

Ulladulla High School



ULLADULLA
HIGH SCHOOL
Strive for the Summit

Assessment Guidelines Year 10

Completion Requirements for Year 10

The purpose of this booklet is to provide students and their parents with:

- details of how students meet completion requirements for Year 10 RoSA
- how this affects courses in Year 10
- students' rights and responsibilities

YEAR 10 COMPLETION

All students are now required to complete a minimum of Year 10 prior to leaving school. (Students must also be 17 or proceeding to full time work, Apprenticeship, Traineeships, or full time TAFE to leave school). This means that students must meet syllabus requirements, participate in learning, and apply themselves with diligence and sustained effort to all tasks identified throughout Year 10 learning.

Students who leave school on completion of Year 10 will be eligible for a "Record of School Achievement" (RoSA). This record will identify a student's performance in every subject by the awarding of a Grade. A student may also opt to complete a literacy and numeracy test. This may be required for TAFE entry post Year 10.

Most students will continue into Year 11 and Year 12 to complete the Higher School Certificate. Should a student leave school after completion of Year 10 and before completion of the Higher School Certificate, a "Record of School Achievement" will be produced at that point in time. It will include Year 10 student performance grades.

YEAR 10 GRADES

Year 10 Grades are awarded for every subject at the end of Year 10 and entered by the school into the student's "Record of School Achievement" with the NESA (NSW Education Standards Authority).

The final Grade is determined by combining the student's assessment performance in Semester 1 with the student's assessment performance in Semester 2 in each course. The Grade awarded at the end of Year 10 may be different from the Grade awarded on the school report in each semester during Year 10.

SATISFACTORY PARTICIPATION IN YEAR 10 LEARNING

Satisfactory completion of assessment and non-assessment tasks, applying yourself with diligence and sustained effort and participating in learning will lead to a student satisfactorily meeting NESA requirements of Year 10 learning.

Students must meet the requirements for the award of a final Grade in each of the compulsory subjects and the equivalent of two 2-year electives to be deemed to have completed Year 10. The compulsory Year 10 subjects include English, Mathematics, Science, History, Geography and PDHPE. They will then be eligible for a "Record of School Achievement".

WHAT IS ASSESSMENT?

Assessment provides an indication of a student's achievement based on:

- a) Subject specific assessment tasks for students in Year 10 (outlined in this booklet)
- b) A wide range of syllabus outcomes, including skills.
- c) Measures and observations obtained throughout the course rather than at a single point in time.

HOW WILL EACH SUBJECT BE ASSESSED?

Various tasks such as tests, assignments, projects, practical work, oral/aural work will be used to provide the marks which will form the assessment.

Each course syllabus provided by NESA has specific Aims and Objectives which students are expected to achieve. In each course these objectives will be grouped to form components of the course, often referred to as outcomes. A selection of these outcomes will appear on each semester report.

COMPLETION OF NON-ASSESSMENT TASKS

Students must fulfill **all** requirements of the syllabus to satisfactorily apply themselves with diligence and sustained effort and hence meet course outcomes. This means each course will also contain a range of activities that students are expected to complete but which may not contribute to the assessment reported in Semester 1 and Semester 2 reports.

Non completion of these tasks means a student has failed to satisfy NESA requirements in these courses. A student may then be deemed not to have met the minimum requirement for the completion of Year 10 and the attainment of the "Record of School Achievement".

ILLNESS and MISADVENTURE

Illness, accident, or misadventure as a reason for non-completion of Assessment and Non-Assessment Tasks will only be considered when application is made to the Assessment Excellence Board via the Registrar (library) and required supporting documentation is provided (see details in the General Provisions below).

UNSATISFACTORY PARTICIPATION IN YEAR 10 LEARNING

- **Students who do not satisfactorily attempt assessment tasks** to the value of more than 50% of the total assessment mark in any course may be deemed to be unsatisfactory in that course and will not receive a Grade. This puts at risk the attainment of the "Record of School Achievement" and may lead to non-completion of Year 10 in that course or in extreme cases, in all courses resulting in repeating Year 10.
- **Students who receive two or more 'N' Determination warning letters AND have not completed the work** the 'N' Determination' warning letters refer to, will be deemed unsatisfactory for the award of the Grade for the "Record of Achievement" in that course. It is the student's responsibility to redeem him/herself if they receive an 'N' Determination' warning letter.

Warning letters are issued when Assessment Tasks are not completed on time or at all, when students fail to apply themselves with diligence and sustained effort, when exams, classwork or assessment tasks are not attempted seriously, when malpractice occurs or when sufficient outcomes in the course are not being met.

General provisions for completion of assessment - All courses at UHS

FOR ALL COURSES, THE FOLLOWING GENERAL ASSESSMENT POLICY APPLIES:

- a) A minimum of **two weeks' notice** will be given by teachers for all Assessment Tasks. All students are deemed to have been given adequate notice for assessment tasks that appear in this booklet. Variations of due dates from this booklet will be provided to students at least two weeks in advance of the task being undertaken. This variation will be in writing and approved, in advance, by the Deputy Principal.
- b) Failure to hand in the required material at or before the required time will result in a **zero mark** for that assessment task unless misadventure is granted.
 - **The class teacher** interviews the student and may contact the parent. An "N" determination-warning letter is given to the student and a copy is posted home. The letter provides details of what is required for the student to redeem him/herself. **The student has 2 weeks** or may have a negotiated time to complete the work.
 - **The Head teacher.** After 2 weeks or specified time if the work is not completed then the **Head Teacher** of the Faculty will interview the student and contact the parents. A second "N" determination-warning letter is given to the student with additional incomplete work and a copy is posted home.
 - **The Deputy Principal.** If, after another 2 weeks or specified time the work is still not complete the Head Teacher will refer the student to the **Deputy Principal** who will organize **an interview with the student and parents**. Student is placed on an **improvement plan** and is now at risk of not completing the requirements of the year 10 RoSA.
 - **Principal.** If the work is still not complete, then the **Principal** will issue the official "N" Determination. The student will be presented with the options of either repeating year 10 or appealing to NESAs
- c) **Students with planned absences** including holidays, excursions, sporting trips and family commitments are expected to complete tasks prior to the due date if they will be absent on the due date. Students must complete the official "Application for Planned Leave" (see page 7) and lodge with the Registrar. The application can be collected from the Registrar in the library or downloaded from the UHS website. Students and families are encouraged to organise their vacation outside of school terms.
- d) **Students who are ill** in the period leading up to the due date for an Assessment Task or who are ill on the due date may lodge a request for misadventure or request for extension on or before the due date. Illness must be supported by a **medical certificate** to be accepted as a legitimate reason for the misadventure or extension. Students must complete the official "Illness/Misadventure Form" or "Application for Extension Form" and lodge with the Registrar. The application can be collected from the Registrar in the library or downloaded from the UHS website.
- e) **Students who disrupt exams/tests** through inappropriate behaviour or talking will be given an unsatisfactory determination, may receive a "N" determination warning letter for that exam and receive zero marks. There is no right of appeal in these cases. Further consequences through the school's welfare policy may also occur.

- f) **Students joining the course from another school** or repeating Year 10 will be placed in rank order based on their performance tasks completed in common with the current cohort. Students may be required to complete additional tasks to allow this to be fair to all students in the cohort.

Assignment, research, and home-based tasks:

- g) All assignment, research and homework for assessment purposes will be the **student's own work**. Students who are found to have collaborated or copied work from another source will **score zero on the task concerned**. This is considered malpractice. Further consequences through the school's welfare policy may also occur.
- h) All assignment, research and homework for assessment purposes will have a clear time limit for submission. If the teacher is unavailable, students should hand their work to the Head Teacher concerned. The excuse that the Assessment Task was left on a teacher's desk will not be accepted. If no faculty record exists for the receipt of the Assessment Task, then it will be deemed that the task was not submitted.
- i) All assignment, research and homework for assessment purposes will have a **prescriptive marking criterion** issued at least two weeks prior to the task being due. If students are absent when this is distributed it is the student's responsibility to obtain a copy of this criteria.
- j) Each student is required to keep either a copy of the original or first draft and notes in case of loss or damage to their submitted work for all assignment, research, and homework for assessment purposes.
- k) Speech and computer-based research, assignment or home-based Assessment Tasks must have a paper-based backup. This paper-based backup is required in cases where misadventure is applied for.

Malpractice

- l) Students who do not make a serious attempt in an assessment task **will be given zero** for that task. This may be considered malpractice.
- m) Students who cheat in any way will be given zero for that task and may be reported to NESAs, this is considered malpractice.
- n) Copying material from the Internet or any other source is considered plagiarism and hence is malpractice. Submitting work that is not the student's own work is considered malpractice.
- o) Malpractice in any course in Assessment can lead to the non-award of the "Record of School Achievement" and may lead to non-completion of Year 10 in that course or in extreme cases, in all courses. Further consequences through the school's welfare policy are also likely to occur.

General Advice to Students and Parents

The Grades awarded in Year 10 stay with you for life – Make them count.

- Attend school every day and participate in every learning opportunity the school has to offer.
- Be respectful and be always responsible.
- Be organised from the beginning of the year and highlight when Assessment Tasks are due on a calendar. Revisit the calendar often.
- Do your own work. – Do not be tempted to copy other people's work.
- If you do not know, ask. If you get behind, catch up early.
- If there is a reason a task cannot be completed when required see the Deputy Principal early – Before it is due.

The Minimum Standards

The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. Students need to achieve Level 3 or 4 in short online numeracy, reading and writing tests of skills for everyday life to meet the HSC minimum standard. The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple-choice reading test, a multiple-choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still

- Sit the HSC exams.
- Receive an ATAR for University applications
- Receive a ROSA
- Receive an HSC minimum standard report.

Practice tests are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard. Students will have four opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser. Students get up to four times per year to sit each minimum standard reading, writing or numeracy test.

Disability provisions for HSC minimum standard

Where possible, all students in NSW should be supported to develop reading, writing and numeracy skills for everyday life after school. NESA has developed a Disability Provisions, Exemptions and Appeals policy for the minimum standard online tests. The policy sets out the provisions and conditions for students sitting the online tests, including disability provisions, exemptions, appeals and credentialing.

The policy:

- aligns, where possible with HSC exams and takes into account the distinctive features of the minimum standard online tests
- minimises the administrative burden for schools
- acknowledges that the minimum standard online tests are unlike other HSC assessments in nature and purpose.

The policy allows:

- all students to change the font size and screen colour
- students with learning, sensory or physical disability to access disability provisions to provide a fair opportunity to respond to the minimum standard online tests
- students with permanent or temporary disability to speak to their teachers to determine whether they are eligible for provisions
- principals to approve and implement some practical arrangements that would, for HSC examinations, require NESA approval.

Some students with disability studying Life Skills courses may be exempt from meeting the minimum standard to receive their Higher School Certificate (HSC) credential.

ASSESSMENT APPLICATION FOR CONSIDERATION

Years 10, 11 & 12

ONE form per subject required



Student Name: _____	Year: ____	Subject: _____
Assessment number: _____	Assessment Type: Test / Assignment / Speech	Task Weighting: _____%
Class Teacher: _____	Head Teacher: _____	Assessment Due Date: _____
Application for: <input type="checkbox"/> Illness <input type="checkbox"/> Misadventure <input type="checkbox"/> Leave <input type="checkbox"/> Extension <input type="checkbox"/> Appeal		

Submission
 Submit this form to the Registrar in the library or email to ulladulla-h.school@det.nsw.edu.au when complete

- Leave and Extension - two weeks prior to assessment
- Appeals - within two school days of receiving result
- Illness and Misadventure - immediately upon return to school

Details/Reason for application must be provided:

Supporting documentation attached. eg: Doctors certificate, accident report, holiday bookings Yes No

Have you previously made an 'Application for Consideration' for this course? Yes No

----- / ___ / ___ ----- / ___ / ___
 Student Signature Date Parent Signature Date

SCHOOL USE ONLY

Teacher Recommendation: Select ONE option below:

Extension: Specify new date: ___ / ___ / ___ Alternative task

Assessment to be completed and marks awarded without penalty Other: _____

----- / ___ / ___
 Teacher Signature Date

Head Teacher Recommendation:

Supported Not Supported

Comment (if required): _____

----- / ___ / ___
 Head Teacher Signature Date

SUBMIT FORM TO THE LIBRARY WHEN COMPLETED

Office Use Only

Date Received: ___ / ___ / ___ Registrar uploaded to Sentral Registrar Signature: _____

Deputy Principal Decision:

Approved Not Approved Signature: _____ Date: ___ / ___ / ___

Moderated Mark: Estimate mark based on average of all assessment tasks completed in the course, in consultation with Principal.
NB: Estimates or modifications to results cannot be made to more than 50% of tasks.

Assessment task completed and awarded marks will be revisited prior to NESA submission

Course Specific Assessment Information

Aboriginal Studies

Course Description: Through *Stage 5 Aboriginal Studies* students will develop an understanding of Aboriginal Peoples, cultures and lifestyles and their contributions to Australian society. This will enable students to be active and informed advocates for a just and inclusive society. Students have opportunities to engage with local community case studies and experience a variety of cultural aspects such as arts, sports & connection to Country.

Date	Task	Weight	Skills & Report Outcomes
Term 1 Week 9 Tues 25 March	Physical or digital museum display <i>Self-Determination & Autonomy</i>	25%	<ul style="list-style-type: none"> • AST5.2 explains ways in which Aboriginal people maintain their identity • AST5.6 explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples' participation nationally and internationally • AST5.11 independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings
Term 2 Week 3 Friday 16 May	Case Study Presentation <i>Performing Arts</i>	25%	<ul style="list-style-type: none"> • AST5.3 describes the dynamic nature of Aboriginal cultures • AST5.4 explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location • AST5.10 independently identifies and applies appropriate community consultation protocols and ethical research practices to gather and interpret data
Term 3 Week 8 Tues 9 September	Report on Local Enterprises <i>Enterprises or organisations</i>	25%	<ul style="list-style-type: none"> • AST5.7 assesses the significance of contributions of Aboriginal Peoples to Australian society • AST5.5 explains the importance of families and communities to Aboriginal Peoples • AST5.11 independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings
Term 4 Week 5 Friday 14 November	Deliver workshop <i>Country</i>	25%	<ul style="list-style-type: none"> • AST5.1 describes the factors that contribute to an Aboriginal person's identity • AST5.9 analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their cultures • AST5.8 analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures

Agriculture

Course Description: Through the study of Agricultural Technology students develop knowledge, understanding and skills which enable them to contribute positively to their own lifestyle and to the social, economic, and environmental future of Australia. This syllabus provides scope for students to explore the many and varied career opportunities in agriculture and its related service industries. It also provides students with an opportunity to experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of outside activities.

Date	Task	Weight	Skills & Report Outcomes
Term 1 Week 6 Thursday 6 March	Cropping and Pastures	25%	Designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts
Term 2 Week 4 Thursday 22 May	Sheep Production	25%	Explains the interactions within and between agricultural enterprises and systems Implements and justifies the application of animal welfare guidelines to agricultural practices
Term 3 Week 9 Thursday 18 September	Dairy Production	25%	Investigates and applies responsible marketing principles and processes Collects and analyses agricultural data and communicates results using a range of technologies
Term 4 Week 4 Thursday 6 November	Landscaping and Weed Management	25%	Evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics. Applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery

Child Studies

Course Description: Enhances a student's ability to explore and understand interrelated factors that influence the early years and their impact on the next generation of successful, creative and confident learners.

Date	Task	Weight	Skills & Report Outcomes
Term 1 Week 8 Friday 28 March	Party Cookbook (AT1)	25%	<ul style="list-style-type: none"> • analyse the nutritional value of traditional foods served at children's parties • plan and prepare foods suitable for a children's birthday party, taking into consideration nutritional and dietary needs and the potential for contamination
Term 2 Week 4 & 5 (AT2a) Friday 23 May (AT2b) Wednesday 28 May	Household Safety Report (AT2a) Safety Topic Test (AT2b)	25%	<ul style="list-style-type: none"> • Identifies hazards and causes of childhood accidents in the home. • Demonstrate understanding of strategies and safe practices to promote child health and wellbeing.
Term 3 Week 8 Tuesday 9 September	Celebrating Culture and Diversity	20%	<ul style="list-style-type: none"> • Develop an understanding of how cultural practices and traditions influence the health and wellbeing of children • Explores community resources that support children and families
Term 4 Week 4 Friday 7 November	Childcare services - Job Application	30%	<ul style="list-style-type: none"> • Explores community resources that support children and families. • Demonstrates an understanding of concepts required to create a resume for childcare related employment.

Commerce

Course Description: 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, economic, business, legal, political and employment issues in order to make informed and responsible decisions as individuals and as part of the community.

Date	Task	Weight	Skills & Report Outcomes
Term 1 Week 7 Wednesday 12 March	Investment Portfolio	25%	5.1 Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts. 5.3 Examines the role of law in society. 5.5 Evaluates options for solving problems and issues. 5.7 Researches and assesses information using a variety of sources.
Term 2 Week 6 Due this week	Justice PBL	35%	5.1 Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts. 5.2 Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts. 5.4 Analyses key factors affecting decisions. 5.6 Develops and implements plans designed to achieve goals.
Term 3 Week 7 Tuesday 2 September	Future of Work Presentation	40%	5.1 Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts. 5.7 Researches and assesses information using a variety of sources. 5.8 Explains information using a variety of forms. 5.9 Works independently and collaboratively to meet individual and collective goals within specified timeframes.

Computing Technology

Course Description: Core content of the Information and Software Technology Syllabus provides students with specialised knowledge of past, current and emerging technologies, data, hardware, software and people involved in the field of information and software technology. The core also includes legal, ethical, social and industrial issues. Options include authoring and multimedia, database design, digital media, the Internet and website development, networking systems, and software development and programming including game, App and animation development.

Participation in Information and Software Technology appeals to students through practical activities and their enjoyment of learning about and using computers. As a result of studying this course, students will be equipped to make appropriate use of and informed choices about information and software technology both at a personal level and in the workplace.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 8 Monday 17 March	Hardware Projects: Theory Client builds (10%) Practical Identification of components (10%)	20%	<ul style="list-style-type: none"> ▪ Demonstrates practical knowledge and understanding of computer hardware components ▪ Demonstrates theoretical knowledge and understanding of computer hardware components
Term 2 Week 5 Monday 26 May	Software Test (10%) 3D Unity Game (20%)	30%	<ul style="list-style-type: none"> ▪ Demonstrates knowledge and understanding of software in a test situation ▪ Applies problem-solving skills when using software such as Unity for producing projects in a 3D environment
Semester Two			
Term 3 Week 9 Thursday 18 September	Algorithm design and Coding (workbook) (10%) Python programming (Grok) 10%	20%	<ul style="list-style-type: none"> ▪ Designs, creates and modifies algorithms and code ▪ Produces and evaluates appropriate solutions to a range of challenging problems
Term 4 Week 5 Monday 10 November	Computer Networks (20%) Workbook (10%)	30%	<ul style="list-style-type: none"> ▪ Creates an interactive tour of a computer network ▪ Applies project management techniques to project work

Dance

Course Description: The aim of the Dance Years 7–10 Syllabus is for students to experience, understand, value, and enjoy dance as an artform through the interrelated study of the performance, composition, and appreciation of dance.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 6 Monday 10 March	Safe Dance Practice	25%	<p>5.1.1 demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences, and dances.</p> <p>5.1.2 demonstrates enhanced dance technique by manipulating aspects of the elements of dance.</p> <p>5.1.3 demonstrates an understanding and application of aspects of performance quality and interpretation through performance.</p> <p>5.4.1 values and appreciates their involvement as a dance performer, composer, and audience member and how their involvement contributes to lifelong learning.</p>
Term 2 Week 10 Friday 4 July	Aboriginal Dance	25%	<p>5.2.1 explores the elements of dance as the basis of the communication of ideas.</p> <p>5.2.2 composes and structures dance movement that communicates an idea.</p> <p>5.3.1 describes and analyses dance as the communication of ideas within a context.</p> <p>5.4.1 values and appreciates their involvement as a dance performer, composer, and audience member and how their involvement contributes to lifelong learning.</p>
Semester Two			
Term 3 Week 10 Friday 26 September	Composition	25%	<p>5.2.1 explores the elements of dance as the basis of the communication of ideas</p> <p>5.2.2 composes and structures dance movement that communicates an idea</p> <p>5.3.1 describes and analyses dance as the communication of ideas within a context</p> <p>5.4.1 values and appreciates their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning</p>
Term 4 Week 5 Friday 14 November	Pioneers of Modern Dance	25%	<p>5.3.1 describes and analyse dance as the communication of ideas within a context</p> <p>5.3.2 identifies and analyses the link between their performances and compositions and dance works of art</p> <p>5.3.3 applies understandings and experiences drawn from their own work and dance works of art</p> <p>5.4.1 values and appreciates their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning</p>

Drama

Course Description: The Stage 5 Drama course aims to develop student's ability to communicate with skills and confidence, to work cooperatively and creatively in performance situations, to observe actively and accurately real and enacted situations and to reflect on and evaluate their creative work. Students will gain knowledge and understanding of improvisation and play-building, scripted and unscripted drama, a variety of dramatic styles, performance techniques and technical aspects of theatre, through making, performing and appreciating. This course may lead to further study of drama in Years 11 & 12.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 10 Due this week	Playbuilding <ul style="list-style-type: none"> ▪ Logbook/Research (10%) ▪ Performance (20%) 	30%	<ul style="list-style-type: none"> ▪ Performance, space ▪ Dramatic elements ▪ Performing devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience
Term 2 Week 9 Due this week	Melodrama <ul style="list-style-type: none"> ▪ Written Script & Logbook (10%) ▪ Performance (20%) 	30%	<ul style="list-style-type: none"> ▪ Dramatic form ▪ Play building ▪ Scripting ▪ Applies acting and performance techniques expressively to communicate meaning by exploring structures, refining ideas, using dramatic forms, performance style and dramatic techniques
Semester Two			
Term 3 Week 7 Due this week	TOTA and Production Elements <ul style="list-style-type: none"> ▪ Design Portfolio & Logbook(10%) ▪ Installation/Performance (20%) 	30%	<ul style="list-style-type: none"> ▪ Technical aspect of production ▪ Improvisation ▪ Contributes, selects and develops structures and ideas through the collaborative play-building process
Term 4 Week 5 Due this week	Theatre in Education <ul style="list-style-type: none"> ▪ Script – Work in Progress (10%) ▪ Primary School performances 	10%	<ul style="list-style-type: none"> ▪ Performance, Theatrical conventions ▪ Scripted drama, Dramatic form ▪ Demonstrates knowledge, understanding and skills, collaboratively, through making drama that explores a range of imagined and created

English Semester 1

Course Description: The aim of English in Year 10 is to enable students to use, understand, appreciate, reflect on, and enjoy the English language in a variety of texts and to shape meaning in ways that are imaginative, interpretive, critical, and powerful.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 8 Monday March 17	The Power of Poetry Short texts essay Completed In-Class	25%	<p>EN5-2A: Effectively use and critically assess a wide range of processes, skills and strategies for responding to and composing a wide range of texts in different media.</p> <p>EN5-3B: selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning</p> <p>EN5-5C: thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts</p> <p>EN5- 6C: investigate the relationships between and amongst texts</p>
Term 2 Week 6 Monday 2 June	Crafting Literary Worlds Imaginative Writing Completed In-Class	25%	<p>EN5-3B: selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning</p> <p>EN5-5C: think imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts</p> <p>EN5-7D: understands and evaluates the diverse ways texts can represent personal and public worlds</p> <p>EN5-8D: question, challenge and evaluate cultural assumptions in texts and their effects on meaning</p>

English Semester 2

Course Description: The aim of English in Year 10 is to enable students to use, understand, appreciate, reflect on, and enjoy the English language in a variety of texts and to shape meaning in ways that are imaginative, interpretive, critical and powerful.

Date	Task	Weight	Skills & Report Outcomes
English Semester Two			
Term 3 Week 5 Monday 18 August	Telling Stories on the Stage Dramatic persuasive presentation	25%	<p>EN5-1A: respond to and compose increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure</p> <p>EN5-3B: select and use language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning</p> <p>EN5-4B: effectively transfer knowledge, skills and understandings of language concepts into new and different contexts</p> <p>EN5-5C: think imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts</p> <p>EN5-8D: question, challenge and evaluate cultural assumptions in texts and their effects on meaning</p>
Term 4 Week 4 Monday 3 November	In the Director's Seat Yearly Examination	25%	<p>EN5-2A: effectively use and critically assess a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies</p> <p>EN5-3B: select and use language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning</p> <p>EN5-5C: think imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts</p> <p>EN5- 6C: investigate the relationships between and amongst texts</p>

French

Course Description: The aim of Modern Languages K–10 is to empower students to become effective communicators in French by developing linguistic competence and intercultural capability. Students learn to interact, understand and create texts in the target language, reflect on and understand their own and others' languages, cultures and identity and develop an interest in and enjoyment of language learning.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 8 Monday 17 March	Describing Self & Others Interacting & Creating Text: Speaking	20%	<p>ML5-INT-01 exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language</p> <p>ML5-UND-01 analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding</p> <p>ML5-CRT-01 creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language</p>
Term 2 Week 4 Thursday 22 May	My School Life Topic Test	25%	<p>ML5-INT-01 exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language</p> <p>ML5-UND-01 analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding</p> <p>ML5-CRT-01 creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language</p>
Semester Two			
Term 3 Week 7 Wednesday 10 September	Where I Live Airbnb Advertisement Creating Text: Writing	25%	<p>ML5-INT-01 exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language</p> <p>ML5-UND-01 analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding</p> <p>ML5-CRT-01 creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language</p>
Term 4 Week 3 Thursday 30 October	Learning Portfolio Creating Text: Writing & Speaking	30%	<p>ML5-INT-01 exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language</p> <p>ML5-UND-01 analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding</p> <p>ML5-CRT-01 creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language</p>

Food Technology

Course Description: The aim of the *Food Technology Years 7–10 Syllabus* is to actively engage students 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.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 7 Tuesday 11 March	Food Equity Practical: 10% Theory 15%	25%	<p>FTS-6: describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities</p> <p>FTS-8: collects, evaluates and applies information from a variety of sources</p> <p>FTS-13: evaluates the impact of activities related to food on the individual, society and the environment</p>
Term 2 Week 4 Prac – Thursday 22 May Term 2 Week 5 Portfolio Due this Week	Food for Special Occasions Practical: 15% Theory 10%	25%	<p>FTS-1: demonstrates hygienic handling of food to ensure a safe and appealing product</p> <p>FTS-3: describes the physical and chemical properties of a variety of foods</p> <p>FTS-11: plans, prepares, presents and evaluates food solutions for specific purposes</p>
Semester Two			
Term 3 Week 1 Due this week	Food Trends Practical: 15% Theory 10%	25%	<p>FTS-12: examines the relationship between food, technology and society</p>
Term 4 Week 2 Due this week	Food Product and Development Practical: 10% Theory 15%	25%	<p>FTS-2: identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food</p> <p>FTS-4: accounts for changes to the properties of food which occur during food processing, preparation and storage</p> <p>FTS-7: justifies food choices by analysing the factors that influence eating habits</p>

Geography

Course Description:

Students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. Students undertake an investigative study of the causes and consequences of environmental change in an environment in Australia and another country. 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 studying HSIE in Semester 2 are completing the Mandatory Australian Geography course. The report will be based on the two tasks printed below and all tasks will be used to determine the grade for the award of the ROSA in this course.

Date	Task	Weight	Skills & Report Outcomes
Semester Two			
Term 3 Week 10 Wednesday 24 September	Environmental Change and Management Environmental Investigation Report	50%	GE5-4 accounts for perspectives of people and organisations on a range of geographical issues GE5-5 assesses management strategies for places and environments for their sustainability GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry GE5-8 communicates geographical information to a range of audiences using a variety of strategies
Term 4 Week 5 Due this week	Human Wellbeing Exam Extended Response, Multiple Choice and Geography Skills	50%	GE5-2 explains processes and influences that form and transform places and environments GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing

History

Course Description: History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. It allows students to locate and understand themselves and others in the continuum of human experience up to the present. Students studying HSIE in Semester 1 are completing the Mandatory Australian History Curriculum course. The report will be based on the three tasks printed below and all tasks will be used to determine the grade for the award of the ROSA in this course.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 6 Due this week	Overview- The Modern World and Australia Skills and Literacy Task	20%	HT 5-9 - applies a range of relevant historical terms and concepts when communicating an understanding of the past HT 5-5 - identifies and evaluates the usefulness of sources in the historical inquiry process
Term 1 Week 11 Monday 7 April	The Globalising World – Migration Experiences Research and Speech	40%	HT 5-6 - uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT 5-2 - sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
Term 2 Week 9 Due this week	Rights and Freedoms Essay Civil Rights Campaign	40%	HT 5-5 - identifies and evaluates the usefulness of sources in the historical inquiry process HT 5-10 - selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences 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

Industrial Technology – Metal

Course Description: Through practical projects, students will develop their understanding of manufacturing industries. They will become skilled in a range of technical processes and learn to thoroughly document their work.

Date	Task	Weight	Outcomes
Semester One			
Term 1 Week 9 Tuesday 25 March	Project 1 Box or creeper	15%	<ul style="list-style-type: none"> ▪ Selects and uses appropriate materials ▪ Selects, applies and interprets a range of suitable communication techniques
Term 2 Week 6 Tuesday 3 June	Project 2 Box or creeper	15%	<ul style="list-style-type: none"> ▪ Select and use appropriate tools and techniques ▪ Plan and organise projects ▪ Carry out work in safe manner
Term 2 Week 7 Wednesday 11 June	Half yearly Exam	10%	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of course content
Semester Two			
Term 4 Week 4 Tuesday 4 November	Major project	50%	<ul style="list-style-type: none"> ▪ Evaluates products in terms of functional, economic, aesthetic and quality of construction ▪ Assess and select appropriate materials ▪ Use planning to effectively manage and coordinate tasks within a given timeframe
Term 4 Week 7 Due this week	Yearly Exam	10%	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of course content

Industrial Technology – Timber

Course Description: Through practical projects, students will develop their understanding of manufacturing industries. Students will become skilled in a range of technical processes and learn to thoroughly document their work.

Date	Task	Weight	Outcomes
Semester One			
Term 1 Week 10 Due this week	Project & folio	20% 10%	IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
Term 2 Week 6 Due this week	Half Yearly Examination	10%	IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications
Semester Two			
Term 3 Week 8 Due this week	Yearly Examination	10%	IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally
Term 4 Week 3 Due this week	Project & Folio	30% 20%	IND5-2 applies design principles in the modification, development and production of projects IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

International Studies

Course Description: International studies is an inter-disciplinary course that provides a unique conceptual framework for the study of culture, and the promotion of intercultural understanding. Through education, travel, work and trade, students increasingly understand how the study of culture requires knowledge to inform values and develop individual and community participation, action and commitment to be a global citizen.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 11 Monday 7 April	Textiles/Art/Architecture Creative Project	25%	<i>IS5-2 describes characteristics of culture</i> <i>IS5-3 examines cultural similarities and differences</i> <i>IS5-4 examines cultural diversity</i> <i>IS5-6 identifies influences on cultures and their interconnectedness</i> <i>IS5-12 selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures</i>
Term 2 Week 9 Thursday 26 June	Religious Beliefs and Sacred Sites Map	25%	<i>IS5-4 examines cultural diversity</i> <i>IS5-6 identifies influences on cultures and their interconnectedness</i> <i>IS5-8 analyses different contexts, perspectives and interpretations of cultural beliefs and practices</i> <i>IS5-12 selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures</i>
Semester Two			
Term 3 Week 9 Monday 15 September	Cultural Food Celebration and Presentation	30%	<i>IS5-4 examines cultural diversity</i> <i>IS5-6 identifies influences on cultures and their interconnectedness</i> <i>IS5-10 applies understanding of cultural differences when communicating across cultures</i> <i>IS5-12 selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures</i>
Term 4 Week 5 Wednesday 12 November	Culture Film and Travel Project and Classwork	20%	<i>IS5-2 describes characteristics of culture</i> <i>IS5-3 examines cultural similarities and differences</i> <i>IS5-4 examines cultural diversity</i> <i>IS5-6 identifies influences on cultures and their interconnectedness</i> <i>IS5-11 applies strategies to challenge stereotypes</i> <i>IS5-12 selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures</i>

Marine Studies

Course Description: Marine and Aquaculture Technology fits into an emerging field of study relating to sustainability of marine and related environments. At a time of pressure on the marine environment there is a recognised need to deliver sound marine educational programs through formal structures within state and national curricula. Australians must be aware of and understand this fragile environment and consider how to effectively manage 69 630 kilometers of coastline, 14.8 million square kilometers of continental shelf, 12 000 islands, 783 major estuaries and the life they contain.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 8 Thursday 20 March	Dangerous Marine Creatures	25%	<ul style="list-style-type: none"> ▪ Identifies, describes and evaluates the effects humans have had on the marine environment ▪ Identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment
Term 2 Week 4 Thursday 22 May	Food From the Sea	25%	<ul style="list-style-type: none"> ▪ Identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits
Semester Two			
Term 3 Week 6 Thursday 28 August	Microscopic marine creatures	25%	<ul style="list-style-type: none"> ▪ Identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships ▪ Demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations
Term 4 Week 4 Thursday 6 November	Yearly Exam	25%	<ul style="list-style-type: none"> ▪ Collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information ▪ Recalls aspects of the marine environment using relevant conventions, terminology and symbols

Mathematics

Course Description: The aim of Stage 5 Mathematics is to develop students' mathematical thinking, understanding, competence and confidence in the application of mathematics, their creativity, enjoyment and application of the subject, and their engagement in lifelong learning. Throughout the course students will be assessed by class tests, assignments and investigations and by formal testing in the form of half and yearly examinations.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 7 Thursday 13 March	Assessment Task 1	20%	<ul style="list-style-type: none"> ▪ Working Mathematically; Problem solving, Multiple choice, Extended answer questions. ▪ <u>Topics may include:</u> Financial Mathematics, Measurement: length, area, volume, capacity, Algebraic Expressions and Indices
Term 2 Week 5 Thursday 29 May	Assessment Task 2	30%	<ul style="list-style-type: none"> ▪ Working Mathematically; Problem solving, Multiple choice, Extended answer questions. ▪ <u>Topics may include:</u> Algebra, Linear Equations & Simultaneous Equations (5.3), Financial Mathematics (5.2)
Semester Two			
Term 3 Week 5 Thursday 21 August	Assignment including Research Task/Assessment Test.	20%	<ul style="list-style-type: none"> ▪ Explore mathematical concepts, developing research skills ▪ Develop and demonstrate perseverance in undertaking mathematical challenges.
Term 4 Week 3 Tuesday 28 October	Assessment task 4	30%	<ul style="list-style-type: none"> ▪ Working Mathematically; Problem solving, Multiple choice, Extended answer questions. ▪ <u>Topics may include:</u> Linear relationships, Angle relationships and geometrical figures, Circle Geometry, /Algebra including solving Simultaneous equations, Non-linear relationships.

Music

Course Description: The elective music course aims to give the students more detailed understanding of music through a broad range of Musical styles and activities. Learning experiences include **performing, composing** and **listening**. Students will be building on the skills they have gained in Years 7 and 8 Music as well as their personal experiences and learning.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 9 Due this week	Music for Film, TV and Multimedia Composition Task (Melody writing for film characters)	25%	<ul style="list-style-type: none"> • Composition-Melody writing, pitch, tonality, scales, intervals, writing for different instruments, duration and rhythm, the effect of dynamics. 5.2 • Uses different forms of technology in the composition process including computer based composing software. 5.6
Term 2 Week 7 Due this week	Music for Small Ensemble (In class ensemble Performance & 12 bar Blues melody Composition SoundTrap)	25% Performance (15%) Listening (10%)	<ul style="list-style-type: none"> • Performance skills, group work, understanding of music notation. 5.2, 5.12 • Critical listening and analysis of Music via the concepts of Music 5.4, 5.6
Semester Two			
Term 3 Week 9 Due this week	Rock Music (Protest Music) (In class ensemble Performance & Listening Exam- Concepts of Music)	25% Performance (10%) Listening (15%)	<ul style="list-style-type: none"> • Performance technical skills, ensemble skills, understanding of music notation. 5.3 • Critical listening and analysis of Music via the concepts of Music 5.8
Term 4 Week 5 Due this week	Music of Another Culture Performance and Listening Task (In-class Performance & Viva Presentation)	25% Performance (15%) Composition(10%)	<ul style="list-style-type: none"> • Performance skills, group work, understanding of music notation • understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts 5.7, 5.11

Outdoor Education

Course Description: Introduces students to a range of environments and outdoor recreational activities. Builds concepts of conservation, minimal impact, teamwork, communication and wellbeing in the outdoors.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 11 Tuesday 8 April	Part A - First Aid Quiz & Practical Scenario Part B - Participation (Surfing/Snorkeling)	25%	OE5-6 understands first aid and emergency response procedures relevant to outdoor education activities OE5-5 applies risk management techniques in planning and participating in water-based activities
Term 2 Week 5 Friday 30 May	Part A - Conservation Case Study Part B - Participation (Climbing)	25%	OE5-12 proposes ways in which natural environments can be protected and/or managed OE5-8 demonstrates actions and strategies that contribute to enjoyable participation in rock climbing activities
Semester Two			
Term 3 Week 9 Friday 19 September	Part A -Portfolio & Shelter Building Challenge Part B - Participation (Hiking/Mountain Biking)	25%	OE5-9 demonstrates interpersonal and self-management skills to achieve personal and group goals in outdoor environments OE5-1 participates safely in mountain biking demonstrating knowledge of natural environments
Term 4 Week 5 Friday 14 November	Part A - Group Assignment (Expedition Planning) Part B - Participation (Water Activities/Expedition)	25%	OE5-4 explains and applies key considerations and skills related to planning and preparing for outdoor expeditions OE5-7 demonstrates skills and knowledge for relationship building and effective group functioning on expeditions

PDHPE

Course Description: This course develops students' capacity to enhance personal health and wellbeing, enjoy an active lifestyle, maximise movement potential and advocate lifelong health and physical activity.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 11 Wednesday 9 April	Forever Fit (AT1): Part A: Biathlon Part B: Skill application	25%	<ul style="list-style-type: none"> • A: Engages in practical activities to develop cardiovascular fitness and participate in a Biathlon. (T1 W7) • B: Engage in team activity of choice to demonstrate transfer of movement skills. (T2 W10)
Term 2 Week 6 Monday 2 June	Together in Harmony (AT2)	25%	<ul style="list-style-type: none"> • Explores factors and proposes strategies that enhance inclusivity, equality and respectful relationships.
Semester Two			
Term 3 Week 6 Wednesday 27 August	Composition and performance (AT3)	25%	<ul style="list-style-type: none"> • Compose and perform a movement sequence using elements of composition.
Term 4 Week 4 Wednesday 5 November	Driver Safety (AT4)	25%	<ul style="list-style-type: none"> • Propose a law to challenge and change behaviour aiming to reduce road related injuries through critical thinking, research and persuasive language.

Physical Activity & Sports Studies (PASS)

Course Description: This course enhances a students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 9 Friday 28 March	Theory - Body Systems	25%	<ul style="list-style-type: none"> ▪ Written test multiple choice, short response to demonstrate understanding of body systems.
Term 2 Week 5 Friday 30 May	Prac- Skills, participation	25%	<ul style="list-style-type: none"> ▪ Participates in school carnivals, safely and actively participates in practical lessons.
Semester Two			
Term 3 Week 8 Friday 12 September	Practical - Pass perfect	25%	<ul style="list-style-type: none"> ▪ Demonstrates how the use of technology is used to improve performance.
Term 4 Term 4 Friday 7 November	Practical - Skills, fitness and participation	25%	<ul style="list-style-type: none"> ▪ Safely and actively participates in practical lessons. ▪ Displays physical skills and fitness across a variety of activities.

Physical Activity and Sports Studies (Surfing)

Course Description: This course enhances a students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 9 Tuesday 25 March	Surging Ahead	25%	<ul style="list-style-type: none"> Evaluates current technology in surfing to create and propose a new innovation to improve the user experience.
Term 2 Week 9 Monday 23 June Term 4 Week 6 Tuesday 18 November	Practical Application	20%	<ul style="list-style-type: none"> Safely and actively participates in practical lessons. Displays physical skills and fitness across a variety of activities.
Semester Two			
Term 3 Week 8 Tuesday 9 September	Film and photography	30%	<ul style="list-style-type: none"> selects and uses a range of oral, written, visual and digital forms to communicate effectively about surfing identifies and evaluates surfing as a source of employment and leisure
Term 4 Week 2 Tuesday 21 October	Work Experience	25%	<ul style="list-style-type: none"> completes work placement in a relevant industry reflects on and documents experience

Psychology

Course Description: Psychology provides students with an understanding and a critical awareness of the nature of human behaviour and the influence of biological, cognitive and socio-cultural factors on individuals and society. Students develop knowledge and understanding of human nature by asking questions and undertaking studies into the fields of neuroscience, cognitive sciences and social psychology.

Date	Task	Weight	Skills & Report Outcomes
Term 1 Week 10 Tuesday 1 April	How We Learn Journal	30%	<p>PSY5-1 explains how the field of psychology provides scientific explanations for the mind and behaviour through research, theories and approaches</p> <p>PSY5-2 explains the main approaches to the study of the nature of human behaviour and the strengths and weaknesses of those approaches</p> <p>PSY5-3 describes diversity and variation on the nature of personality, disease, disorders, intelligence and creativity and their influence on human behaviour</p> <p>PSY5-4 explains a range of psychological theories and identifies the application of these theories to everyday life</p> <p>PSY5-7 examines suitable research methods including procedures and critical analysis when completing action based learning</p> <p>PSY5-8 communicates psychological information and ideas using appropriate written, oral and visual forms.</p>
Term 2 Week 9 Wednesday 25 June	Forensic Case Study	40%	<p>PSY5-3 describes diversity and variation on the nature of personality, disease, disorders, intelligence and creativity and their influence on human behaviour</p> <p>PSY5-7 examines suitable research methods including procedures and critical analysis when completing action based learning</p> <p>PSY5-8 communicates psychological information and ideas using appropriate written, oral and visual forms.</p>
Term 4 Week 2 Wednesday 22 October	Essay	30%	<p>PSY5-1 explains how the field of psychology provides scientific explanations for the mind and behaviour through research, theories and approaches</p> <p>PSY5-3 describes diversity and variation on the nature of personality, disease, disorders, intelligence and creativity and their influence on human behaviour</p> <p>PSY5-4 explains a range of psychological theories and identifies the application of these theories to everyday life</p> <p>PSY5-5 demonstrates an understanding of the importance of ethics in psychology, research and the interpretation of data</p>

Photographic & Digital Media

Course Description: The course has been written to provide students with opportunity to explore the visual world of digital imaging and studio photography in a contemporary context. Students will specialise in the art of digital imaging and computer-generated forms of image making and specialist photographic techniques. The depth of study will complement Visual Arts and enhance students' understanding of digital processes in computer image making and graphics.

The course is both theory and practical with much emphasis on the development of skills and knowledge in the use of "photo and movie programs" and industry-based computer software, design elements and studio photography.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 10 Due this Week	Conceptual Portrait Photographic Series	30%	<ul style="list-style-type: none"> • Develop skills in Critical and Historical interpretations of still and moving images
Term 2 Week 9 Due this Week	Production of Music Video	20%	<ul style="list-style-type: none"> • Develop procedures and techniques to make and refine still and moving images. Documentation of process.
Semester Two			
Term 3 Week 8 Due this Week	Narrative Photographic Series	20%	<ul style="list-style-type: none"> • Refine skills to create meaning in Photographic and digital/film
Term 4 Week 4 Due this Week	Personal Project Research Presentation: Contemporary Artist	30%	<ul style="list-style-type: none"> ▪ Applies their understanding of practice to interpret Photographic and digital/film media works

Science

Course Description: Science provides a distinctive view and way of thinking about the world. The study of science has led to an evolving body of knowledge organised as an interrelated set of models, theories, laws, systems, structures and interactions. It is through this body of knowledge that science provides explanations for a variety of phenomena and enables sense to be made of the biological, physical and technological world. In addition to the following tasks, class tasks will be completed which will address other course outcomes for their semester one and semester two reports.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 7 Due this week	Motion Practical Report	25%	<ul style="list-style-type: none"> ▪ Produces a plan to investigate identified questions, hypotheses or problems about the motion of objects ▪ Applies correct formulae to calculate the relationships between speed, distance, time, force, mass and acceleration
Term 2 Week 4 Friday 23 May	SRP Depth Study Presentation	25%	<ul style="list-style-type: none"> ▪ Develops questions or hypotheses to be investigated scientifically ▪ Undertakes first-hand investigations to collect valid and reliable data and information
Term 2 Week 10 Monday 30 June	Biotechnology Research Task	25%	<ul style="list-style-type: none"> ▪ Applies scientific understanding and critical thinking skills to suggest possible solutions to identified ethical problems with biotechnology ▪ Discusses advantages and disadvantages of the use and applications of biotechnology, including social and ethical considerations
Semester Two			
Term 3 Week 7/8 Due these weeks	VALID Quiz	25%	<ul style="list-style-type: none"> ▪ Processes, analyses and evaluates data from secondary sources to develop evidence-based arguments and conclusions

Textiles and Design

Course Description: The study of Textiles Technology provides students with knowledge of the properties, performance and uses of textiles. They explore fabrics, yarns, fibres and colouration. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools, and the quality of textile items. Textile projects give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 2 Week 4 Due this week	Apparel 'Dress to Impress' Portfolio and Practical Work	35%	<ul style="list-style-type: none"> ▪ TEX5-11 -demonstrates competence in the production of textile projects to completion ▪ TEX5-8- selects and uses appropriate technology to creatively document, communicate and present design and project work. ▪ TEX5-1- explains the properties and performance of a range of textile. ▪ TEX5-2 - justifies the selection of textile materials for specific end uses ▪ TEX5-12- evaluates textile items to determine quality in their design and construction
Semester Two			
Term 3 Week 4 Due this week	Upcycling Project and Portfolio of Work	25%	<ul style="list-style-type: none"> ▪ TEX5-7- evaluates the impact of textiles production and use on the individual consumer and society ▪ TEX5-9- critically selects and creatively manipulates a range of textile materials to produce quality textile items ▪ TEX5-11 -demonstrates competence in the production of textile projects to completion
Term 4 Week 7/8 Due this week	Costume and Portfolio of Work	40%	<ul style="list-style-type: none"> ▪ TEX5-6- analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use ▪ TEX5-7 - evaluates the impact of textiles production and use on the individual consumer and society ▪ TEX5-3- explains the creative process of design used in the work of textile designers ▪ TEX5-4 - generates and develops textile design ideas ▪ TEX5-10- selects appropriate techniques and uses equipment safely in the production of quality textile projects

Visual Arts

Course Description: The elective Visual Arts Course gives students opportunities to explore a vast range of media - sculpture, painting, drawing, pottery design, block printing - and develop technical skills in these media. Students are encouraged to develop visual perception, analytical skills and the creative manipulation of materials. The course subject matter evolves from the student's world - (imaginary and real) and the world of Art, Craft and Design.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 10 Thursday 3 April	Making – Architecture Lino Print Series	20%	5.2 makes artworks informed by their understanding of the function of and relationships between artist-artwork-world-audience 5.3 makes artworks informed by an understanding of how the frames affect meaning 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts 5.6 demonstrates developing technical accomplishment and refinement in making artworks 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art
Term 2 Week 10 Thursday 3 July	Making – Sculptural Practices Theory- In class response to Unseen	20% 10%	5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art 5.8 uses their understanding of the function of and relationships between artist-artwork-world audience in critical and historical interpretations of art
Semester Two			
Term 3 Week 10 Thursday 26 September	Making – Collection of works around a central Theme Theory- Written Task	20% 10%	5.2 makes artworks informed by their understanding of the function of and relationships between artist-artwork-world-audience 5.3 makes artworks informed by an understanding of how the frames affect meaning 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts 5.6 demonstrates developing technical accomplishment and refinement in making artworks 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art
Term 4 Week 4 Thursday 6 November	Making – Art Movement research	20%	5.7 applies their understanding of aspects of practice to critical and historical interpretations of art 5.8 uses their understanding of the function of and relationships between artist-artwork world-audience in critical and historical interpretations of art

