

Kellyville High School

Learning | **Excellence** | **Integrity**

Year 10 ROSA Assessment Booklet

2025

Name: _____

Principal: Mr I Maric
Deputy Principal: Mrs J Roberti
Year Adviser: Miss K Georgey

Address: cnr York Rd & Queensbury Ave KELLYVILLE 2155
Telephone: 8824 5955
Fax: 8824 9755
Email: kellyville-h.school@det.nsw.edu.au
Website: www.kellyville-h.schools.nsw.edu.au

This Assessment Booklet is also available on the school's website.

Welcome to Year 10

Record of School Achievement (ROSA)

This year will be a very important year for you as you are in Year 10 as you work towards your **NSW Record of School Achievement (ROSA)**.

The ROSA credential will:

- be a record of achievement for students who leave school prior to receiving their HSC
- report results of moderated, school-based assessment, not external tests
- be available when a student leaves school any time after they complete Year 10
- be cumulative and recognise a student's achievements until the point they leave school
- show a result for all courses completed in Year 10 and Year 11
- be comprehensive and offer the ability to record a student's extracurricular achievements.
- be able to be reliably compared between students across NSW

From 2020, all Year 12 students in NSW must reach the minimum standard of literacy and numeracy to receive an HSC (Band 8 or higher). Following Year 9 NAPLAN, students can demonstrate they meet the standard by passing the online reading, writing and numeracy tests, which will be available for students to sit for up to five years after beginning their first HSC courses. No student will be ineligible to sit for the HSC on the basis of their Year 9 NAPLAN results. They will receive a Record of School Achievement on leaving school.

The abolition of the external School Certificate external examinations does not alter the end date for Year 10. Students will still need to have a satisfactory record of attendance up until the final day of the school year. Students need to complete their courses in a satisfactory way to be eligible to receive a ROSA.

Mr I Maric
Principal

Introduction

This assessment book for the Stage 5 ROSA is provided to:

- assist students in understanding the place of assessment in their ROSA credential
- explain the processes by which assessment marks are determined and the process for requesting a review, if necessary
- assist students in planning and organising their time, by informing them of when assessment tasks are due.

I hope that students and parents will take the time to read through this information together in order to help them understand the school's expectations regarding assessment and assist in organising the time for them to complete necessary homework and assessment tasks successfully.

For updated details please refer to the NESA website: <http://educationstandards.nsw.edu.au/>

It is **our** responsibility to provide you with these guidelines and explain them to you.
It is **your** responsibility to read and ensure that you understand them.

Mrs J Roberti
Deputy Principal

A. NESA Requirements

A Record of School Achievement (ROSA) will be issued to students by the NSW Education Standards Authority. The ROSA is a testamur document showing the student's name and school and indicating their record of achievements at the time that leave school prior to receiving a Preliminary and/or Higher School Certificate.

To qualify for the award of a Record of School Achievement (ROSA), the Principal must certify that a student has:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- undertaken and completed courses of study that satisfy the NSW Education Standards Authority (NESA) curriculum and assessment requirements for the Record of School Achievement (ROSA);
- complied with any other regulations or requirements (eg attendance) imposed by the Minister or the NSW NESA;
- **and** completed Year 10.

Pattern of Study

At Kellyville High School, the following courses are available for study in **Year 10** by candidates in 2024.

Mandatory: English, Mathematics, Science, Personal Development, Health and Physical Education (PDHPE), History and Geography

Electives: Child Studies, Commerce, Design and Technology, Food Technology, IT- Engineering Studies, IT-Timber, Computing Technology, Music, Physical Activity and Sports Studies, Visual Arts.

Course Performance Descriptors

In every course studied, a student will be issued an A – E grade based on the **Course Performance Descriptors** and their performance in ongoing assessment tasks. Students are required to complete all the assessment tasks as indicated in the schedules for the award of the **ROSA**. Each course has its own course performance descriptors, but the following chart gives a general description of the student performance required for each grade. Specific course related questions can be answered through faculty Head Teachers. A student's grade in each course will indicate the level of achievement and performance they have reached. A task weighting is given to indicate the relative contribution of each task.

The following are the general course performance descriptors from the NSW Education Standards Authority:

Grade	General Performance Descriptors
A <i>Outstanding achievement</i>	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B <i>High achievement</i>	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C <i>Sound achievement</i>	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D <i>Basic achievement</i>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E <i>Elementary achievement</i>	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

B. School Assessment Policy

It is your responsibility to read this information carefully. The following points apply to all students studying any subject in any faculty at Kellyville High School.

Rights and Responsibilities

The school is responsible for providing:

- guidelines for assessment in each course
- an assessment schedule and course requirements for each course
- at least two weeks notification that an assessment task will take place or be due
- appropriate notice of a change to a previously notified task
- prompt feedback on each task. If you are concerned about a mark or rank on a particular task, you should speak to your teacher as soon as possible after results are issued
- advice on procedures to be followed in the event of an illness or misadventure preventing you from completing an assessment task or Exam
- advice on the procedure and consequences which flow from failure to maintain satisfactory progress.

As a student, you are responsible for:

- meeting all course requirements
- applying yourself with diligence and sustained effort to the set tasks and experiences provided in each course
- making a serious attempt at all assessment tasks. If you do not make a serious attempt at assessment tasks worth in excess of 50% of the available marks you will receive an N determination for that course
- integrity – work submitted must be your own and sources consulted must be acknowledged
- submitting all tasks on or before the due date.

Satisfactory Course Completion

For each course the Principal will need to declare that a student has:

- followed an approved course of study;
- applied themselves with diligence and sustained effort;
- participated in and achieved some or all of the course outcomes.

Attendance at school and in classes is critical to a student achieving course outcomes.

'N-Award' Determinations

A student who is given an 'N' determination may not be eligible for a Record of School Achievement (ROSA).

1. Initially a letter will be sent to students by class teachers and Head Teachers outlining areas where problems exist and consequences of not addressing these. This letter will include an outline/copies of work missed.
2. If there is insufficient improvement, a further letter will be sent to students outlining the consequences of failure to meet requirements. This letter will be accompanied by additional interviews / counselling by the Head Teacher and class teacher if the student is not performing in one subject area.
3. If an 'N' determination is possible, students and parents / carers will be involved in an interview with the Deputy Principal regarding the possible ineligibility of a ROSA.

BLUE Cover Sheet

All tasks must be submitted with the school cover sheet. No task will be accepted or deemed to have been handed in unless the cover sheet is completed with all relevant signatures.

Submission of tasks

- Students must complete all tasks to the best of their ability. All tasks must be completed and submitted **BEFORE PERIOD ONE** on the due date. In-class tasks will be given at a time suitable to all classes undertaking the course.
- Computer or printer failure cannot be taken as an acceptable reason for failure to submit a task on time. It is the student's responsibility to save and back-up work frequently. If failure occurs, the student must submit their last printed hard copy as evidence of work completed. If the assignment is to be submitted online (USB), the last saved copy is to be submitted.

Attendance / Late submission of tasks

On the day of a task it is expected that all students are present for their normal timetable. In the case of absence, when a task is due to be handed in, the student should try to ensure that the task is received by the teacher that day and make all reasonable efforts to have the work delivered, by hand, submitted in google classroom, or email to your teacher. This may mean a friend or relative bringing it to the school and submitting it on your behalf.

It is expected all students are present at school in the days leading into a task. A pattern of non-attendance may suggest the student is using sick days to advantage themselves in completing a task and could be an example of malpractice. Students absent will need to produce a medical certificate.

If a student is not present then they must report to the **Deputy Principal** within **TWO DAYS** of their return to school, with:

- a completed **Stage 5 'Illness/Misadventure'** form with all relevant documentation (eg. doctor's certificate, appointment notice, funeral notice) to then negotiate with the Head Teacher of the subject area.

This should be presented to the teacher with evidence of the task being commenced.

The Head Teacher will then decide, and advise the teacher and Deputy Principal, if the student will:

- Sit the task on an alternative date or sit for a substitute task
- Receive an estimate or special consideration of the result in rare circumstances.

Students who hand in tasks after the due date without appropriate documentation will be awarded a **ZERO** mark, which could result in the loss of the **ROSA**.

Semester reports / Attitude and Effort

The grades and comments that students receive on their reports may include other areas such as examinations, projects, assignments and classwork as well as a conduct and attitude component. Poor attitude and effort that result in lack of achievement of course outcomes and non-completion of work may result in an 'N' Determination. Attitude and effort will form part of your comment on each semester report.

Transfer of results

Students enrolling in the school during Year 10 will be graded on their performance whilst at this school but advice may be sought from their previous school to assist in determining an accurate course grade.

SAMPLE: ASSESSMENT TASK COVER SHEET

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COURSE & SUBJECT

TASK:

This section gives you the details of the task and the due date

DATE DUE:

if the task is not submitted by the due date you will receive zero – see the school's assessment policy

IN THIS TASK YOU WILL BE ASSESSED ON HOW WELL YOU:

This section tells you how the task will be assessed

OUTCOMES TO BE ASSESSED:

Outcomes from the syllabus related to the task are listed here

The completed task is to be handed in with this cover sheet.

NAME: _____ **CLASS:** _____ **DATE SUBMITTED:** ____ / ____ / ____

STATEMENT OF AUTHENTICITY AND ACADEMIC INTEGRITY

I certify that:

- the planning, development, content and presentation of this task is my own work in every respect
- it has not been copied from another person's work or from books or from the internet or any other source
- I have used appropriate research methods and have not used the words, ideas, designs, skills or any other material from any source in this task or its development without appropriate acknowledgement

You state that the work is yours and have acknowledged sources

STUDENT SIGNATURE: _____

DATE: ____ / ____ / ____

RECEIPT
(Retained by Student)

SUBJECT	_____	TEACHER	_____
TASK	_____		
NAME	_____	CLASS	_____
DATE DUE	____ / ____ / ____	DATE SUBMITTED	____ / ____ / ____
RECEIVED BY	_____	SIGNED	_____

You fill in the receipt and retain it as proof you submitted the task

C. Academic Integrity Policy

NESA has strict requirements concerning the integrity of ownership of work submitted. These are mirrored by the school's expectations. All work presented in assessment tasks and examinations (including all submitted works and practical examinations), must be your own. Malpractice (cheating) or plagiarism (claiming someone else's ideas or work as your own or using them without acknowledgement), could lead to your receiving ZERO marks and may jeopardise your award of the Record of School Achievement (ROSA).

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
 - using material directly from books, journals, CDs or the internet without reference to the source
 - building on the ideas of another person without reference to the source
 - buying, stealing or borrowing another person's work and presenting it as your own
 - submitting work to which another person such as a parent, coach or subject expert has contributed substantially
 - using words, ideas, designs or the workmanship of others in practical or performance tasks without appropriate acknowledgement
 - paying someone to write or prepare material
 - breaching school examination rules
 - obtaining unauthorised access to examination papers or questions before the examination
 - using non-approved aides during an assessment task
 - contriving false explanations to explain work not handed in by the due date
 - assisting another student to engage in malpractice.
- Malpractice during a school exam or for an Assessment Task could result in an 'N' Determination for that subject.
 - The Head Teacher, in consultation with the class teacher, will establish that malpractice has occurred. Parents / Carers will be advised in writing. If a student can produce conclusive evidence that malpractice has not occurred, an appeal may be lodged with the Deputy Principal in writing. An interview with the student will follow and the decision made will be final. If it is found that malpractice has occurred, no substitute task will be given.

D. Disability Provisions

NESA makes provision for students who are suffering either a permanent or temporary disability or medical condition to apply for special exam provisions in the HSC year (eg additional time, separate supervision or even a reader and/or writer). Extensive medical evidence is required for such provisions.

In Year 7 – 11 the Principal, on advice from the Learning Support Team, provides for suitable disability provisions. **It must be clear that school adjustments DO NOT automatically mean that a student will receive Disability Provisions from the NESA for their HSC examinations.**

Disability provision forms can be obtained from your Year Adviser, Head Teacher Welfare or Deputy Principal's and must be returned to the Learning and Support teacher, Mrs Upcroft, for consideration by the Learning Support Team at the next meeting.

E. Procedures for Illness/Misadventure Appeals

Students are advised to complete all assessment tasks to the best of their ability and to **immediately** advise the school in advance if circumstances appear likely to prevent them from doing so. Students who are absent from a scheduled task, or who cannot submit a task on time due to illness /misadventure, have a responsibility to submit a medical certificate or other appropriate documentation. Students who are unwell or experience misadventure are advised to seek **independent** medical advice immediately. The student will be required to collect a **Stage 5 'Illness and Misadventure' form** from the Deputy Principal. This form must be completed and returned to the DEPUTY PRINCIPAL **WITHIN TWO DAYS of returning to school** for the appeals process to progress.

If the appeal is approved, the options may include an estimated mark, rescheduling of the task or other arrangements negotiated on an individual basis. Since students often perform better under stressful conditions than they expect, it is important to complete the task if possible rather than rely on predictions or estimates.

If a **formal examination** is missed the student must follow the same procedure as outlined above and **not** wait until the end of the examination period, unless the illness extends that far. Where possible, examinations will be rescheduled within the examination period time frame. It is the responsibility of the student to organise this with the DEPUTY PRINCIPAL, who will inform the Head Teacher of the subject, and the Examinations Officer.

F. Reviews / Appeals

- *All questions about marks or grades must be resolved at the time a task is handed back.*

Students may ask for a review of their assessments if they feel that special circumstances have interfered with their performance, not covered by the rules above. This request for review must be submitted in writing to the Deputy Principal, who will consult with the Head Teacher and Year Adviser. Documentary evidence is required.

If you wish to appeal against the mark/grade awarded by the school at the end of the course, you must submit a written appeal together with evidence to the **School Principal**. Your application for a review/appeal should show that your mark/grade in the course is not consistent with the reports given to you throughout the year by the school. The School will review the mark/grade you have been given and advise you of the result of the review.

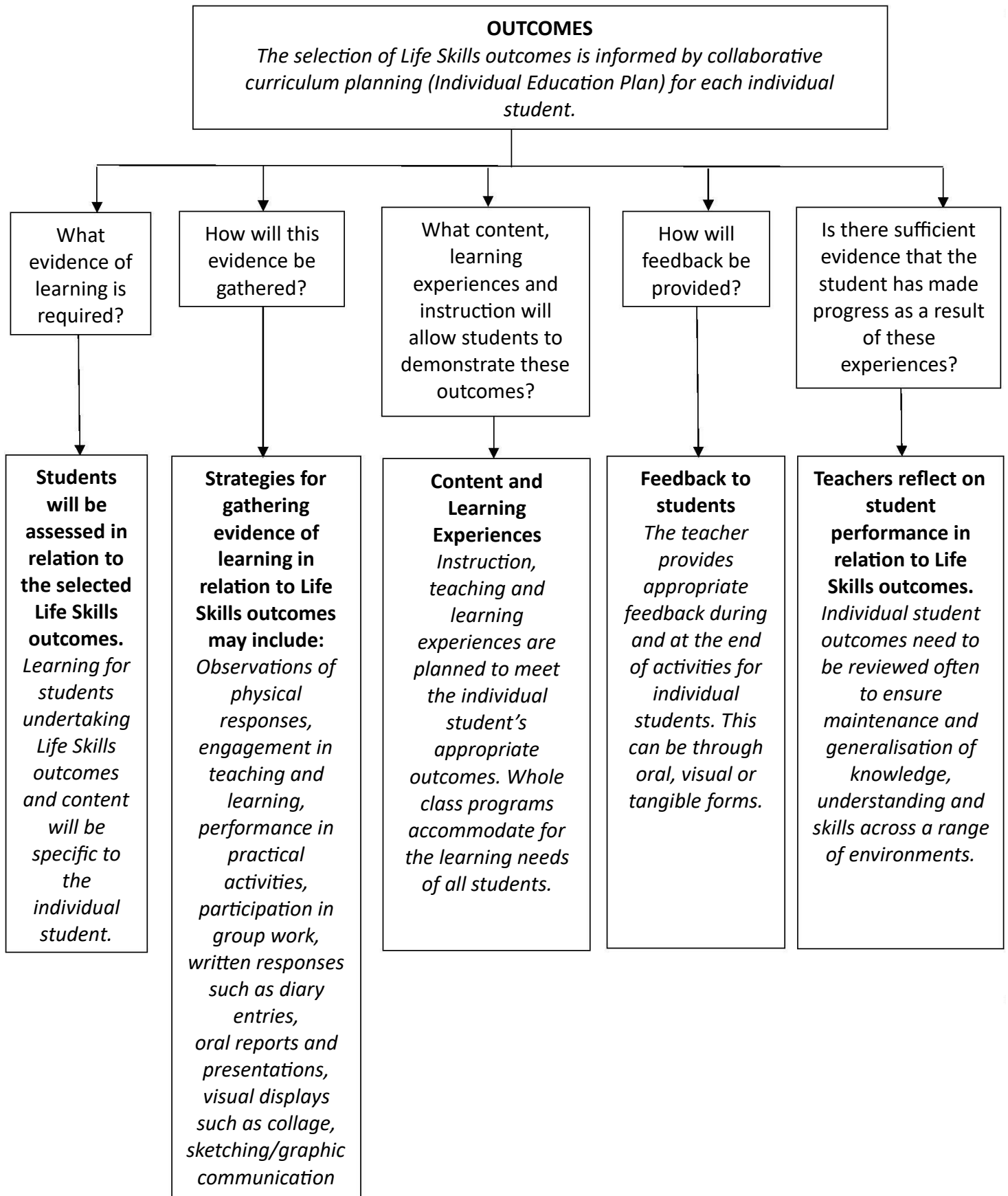
The Review Panel will consist of:

- Principal or Deputy Principal
- Head Teacher of the subject in question or a nominee
- Year Adviser

If your appeal is upheld, you will receive either the mark you actually gained on the task, or a predicted mark, on the judgement of the teacher and Head Teacher.

- The Principal will notify the NSW Education Standards Authority (NESA) of any student who has not met NESA requirements and therefore may be ineligible for a ROSA on the grounds of unsatisfactory attendance or application. The Principal will also notify the student of his / her actions and pass on appropriate information including an appeal form to the students / parents.

LEARNING SUPPORT: LIFE SKILLS ASSESSMENT



LEARNING SUPPORT: A GLOSSARY OF KEY WORDS

These verbs as they will be commonly used in assessment tasks at Kellyville High School.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

Assessment Schedules

The assessment schedules included in this booklet indicate the major components in each course. The outcomes relate directly to the task and will be measured using the marking criteria. Use the marking criteria as a guide to get you the best results. It is recommended that you go through your schedules and draw up a calendar in your diary, listing due dates to assist you with planning your time. Dates are generally indicated as weeks only, so that a suitable lesson within the week may be allocated for all classes.

Dates may change due to unforeseen circumstances.

In this instance, as much notice as possible will be given of the new date.

The Assessment Policy rules about lateness will be applied to all of these tasks.

Following the core subjects, elective courses offered follow in alphabetical order.

Notes:

1. Many of the tasks listed are some form of project or assignment which students will have an extended period to complete. The due date is a ***final due date***.
2. Many practical subjects base their assessment largely on the completion of practical projects and the submission of portfolios. This means that most of the work is completed in class, but the final product is assessed on completion.
3. Ongoing observation also contributes to final assessment marks in many areas. No set date can be attached to this form of assessment.
4. Topic tests in addition to those listed may be administered in some subjects to assist in formative assessment - the acquisition of specific knowledge and readiness of the class to move on to a new topic.
5. Not all assessments on this schedule apply to all students.

Year 10 Assessment Summary 2025

Term 1 2025			
Week	Subject	Year 10 Assessment Task	%
1A			
2B			
3A			
4B			
5A			
6B			
8B	Mathematics Level 3	Task 1: Class Test	20
	Mathematics Level 2	Task 1: Class Test	20
	Mathematics Level 1	Task 1: Class Test	20
8B	Child Studies	Task 1: Research and Oral Presentation	30
	English	Task 1: Advertisement Analysis	25
	Drama	Task 1: Group Designed Performance	20
	Science	Task 1: Motion Depth Study	20
	History	Task 1: Source Analysis and Extended Response	40
9A	Geography	On going in class activities Guided Fieldwork activity (formative assessment)	
	PASS	Task 1: Topic Test	30
	PDHPE	Task 1: Multimedia Presentation	30
	Visual Arts	Task 1: Critical/Historical Task	20
10B	Computing Technology	Task 1: Website Project	35
Term 2: 2025			
Week	Subject	Year 10 Assessment Task	%
1A			
2B	Commerce	Task 1: Topic Test	30
	Industrial Technology – Timber	Task 1: Project 1	40
	Industrial Technology - Engineering	Task 1: Project 1	40
3A	Food Technology	Task 1: Project 1 – Food in Australia	40
4B	Mathematics Level 3	Task 2: Class Test	30
	Mathematics Level 2	Task 2: Class Test	30
	Mathematics Level 1	Task 2: Class Test	30
	Visual Arts (Week 5)	Task 2: Semester 1 Body of Work	30
5A	Geography	Task 2: Topic Test	35
6B	Science	Task 2: Half Yearly Examination	20
7A			
8B	English	Task 2: Essay	20
	History	Historical Analysis (Formative assessment)	20
9A			
10B			

Term 3: 2025				
Week	Subject	Year 10 Assessment Task	%	
1A	PDHPE (ongoing Terms 3 and 4)	Task 2: Invasion Games and Summer Sport	30	
	PASS (ongoing Terms 3 and 4)	Task 2: Field Games and Indoor/Outdoor Activity	30	
2B	Commerce	Task 2: Research & In class writing task	30	
3A				
4B				
5A	Science	Task 3: Student Research Project	30	
6B				
7A				
8B	Child Studies	Task 2: Research and Design	30	
	Mathematics Level 3	Task 3: Working Mathematically Task/Class Test	20	
	Mathematics Level 2	Task 3: Working Mathematically Task/Class Test	20	
	Mathematics Level 1	Task 3: Working Mathematically task/Class Test	20	
9A	English	Task 3: Multimodal Presentation	25	
	Computing Technology	Task 3: Robotics Project	30	
10B				
Term 4: 2025				
Week	Subject	Year 10 Assessment Task	%	
1A				
2B				
	Drama (Week 4)	Task 3: Group Performance	40	
	Food Technology	Task 2: Project 2 - Food Product Development	40	
	Industrial Technology – Timber	Task 2: Project 2	40	
	Industrial Technology- Engineering	Task 2: Project 2	40	
3A	Child Studies	Task 3: Yearly Examination	40	
	Commerce	Task 3: Yearly Examination	40	
	English	Task 4: Yearly Examination	30	
	Food Technology	Task 3: Yearly Examination	20	
	Geography	Task 3: Yearly Examination – Changing Places	40	
	History	Task 3: Yearly Examination – Rights and Freedoms	40	
	Industrial Technology – Timber	Task 3: Yearly Examination	20	
	Industrial Technology- Engineering	Task 3: Yearly Examination	20	
	Computing Technology	Task 4: Yearly Examination	25	
	4B			
		Mathematics Level 3	Task 4: Yearly Examination	30
		Mathematics Level 2	Task 4: Yearly Examination	30
		Mathematics Level 1	Task 4: Yearly Examination	30
		PASS	Task 3: Yearly Examination	40
		PDHPE	Task 3: Yearly Examination	40
		Science	Task 4: Yearly Examination	30
		Visual Arts	Task 3: Yearly Examination	20
Visual Arts		Task 4: Semester 2 Body of Work	30	
5A				
6B				
7A				
8B				
9A				
10B				

STAGE 5 (YEAR 10) ENGLISH

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Advertisement Analysis	'Can We Think For Ourselves?' Writing	EN5-RVL-01, EN5-URB-01 EN5-ECA-01	25	T1, W8
2	Essay	'Making The Old New' Reading, Writing	EN5-RVL-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01	20	T2, W8
3	Multimodal Presentation	'Justice and Morality' Reading, Speaking, Representing	EN5-RVL-01, EN5-URA-01 EN5-URB-01, EN5-ECA-01	25	T3, W9
4	Yearly Examination	Reading/ Writing	EN5-RVL-01, EN5-URA-01, EN5-ECA-01	30	T4, W3-4

A student:

EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts

EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures

EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes

EN5-URC-01 investigates and explains ways of valuing texts and the relationships between them

EN5-ECA-01 crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning

EN5-ECB-01 uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

STAGE 5 (YEAR 10) GEOGRAPHY

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	On going in class activities Guided Fieldwork activity (formative assessment)	Environmental Management	5.1, 5.2, 5.3, 5.5, 5.7, 5.8	25	T1, W9/10
2	Topic Test	Environmental Change and Management	5.2, 5.3, 5.4, 5.5, 5.7, 5.8	35	T2, W5/6
3	Yearly exam	Changing Places	5.2, 5.3, 5.5, 5.7, 5.8	40	T4 Exam period

A student:

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

STAGE 5 (YEAR 10) HISTORY

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Source Analysis and Extended Response	The Making of the Modern World Core Study: Depth Study 3: Australians at War: World War 2 1939-1945	5.1, 5.3, 5.6, 5.9, 5.10	40	T1, W8/9
2	Historical Analysis (Formative assessment)	The Holocaust	5.1, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10	20	T2, W8/9
3	Yearly Exam	Rights and Freedoms	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9, 5.10	40	T4 Exam period

A student:

- HT5.1 Explains and assesses the historical forces and factors that shaped the modern world and Australia
- HT5.2 Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
- HT5.3 Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- HT5.4 Explains and analyses the causes and effects of events and developments in the modern world and Australia
- HT5.5 Identifies and evaluates the usefulness of sources in the historical inquiry process
- HT5.6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
- HT5.7 Explains different perspectives and interpretations of the modern world and Australia
- HT5.8 Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- HT5.9 Uses historical terms and concepts in appropriate contexts
- HT5.10 Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

STAGE 5 (YEAR 10) MATHEMATICS Level 3

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Class Test	Variation and Rates of Change A (Path) & B (Path), Trigonometry A (Core) & B (Core), Data Analysis A (Core) & C (Path) Probability A (Core) & B (Path)	MAO-WM-01, MA5-RAT-P-01, MA5-RAT-P-02, MA5-TRG-C-01, MA5-TRG-C-02, MA5-DAT-C-01, MA5-DAT-P-01, MA5-PRO-C-01, MA5-PRO-P-01	20	T1, W8
2	Class Test	Linear Relationships A (Core), B (Core) & C (Path), Equations A (Core), B (Path) & C (Path)	MAO-WM-01, MA5-LIN-C-01, MA5-LIN-C-02, MA5-LIN-P-01, MA5-EQU-C-01, MA5-EQU-P-01, MA5-EQU-P-02	30	T2, W4
3	Working Mathematically Task/Class Test	Data Analysis B (Core) Introduction to Networks (Path) Non-Linear Relationships A (Core), B (Core) & C (Path)	MAO-WM-01, DAT-C-02, MA5-NET-P-01, MA5-NLI-C-01, MA5-NLI-C-02, MA5-NLI-P-01	20	T3, W8
4	Yearly Examination	Selected Topics above + Selected Topics above + Trigonometry C (Path) & D (Path) Properties of Geometrical Figures A (Core), B (Path) & C (Path)	Selected Outcomes above + MAO-WM-01, MA5-TRG-P-01, MA5-TRG-P-02, MA5-GEO-C-01, MA5-GEO-P-01, MA5-GEO-P-02	30	T4, W3

A student:

MAO-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
MA5-RAT-P-01	identifies and solves problems involving direct and inverse variation and their graphical representations
MA5-RAT-P-02	analyses and constructs graphs relating to rates of change
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems
MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression
MA5-TRG-P-01	applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings
MA5-TRG-P-02	establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations
MA5-DAT-C-01	compares and analyses datasets using summary statistics and graphical representations
MA5-DAT-C-02	displays and interprets datasets involving bivariate data
MA5-DAT-P-01	plans, conducts and reviews a statistical inquiry into a question of interest

STAGE 5 (YEAR 10) MATHEMATICS Level 3 continued

MA5-PRO-C-01	solves problems involving probabilities in multistage chance experiments and simulations
MA5-PRO-P-01	solves problems involving Venn diagrams, 2-way tables and conditional probability
MA5-LIN-C-01	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form
MA5-LIN-P-01	describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-EQU-P-01	solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3 = k$
MA5-EQU-P-02	solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations
MA5-NET-P-01	solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits
MA5-NLI-C-01	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts
MA5-NLI-C-02	identifies and compares features of parabolas and exponential curves in various contexts
MA5-NLI-P-01	interprets and compares non-linear relationships and their transformations, both algebraically and graphically
MA5-GEO-C-01	identifies and applies the properties of similar figures and scale drawings to solve problems
MA5-GEO-P-01	establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes
MA5-GEO-P-02	constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes

STAGE 5 (YEAR 10) MATHEMATICS Level 2

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Class Test	Variation and Rates of Change A (Path) & B (Path), Trigonometry A (Core) & B (Core)	MAO-WM-01, MA5-RAT-P-01, MA5-RAT-P-02, MA5-TRG-C-01, MA5-TRG-C-02	20	T1, W8
2	Class Test	Data Analysis A (Core) & C (Path), Probability A (Core) & B (Path)	MAO-WM-01, MA5-DAT-C01, DAT-P-01, MA5-PRO-C01, MA5-PRO-P-01	30	T2, W4
3	Working Mathematically Task/Class Test	Linear Relationships A (Core) & B (Core), Data Analysis B (Core), Equations A (Core) & B (Path), Equations C (Path), Introduction to Networks (Path), Area and Surface Area A (Core), Volume A (Core)	MAO-WM-01, MA5-LIN-C-01, MA5-LIN-C-02, DAT-C-02, MA5-EQU-C-01, MA5-EQU-P-01 MA5-EQU-P-02, MA5-NET-P-01, MA5-ARE-C-01, MA5-ARE-P-01, MA5-VOL-C-01	20	T3, W8
4	Yearly Examination	Selected Topics above + Non-Linear Relationships A (Core), B (Core) & C (Path), Financial Mathematics A (Core)	Selected Outcomes above + MAO-WM-01, MA5-NLI-C-01, MA5-NLI-C-02, MA5-NLI-P-01, FIN-C-01	30	T4, W3

A student:

MAO-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
MA5-RAT-P-01	identifies and solves problems involving direct and inverse variation and their graphical representations
MA5-RAT-P-02	analyses and constructs graphs relating to rates of change
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems
MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression
MA5-DAT-C01	compares and analyses datasets using summary statistics and graphical representations
MA5-DAT-P-01	plans, conducts and reviews a statistical inquiry into a question of interest
MA5-PRO-C01	solves problems involving probabilities in multistage chance experiments and simulations
MA5-PRO-P-01	solves problems involving Venn diagrams, 2-way tables and conditional probability
MA5-LIN-C-01	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form

STAGE 5 (YEAR 10) MATHEMATICS Level 2 continued

MA5-DAT-C-02	displays and interprets datasets involving bivariate data
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-EQU-P-01	solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3 = k$
MA5-EQU-P-02	solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations
MA5-NET-P-01	solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits
MA5-ARE-C-01	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
MA5-ARE-P-01	applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems
MA5-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders
MA5-NLI-C-01	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts
MA5-NLI-C-02	identifies and compares features of parabolas and exponential curves in various contexts
MA5-NLI-P-01	interprets and compares non-linear relationships and their transformations, both algebraically and graphically
FIN-C-01	solves financial problems involving simple interest, earning money and spending money

STAGE 5 (YEAR 10) MATHEMATICS Level 1

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Class Test	Variation and Rates of Change A (Path), Trigonometry A (Core) & B (Core)	MAO-WM-01, MA5-RAT-P-01, MA5-TRG-C-01, MA5-TRG-C-02	20	T1, W8
2	Class Test	Data Analysis A (Core) & C (Path), Probability A (Core)	MAO-WM-01, MA5-DAT-C01, DAT-P-01, MA5-PRO-C01	30	T2, W4
3	Working Mathematically Task/Class Test	Linear Relationships A (Core) & B (Core), Data Analysis B (Core), Equations A (Core), Equations C (Path), Introduction to Networks (Path), Area and Surface Area A (Core), Volume A (Core)	MAO-WM-01, MA5-LIN-C-01, MA5-LIN-C-02, DAT-C-02, MA5-EQU-C-01, MA5-EQU-P-02, MA5-NET-P-01, MA5-ARE-C-01, MA5-VOL-C-01	20	T3, W8
4	Yearly Examination	Selected Topics above + Non-Linear Relationships A (Core) and B (Core)	Selected Outcomes above + MAO-WM-01, MA5-NLI-C-01, MA5-NLI-C-02	30	T4, W3

A student:

MAO-WM-01

develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly

MA5-RAT-P-01

identifies and solves problems involving direct and inverse variation and their graphical representations

MA5-TRG-C-01

applies trigonometric ratios to solve right-angled triangle problems

MA5-TRG-C-02

applies trigonometry to solve problems, including bearings and angles of elevation and depression

MA5-DAT-C01

compares and analyses datasets using summary statistics and graphical representations

MA5-DAT-P-01

plans, conducts and reviews a statistical inquiry into a question of interest

MA5-PRO-C01

solves problems involving probabilities in multistage chance experiments and simulations

MA5-LIN-C-01

determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools

MA5-LIN-C-02

graphs and interprets linear relationships using the gradient/slope-intercept form

MA5-DAT-C-02

displays and interprets datasets involving bivariate data

MA5-EQU-C-01

solves linear equations of up to 3 steps, limited to one algebraic fraction

MA5-EQU-P-02

solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations

MA5-NET-P-01

solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits

MA5-ARE-C-01	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
MA5-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders
MA5-NLI-C-01	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts
MA5-NLI-C-02	identifies and compares features of parabolas and exponential curves in various contexts

STAGE 5 (YEAR 10) PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Multimedia Presentation	Risk taking Behaviour	PD5-2, 6, 7, 8	30	T1, W9
2	Invasion Games and Summer Sport	Games, Skills, Application and Performance	PD5- 4, 5, 11	30	T3/T4 Ongoing
3	Yearly Examination	Knowledge and Understanding	PD5-1, 2, 3, 5, 6, 7, 8, 9, 10	40	T4, W3-4

A student:

- PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges
- PD5-2 researches and appraises the effectiveness of health information and support services available in the community
- PD5-3 analyses factors and strategies that enhance inclusivity and respectful relationships
- PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- PD5-5 appraises and justifies choices of actions when solving complex movement challenges
- PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
- PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
- PD5-9 assesses and applies self-management skills to effectively manage complex situations
- PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful relationships in a variety of groups or contexts
- PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

STAGE 5 (YEAR 10) SCIENCE

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Motion Depth Study Open Ended Investigation	Physics	SC5-10PW, SC5-11PW	20	T1, W8
2	Half Yearly Examination	Written: Content from knowledge and understanding and skills from working scientifically	SC5-4WS – SC5-9WS, SC5-10PW, SC5-16, SC5-14LW, SC5-15LW	20	T2, W6
3	Student Research Project	Experimental Design	SC5-5WS, SC5-6WS, SC5-7WS	30	T3, W5 Handed out T2, W10
4	Yearly Examination	Written: Content from knowledge and understanding and skills from working scientifically	SC5-4WS – SC5-9WS all skills from working scientifically SC5-10PW- SC5-17CW all knowledge and understanding	30	T4, W3-4

A student:

SC51VA	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC5-2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
SC5-3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology
SC5-4WS	develops questions or hypotheses to be investigated scientifically
SC5-5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
SC5-6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
SC5-7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5-8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5-9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC5-10PW	applies models, theories and laws to explain situations involving energy, force and motion
SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5-12ES	describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
SC5-13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
SC5-14LW	analyses interactions between components and processes within biological systems
SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17CW	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

STAGE 5 (YEAR 10) CHILD STUDIES

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Research and Oral Presentation	Skills in communication Health and Safety in Childhood	CS5-2, CS5-4, CS5-8, CS5-9, CS5-11	30	T1, W8
2	Research and Design	Research and Communication Media and Technology	CS5-3, CS5-4, CS5-5, CS5-9	30	T3, W8
3	Yearly Examination	Knowledge and Understanding Media and Technology Children and Culture	CS5-2, CS5-3 CS5-4, CS5-5, CS5-8, CS5-9, CS5-11, CS5-12	40	T4, W3-4

A student:

- 1.1 identifies the characteristics of a child at each stage of growth and development
- 1.2 describes the factors that affect the health and wellbeing of the child
- 1.3 analyses the evolution of childhood experiences and parenting roles over time
- 2.1 plans and implements engaging activities when educating and caring for young children within a safe environment
- 2.2 evaluates strategies that promote the growth and development of children
- 2.3 describes a range of appropriate parenting practices for optimal growth and development
- 3.1 discusses the importance of positive relationships on the growth and development of children
- 3.2 evaluates the role of community resources that promote and support the wellbeing of children and families
- 3.3 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
- 4.1 demonstrates a capacity to care for children in a positive, understanding and tolerant manner in a variety of settings and contexts
- 4.2 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 4.3 applies appropriate evaluation techniques when creating, discussing and assessing information related to child growth and development

STAGE 5 (YEAR 10) COMMERCE

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Topic Test	The Economic and Business Environment	5.1, 5.2, 5.4, 5.5, 5.8	30	T2, W2
2	Research & In class writing task	Running a Business	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	30	T3, W2
3	Yearly Exam	All Topics	5.1, 5.2, 5.3, 5.4, 5.5, 5.8	40	T4, Exam period

A student:

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

STAGE 5 (YEAR 10) DRAMA

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Close study of style: Melodrama Group designed performance	Making and Performing	5.1.1, 5.1.2, 5.2.1	20	T1, W8
2	Elements of Production: Musical Theatre Project a. Performance/Promotional pack/Costume/Set b. Rationale	Making and Performing Appreciating	5.1.4, 5.2.2, 5.2.3, 5.3.2, 5.3.3	40	T2, W7
3	Yearly Examination Playbuilding: The essence of being human in the digital age	Appreciating	5.1.2, 5.1.3, 5.1.4, 5.2.3, 5.3.1, 5.3.2	40	T4, W3-4

A student:

- 5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
- 5.1.2 contributes, selects, develops and structures ideas in improvisation and playbuilding
- 5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text
- 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
- 5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
- 5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning
- 5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
- 5.3.2 analyses the contemporary and historical contexts of drama
- 5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

STAGE 5 (YEAR 10) FOOD TECHNOLOGY

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Project 1 – Food in Australia	Practical and Folio Component	FT5-8, FT5-9, FT5-12	40	T2, W3-4
2	Project 2 – Food Product Development	Practical and Folio Component	FT5-1, FT5-2, FT5-10, FT5-11, FT5-13	40	T4, W2-3
3	Yearly Examination	Scope, Knowledge and Understanding, Management	FT5-6, FT5-7, FT5-12	20	T4, W3

A student:

- FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product
- FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- FT5-3 describes the physical and chemical properties of a variety of foods
- FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage
- FT5-5 applies appropriate methods of food processing, preparation and storage
- FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- FT5-7 justifies food choices by analysing the factors that influence eating habits
- FT5-8 collects, evaluates and applies information from a variety of sources
- FT5-9 communicates ideas and information using a range of media and appropriate terminology
- FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes
- FT5-12 examines the relationship between food, technology and society
- FT5-13 evaluates the impact of activities related to food on the individual, society and the environment

STAGE 5 (YEAR 10) INDUSTRIAL TECHNOLOGY – TIMBER/ENGINEERING

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Project 1	Practical and Folio Component	IND5-1, IND5-2, IND5-3, IND5-4, IND5-6	40	T2, W2
2	Project 2	Practical and Folio Component	IND5-1, IND5-3, IND5-4, IND5-5, IND5-8	40	T4, W2
3	Yearly Examination	Scope, Knowledge, Understanding and Management	IND5-1, IND5-3, IND5-5, IND5-9, IND5-10	20	T4, W3

A student:

- IND5-1 identifies, assesses, applies and manages the risks & WHS issues associated with the use of a range of tools, equipment, materials, processes & technologies
- 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
- IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications
- IND5-5 selects, interprets & applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- IND5-6 identifies and participates in collaborative work practices in the learning environment
- IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects
- IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications
- IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

STAGE 5 (YEAR 10) COMPUTING TECHNOLOGY

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Website Project	Designing for user experience Developing web software	CT5-SAF-01, CT5-DPM-01, CT5-COL-01, CT5-COM-01, CT5-DES-01, CT5-THI-01.	35	T2, W2
2	Robotics Project	Building mechatronic and automated systems	CT5-EVL-01, CT5-DPM-01, CT5-COL-01, CT5-OPL-01, CT5-THI-01	35	T3, W9
3	Yearly Examination	Developing web software Designing for user experience Building mechatronic and automated systems	CT5-SAF-01, CT5-EVL-01, CT5-DAT-01, CT5-OPL-01, CT5-COL-01, CT5-DAT-02	30	T4, W3

A student:

CT5-SAF-01	selects and applies safe, secure and responsible practices in the ethical use of data and computing technology
CT5-EVL-01	understands how innovation, enterprise and automation have inspired the evolution of computing technology
CT5-OPL-01	designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language
CT5-DES-01	designs and creates user interfaces and the user experience
CT5-DPM01	applies iterative processes to define problems and plan, design, develop and evaluate computing solutions
CT5-DAT-01	explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts
CT5-THI-01	applies computational, design and systems thinking to the development of computing solutions
CT5-COL-01	manages, documents and explains individual and collaborative work practices
CT5-COM-01	communicates ideas, processes and solutions using appropriate media
CT5-DAT-02	acquires, represents, analyses and visualises simple and structured data

STAGE 5 (YEAR 10) PHYSICAL ACTIVITY & SPORTS STUDIES

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Topic Test	Event Management	PASS5-1, PASS5-2, PASS5-4, PASS5-5, PASS5-7, PASS5-8, PASS5-10	30	T1, W9
2	Field Games and Indoor/Outdoor Activity	Movement Skill and Participation	PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9,	30	T3/T4 Ongoing
3	Yearly Examination	Event Management, Sports Nutrition, Issues in Sport, Physical Activity for Specific Groups	PASS5-1, PASS5-2, PASS5-3, PASS5-4, PASS5-6, PASS5-10	40	T4, W3-4

A student:

- PASS – 1 discusses factors that limit and enhance the capacity to move and perform
- PASS – 2 analyses the benefits of participation and performance in physical activity and sport
- PASS - 3 discusses the nature and impact of historical and contemporary issues in physical activity and sport
- PASS – 4 analyses physical activity and sport from personal, social and cultural perspectives
- PASS – 5 demonstrates actions and strategies that contribute to active participation and skilful performance
- PASS – 6 evaluates the characteristics of participation and quality performance in physical activity and sport
- PASS – 7 works collaboratively with others to enhance participation, enjoyment and performance
- PASS – 8 displays management and planning skills to achieve personal and group goals
- PASS – 9 performs movement skills with increasing proficiency
- PASS – 10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

STAGE 5 (YEAR 10) VISUAL ARTS

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Critical/Historical Task	Critical/Historical	5.7, 5.10	20	T1, W9
2	Semester 1 Body of Work	Art Making	5.1, 5.2, 5.5, 5.6	30	T2, W5
3	Yearly Examination	Critical/Historical	5.8, 5.9	20	T4, W3-4
4	Semester 2 Body of Work	Art Making	5.4, 5.5	30	T4, W4

A student:

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.2 makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
- 5.3 makes artworks informed by an understanding of how the frames affect meaning
- 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts
- 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks
- 5.6 demonstrates developing technical accomplishment and refinement in making artworks
- 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art
- 5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
- 5.9 demonstrates how the frames provide different interpretations of art
- 5.10 demonstrates how art criticism and art history construct meanings

STAGE 5 (YEAR 10) MUSIC

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Journal and Performance	Performance as a soloist or as part of a small ensemble (in class) Journal – aural and musicology (submission)	5.4, 5.7, 5.2	30	T1, W9-10
2	Half Yearly Examination Performance	Solo Performance	5.1, 5.3	20	T2, W3-4
3	Composition	Composition including score, recording and process diary	5.5, 5.6, 5.10	30	T3, W7
4	Yearly Examination	Written examination on aural/musicology	5.8, 5.9	20	T4, W3-4

A student:

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.6 uses different forms of technology in the composition process

APPENDIX 1



Stage 5 - Illness and Misadventure Form

Section A – Appeal Details

Full Name: _____ Year and Roll Class: _____

Date Form Submitted: _____

Subject	Teacher	Assessment / Examination	Original Date Due
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1) Did you attend the task/s? **Yes / No**

Details of the effect on my performance are: _____

2) Are you appealing due to illness**? **Yes / No** ***Medical certificate is attached*

Date/s of Absence: _____ Details: _____

3) Are you appealing due to misadventure*? **Yes / No** **Independent evidence is attached*

Details of the effect on my performance are: _____

- I consider that my assessment or examination performance will be / was affected by misadventure or an illness which occurred immediately before or during the assessment/ examination(s) as set out above.
- I declare that all the information I have supplied is true and have attached appropriate documentation.

This is an appeal for: **Special Consideration** **An Estimate** **An Alternate Task**

To submit/sit the task on an Alternative Date: _____

Student Sign:

Parent Sign:

Date:

----- (to be detached and kept by the student) -----

Section B – Decision Details

Outcome: **Approved / Declined** DP Sign: _____ Date: _____

Comment: _____

Notifications: Student/Parent Staff/Executive LST Year Adviser

File



**Stage 5
Request for Review of Assessment**

Name: _____

Class: _____

Subject: _____

Teacher: _____

Task: _____

Due Date: _____

Reason for review:

Supporting evidence:

APPROVED / NOT APPROVED

Comment:

Deputy Principal: _____

Date: _____

Notifications: Student/Parent Staff/Executive/LST File

TERM 1 2025

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
	1A						
	2B						
	3A						
	4B						
	5A						
	6B						
	7A						
	8B						
	9A						
	10B						
	11A						
		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays

TERM 2 2025

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
	1A						
	2B						
	3A						
	4B						
	5A						
	6B						
	7A						
	8B						
	9A						
	10B						

TERM 3 2025

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
	1A						
	2B						
	3A						
	4B						
	5A						
	6B						
	7A						
	8B						
	9A						
	10B						

TERM 4 2025

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
	1A						
	2B						
	3A						
	4B						
	5A						
	6B						
	7A						
	8B						
	9A						
	10B						