geography, Civics and Citizenship
- Computer competency

These tests will be undertaken over three days in mid November.

Please note that if a student does not sit for the tests, then they are not eligible for the award of a school certificate. In cases of extreme illness or misadventure, supported by medical or other evidence, the Principal or the Board of Studies may decide to excuse the student and still award a School Certificate. Any student in this situation will be given an estimated mark for the test/s that they have missed.

What Are The Student's Responsibilities?

The Board of Studies clearly states that students are responsible for:-

- Ensuring that they obtain and understand the school's assessment policy (i.e. this document).
- Ensuring that their parents/guardians are aware of the assessment policy.
- **Attempting all assessment tasks** to the best of their ability so that they demonstrate maximum level of achievement.
- Ensuring that any questions that they have about the marks/grades/comments issued for each piece of work are resolved at the time the work is handed back.
- Demonstrating through application and achievement that they have met the requirements of each of their courses.

What Do You Have to Do to Satisfactorily Complete a Course?

A student will be considered to have satisfactorily completed a course if they have:-

- Followed the full course, as set down by the Board of Studies and taught in the school.
- Applied themselves with effort to the set tasks and experiences which the school provides in the course. This includes all work set down by the course teacher and in particular the assessment tasks outlined in this booklet
- Achieved enough of the course outcomes.

In order to meet these course criteria, the student will need to have a regular and satisfactory pattern of attendance. As a guide, it would be difficult to meet the above course criteria if the **attendance** rate falls below 85%.

What are “N” Determinations and What Do They Mean?

Where a student does not satisfactorily complete any course, they will be given an “N” Determination. This is a non award in the particular course and will be indicated on the Record of Achievement and an “N”. If the course is a mandatory one, as outlined above, then the student will not be eligible for the award of a School Certificate. In this case students will receive a Record of Achievement, showing their grades in other courses and their External Test Results only.

How Will You Know If You Are Heading for an “N” Determination?

If at any time it appears that the student is at risk of receiving an “N” Determination in any course, then the school will warn the student as soon as possible and advise the parent or guardian in writing. This warning will be given in time for the problem to be corrected. If, after two written warnings, the student still does not meet the course criteria, then the school may make an “N” Determination for that course. A copy of the type of letter used to notify parents/guardians of a possible “N” Determination is shown as **Appendix 1** on the last two pages of this document.

Please note that these letters will be posted to the address that the school has on file for the student concerned. The Board of Studies accepts that once the letter is posted it has been received by the parent. For this reason, it is extremely important that any changes of address or other details are notified to the school immediately.

Students do have a right of appeal against an “N” Determination. Students will be advised of the procedures for an appeal at the time that they are advised of the “N” award.

Completion and Submission of Assessment Tasks to avoid an “N” Warning

All students will be expected to satisfactorily complete and submit **all** assessment tasks for each of their courses. If they fail to do this on time, a warning letter will be issued. If a student is unable to submit or complete a task on time due to illness, misadventure or other commitment, then they must submit a written explanation to their course Head Teacher along with an ‘**Assessment Student Appeal**’ form. The best explanation is a Medical Certificate.

The course teacher, together with the Head Teacher and assessment committee, will decide whether the student will:-

- Be given extra time to complete and submit the task
- Be penalized for not completing and submitting the task on the due date

In all cases, the student will still be expected to undertake the task. If a student is absent for an task, then they should be prepared to do or submit that task on the first day they return to school, unless otherwise negotiated.

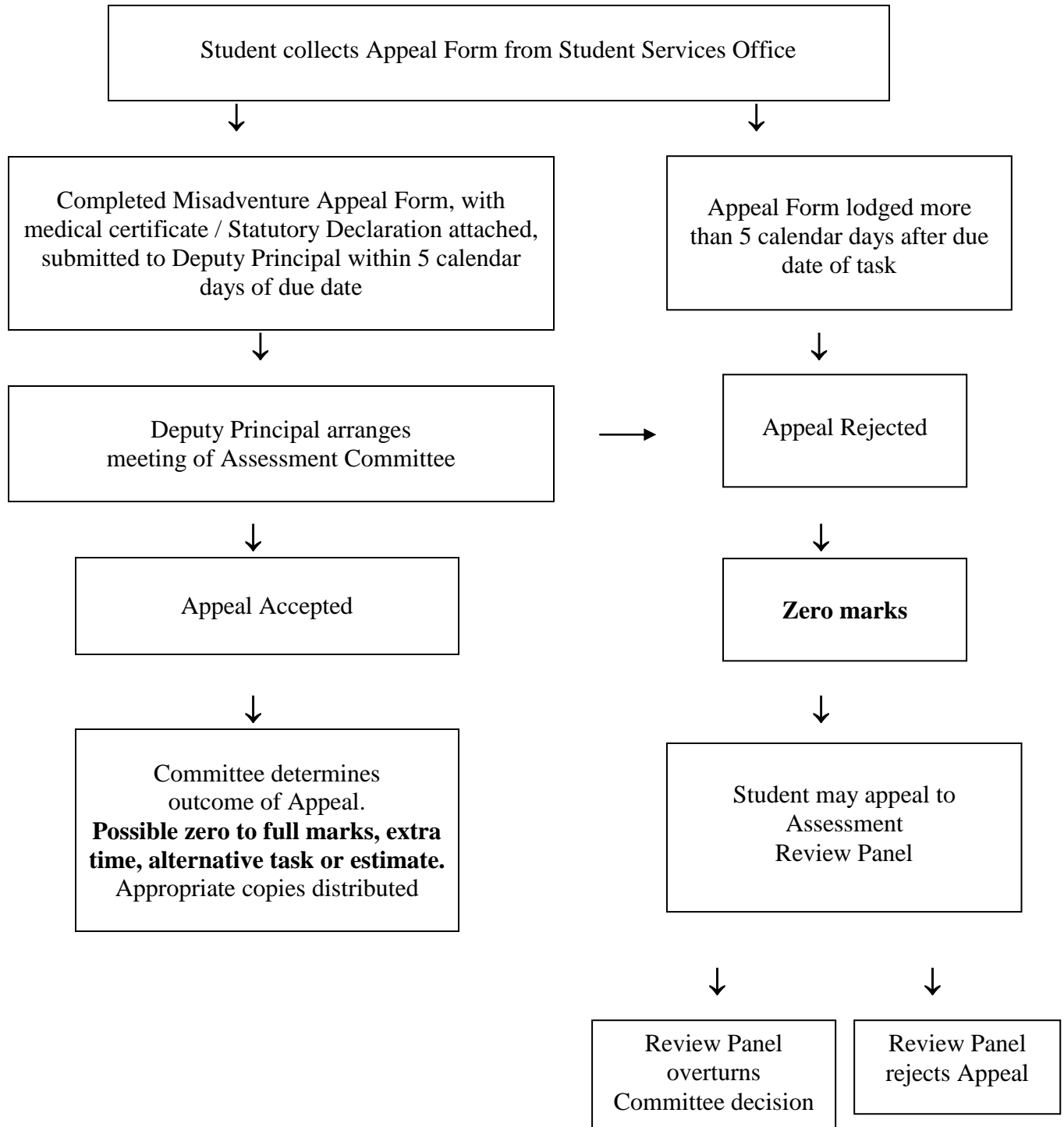
IMPORTANT NOTE: To resolve an “N” Warning a student **must complete and submit** the set task. This does not guarantee the awarding of marks which is determined by whether the student was penalized by the assessment committee as part of the appeal process.

MISSED ASSESSMENT TASK: APPEAL PROCESS

The APPEAL PROCESS is purely to determine possible assessment alternatives and whether marks will be given.

It is the student's responsibility to initiate his/her own appeal.

ACTION:



- NB:
1. Student arranges to collect and submit appeal form within 5 calendar days of the due date of task
 2. If student was ill, a medical certificate must be supplied.
 3. If under age 18 and not self-supporting, parent must sign form as well.

ASSESSMENT STUDENT APPEAL FORM

PLEASE NOTE: SUBMIT TO HEAD TEACHERS NO LONGER THAN 5 CALENDAR DAYS FROM DATE OF TASK.

OR IN CASES OF PROLONGED ABSENCE TELEPHONE THE HEAD TEACHER AND ARRANGE TO RETURN THIS FORM PRIOR TO RETURN TO SCHOOL, NO LONGER THAN 5 CALENDAR DAYS FROM DATE OF TASK.

STUDENT'S NAME: _____

COURSE: (HSC/Preliminary/School Certificate)
(CIRCLE ONE)

Subject: _____

TITLE OF ASSESSMENT TASK: FOR CONSIDERATION

Teacher: _____

DATE TASK DUE: _____

DETAILS OF CIRCUMSTANCES THAT LED TO FAILURE TO COMPLETE, FAILURE TO SUBMIT BY DUE DATE, OR DETAILS OF MISADVENTURE.

ATTACH ADDITIONAL INFORMATION, MEDICAL CERTIFICATE/STATUTORY DECLARATION OR ANY OTHER DOCUMENTATION TO SUPPORT YOUR APPEAL. INSUFFICIENT SUPPORTIVE EVIDENCE WILL NOT ASSIST THE APPEAL PANEL IN MAKING A DETERMINATION.

STUDENT'S SIGNATURE : _____ DATE: _____

CAREGIVER'S SIGNATURE: _____ DATE: _____

HEAD TEACHER'S SIGNATURE: _____ DATE: _____

REVIEW BY ASSESSMENT COMMITTEE

RESULT OF APPEAL

Alternative Task Date of Alternative Task _____

Estimate Comment _____

Zero _____

Other _____

Signature: _____

(Convener of Panel)

HEAD TEACHER – Distribute Copies to:

Student File (Original)

Faculty Monitoring Folder

Chart Of Staff Responses To Student Actions That Do Not Meet Course Requirements

STUDENT ACTION	STAFF RESPONSE
<p>Late submission of an assessment item with or <u>without</u> a Doctor's Certificate / Statutory Declaration / a misadventure or illness</p>	<ul style="list-style-type: none"> • Student interviewed – interview documented on the 'Teacher / Student / Parent Conference' form – Appeal form issued and returned within 5 days of task • Award of zero (0) marks. (Marks awarded if appeal upheld) • Parents contacted – contact documented on the 'Teacher / Student / Parent Conference' form.
<p>Failure to submit or make a serious attempt of an assessment item</p>	<ul style="list-style-type: none"> • Student interviewed – interview documented on the 'Teacher / Student / Parent Conference' form – Appeal form issued and returned within 5 days of task • Task or equivalent completed immediately on return to school. • Award of zero (0) marks. (Marks awarded if appeal upheld) • 'N' warning issued by the Head Teacher. • Parents contacted – contact documented on the 'Teacher / Student / Parent Conference' form.
<p>Refusal / Failure to complete coursework / practical.</p>	<ul style="list-style-type: none"> • Student warned. • Faculty Notification issued. • Parents contacted (if deemed appropriate) – contact documented on the 'Teacher / Student / Parent Conference' form
<p>Failure to complete homework.</p>	<ul style="list-style-type: none"> • Student warned. • Faculty Notification issued. • Parents contacted (if deemed appropriate) – contact documented on the 'Teacher / Student / Parent Conference' form
<p>Failure to bring necessary equipment.</p>	<ul style="list-style-type: none"> • Student warned. • Faculty Notification issued. • Parents contacted (if deemed appropriate) – contact documented on the 'Teacher / Student / Parent Conference' form
<p>Failure to attain satisfactory outcomes due to:</p> <ul style="list-style-type: none"> • Repeated refusal / failure to complete coursework / practical. • Repeated failure to complete homework. • Repeated failure to bring necessary equipment • Poor attendance without satisfactory explanation <p>(Minimum of 2 Faculty notifications required.)</p>	<ul style="list-style-type: none"> • Student interviewed – interview documented on the 'Teacher / Student / Parent Conference' form. • 'N' warning issued by the Head Teacher. • Parents contacted (if deemed appropriate) – contact documented on the 'Teacher / Student / Parent Conference' form.
<p>Inappropriate behaviour in class.</p>	<ul style="list-style-type: none"> • Appropriate disciplinary strategies implemented. • Faculty Notification / Referral issued. • Parents contacted (if deemed appropriate) – contact documented on the 'Teacher / Student / Parent Conference' form

How Does the School Determine The Grades Given to Students For Their Courses?

Grades A – E will be awarded in all courses including English, Mathematics, Australian History, Australian Geography and Science based on school based assessment of the students' achievement. The school will use the Performance Descriptors issued by the Board of Studies for each course. The assessment tasks set out in this booklet for each course will largely provide the evidence of the achievement of outcomes for the award of the grades.

The process of determining School Certificate grades requires teachers to:

- Devise and administer assessment tasks that address the knowledge and skills outcomes of the course. These assessment tasks are outlined later in this booklet.
- Observe and record assessment judgements e.g. marks, grades, comments
- Use assessment information to determine a student's level of achievement at the end of the course.
- Use the Course Performance Descriptors to award a grade that most appropriately describes the student's achievement.

What Are Course Performance Descriptors?

Course Performance Descriptors are a series of statements which summarize observable and measurable features of the student's achievement. They allow teachers to award grades to students based on descriptions of typical achievement from elementary (Grade E) to excellent (Grade A).

A set of General Performance Descriptors is presented on the next page. They are a general set of descriptors showing the five levels of achievement which match the five grades. Each course has its own specific set of Performance Descriptors which more clearly relate to the course content than this general set of descriptors by each of their course teachers.

Grade	General Performance Descriptors
A	A grade indicating excellent achievement in the course. The student has an extensive knowledge of and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
B	A grade indicating a high level of achievement in the course. The student has a thorough knowledge of and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply this knowledge and skills to most new situations.
C	A grade indicating substantial achievement in the course. This student has demonstrated attainment of the main knowledge and skills of the subject and has achieved a sound level of competence in the processes and skills of the course.
D	A grade indicating satisfactory achievement in the course. The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.
E	A grade indicating elementary achievement in the course. The student has an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.

N	<p>Where “N” appears in place of an A to E grade opposite a course, the student has failed to meet one or more of the following requirements:</p> <ul style="list-style-type: none">a) followed the course developed by the Board of Studiesb) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the schoolc) achieved some or all of the course outcomes
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ALL YOUR OWN WORK

The Board of Studies (BOS) 'HSC Assessments and Submitted Works Advice to Students' pamphlet informs you that:

You have the responsibility to:

- Avoid behaviour which could be considered cheating, including plagiarism and ensure that all assessment work is YOUR OWN and that you acknowledge the contribution of others.

In this pamphlet the BOS outlines what plagiarism is, what is considered cheating and informs you of the consequences if you have found to have cheated.

The BOS investigates allegations of cheating and can penalise students caught cheating in exams and externally marked assessment tasks. Depending on the circumstances of the case, you may be required to be interviewed by a 'malpractice' panel at the Board of Studies, receive ZERO marks for part or all of the examination and lose the award of the HSC in one or more courses.

HUNTER SPORTS HIGH follows SC Rules and Procedures. Allegations of cheating in school assessment tasks is taken **VERY SERIOUSLY**. You may receive ZERO marks for the task and the school may also impose further disciplinary actions.

All allegations are reviewed by a Deputy Principal, Head Teacher (from a different faculty) and Year Advisor.

This panel will assess the allegation and inform you of the school's decision.

Here is a reminder of 'What is Plagiarism/Cheating'.

Plagiarism is using the words and ideas of others and presenting them as your own. As a HSC student you must be aware that:

- copying, purchasing, borrowing or stealing someone else's work in whole or in part and presenting it as your own **IS PLAGIARISM**.
- copying a section of a book, and quoting from a source 'word for word' without acknowledging by the use of quotation marks " " **IS PLAGIARISM**.

PLAGIARISM IS CONSIDERED CHEATING

Here are common questions about plagiarism:

Q Is it plagiarism if I copy someone else's work exactly and claim it is my own work?

A **Definitely, yes**

Q Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?

A **Yes. You are using someone else's thoughts and words without acknowledgement.**

Q Is it plagiarism if someone else proofreads my written work and changes my final draft?

A **It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the working of your draft, the final version is no longer your own work.**

Q Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?

A **No, this is not plagiarism. You have acknowledged where your ideas came from. It is legitimate to build on ideas from others provided you don't claim they are your own.**

Q Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?

A **This is not plagiarism. You have taken steps to show you are presenting another's words or idea**

The Year 10 Assessment Tasks

The next pages contain the information on assessment tasks for each of the Year 10 courses. Students should pay particular attention to the number and the timing of the tasks for each of their particular courses. Specific details on each of these tasks will be provided by the course teacher at the appropriate time.

YEAR 10 COURSE NAME: CHILD STUDIES

Task No.	Outcomes	Nature of Task	Weight	When
1	4.1, 4.3	Assignments / Reports 1	20%	Term 1
2	2.1	Practical Activities 1	20%	Term 2
3	5.1, 5.2	Assignments / Reports 2	20%	Term 3
4	2.3	Practical Activities 2	40%	Term 3/4

COURSE OUTCOMES

A Student:	
1.1	Identifies family structures.
1.2	Explains family functions.
1.3	discusses the effects of change on the family.
2.1	Recognizes the importance of play in child development.
2.2	Demonstrates skills in responsible child minding.
2.3	Identifies child care and support agencies in the community
3.1	Recognizes the importance of family planning and contraception.
3.2	Outlines the stages of pregnancy.
3.3	Compares birth choices that are available.
4.1	Recognizes the stages of growth and development from infancy to toddler age:
4.2	Develops essential skills in caring for infants and toddlers.
4.3	Identifies the support other members can provide during early stages of child development
5.1	Outlines the causes of physical, mental and emotional handicaps.
5.2	Identifies support networks available to the child and the family.

YEAR 10 COURSE NAME: DESIGN and TECHNOLOGY

Task No.	Outcomes	Nature of Task	Weight	When
1	5.1.1, 5.1.2, 5.6.2	Practical Activities 1	20 %	Term 1
2	5.1.1, 5.1.2, 5.3.2, 5.4.1, 5.6.2	Practical Activities 2	40 %	Term 2/3
3	5.5.1, 5.6.1, 5.6.3	Project Report	5 %	Term 3
4	5.1.1, 5.1.2, 5.2.1, 5.3.1, 5.3.2, 5.4.1	Common Research Assignment	15 %	Term 3

COURSE OUTCOMES

A Student:	
5.1.1	analyses and applies a range of design concepts and processes
5.1.2	applies and justifies an appropriate process of design when developing design ideas and solutions
5.2.1	evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments
5.3.1	analyses the work and responsibilities of designers and the factors affecting their work
5.3.2	evaluates designed solutions that consider preferred futures, the principles of appropriate technology and ethical and responsible design
5.4.1	develops and evaluates innovative, enterprising and creative design ideas and solutions
5.5.1	uses appropriate techniques when communicating design ideas and solutions to a range of audiences
5.6.1	selects and applies management strategies when developing design solutions
5.6.2	applies risk management practices and works safely in developing quality design solutions
5.6.3	selects and uses a range of technologies competently in the development and management of quality design solutions

YEAR 10 COURSE NAME: DRAMA

Task No.	Outcomes	Nature of Task	Weight	When
1	5.1.2 5.1.3 5.1.4 5.2.1 5.2.3 5.3.1 5.3.2	Drama Play Performance	10%	Term 1
2	5.1.1, 5.2.2, 5.3.3	Theatre Design	20 %	Term 2
3	5.1.3 5.1.4 5.2.1 5.2.3	Video Project	20%	Term 3
4	5.1.2 5.1.3 5.1.4 5.2.1	Individual Performance	20%	Term 3
5	5.3.1 5.3.2 , 5.2.2, 5.3.3	Group Performance	30%	Term 4

COURSE OUTCOMES

Objectives	Outcomes
Students will Develop:	A Student:
Knowledge, understanding and skills, individually and collaboratively, through:	5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
<ul style="list-style-type: none"> ▪ making drama that explores a range of imagined and created situations in a collaborative drama and theatre environment 	5.1.2 contributes, selects, develops and structures ideas in improvisation and play building
<ul style="list-style-type: none"> ▪ performing devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience 	5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text
<ul style="list-style-type: none"> ▪ appreciating the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience. 	5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
	5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
	5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
	5.3.2 analyses the contemporary and historical contexts of drama

YEAR 10 COURSE NAME: ENGLISH

Task No.	Outcomes	Nature of Task	Weight	When
1	1,2,4,6	Creative Text	20 %	Term 1 Weeks 5/6
2	3,4,5,6	Visual Text	15 %	Term 2 Week 3
3	1,2,4,6,7,9,10	Literature Text	20 %	Term 2 Weeks 8/9
4	1,2,5,7,8,10	Analytical Text	20 %	Term 3 Week 5
5	All stage 5 outcomes	Trial Examination	25 %	Term 3 Week 8

COURSE OUTCOMES

Objectives	Outcomes
Students will Develop:	A Student:
Skills Knowledge and Understanding through responding to and composing a wide range of texts in context and through close study of texts. In order to	1 responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis and pleasure.
<ul style="list-style-type: none"> ▪ Speak, listen, read, write, view and represent 	2 uses and critically assesses a range of processes for responding and composing.
<ul style="list-style-type: none"> ▪ Use language and communicate appropriately and effectively 	3 selects, uses, describes and explains how different technologies affect and shape meaning.
<ul style="list-style-type: none"> ▪ Think in ways that are imaginative, interpretative and critical 	4 selects and uses language forms, features, and structures of texts according to different purposes, audiences, and contexts and describes and explains their effects on meaning
<ul style="list-style-type: none"> ▪ Express themselves and their relationships with others and the world 	5 transfers understanding of language concepts into new and different contexts.
<ul style="list-style-type: none"> ▪ Learn and reflect on their learning through their study of English 	6 experiments with different ways of imaginatively and interpretively transforming experience, information and ideas into texts.
Values and Attitudes through the appreciation of	7 thinks critically and interpretively using information, ideas and increasingly complex arguments to respond to and compose texts in a range of contexts
<ul style="list-style-type: none"> ▪ The importance of the English language as a key to learning 	8 investigates the relationships between and among texts.
<ul style="list-style-type: none"> ▪ The power of language to explore and express views of themselves, others and the world 	9 demonstrates understanding of the way texts reflect personal and public worlds
<ul style="list-style-type: none"> ▪ The role of language in developing positive interaction and cooperation with others 	10 questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.
<ul style="list-style-type: none"> ▪ The power of effective communication using the languages modes of speaking, listening, reading, writing, viewing and representing 	11 uses, reflects on and adapts their individual and collaborative skills for learning with increasing independence and effectiveness.
<ul style="list-style-type: none"> ▪ The diversity and aesthetics of language through literacy and other texts 	

YEAR 10 COURSE NAME: FOOD TECHNOLOGY

Task No.	Outcomes	Nature of Task	Weight	When
1	5.2.1, 5.4.1, 5.4.2	Assignment 1	15 %	Semester 1
2	5.2.2, 5.3.1, 5.6.1	Unit Tests 1	5 %	Semester 1
3	5.1.1, 5.1.2, 5.2.3	Practical 1	20 %	Semester 1
4	5.3.2, 5.4.1, 5.4.2	Assignment 2	15 %	Semester 2
5	5.2.2, 5.6.1, 5.6.2	Unit Tests	15 %	Semester 2
6	5.1.1, 5.1.2, 5.2.3, 5.5.1, 5.5.2	Practical 2	30 %	Semester 2

COURSE OUTCOMES	
	A Student:
	5.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product
	5.1.2 identifies, assesses and manages the risks of injury and OHS issues associated with the handling of food
	5.2.1 describes the physical and chemical properties of a variety of foods
	5.2.2 accounts for changes to the properties of food which occur during food processing, preparation and storage
	5.2.3 applies appropriate methods of food processing, preparation and storage
	5.3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
	5.3.2 justifies food choices by analyzing the factors that influence eating habits
	5.4.1 collects, evaluates and applies information from a variety of sources
	5.4.2 communicates ideas and information using a range of media and appropriate terminology
	5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
	5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes
	5.6.1 examines the relationship between food, technology and society
	5.6.2 evaluates the impact of activities related to food on the individual, society and the environment

YEAR 10 COURSE NAME: AUSTRALIAN GEOGRAPHY

Task No.	Outcomes	Nature of Task	Weight	When
1	5.1 5.2 5.3 5.4 5.5	Document Study	15%	Term 1
2	5.1 5.2 5.3 5.4 5.5 5.6 5.7 5.8 5.9 5.10	Research Action Plan	20%	Term 2
3	5.1 5.3 5.6 5.7 5.8 5.9 5.10	Application Task Semester 1	10%	Term 2
4	5.1 5.2 5.3 5.4 5.5 5.6 5.7 5.8 5.9	Document Study	15%	Term 3
5	5.1 5.2 5.3 5.4 5.5 5.8 5.10	Trial School Certificate	30%	Term 3
6	5.1 5.3 5.6 5.7 5.8 5.9 5.10	Application Task Semester 2	10%	Term 4

COURSE OUTCOMES

A Student:

5.1	identifies, gathers and evaluates geographical information
5.2	analyses, organizes and synthesizes geographical information
5.3	selects and uses appropriate written, oral, and graphic forms to communicate geographical information
5.4	selects and applies appropriate geographical tools
5.5	demonstrates a sense of place about Australian environments
5.6	explains the geographical processes that form and transform Australian environments
5.7	analyses the impacts of different perspectives on geographical issues at local, national and global scales
5.8	accounts for differences within and between Australian communities
5.9	explains Australia's links with other countries and its role in the global community
5.10	applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship

YEAR 10 COURSE NAME: GRAPHICS TECHNOLOGY

Task No.	Outcomes	Nature of Task	Weight	When
1	5.1.1, 5.1.2, 5.2.1, 5.3.1, 5.3.2, 5.3.2	Class work - Work Folio 1	20 %	Semester 1
2	5.1.1, 5.3.1, 5.3.2	Semester 1 Practical Test	10 %	Semester 1
3	5.1.1, 5.1.2, 5.2.1, 5.3.1, 5.3.2, 5.3.2, 5.4.2	Class work - Work Folio 2	20 %	Semester 2
4	5.1.1, 5.3.1, 5.3.2	Semester 2 Practical Test	10 %	Semester 2
5	5.5.1, 5.6.1, 5.6.2	Research Assignment	15 %	Semester 2
6	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.2, 5.5.1, 5.5.2	Major Project	25 %	Semester 2

COURSE OUTCOMES

A Student:	
5.1.1	communicates ideas graphically using freehand sketching and accurate drafting techniques
5.1.2	analyses the nature of information and intended audience to select and develop appropriate presentations
5.2.1	designs and produces a range of graphical presentations
5.2.2	evaluates the effectiveness of different modes of graphical communications for a variety of purposes
5.3.1	identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications
5.3.2	manages the development of graphical presentations to meet project briefs and specifications
5.4.1	manipulates and produces images using computer-based drafting and presentation technologies
5.4.2	designs, produces and evaluates multimedia presentations
5.5.1	identifies, assesses and manages relevant OHS factors to minimize risks in the work environment
5.5.2	demonstrates responsible and safe work practices for self and others
5.6.1	demonstrates the application of graphics to a range of industrial, commercial and personal settings
5.6.2	evaluates the impact of graphics on society, industry and the environment

YEAR 10 COURSE NAME: AUSTRALIAN HISTORY

Task No.	Outcomes	Nature of Task	Weight	When
1	5.1 5.2 5.3 5.4 5.5 5.10	Oral Presentation	20%	Term 2
2	5.1 5.3 5.6 5.7 5.8 5.9	Source Analysis	15%	Term 2
3	5.1 5.3 5.6 5.7 5.8 5.9 5.10	Application Task Semester 1	10%	Term 2
4	5.1 5.2 5.3 5.4 5.5 5.6 5.7 5.8 5.9	Source Analysis	15%	Term 3
5	5.1 5.2 5.3 5.4 5.5 5.6 5.7 5.8 5.9 5.10	Trial School Certificate	30%	Term 3
6	5.1 5.3 5.6 5.7 5.8 5.9 5.10	Application task Semester 2	10%	Term 4

COURSE OUTCOMES

A Student:	
5.1	explains social, political and cultural developments and events and evaluates their impact on Australian life
5.2	assesses the impact of international events and relationships on Australia's history
5.3	explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia
5.4	sequences major historical events to show an understanding of continuity, change and causation
5.5	identifies, comprehends and evaluates historical sources
5.6	uses sources appropriately in an historical inquiry
5.7	explains different contexts, perspectives and interpretations of the past
5.8	locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry
5.9	uses historical terms and concepts in appropriate contexts
5.10	selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences

YEAR 10 COURSE NAME: INDUSTRIAL TECHNOLOGY - TIMBER

Task No.	Outcomes	Nature of Task	Weight	When
1	5.3.1, 5.3.2., 5.7.2.	Assignment 1	10 %	Semester 1
2	5.1.2, 5.2.1, 5.3.2., 5.4.2	Practical Performance 1	30 %	Semester 1
3	5.6.1, 5.7.1	Project Report 1	10 %	Semester 1
4	5.3.1, 5.3.2., 5.7.2.	Assignment 2	10 %	Semester 2
5	5.1.2, 5.2.1, 5.3.2., 5.4.2	Practical Performance 2	30 %	Semester 2
6	5.6.1, 5.7.1	Project Report 2	10 %	Semester 2

COURSE OUTCOMES

A Student:	
5.1.1	identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes
5.1.2	applies OHS practices to hand tools, machine tools, equipment and processes
5.2.1	applies design principles in the modification, development and production of projects
5.2.2	identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
5.3.1	justifies the use of a range of relevant and associated materials
5.3.2	selects and uses appropriate materials for specific applications
5.4.1	selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
5.4.2	works cooperatively with others in the achievement of common goals
5.5.1	applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects
5.6.1	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
5.7.1	describes, analyses and uses a range of current, new and emerging technologies and their various applications
5.7.2	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

YEAR 10 COURSE NAME: INFORMATION and SOFTWARE TECHNOLOGY

Task No.	Outcomes	Nature of Task	Weight	When
1	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.5.1, 5.5.2, 5.5.3	Class work	30 %	Terms 1 to 3
2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.5.2	Major Project	30 %	Term 3
3	5.2.3, 5.3.1, 5.4.1, 5.5.2, 5.5.3	Research Assignment	20 %	Term 2
4	5.1.1, 5.1.2, 5.2.3, 5.3.1, 5.4.1, 5.5.2, 5.5.3	Semester 1 Test	10 %	Term 2
5	5.1.1, 5.1.2, 5.2.3, 5.3.1, 5.4.1, 5.5.2, 5.5.3	Semester 2 Test	10 %	Term 3

COURSE OUTCOMES**A Student:**

5.1.1	selects and justifies the application of appropriate software programs to a range of tasks
5.1.2	selects, maintains and appropriately uses hardware for a range of tasks
5.2.1	describes and applies problem-solving processes when creating solutions
5.2.2	designs, produces and evaluates appropriate solutions to a range of challenging problems
5.2.3	critically analyses decision-making processes in a range of information and software solutions
5.3.1	justifies responsible practices and ethical use of information and software technology
5.3.2	acquires and manipulates data and information in an ethical manner
5.4.1	analyses the effects of past, current and emerging information and software technologies on the individual and society
5.5.1	applies collaborative work practices to complete tasks
5.5.2	communicates ideas, processes and solutions to a targeted audience
5.5.3	describes and compares key roles and responsibilities of people in the field of information and software technology

YEAR 10 COURSE NAME: MATHEMATICS – 5.3 (Advanced)

Task No.	Outcomes	Nature of Task	Weight	When
1	(WMS5.1.3)	Numeracy Non Calculator Test (35mins)	15 %	Term 1
2	(WMS5.1.5)	Semester 1 Test (1 Hour)	15 %	Term 2
3	(WMS5.1.5)	Trial School Certificate I (2 hours)	15 %	Term 3
4	(WMS5.1.3)	Trial School Certificate II (2 hours)	15 %	Term 3
5		Topic Tests	40 %	Term 1,2,3,4

COURSE OUTCOMES

	A Student:
Math.NS5.2.1	Rounds decimals to a specified number of significant figures, expresses recurring decimals in fraction form and converts rates from one set of units to another.
Math.MS5.3.1	Applies formulae to find the surface area of pyramids, right cones and spheres.
Math.NS5.3.1	Performs operations with surds and indices.
Math.PAS5.3.2	Solves linear, quadratic and simultaneous equations, solves and graphs inequalities, and rearranges literal equations.
Math.SGS5.3.1	Constructs arguments to prove geometrical results.
Math.PAS5.3.4	Draws and interprets a variety of graphs including parabolas, cubics, exponentials and circles and applies coordinate geometry techniques to solve problems.
Math.MS5.3.2	Applies trigonometric relationships, sine rule, cosine rule and area rule in problem solving.
Math.NS5.3.2	Solves probability problems involving compound events.
Math.PAS5.3.5	Analyses and describes graphs of physical phenomena.
Math.WMS5.1.3	Uses mathematical terminology and notation, algebraic symbols, diagrams, text and tables to explain mathematical ideas.
Math.WMS5.1.5	Links mathematical ideas and makes connections with, and generalisations about, existing knowledge and understanding in relation to Stage 5.1 content.

YEAR 10 COURSE NAME: MATHEMATICS – 5.2 (Intermediate)

Task No.	Outcomes	Nature of Task	Weight	When
1	(WMS5.1.3)	Numeracy Non Calculator Test (35mins)	15 %	Term 1
2	(WMS5.1.5)	Semester 1 Test (1 Hour)	15 %	Term 2
3	(WMS5.1.5)	Trial School Certificate I (2 hours)	15 %	Term 3
4	(WMS5.1.3)	Trial School Certificate II (2 hours)	15 %	Term 3
5		Topic Tests	40 %	Term 1,2,3,4

COURSE OUTCOMES

	A Student:
Math.NS5.2.1	Rounds decimals to a specified number of significant figures, expresses recurring decimals in fraction form and converts rates from one set of units to another.
Math.MS5.2.2	Applies formulae to find the surface area of right cylinders and volume of right pyramids, cones and spheres, and calculates the surface area and volume of composite solids.
Math.PAS5.2.5	Draws and interprets graphs of physical phenomena.
Math.PAS5.2.2	Solves linear and simple quadratic equations, solves linear inequalities and solves simultaneous equations using graphical and analytical methods.
Math.SGS5.2.2	Develops and applies results for proving that triangles are congruent or similar.
Math.NS5.2.2	Solves consumer arithmetic problems involving compound interest, depreciation and successive discounts.
Math.PAS5.2.3	Uses formulae to find midpoint, distance and gradient and applies the gradient/intercept form to interpret and graph straight lines.
Math.MS5.2.3	Applies trigonometry to solve problems including those involving bearings.
Math.DS5.2.1	Uses the interquartile range and standard deviation to analyze data.
Math.NS5.1.3	Determines relative frequencies and theoretical probabilities.
Math.PAS5.2.5	Draws and interprets graphs of physical phenomena.
Math.WMS5.1.3	Uses mathematical terminology and notation, algebraic symbols, diagrams, text and tables to explain mathematical ideas.
Math.WMS5.1.5	Links mathematical ideas and makes connections with, and generalisations about, existing knowledge and understanding in relation to Stage 5.1 content.

YEAR 10 COURSE NAME: MATHEMATICS – 5.1 (General)

Task No.	Outcomes	Nature of Task	Weight	When
1	(WMS5.1.3)	Numeracy Non Calculator Test (35mins)	15 %	Term 1
2	(WMS5.1.5)	Semester 1 Test (1 Hour)	15 %	Term 2
3	(WMS5.1.5)	Trial School Certificate I (2 hours)	15 %	Term 3
4	(WMS5.1.3)	Trial School Certificate II (2 hours)	15 %	Term 3
5		Topic Tests	40 %	Term 1,2,3,4

COURSE OUTCOMES

	A Student:
Math.NS5.1.1	Applies index laws to simplify and evaluate arithmetic expressions and uses scientific notation to write large and small numbers.
Math.MS5.2.2	Applies formulae to find the surface area of right cylinders and volume of right pyramids, cones and spheres, and calculates the surface area and volume of composite solids.
Math.NS5.2.1	Rounds decimals to a specified number of significant figures, expresses recurring decimals in fraction form and converts rates from one set of units to another.
Math.PAS5.2.2	Solves linear and simple quadratic equations, solves linear inequalities and solves simultaneous equations using graphical and analytical methods.
Math.SGS5.2.1	Develops and applies results related to the angle sum of interior and exterior angles for any convex polygon.
Math.NS5.1.2	Solves consumer arithmetic problems involving earning and spending money.
Math.PAS5.1.2	Determines the midpoint, length and gradient of an interval joining two points on the number plane and graphs linear and simple non-linear relationships from equations.
Math.MS5.2.1	Finds areas and perimeters of composite figures.
Math.DS5.1.1	Groups data to aid analysis and constructs frequency and cumulative frequency tables and graphs.
Math.NS5.1.3	Determines relative frequencies and theoretical probabilities.
Math.PAS5.2.4	Draws and interprets graphs including simple parabolas and hyperbolas.
Math.WMS5.1.3	Uses mathematical terminology and notation, algebraic symbols, diagrams, text and tables to explain mathematical ideas.
Math.WMS5.1.5	Links mathematical ideas and makes connections with, and generalisations about, existing knowledge and understanding in relation to Stage 5.1 content.

YEAR 10 COURSE NAME: MUSIC

Task No.	Outcomes	Nature of Task	Weight	When
1	5.4, 5.5, 5.6	Composition	30 %	Term 1
2	5.1, 5.2, 5.3	Performance	15 %	Term 2
3	5.7, 5.8, 5.9, 5.10	Listening - assignment	30 %	Term 3
4	5.1, 5.2, 5.3, 5.7, 5.8	Yearly Exam – Performance and Aural skills	25 %	Term 4

COURSE OUTCOMES

Objectives	Outcomes
Students will Develop:	A Student:
Knowledge, understanding and skills in the musical concepts through:	5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of musical concepts
<ul style="list-style-type: none"> ▪ performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques 	5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology.
<ul style="list-style-type: none"> ▪ composing as a means of self-expression, musical creation and problem solving 	5.3 performs music selected for study with the appropriate stylistic features demonstrating solo and ensemble awareness
<ul style="list-style-type: none"> ▪ listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts 	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
Students will value and appreciate:	5.6 uses different forms of technology in the composition process
<ul style="list-style-type: none"> ▪ the aesthetic value of all music 	5.7 demonstrates an understanding of musical concepts through analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
<ul style="list-style-type: none"> ▪ the enjoyment of engaging and performing, composing and listening 	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
	5.10 demonstrates an understanding of the influence and impact of technology on music
	5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form

**YEAR 10 COURSE NAME: PD, HEALTH, PE
SEMESTER ONE**

Task No.	Outcomes	Nature of Task	Weight	When
1	5.3, 5.11, 5.15, 5.16	'Relationships' – Research task	15 %	Term 1, week 7/8
2	5.3, 5.6, 5.7, 5.8	'Sexuality, health & relationships' assignment	15 %	Term 2, week 5/6
3	5.4, 5.5, 5.9, 5.10, 5.14	Practical Assessment each unit	60 %	Term 1/2
4	5.13, 5.15	Bookwork, class participation and uniform	10 %	Term 1/2

COURSE OUTCOMES

Objectives	Outcomes
Students will Develop:	A Student:
Self and Relationships	5.1 analyses how they can support their and others' sense of self.
	5.2 evaluates their capacity to reflect on and respond positively to challenges
	5.3 analyses factors that contribute to positive, inclusive and satisfying relationships
Movement Skill and Performance	5.4 adapts, transfers and improvises movement skills and concepts to improve performance
	5.5 composes, performs and appraises movement in a variety of challenging contexts
Individual and Community Health	5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people
	5.7 analyses influences on health decision making and develops strategies to promote health and safe behaviours
	5.8 critically analyses health information, products and services to promote health
Lifelong Physical Activity	5.9 formulates goals and applies strategies to enhance participation in lifelong physical activity
	5.10 adopts roles to enhance their own and others' enjoyment of physical activity
Communicating	5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations
Decision Making	5.12 adapts and applies decision making processes and justifies their choices in increasingly demanding contexts
Interacting	5.13 adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives
Moving	5.14 confidently uses movement to satisfy personal needs and interests
Planning	5.15 devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and uses resources effectively
Problem Solving	5.16 predicts potential problems and develops, justifies and evaluates solutions

**YEAR 10 COURSE NAME: PD, HEALTH, PE
SEMESTER TWO**

Task No.	Outcomes	Nature of Task	Weight	When
1	5.3, 5.11, 5.15, 5.16	‘Relationships’ – Research task	15 %	Term 3, week 7/8
2	5.4, 5.5, 5.9, 5.14, 5.15	‘Dance’ Partner and Group Choreography	15 %	Term 3, week 5/6
3	5.4, 5.5, 5.9, 5.10, 5.14	Practical Assessment each unit	60 %	Term 3/4
4	5.13, 5.15	Bookwork, class participation and uniform	10 %	Term 3/4

COURSE OUTCOMES

Objectives	Outcomes
Students will Develop:	A Student:
Self and Relationships	5.1 analyses how they can support their and others’ sense of self.
	5.2 evaluates their capacity to reflect on and respond positively to challenges
	5.3 analyses factors that contribute to positive, inclusive and satisfying relationships
Movement Skill and Performance	5.4 adapts, transfers and improvises movement skills and concepts to improve performance
	5.5 composes, performs and appraises movement in a variety of challenging contexts
Individual and Community Health	5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people
	5.7 analyses influences on health decision making and develops strategies to promote health and safe behaviours
	5.8 critically analyses health information, products and services to promote health
Lifelong Physical Activity	5.9 formulates goals and applies strategies to enhance participation in lifelong physical activity
	5.10 adopts roles to enhance their own and others’ enjoyment of physical activity
Communicating	5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations
Decision Making	5.12 adapts and applies decision making processes and justifies their choices in increasingly demanding contexts
Interacting	5.13 adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives
Moving	5.14 confidently uses movement to satisfy personal needs and interests
Planning	5.15 devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and uses resources effectively
Problem Solving	5.16 predicts potential problems and develops, justifies and evaluates solutions

YEAR 10 COURSE NAME: PHOTOGRAPHY and DIGITAL MEDIA

Task No.	Outcomes	Nature of Task	Weight	When
1	5.7,5.8,5.9,5.10	Research Assignment	30 %	Term 1, week 9
2	5.1,5.2,5.3,5.4,5.5,5.6	Body of Work + Journal 1	30 %	Term 2, week 4
3	5.1,5.2,5.3,5.4,5.5,5.6	Body of Work + Journal 2	20 %	Term 3, week 8
4	5.7,5.8,5.9,5.10	Research Assignment	20 %	Term 3, week 8

COURSE OUTCOMES

Making		
Objectives	Area of Content	Outcomes
Students will Develop:		A Student:
Knowledge, understanding and skills to make photographic and digital works informed by their understanding of practice, the conceptual framework and frames	Practice	5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
	Conceptual framework	5.2 makes photographic and digital works informed by their understanding of the function of and relationships between artist-artwork-world-audience
	Frames	5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning
	Representations	5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
	Conceptual strength and meaning	5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
	Resolution	5.6 selects appropriate procedures and techniques to make and refine photographic and digital works
Critical and Historical interpretations		
Objectives	Area of Content	Outcomes
Students will Develop:		A Student:
Knowledge, understanding and skills to critically and historically interpret photographic and digital works informed by their understanding of practice, the conceptual framework and frames	Practice	5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
	Conceptual framework	5.8 uses their understanding of the function of and relationships between the artist-artwork-world-audience in critical and historical interpretations of photographic and digital works
	Frames	5.9 uses the frames to make different interpretations of photographic and digital works
	Representations	5.10 constructs different critical and historical accounts of photographic and digital works

**YEAR 10 COURSE NAME: PHYSICAL ACTIVITY and SPORTS STUDIES
SEMESTER ONE**

Task No.	Outcomes	Nature of Task	Weight	When
1	1.1, 2.2, 4.4	'Too Technical' Research Assignment	25 %	Term 1, week 10
2	1.1, 1.2, 3.1, 3.2, 4.1, 4.3	Practical Observation	25 %	Term 1, week 10
3	1.1, 3.1, 3.2, 4.1	'Outdoor Challenge' Planning	25 %	Term 2, week 3
4	3.1, 4.1, 4.2	'Get Active' Peer Teaching	25 %	Term 2, week 5

COURSE OUTCOMES

	Outcomes
	A Student:
	1.1 discusses factors that limit and enhance the capacity to move and perform
	1.2 analyses the benefits of participation and performance in physical activity and sport
	2.1 discusses the nature and impact of historical and contemporary issues in physical activity and sport
	2.2 analyses physical activity and sport from personal, social and cultural perspectives
	3.1 demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
	3.2 evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
	4.1 works collaboratively with others to enhance participation, enjoyment and performance
	4.2 displays management and planning skills to achieve personal and group goals
	4.3 performs movement skills with increasing proficiency
	4.4 analyses and appraises information, opinions and observations to inform physical activity and sport decisions

**YEAR 10 COURSE NAME: PHYSICAL ACTIVITY and SPORTS STUDIES
SEMESTER TWO**

Task No.	Outcomes	Nature of Task	Weight	When
1	1.1, 1.2, 3.2, 4.2, 4.3, 4.4	‘Lets get Physical’ Training Program	25 %	Term 3, week 2
2	2.2, 3.1, 4.1, 4.2	‘Event Management’ Research Assignment	25 %	Term 3, week 10
3	1.1, 2.2, 3.2, 4.1, 4.2, 4.4	‘Create-a-Game’ Presentation	25 %	Term 4, week 5
4	3.1, 4.1, 4.3	‘Team Games’ Practical Observation	25 %	Term 4, week 5

COURSE OUTCOMES

	Outcomes
	A Student:
	1.1 discusses factors that limit and enhance the capacity to move and perform
	1.2 analyses the benefits of participation and performance in physical activity and sport
	2.1 discusses the nature and impact of historical and contemporary issues in physical activity and sport
	2.2 analyses physical activity and sport from personal, social and cultural perspectives
	3.1 demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
	3.2 evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
	4.1 works collaboratively with others to enhance participation, enjoyment and performance
	4.2 displays management and planning skills to achieve personal and group goals
	4.3 performs movement skills with increasing proficiency
	4.4 analyses and appraises information, opinions and observations to inform physical activity and sport decisions

YEAR 10 COURSE NAME: SCIENCE				
Task No.	Outcomes	Nature of Task	Weight	When
1	5.1 to 5.5	Practical Investigation (Chemistry)	15%	Term 1
2	All outcomes 5.1 to 5.22	Half Yearly Exam	15%	Term 2
3	5.6, 5.7	Working Scientifically	15%	Term 2
4	5.8, 5.10, 5.13 to 5.22	Scientific Modelling (Peppered Moth)	15%	Term 3
5	All outcomes 5.1 to 5.22	Trial	40%	Term 3

COURSE OUTCOMES	
Objectives	Outcomes
Students will Develop:	A Student:
Prescribed Focus Areas	
knowledge and understanding of: <ul style="list-style-type: none"> the history of science the nature and practice of science applications and uses of science implications of science for society and the environment current issues, research and development. 	5.1 explains how social factors influence the development and acceptance of scientific ideas
	5.2 describes the processes that are applied to test and validate models, theories and laws
	5.3 evaluates the impact of applications of science on society and the environment
	5.4 discusses evidence supporting different viewpoints
	5.5 analyses how current research might affect people's lives
Domain: Knowledge and Understanding	
knowledge and understanding of: <ul style="list-style-type: none"> models, theories and laws, and structures and systems related to the physical world, matter, the living world, and Earth and space interactions within the physical world, matter, the living world and Earth and space. 	5.6 applies models, theories and laws to situations involving energy, force and motion
	5.7 relates properties of elements, compounds and mixtures to scientific models, theories and laws
	5.8 relates the structure and function of living things to models, theories and laws
	5.9 relates the development of the universe and the dynamic structure of Earth to models, theories and laws and the influence of time
	5.10 assesses human impacts on the interaction of biotic and abiotic features of the environment
	5.11 analyses the impact of human resource use on the biosphere to evaluate methods of conserving, protecting and maintaining Earth's resources
	5.12 relates the interactions involved in using some common technologies to their underlying scientific principles
Domain: Skills	
skills in working scientifically through: <ul style="list-style-type: none"> planning investigations conducting investigations communicating information and understanding developing scientific thinking and problem-solving techniques working individually and in teams. 	5.13 identifies a problem and independently produces an appropriate investigation plan
	5.14 undertakes first-hand investigations independently with safety and competence
	5.15 gathers first-hand data accurately
	5.16 accesses information from a wide variety of secondary
	5.17 explains trends, patterns and relationships in data and/or information from a variety of sources
	5.18 selects and uses appropriate forms of communication to present information to an audience
	5.19 uses critical thinking skills in evaluating information and drawing conclusions
	5.20 selects and uses appropriate strategies to solve problems
	5.21 uses creativity and imagination in the analysis of problems and the development of possible solutions
	5.22 plans, implements and evaluates the effectiveness of a variety of tasks independently and as a team member

YEAR 10 COURSE NAME: VISUAL ART

Task No.	Outcomes	Nature of Task	Weight	When
1	5.7,5.8,5.9,5.10	Research Assignment	20 %	Term 1, week 9
2	5.1,5.2,5.3,5.4,5.5,5.6	Process and Body of Work 1	30 %	Term 2, week 4
3	5.7,5.8,5.9,5.1	Research Assignment	20 %	Term 3, week 8
4	5.1,5.2,5.3,5.4,5.5,5.6	Process and Body of Work 2	30 %	Term 3, week 8

COURSE OUTCOMES

Making		
Objectives	Area of Content	Outcomes
Students will Develop:		A Student:
Knowledge, understanding and skills to make artworks informed by their understanding of practice, the conceptual framework and frames	Practice	5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
	Conceptual framework	5.2 makes artworks informed by their understanding of the function of and relationships between artist-artwork-world-audience
	Frames	5.3 makes artworks informed by an understanding of how the frames affect meaning
	Representations	5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts
	Conceptual strength and meaning	5.5 makes informed choices to develop and extend concepts and different meanings in their artworks
	Resolution	5.6 demonstrates developing technical accomplishment and refinement in making artworks
Critical and Historical interpretations		
Objectives	Area of Content	Outcomes
Students will Develop:		A Student:
Knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and frames	Practice	5.7 applies their understanding of aspects of practice to critically and historically interpretations of art
	Conceptual framework	5.8 uses their understanding of the function of and relationships between the artist-artwork-world-audience in critical and historical interpretations of art
	Frames	5.9 uses the frames to make different interpretations of art
	Representations	5.10 demonstrates how art criticism and art history construct meanings

The following Authentic Assessment tasks are compulsory for all Year 10 Students

YEAR 10 COURSE NAME: AUTHENTIC (ORAL) ASSESSMENT		
Task No.	Nature of Task	When
1	Research: Analysis of Three Completed and Marked Assessment Tasks from any Key Learning Area.	Term 1, 2, 3, 4 (ongoing)
2	Introductory Resume	Term 4, week 1
3	Interview: Written Portfolio and Oral Presentation	Term 4, week 5

APPENDIX 1

SAMPLE “N” Award Warning Letter

Dear Parent/Caregiver

I am writing to advise you that your son/daughter (*Student*) in Year () is in danger of not meeting the course completion criteria for the School Certificate in (*Subject*).

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the () official warning we have issued concerning (*Student*) for (*Subject*).

A minimum of two course-specific warnings must be issued prior to a final ‘N’ determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires principal’s to have sufficient evidence that the student has:

- (a) **followed** the course developed or endorsed by the Board; and
- (b) **applied** herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) **achieved** some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. Students who receive an 'N' determination in a mandatory course are not eligible for the award of the School Certificate.

(*Subject*) is / is not a mandatory course.

To date, (*Student*) has not satisfactorily met Course Completion Criteria ticked in the previous list:

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and /or for which a genuine attempt has not been made. In order for (*Student*) to satisfy the Course Completion Criteria, the following listed tasks, requirements, or outcomes need to be satisfactorily completed:

Task Name/Course Requirement/Course Outcome	Date Task /Course Requirements Initially Due (if applicable)	Action Required by Student	Date to be completed by (if applicable)

Please discuss this letter with (*Student*) and contact the school if further information or clarification is needed.

Yours Sincerely

Please detach the following section and return to the Head Teacher (*Subject*). to complete our records.

I have received the letter dated --/--/20-- indicating that (*Student*) in Year () is in danger of not having satisfactorily completed (*Subject*).

I am aware that this course may appear on his/her Record of Achievement Part A with 'Not Complete' indicated.

I am also aware that the 'N' determination may make (*Student*) ineligible for the award of the School Certificate.

Parent/Caregiver's signature

Date: _____

Student's Signature: _____

Date: _____