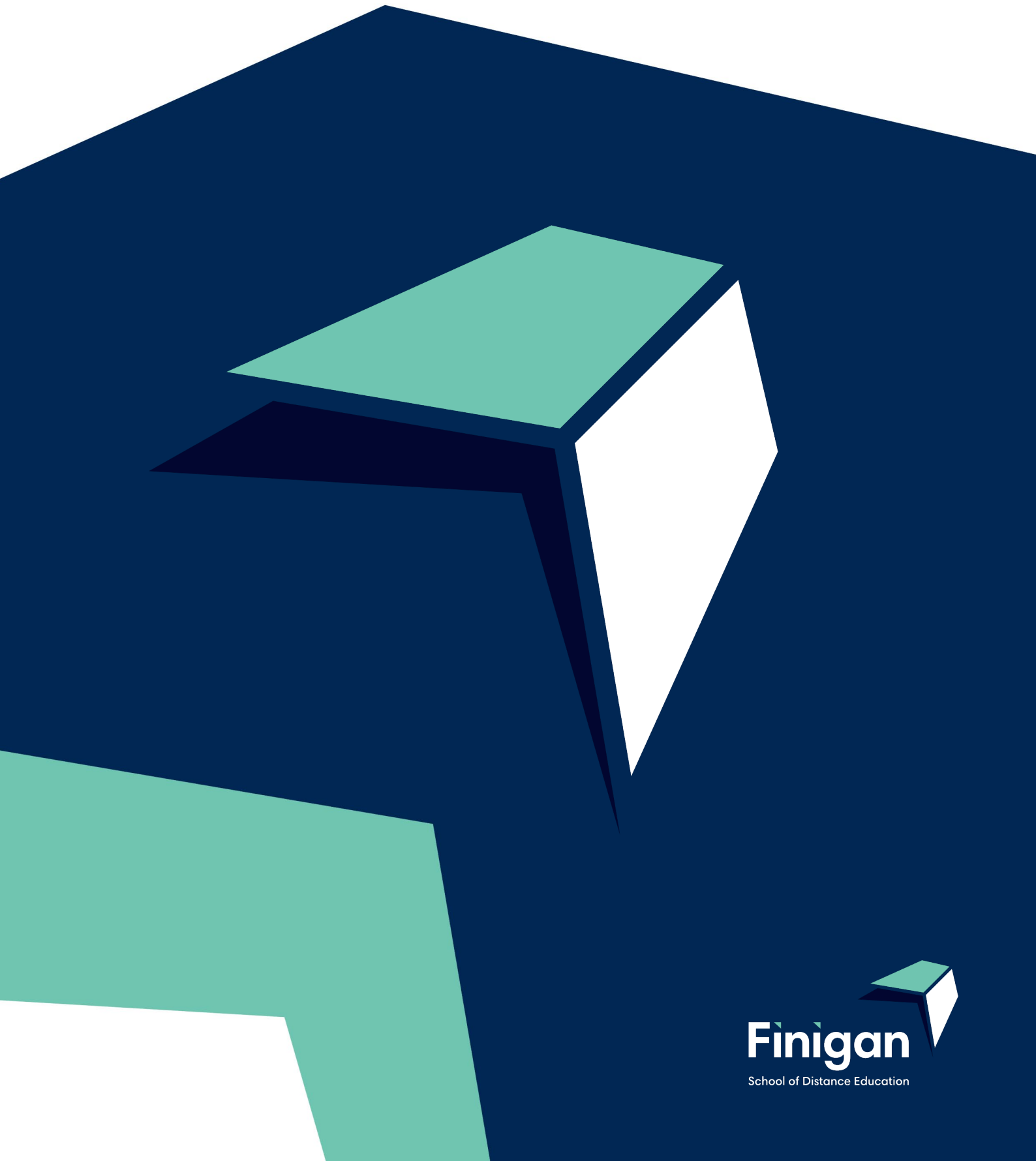


# YEAR 10 ASSESSMENT PROCEDURE

RECORD OF SCHOOL ACHIEVEMENT (RoSA) – 2024



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## Introduction

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This booklet provides students with an overview of the assessment program for each Year 10 course at Finigan. This booklet contains general information on the nature, timing and weighting of assessment tasks in each course. Further information will be provided by teachers during each course.

**It needs to be noted, however, that the Principal has the discretion to make rulings/decisions in special cases or exceptional circumstances and not all of these situations are outlined in this booklet as it would be impossible to do so.**

Assessment tasks will generally be accessed through elearning. If a task requires specific instructions or other information, you will be given a task notification letter.

## NSW Record of School Achievement

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Year 10 courses of study build towards a credential called the NSW Record of School Achievement.

The Record of School Achievement (RoSA) is:

- a record of achievement for students who leave school prior to receiving their HSC
- available when a student leaves school any time after they complete year 10
- cumulative and recognises a student's achievements until the point they leave school
- reports results of school-based assessment, not external tests
- shows a result for all courses completed in Year 10 and Year 11.

Core and elective courses that have been satisfactorily completed in State 5 (Years 9 and 10) are reported on the record of School Achievement using A to E grades (or equivalent) that have been determined by the school and based on the school's assessment program. The other mandatory curriculum requirements that have been met are also listed.

The core courses are English, Mathematics, Science, Australian Geography and Australian History; the other mandatory curriculum requirements cover PDHPE, Technology, Visual Arts, Languages and Music. Satisfactory completion of a course requires that the student applies themselves with diligence and sustained effort to the set tasks and experience provided by the school.

Students who go onto complete the appropriate requirements at the completion of Year 12 will be awarded their Higher School Certificate.

This booklet contains important information about school-based assessment for students commencing Year 10 courses.

For each Year 10 course, the school is required to prepare and administer an assessment program in accordance with specifications in the syllabus.



## Satisfactory Completion

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A student is considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by NESAs; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

In addition, it is a requirement for the award of the RoSA that students attend school until **the final day of Year 10** as determined by Department of Education. For distance education students this means remaining engaged with their courses until the last day of the school year.

Students who have not met the above requirements **cannot** be regarded as having satisfactorily completed a course. Courses deemed not to have been completed satisfactorily (meaning an **N Determination** has been given by the Principal) will not appear on the Record of School Achievement (RoSA) and students may not be able to move onto the corresponding Year 11 courses.

**NESA will issue a student a RoSA when students formally inform their school that they are leaving because they:**

1. have turned 17 and are leaving secondary schooling
2. have found full-time paid employment for 25 hours or more a week (provided the student is at least 15 years of age)
3. are attending training as a fulltime student at TAFE NSW or private training institution
4. are undertaking a traineeship or apprenticeship
5. are doing a combination of the above.

## Grades

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Students are awarded a grade by the school for each of the courses they have studied in Stage 5 (Years 9 and 10). The grades are awarded on coursework and assessments and are based on a set of Course Performance Descriptors developed by NESAs. These are the grades recorded on the Record of School Achievement (RoSA).

Performance Descriptors summarise student achievement. The General Performance Descriptors are given in the table below. The General Performance Descriptors describe performance at each of five grade levels. Each teacher collects assessment information about student achievement during the course and relates it to more specific descriptors, called Course Performance Descriptors. These Course Performance Descriptors (described later in this booklet) give more detailed information about student performance at each grade level for that course.



# NESA Year 10 General Performance Descriptors

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This A-E scale is also known as the Common Grade Scale.

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
N	An ' <b>N</b> ' <b>determination</b> means that the student has not satisfactorily completed the course. Teachers can recommend an 'N' when a student has failed to meet one or more of the following requirements: <ul style="list-style-type: none"><li>▪ participated in the required learning experiences and assessment tasks</li><li>▪ meeting requirements in terms of effort and achievement</li><li>▪ achieving at least some of the course outcomes</li><li>▪ satisfactory attendance by meeting the required number of hours.</li></ul>

## Stage 5 Grading

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Each student will receive a grade (A, B, C, D, or E) based on their achievement in the course. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3 & E2).

Teachers use Stage 5 **Course Performance Descriptors** to determine Stage 5 grades. The descriptors are used across all schools in the state to ensure consistency. Course Performance Descriptors are available for students to download for each course on the Finigan School of Distance Education eLearning site.

## School-Based Assessment: Stage 5 RoSA

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In Stage 5, students follow a program of formal school based assessment in all courses.

All tasks are designed to assess what students **know** and **can do** in relation to **course outcomes** and the **Course Performance Descriptors for Stage 5**. Each task gives the student the opportunity to demonstrate their level of achievement against course outcomes. Assessment may include research projects etc. The nature of tasks varies from course to course.

Students must make a **genuine and serious attempt** in all tasks and complete and submit them by published due dates. All work is used in the determination of grades for Stage 5.

Students will receive an assessment task notification outlining the requirements of the task and marking criteria. At least 2 weeks before the task is due.



## All My Own Work

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It is the responsibility of each student to ensure that all the work in the assessment tasks and tests is their own and not copied or plagiarised from another source.

All students must follow the principles of good scholarship, as described in the NESA **All My Own Work** program. All year 10 students who expect to continue their studies in Year 11 in 2025 must complete this program before they can enrol in Year 11 courses. Information about this program will be sent during 2024.



# Student Responsibilities

## The Award – Year 10 Rosa

~ Course Completion Criteria ~

### You need to show evidence of ...

a) Following the course developed by the NSW Education Standards Authority

- ✓ In each of your subjects
- ✓ The syllabus details
- ✓ The content or information of eLearning
- ✓ Completed all eLearning and assessments

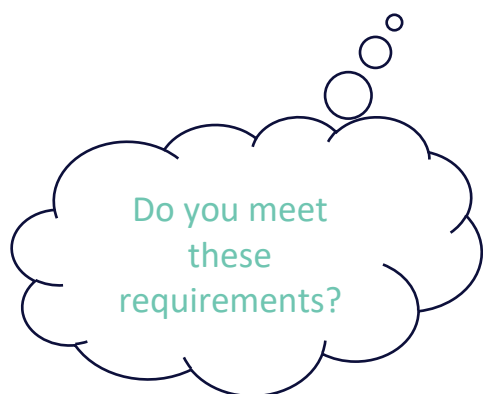
b) Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school

- ✓ Diligence means hard work and applying yourself to all of your work all of the time
- ✓ Sustained effort means you keep working continuously
- ✓ Set tasks = coursework activities **and** assessments
- ✓ Experiences = excursions and all activities

c) Achieving the course outcomes

### Academic Integrity

Students need to ensure all work is their own.



- ✓ Following the teacher's guidance in what is required in the course
- ✓ Succeed in completing classwork
- ✓ Completing all assessments, tasks successfully
- ✓ Work is handed in ON TIME





## Supervisor Responsibilities

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- Ensure that all instructions accompanying assessment tasks are followed.
- Keep a copy of each task. When working online, it is the student's responsibility to back up all work and make copies during preparation of the task and at completion.
- Ensure that any questions about the marks given for a particular assessment task are asked as soon as the work is returned.

## Student's Own Work

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All work submitted by a student for an assessment task must be completed by the student. Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. Such activities include plagiarism (claiming someone else's ideas or work as one's own) and cheating.

## Course Assessment Schedules

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Course Assessment Schedules provide students with the general nature and timing of formal tasks. Students are issued with the assessment schedule for each course at the commencement of the Year 10 course. Copies of Course Assessment Schedules are available on eLearning and in this booklet.

## Changes to the Course Assessment Schedules

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In exceptionally rare circumstances a change to the assessment schedule may need to be made. The Head Teacher of the course, after consulting with the Deputy Principal, will inform all students affected in writing of the change. Sufficient time will be given to students to complete their work by the new due date. All care will be taken to minimise clashes and heavy work load periods, but this cannot always be guaranteed.

## Timing of Assessment Tasks

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Assessment schedules for each course set out the timing of each task. Course teachers will advise, in writing, the precise timing and nature of the task at **least two weeks** before the task is to be administered or is due.

It is the **student's responsibility to be alert to the notification and due date** of tasks by reference to the Assessment Schedule. If uncertain about a task, students should communicate directly with their Course Teacher or the course Head Teacher.



## Assessment Task Notification Information

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Students must be informed in writing of:

- the assessment components of the course
- the outcomes being assessed in each task
- the date due at least two weeks prior to the task being due
- the task and what is required
- the assessment criteria for marking that will be used in each task.

Students must receive adequate feedback in relation to the task and their performance.

### Why a School Assessment?

The school assessment allows for the measuring of ALL of the stated aims of courses as contained in the syllabus documents. The assessment allows for the assessing of a student's progress in Year 10. In particular it allows for the assessing of practical and oral skills.

### What should Student Know about the Assessment:

- The assessment will measure the student's achievements of the course outcomes
- The assessment will measure examinable and non-examinable course outcomes
- The weightings for the components parts of the course will vary from subject to subject, but not class to class.

## Submission of Drafts

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Students are encouraged to submit draft work for teacher review and feedback in a Stage 5 course. **One draft per task may be submitted, a minimum 5 school days before the task is due.** Students must be aware, however, that if draft work is submitted, and recommended improvements are made, the student results may not necessarily or automatically increase. Students should be aware of the course outcomes and marking guidelines when reviewing their work and results.

## Assessment Tasks

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It is the **student's responsibility** to ensure that all assessment tasks are **completed and submitted by the published due dates**. The due date is clearly indicated on the Assessment Task Notification.

Assessment tasks must be submitted in the format outlined on the Assessment notification. In most cases this will be through a dropbin on the Finigan School of Distance Education eLearning platform. This work will then be assessed for academic integrity, ie it hasn't been plagiarised or AI generated, before the teacher marks the task. Other tasks such as practical items may need to be sent into Finigan School of Distance Education for marking.

## Late Submission of Tasks

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A submitted assessment task will be deemed late if it is not submitted on or by the day it is due.



If a student is unable for any reason to submit a task on/by the due date, it is the responsibility of the student to contact the course teacher, who in consultation with the Head Teacher of the course, will advise the student of any process they may need to follow (eg, illness/misadventure).

A non-attempt warning letter will be generated if a valid excuse for a late submission is NOT provided.

## Failure to Submit a Task

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Where there is no valid or acceptable reason for not completing an assessment task, a **Non Attempt** will be recorded for the task and a **Warning Letter (N Warning Letter) will be sent**. The task will still need to be submitted in order for the **N Warning Letter** to be redeemed. All tasks, including late tasks, will be marked and constructive feedback provided to students.

## Failure of Technology

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Failure of technology is not considered acceptable grounds for late submission or non-submission of assessment tasks. Where tasks have been produced digitally, it is the student's responsibility to save the work at regular intervals, copy or back-up, and/or produce progressive print-outs or drafts. Should failure of computer equipment result in late work, the same penalties apply as for other late submissions.

Electronically submitted work should be compatible with school technology. It is the student's responsibility to check with their teacher that submitted work is compatible with Department of Education's technology before submission.

## Teacher Absent on the Day of a Due Task

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If a teacher is absent on the day an **oral or performance task** is to be administered, the Head Teacher of the faculty will determine if the task is able to proceed, or whether it will need to be rescheduled. In some circumstances, the task will be re-scheduled. Students will be informed verbally and in writing of the revised date.

## Keeping Copies of Assessment Tasks

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Students must keep a copy of all assessment tasks in the rare eventuality that the task is misplaced before submission or the student fails to follow the correct processes for submission of a task. This copy can be in the form of a saved file, photocopy, scanned digital images (jpg files), or digital photographs taken on a camera or mobile phone and stored in a suitable place and format. This copy will:

- provide the student with the opportunity to submit a replacement task
- provide proof to the teacher that they have attempted/completed the task.

A task that is lost/misplaced should be capable of being re-submitted **without** being re-done. It should **not** be assumed that an illness and misadventure application will be upheld or even applicable in the rare case that a task is lost/misplaced.

Tasks that are completed on electronic devices, should be appropriately saved and should **not** be deleted until you have the marked task back from your teacher. It is also recommended that students **back-up**



assessment tasks on a thumb drive or other external device in the event of hard drive failure. It is the responsibility of students to follow submission of task processes as directed by the school.

## Invalid Tasks

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In exceptionally rare circumstances, often due to situations and circumstances beyond the control of the school, formal assessment tasks may be deemed invalid. In these cases students will be informed in writing by the Head Teacher of the course and one or more of the following will occur where appropriate:

- only part of the task will be marked
- the weighting of the task may be reduced and additional weighting added to a future task
- a new task and due date will be issued.

The first preference of Finigan School of Distance Education is that actual student work is used in determining a student's understanding of course content and the achievement of outcomes.

## Non-Serious or Non-Attempts

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An assessment task may be deemed a non-serious or non-attempt if, in the professional judgment of the Course Teacher and in consultation with the Head Teacher, the student has not made a reasonable or serious attempt when completing all sections/aspects of a task.

A non-serious attempt may include things such as, but is not limited to:

- only multiple choice questions completed in a task or an examination paper
- repeating the question as the answer
- inappropriate/offensive comments or diagrams drawn in response to a question or section
- AI generated assisted answers.

The penalty for a non-serious or non-attempt will be determined by the Head Teacher in line with the procedures outlined for Malpractice. Students have the right of appeal to the Deputy Principal and should do so within **3 school days** of being informed by the course teacher or the Head Teacher.



## Illness/Misadventure Applications

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Students may be eligible for Illness/misadventure if, immediately prior to or during an assessment task, an unforeseen or beyond a student's control, illness or misadventure occurs.

If a student believes they are eligible for **illness/misadventure**, the student must contact the Course Teacher or the Head Teacher of the faculty **immediately** and have ready (where possible) independent evidence to support their application (e.g. medical certificate, police report, hospital admission form, etc). The illness/misadventure form (Appendix 1) at the back of this document must be completed and submitted within 3 school days of the illness/misadventure. The Head Teacher of the course will then determine if the application is successful.

The Illness/Misadventure appeals process **does not** cover, and is not limited, to:

- attendance at a sporting or cultural event, or family holiday/event or excursion
- clashes with external commitments eg., sporting competitions, or non Finigan School of Distance Education Examinations
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities
- disabilities for which disability provisions have already been granted, unless an unforeseen episode occurs during the assessment task (e.g. a hypoglycaemic attack suffered by a diabetic student) or further difficulties occur
- long-term illness such as glandular fever, asthma, epilepsy, anxiety, depression – unless the student suffers a 'flare-up' of the condition immediately before or during the assessment task
- matters avoidable by the student (e.g. sleeping in, misreading the instructions on the task, misreading the assessment schedule and due date, misinterpretation of the task questions, failure to back up work on a regular basis on several devices, choosing to do other things not related to the task)
- computer malfunction or disruption or corruption of technology such as a damaged thumb drive; internet issues
- long-term domestic issues; and/or
- pregnancy.

If an application is successful then **one or more** of the following may occur:

1. A new due date will be provided to submit the same task
2. A new due date will be provided to submit an alternative task that is a **like task** and assesses the same outcomes, has the same weightings and components
3. In exceptional circumstances and at the direction of **the Principal only** – students will be exempt from the submission of a task.

(In this rare event, the student's result for the missed task will be provided at the end of the course, when all other assessment items have been completed. The result will be based on the student's rank and relative differences to students above and below them at the end of the course and completion of the assessment program. It will also be dependent on whether the student has completed the required in excess of 50% of weightings for already completed tasks. The Principal will have the discretion to make a decision based on all factors and individual case by case facts and circumstances. The Principal's decision will be final in this situation.)



## Appealing: Declined Illness and Misadventure

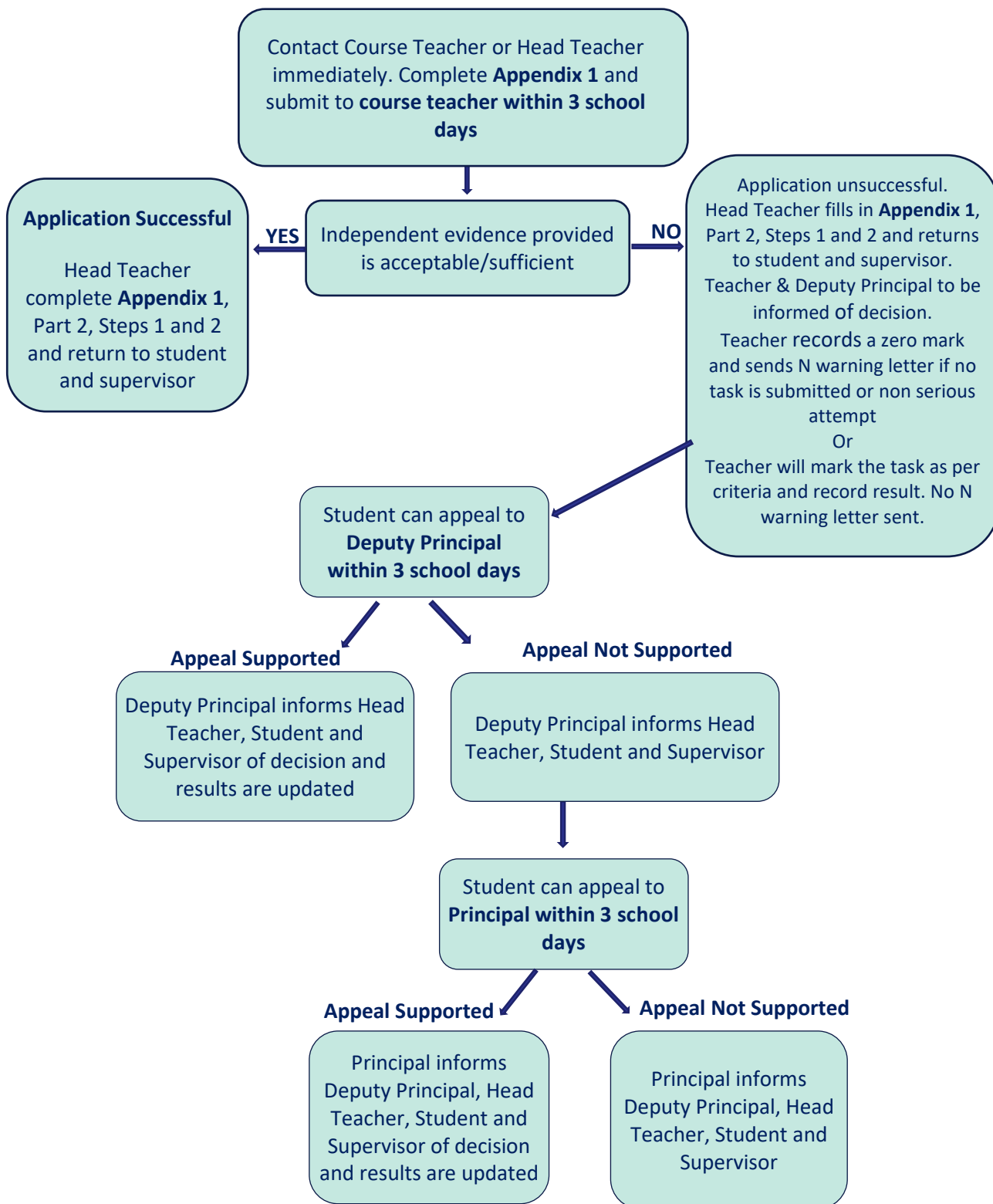
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A student has the right to appeal the decision **NOT to Support an Illness/Misadventure** application. To appeal the decision, the student must present a written application to the Deputy Principal- Year 10, providing any new evidence or support material and stating the explicit grounds for the appeal within **3 school days** of being notified of the original decision. (Appendix 1- Illness and Misadventure Application form)

Students have the right to appeal the decision of the Deputy Principal to the Principal, but this can only be done under circumstances where **NEW** evidence can be provided and is within 3 school days of the Deputy Principal's decision. The Principal's decision will be final.



# ILLNESS/MISADVENTURE PROCEDURE FOR STUDENTS





# Malpractice

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All work presented in assessment tasks must be the students own work or be acknowledged appropriately with reference to the source or author. Malpractice is taken very seriously as it enables students to gain an advantage over other students which is unfair and inequitable.

Malpractice can include, 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 that another person, such as a parent, friend, tutor or course expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in a school based task, such as a test or exam
- cheating in practical work
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- faking an illness or injury to prevent the completion or submission of work
- assisting another student to engage in malpractice
- AI generated assisted answers.

In the case of suspected malpractice, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Students' work will be checked for malpractice through the 'Turnitin' and other platforms. Teachers and students will be able to receive reports outlining the percentage of work that is the students own work and the percentage of work that could be considered plagiarised and the source of the original work.





## Malpractice Procedure

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If malpractice is suspected, the Course Teacher must inform the Head Teacher of the course. The Course Teacher, will provide to the Head Teacher evidence to support the malpractice (eg, the Internet page copied, other student work that is the same, the Turnitin report etc). The Head Teacher with the Course Teacher will determine the extent of the malpractice.

In cases where malpractice is **suspected** or has been **proven** the following procedures will be applied:

- The student, parent/caregiver will be informed (verbally or in writing) by the Course Teacher or Head Teacher, of the suspected or proven malpractice and be presented with the evidence, in a timely manner
- An N Warning letter will be generated by the Course Teacher or Head Teacher to officially inform the student/supervisor/parent of the malpractice and what the student needs to do to redeem the N Warning letter
- The student will be given the opportunity to present any evidence or information to support their position (drafts of work, witness statements, etc) to the course teacher and Head Teacher. Notes/records of any discussions/interviews will be taken by the course teacher or Head Teacher and kept securely
- Head Teacher to inform Deputy Principal (Curriculum) of malpractice
- The student will be informed of their right of appeal and the appeal process. Appeals must be lodged to the Deputy Principal Year 10 within **3 school days** of verbal/written notification of an incidence of malpractice
- Confidentiality will be maintained at all times by all parties.

## Consequences of Malpractice

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Proven malpractice will limit a student's results for a task and may jeopardise their satisfactory completion of the RoSA, entry into the Year 11 course, RoSA and HSC Credentials.

One or more of the following consequences may be applied to proven malpractice:

- reduced results for all or part of the assessment task
- no results for part or all of the assessment task
- an N Warning letter sent to the student/supervisor
  
- withdrawal from course/s.



## Student Appeals: Malpractice

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After being informed of the consequence of proven Malpractice, students have **3 school days to appeal** a decision made by the Head Teacher of the course to the Deputy Principal (Appendix 2 needs to be completed).

The Deputy Principal will review the evidence and inform the student and supervisor of their decision verbally or in writing. Notes of any discussion/interview will be made and retained.

If the student, parent/caregiver is not satisfied with the decision of their appeal to the Deputy Principal a final appeal can be made to the Principal. This appeal **MUST** be made within **3 school days** of being informed of the Deputy Principal's decision. The appeal must be made to the Principal in writing and any **new** evidence provided. The Principal's decision will be final.



# SUSPECTED MALPRACTICE

Course Teacher informs Head Teacher of suspected malpractice and provides evidence

Head Teacher determines whether evidence supports malpractice and if so, the % of malpractice.  
Contact student and supervisor to inform them of the malpractice

100% malpractice determined

Less than 100% malpractice determined

N Warning Letter SENT  
ZERO result recorded  
HT to inform DP – Year 10

Course Teacher only marks aspects of task **NOT** affected by malpractice  
N Warning Letter SENT  
Result recorded  
HT to inform DP – Year 10 so Malpractice Register can be updated

Student can appeal decision **within 3 school days** using **Appendix 2 to Deputy Principal (Curriculum)**

**Appeal Supported**

DP to inform student, supervisor and Head Teacher. Result updated

**Appeal Not Supported**

DP to inform student, supervisor and Head Teacher. NO change to result

Student can appeal decision **within 3 school days** using **Appendix 2 to Principal**

**Appeal Supported**

Principal to inform student, supervisor, Head Teacher and Deputy Principal informed. Result updated

**Appeal Not Supported**

Principal to inform student, supervisor, Head Teacher and Deputy Principal. NO change to result



## Appeals: School-Based Assessments

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All care is taken to ensure that assessment processes and procedures are fair and equitable at all times and that the administration and conduct of tasks occurs appropriately and without advantage or disadvantage to the cohort. Thus, student work is assessed on **actual performance not potential performance**.

Assessment results **cannot** and **will not** be modified to take into account possible effects of illness, misadventure or disability.

Students do, however, have the right to appeal an assessment result if evidence of a break down in process or procedure in the administration of the task or the marking processes can be supported with explicit independent evidence. (e.g. performance in a task and subsequent result does not correspond with marking guidelines).

Before a student appeals to a Head Teacher, the student must discuss their concerns with the course teacher.

Students have **3 school days after** receiving their results to inform the Head Teacher of the course of their wish to appeal a result. This must be done in writing using Appendix 3. Appeals must be supported by making clear reference/s to specific aspects of the breach of process or administration of the task or show how the result does not reflect the marking guidelines provided with the task. If at this point a result is to be changed the Head Teacher will inform the course teacher and student, supervisor and document reasons for the result change.

If the student remains dissatisfied, an appeal may be made within **3 school days** of receiving the Head Teacher's decision to the Deputy Principal (use Appendix 3). The appeal must be made in writing and clearly outline specific concerns/issues related to the task and the marking guidelines. The student, supervisor and Head Teacher will be informed of the result of the appeal.

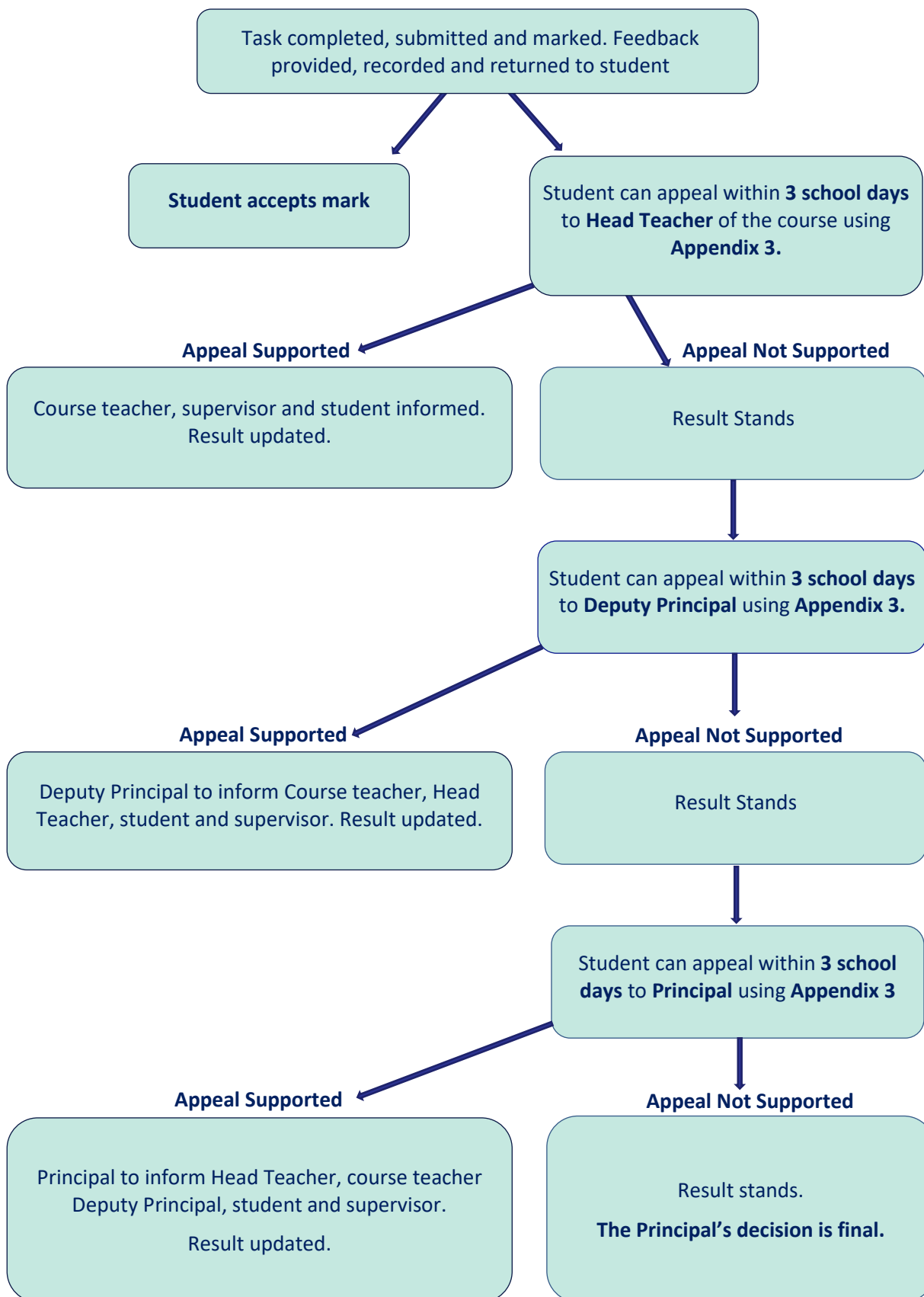
If the student remains dissatisfied, an appeal may be made within **3 school days** of receiving the decision of the Deputy Principal to the Principal (use Appendix 3). The appeal must be made in writing and clearly outline specific concerns/issues related to the administration of the task and/or the marking guidelines. The Principal will review all the evidence and inform the Deputy Principal, Head Teacher, student and supervisor of the outcome.

The Principal's decision is final.

There can be no appeal process to NESA against a school's judgement of a student's performance on a particular task. Any disputes over an individual task must be resolved within the school at the time and within the time frame specified by the school.



# ASSESSMENT TASK RESULT APPEAL PROCESS





## Non-Completion of Course Requirements: N Warning Letters

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Finigan School of Distance Education, is required by NESAs, to issue a formal warning in writing to any student who is in danger of not completing the course requirements in any course in Year 10. This is a formal notification to the student, parents/care givers and/or supervisor of the student outlining any outstanding learning responses or assessment tasks. . The warning letter is designed to give students the opportunity to redeem themselves. It will contain details of work to be completed and the timeframe for submission. To redeem an official warning letter, the student must comply with the letter's requirements in full.

Failure by the student to respond to the requests made in official warning letters may lead to the issue of an **N Determination** in that course, indicating non-completion of course requirements. An **N Determination** in a course will mean that the student may not be eligible to proceed into Year 11.

Parents and supervisors are urged to contact the school if they are concerned about any aspect of the student's progress.

Formal warning letters and/or emails advising of a potential **N Determination**, will be sent to the last advised postal address or email address. It is the student's responsibility to notify the school of any change of address or contact details. NESAs will not find it an acceptable reason/excuse that letters were not received, if contact details provided to the school were not updated by the student/parent/caregiver.

## Non-Completion of Course Requirements: N Determination

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In the event of an **N Determination** being issued to a student, the Principal will advise the student in writing of the decision and their right of appeal.

## NESA Warning Letters – Student Progress

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The supervisor will receive an official warning letter from the school outlining the nature of any outstanding learning responses or assessment tasks.

## Appealing RoSA Grades

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Students wishing to appeal against the RoSA grade/s in any course awarded to them by the school, must do so in writing with related and relevant evidence to the School Principal within 3 school days of RoSA Grades becoming available to them. Students will need to substantiate that the grade awarded in the course **was inconsistent with the progressive reporting** from the course teacher. If the appeal is upheld, the Principal will send notification to NESAs of a change of grade awarded and records will be changed. Where possible, all reviews of the grade/s awarded in any course will be resolved within the school, by the Principal. However, provision has been made for subsequent appeals to NESAs.

NESAs will consider only whether:

- the school review process was adequate for determining whether the procedures used by the school for determining the grade/s conform with NESAs advice and the school's policy regarding the grading of student achievement
- the conduct of the school review was proper in all respects



- the appeal is directed to the progressive reporting by the school. NESA **will not** revise individual tasks or test results. If the appeal is upheld, NESA will refer the matter back to the School Principal for a further review.

## HSC Minimum Standards

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Everyone needs reading, writing and numeracy for everyday life. This is why the HSC minimum standard tests have been introduced.

The short online reading, writing and numeracy tests are designed to assess a student's skills for everyday life. To meet the HSC minimum standard students need to achieve Level 3 or 4. Students will be allowed to undertake the tests four times each year from Year 10 to up to five years after starting their first HSC course.

Students do not need to meet the HSC minimum standard to:

- Study HSC courses
- Sit HSC exams
- Receive HSC assessment and exam results
- Receive an ATAR
- Receive a Record of School Achievement

Only students who meet the HSC minimum standard will receive a HSC testamur.



# Assessment Schedules

## Year 10 English

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Poetry Suite</b>	Written Work	11 APR 2024	EN5-ECB-01, EN5-RVL-01, EN5-URC-01	30%
<b>AT2 - Comparative Essay</b>	Written Work	26 JUL 2024	EN5-ECA-01, EN5-RVL-01, EN5-URC-01	35%
<b>AT3 - Creative Writing</b>	Written Work	18 OCT 2024	EN5-ECA-01, EN5-ECB-01, EN5-RVL-01, EN5-URA-01	35%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>EN5-ECA-01</b>	Crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning
<b>EN5-ECB-01</b>	Uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts
<b>EN5-RVL-01</b>	Uses a range of personal, creative and critical strategies to interpret complex texts
<b>EN5-URA-01</b>	Analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures
<b>EN5-URB-01</b>	Evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes
<b>EN5-URC-01</b>	Investigates and explains ways of valuing texts and the relationships between them





# Year 10 Geography

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Environmental Change and Management Presentation Task</b>	Research Task	3 MAY 2024	GE5-2, GE5-8, GE5-3	40%
<b>AT2 - Geography Skills Assessment</b>	Examination	21 JUN 2024	GE5-7, GE5-4, GE5-5	30%
<b>AT3 - Human Wellbeing Analysis</b>	Practical Task	27 SEP 2024	GE5-1, GE5-8, GE5-6	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Syllabus Outcomes

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



# Year 10 History

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Rights and Freedoms</b>	Written Work	3 MAY 2024	HT5-5, HT5-7, HT5-8	30%
<b>Assessment Task 2 - Migration Experiences</b>	Research Task	28 JUN 2024	HT5-1, HT5-3, HT5-10, HT5-6	35%
<b>Assessment Task 3 - Decade Study</b>	Research Task	27 SEP 2024	HT5-9, HT5-10, HT5-2, HT5-4	35%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Syllabus Outcomes

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



# Year 10 Mathematics 5.1

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 Indices &amp; Trigonometry</b>	Topic Test	12 APR 2024	MA5.1-5NA, MA5.1-10MG	25%
<b>AT2 Linear &amp; Non Linear Relationships</b>	Topic Test	14 JUN 2024	MA5.1-6NA, MA5.1-7NA	25%
<b>AT3 Area, Surface area, Volume and Financial mathematics</b>	Research Task	13 SEP 2024	MA4-14MG, MA5.1-4NA, MA5.1-8MG	25%
<b>AT4 Single Variable Data Analysis &amp; Probability</b>	Topic Test	8 NOV 2024	MA5.1-12SP, MA5.1-13SP	25%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>MA4-14MG</b>	Uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
<b>MA5.1-1WM</b>	Uses appropriate terminology, diagrams and symbols in mathematical contexts
<b>MA5.1-2WM</b>	Selects and uses appropriate strategies to solve problems
<b>MA5.1-3WM</b>	Provides reasoning to support conclusions that are appropriate to the context
<b>MA5.1-4NA</b>	Solves financial problems involving earning, spending and investing money
<b>MA5.1-5NA</b>	Operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
<b>MA5.1-6NA</b>	Determines the midpoint, gradient and length of an interval, and graphs linear relationships
<b>MA5.1-7NA</b>	Graphs simple non-linear relationships
<b>MA5.1-8MG</b>	Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
<b>MA5.1-9MG</b>	Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
<b>MA5.1-10MG</b>	Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
<b>MA5.1-11MG</b>	Describes and applies the properties of similar figures and scale drawings
<b>MA5.1-12SP</b>	Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
<b>MA5.1-13SP</b>	Calculates relative frequencies to estimate probabilities of simple and compound events



# Year 10 Mathematics 5.1 P3

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 Algebraic Techniques and Equations</b>	Topic Test	12 APR 2024	MA4-8NA, MA4-10NA	25%
<b>AT2 Fractions Decimal and Percentages</b>	Topic Test	7 JUN 2024	MA4-1WM, MA4-2WM, MA4-5NA	25%
<b>AT3 Financial Maths and Area</b>	Research Task	30 AUG 2024	MA5.1-4NA, MA5.1-8MG	25%
<b>AT4 - Volume, Data and Probability</b>	Topic Test	11 NOV 2024	MA4-19SP, MA4-14MG, MA4-21SP	25%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>MA5.1-1WM</b>	Uses appropriate terminology, diagrams and symbols in mathematical contexts
<b>MA5.1-2WM</b>	Selects and uses appropriate strategies to solve problems
<b>MA5.1-3WM</b>	Provides reasoning to support conclusions that are appropriate to the context
<b>MA5.1-4NA</b>	Solves financial problems involving earning, spending and investing money
<b>MA5.1-5NA</b>	Operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
<b>MA5.1-6NA</b>	Determines the midpoint, gradient and length of an interval, and graphs linear relationships
<b>MA5.1-7NA</b>	Graphs simple non-linear relationships
<b>MA5.1-8MG</b>	Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
<b>MA5.1-9MG</b>	Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
<b>MA5.1-10MG</b>	Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
<b>MA5.1-11MG</b>	Describes and applies the properties of similar figures and scale drawings
<b>MA5.1-12SP</b>	Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
<b>MA5.1-13SP</b>	Calculates relative frequencies to estimate probabilities of simple and compound events



## Year 10 Mathematics 5.2

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 Equation &amp; Trigonometry</b>	Topic Test	12 APR 2024	MA5.2-13MG, MA5.2-8NA	25%
<b>AT2 Non-linear relationships</b>	Research Task	5 JUL 2024	MA5.2-10NA	25%
<b>AT3 Financial Mathematics &amp; Bivariate Data</b>	Topic Test	20 SEP 2024	MA5.2-4NA, MA5.2-16SP	25%
<b>AT4 Properties of Geometrical Figures</b>	Topic Test	22 NOV 2024	MA5.1-11MG, MA5.2-14MG	25%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>MA5.2-1WM</b>	Selects appropriate notations and conventions to communicate mathematical ideas and solutions
<b>MA5.2-2WM</b>	Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
<b>MA5.2-3WM</b>	Constructs arguments to prove and justify results
<b>MA5.2-4NA</b>	Solves financial problems involving compound interest
<b>MA5.2-5NA</b>	Recognises direct and indirect proportion, and solves problems involving direct proportion
<b>MA5.2-6NA</b>	Simplifies algebraic fractions, and expands and factorises quadratic expressions
<b>MA5.2-7NA</b>	Applies index laws to operate with algebraic expressions involving integer indices
<b>MA5.2-8NA</b>	Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
<b>MA5.2-9NA</b>	Uses the gradient-intercept form to interpret and graph linear relationships
<b>MA5.2-10NA</b>	Connects algebraic and graphical representations of simple non-linear relationships
<b>MA5.2-11MG</b>	Calculates the surface areas of right prisms, cylinders and related composite solids
<b>MA5.2-12MG</b>	Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
<b>MA5.2-13MG</b>	Applies trigonometry to solve problems, including problems involving bearings
<b>MA5.2-14MG</b>	Calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
<b>MA5.2-15SP</b>	Uses quartiles and box plots to compare sets of data, and evaluates sources of data
<b>MA5.2-16SP</b>	Investigates relationships between two statistical variables, including their relationship over time
<b>MA5.2-17SP</b>	Describes and calculates probabilities in multi-step chance experiments



# Year 10 Mathematics 5.3

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 Equations and Trigonometry</b>	Topic Test	5 APR 2024	MA5.3-15MG, MA5.3-7NA	25%
<b>AT2 Linear and Non-Linear Relationships</b>	Practical Task	14 JUN 2024	MA5.2-8NA, MA5.3-4NA, MA5.3-9NA	25%
<b>AT3 Polynomials, Logarithms and Functions</b>	Topic Test	20 SEP 2024	MA5.3-10NA, MA5.3-11NA, MA5.3-12NA	25%
<b>AT4 Financial Mathematics and Geometry</b>	Topic Test	22 NOV 2024	MA5.2-4NA, MA5.3-4NA, MA5.3-16MG	25%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>MA5.3-1WM</b>	Uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
<b>MA5.3-2WM</b>	Generalises mathematical ideas and techniques to analyse and solve problems efficiently
<b>MA5.3-3WM</b>	Uses deductive reasoning in presenting arguments and formal proofs
<b>MA5.3-4NA</b>	Draws, interprets and analyses graphs of physical phenomena
<b>MA5.3-5NA</b>	Selects and applies appropriate algebraic techniques to operate with algebraic expressions
<b>MA5.3-6NA</b>	Performs operations with surds and indices
<b>MA5.3-7NA</b>	Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
<b>MA5.3-8NA</b>	Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
<b>MA5.3-9NA</b>	Sketches and interprets a variety of non-linear relationships
<b>MA5.3-10NA</b>	Recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
<b>MA5.3-11NA</b>	Uses the definition of a logarithm to establish and apply the laws of logarithms
<b>MA5.3-12NA</b>	Uses function notation to describe and sketch functions
<b>MA5.3-13MG</b>	Applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
<b>MA5.3-14MG</b>	Applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
<b>MA5.3-15MG</b>	Applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
<b>MA5.3-16MG</b>	Proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
<b>MA5.3-17MG</b>	Applies deductive reasoning to prove circle theorems and to solve related problems
<b>MA5.3-18SP</b>	Uses standard deviation to analyse data
<b>MA5.3-19SP</b>	Investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes



## Year 10 PDHPE

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1 - The Blind Side</b>	Research Task	4 APR 2024	PD5-2, PD5-8, PD5-10	30%
<b>AT 2 - Save Your Legs</b>	Research Task	5 JUL 2024	PD5-3, PD5-5, PD5-6, PD5-10	30%
<b>AT 3 - Rabbit Proof Fence</b>	Research Task	20 SEP 2024	PD5-1, PD5-2, PD5-5, PD5-7	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification



# Year 10 Science

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1: Genetic Disease</b>	Research Task	8 APR 2024	SC5-14LW, SC5-15LW, SC5-8WS, SC5-9WS	15%
<b>AT2: Practical Task</b>	Practical Task	11 JUN 2024	SC5-4WS, SC5-17CW, SC5-6WS, SC5-7WS, SC5-9WS	25%
<b>AT3: Depth Study</b>	Depth Study	20 SEP 2024	SC5-10PW, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	35%
<b>AT4: Yearly Examination</b>	Examination	1 NOV 2024	SC5-10PW, SC5-14LW, SC5-16CW, SC5-7WS, SC5-8WS, SC5-9WS	25%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>SC5-4WS</b>	Develops questions or hypotheses to be investigated scientifically
<b>SC5-5WS</b>	Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
<b>SC5-6WS</b>	Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
<b>SC5-7WS</b>	Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
<b>SC5-8WS</b>	Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
<b>SC5-9WS</b>	Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
<b>SC5-10PW</b>	Applies models, theories and laws to explain situations involving energy, force and motion
<b>SC5-11PW</b>	Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
<b>SC5-12ES</b>	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
<b>SC5-13ES</b>	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
<b>SC5-14LW</b>	Analyses interactions between components and processes within biological systems
<b>SC5-15LW</b>	Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
<b>SC5-16CW</b>	Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
<b>SC5-17CW</b>	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





## Year 10 Aboriginal Studies

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Aboriginal Self-determination and Autonomy</b>	Written Work	8 APR 2024	AST5-2, AST5-6, AST5-11	30%
<b>AT2 - Aboriginal Enterprises and Organisations</b>	Written Work	5 AUG 2024	AST5-6, AST5-7, AST5-8	35%
<b>AT3 - Aboriginal Peoples and Technologies</b>	Research Task	25 OCT 2024	AST5-7, AST5-9, AST5-10, AST5-11	35%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>AST5-1</b>	Describes the factors that contribute to an Aboriginal person's identity
<b>AST5-2</b>	Explains ways in which Aboriginal Peoples maintain identity
<b>AST5-3</b>	Describes the dynamic nature of Aboriginal cultures
<b>AST5-4</b>	Explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
<b>AST5-5</b>	Explains the importance of families and communities to Aboriginal Peoples
<b>AST5-6</b>	Explains the importance of self-determination and autonomy to Aboriginal Peoples' participation nationally and internationally
<b>AST5-7</b>	Assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally
<b>AST5-8</b>	Analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples
<b>AST5-9</b>	Analyses the factors that influence non-Aboriginal peoples' range of perceptions of Aboriginal Peoples and cultures
<b>AST5-10</b>	Identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data
<b>AST5-11</b>	Selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings



# Year 10 Aboriginal Studies 100 Hours

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Aboriginal Self-determination and Autonomy</b>	Written Work	8 APR 2024	AST5-2, AST5-6, AST5-11	30%
<b>AT2 - Aboriginal Enterprises and Organisations</b>	Written Work	5 AUG 2024	AST5-6, AST5-7, AST5-8	35%
<b>AT3 - Aboriginal Peoples and Technologies</b>	Research Task	25 OCT 2024	AST5-7, AST5-9, AST5-10, AST5-11	35%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>AST5-1</b>	Describes the factors that contribute to an Aboriginal person's identity
<b>AST5-2</b>	Explains ways in which Aboriginal Peoples maintain identity
<b>AST5-3</b>	Describes the dynamic nature of Aboriginal cultures
<b>AST5-4</b>	Explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
<b>AST5-5</b>	Explains the importance of families and communities to Aboriginal Peoples
<b>AST5-6</b>	Explains the importance of self-determination and autonomy to Aboriginal Peoples' participation nationally and internationally
<b>AST5-7</b>	Assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally
<b>AST5-8</b>	Analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples
<b>AST5-9</b>	Analyses the factors that influence non-Aboriginal peoples' range of perceptions of Aboriginal Peoples and cultures
<b>AST5-10</b>	Identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data
<b>AST5-11</b>	Selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings



# Year 10 Agricultural Technology 100 Hours

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 Practical Investigation</b>	Practical Task	13 MAY 2024	AG5-11, AG5-12, AG5-13, AG5-14	33%
<b>AT2: Animal Disease Research</b>	Research Task	16 SEP 2024	AG5-2, AG5-7, AG5-11	33%
<b>AT3: Yearly Examination</b>	Examination	8 NOV 2024	AG5-4, AG5-6, AG5-7, AG5-8	34%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>AG5-1</b>	Explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
<b>AG5-2</b>	Explains the interactions within and between agricultural enterprises and systems
<b>AG5-3</b>	Explains the interactions within and between the agricultural sector and Australia's economy, culture and society
<b>AG5-4</b>	Investigates and implements responsible production systems for plant and animal enterprises
<b>AG5-5</b>	Investigates and applies responsible marketing principles and processes
<b>AG5-6</b>	Explains and evaluates the impact of management decisions on plant production enterprises
<b>AG5-7</b>	Explains and evaluates the impact of management decisions on animal production enterprises
<b>AG5-8</b>	Evaluates the impact of past and current agricultural practices on agricultural sustainability
<b>AG5-9</b>	Evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
<b>AG5-10</b>	Implements and justifies the application of animal welfare guidelines to agricultural practices
<b>AG5-11</b>	Designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts
<b>AG5-12</b>	Collects and analyses agricultural data and communicates results using a range of technologies
<b>AG5-13</b>	Applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
<b>AG5-14</b>	Demonstrates plant and/or animal management practices safely and in collaboration with others



# Year 10 Agricultural Technology 200 Hours

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1: Animal Enterprise Case Study</b>	Research Task	8 APR 2024	AG5-1, AG5-2, AG5-5, AG5-7, AG5-9, AG5-10	33%
<b>AT2: Practical Investigation</b>	Practical Task	12 AUG 2024	AG5-11, AG5-12, AG5-13	33%
<b>AT3 Yearly Examination</b>	Examination	1 NOV 2024	AG5-4, AG5-5, AG5-6, AG5-7	34%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>AG5-1</b>	Explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
<b>AG5-2</b>	Explains the interactions within and between agricultural enterprises and systems
<b>AG5-3</b>	Explains the interactions within and between the agricultural sector and Australia's economy, culture and society
<b>AG5-4</b>	Investigates and implements responsible production systems for plant and animal enterprises
<b>AG5-5</b>	Investigates and applies responsible marketing principles and processes
<b>AG5-6</b>	Explains and evaluates the impact of management decisions on plant production enterprises
<b>AG5-7</b>	Explains and evaluates the impact of management decisions on animal production enterprises
<b>AG5-8</b>	Evaluates the impact of past and current agricultural practices on agricultural sustainability
<b>AG5-9</b>	Evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
<b>AG5-10</b>	Implements and justifies the application of animal welfare guidelines to agricultural practices
<b>AG5-11</b>	Designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts
<b>AG5-12</b>	Collects and analyses agricultural data and communicates results using a range of technologies
<b>AG5-13</b>	Applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
<b>AG5-14</b>	Demonstrates plant and/or animal management practices safely and in collaboration with others



## Year 10 Child Studies 100 Hours

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Preparing for Parenthood</b>	Practical Task	8 MAR 2024	CS5-5, CS5-8, CS5-9, CS5-11, CS5-12	30%
<b>AT2 - Newborn Care</b>	Research Task	2 AUG 2024	CS5-2, CS5-5, CS5-6, CS5-8, CS5-9	35%
<b>AT3 - Child Growth and Development</b>	Research Task	11 OCT 2024	CS5-1, CS5-2, CS5-5, CS5-11	35%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>CS5-1</b>	identifies the characteristics of a child at each stage of growth and development
<b>CS5-2</b>	describes the factors that affect the health and wellbeing of the child
<b>CS5-3</b>	analyses the evolution of childhood experiences and parenting roles over time
<b>CS5-4</b>	plans and implements engaging activities when educating and caring for young children within a safe environment
<b>CS5-5</b>	evaluates strategies that promote the growth and development of children
<b>CS5-6</b>	describes a range of parenting practices for optimal growth and development
<b>CS5-7</b>	discusses the importance of positive relationships for the growth and development of children
<b>CS5-8</b>	evaluates the role of community resources that promote and support the wellbeing of children and families
<b>CS5-9</b>	analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
<b>CS5-10</b>	demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
<b>CS5-11</b>	analyses and compares information from a variety of sources to develop an understanding of child growth and development
<b>CS5-12</b>	applies evaluation techniques when creating, discussing and assessing information related to child growth and development



## Year 10 Commerce

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Economic and Business Environment</b>	Depth Study	5 APR 2024	Comm.5.1, Comm.5.4, Comm.5.6, Comm.5.7, Comm.5.8, Comm.5.9	35%
<b>AT2 - Law, Society and Political Involvement</b>	Research Task	28 JUN 2024	Comm.5.1, Comm.5.3, Comm.5.7, Comm.5.8, Comm.5.9	30%
<b>AT3 - Law in Action</b>	Research Task	20 SEP 2024	Comm.5.1, Comm.5.2, Comm.5.5, Comm.5.7	35%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>Comm.5.1</b>	Applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts.
<b>Comm.5.2</b>	Analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts.
<b>Comm.5.3</b>	Examines the role of law in society.
<b>Comm.5.4</b>	Analyses key factors affecting commercial and legal decisions.
<b>Comm.5.5</b>	Evaluates options for solving commercial and legal problems and issues.
<b>Comm.5.6</b>	Monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues.
<b>Comm.5.7</b>	Researches and assesses commercial and legal information using a variety of sources.
<b>Comm.5.8</b>	Explains commercial and legal information using a variety of forms.
<b>Comm.5.9</b>	Works independently and collaboratively to meet individual and collective goals within specified timelines.



# Year 10 Computing Technology 100 Hours

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Developing Apps and Software</b>	Practical Task	10 MAY 2024	CT5-SAF-01, CT5-DPM-01, CT5-COM-01, CT5-DES-01	35%
<b>Designing for User Experience</b>	Practical Task	13 SEP 2024	CT5-COL-01, CT5-DAT-01, CT5-COM-01	30%
<b>Mechatronics</b>	Research Task	15 NOV 2024	CT5-EVL-01, CT5-THI-01	35%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Syllabus Outcomes

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



## Year 10 Dance

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Dance Research</b>	Research Task	15 MAR 2024	Dance.5.3.1, Dance.5.3.2, Dance.5.3.3, Dance.5.4.1	25%
<b>Assessment Task 2 - Composition</b>	Practical Task	7 JUN 2024	Dance.5.2.1, Dance.5.2.2	25%
<b>Assessment Task 3 - Performance</b>	Practical Task	23 AUG 2024	Dance.5.1.1, Dance.5.1.2, Dance.5.1.3	30%
<b>Assessment Task 4 - Dance Movie</b>	Practical Task	1 NOV 2024	Dance.5.1.1, Dance.5.1.2, Dance.5.2.1, Dance.5.2.2, Dance.5.3.3, Dance.5.4.1	20%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>Dance.5.1.1</b>	Demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances.
<b>Dance.5.1.2</b>	Demonstrates enhanced dance technique by manipulating aspects of the elements of dance.
<b>Dance.5.1.3</b>	Demonstrates an understanding and application of aspects of performance quality and interpretation through performance.
<b>Dance.5.2.1</b>	Explores the elements of dance as the basis of the communication of ideas.
<b>Dance.5.2.2</b>	Composes and structures dance movement that communicates an idea.
<b>Dance.5.3.1</b>	Describes and analyses dance as the communication of ideas within a context.
<b>Dance.5.3.2</b>	Identifies and analyses the link between their performances and compositions and dance works of art.
<b>Dance.5.3.3</b>	Applies understandings and experiences drawn from their own work and dance works of art.
<b>Dance.5.4.1</b>	Values and appreciates their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning.





# Year 10 Drama 100 Hours

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Improvisation</b>	Practical Task	27 MAR 2024	Drama.5.1.1, Drama.5.1.2, Drama.5.2.1, Drama.5.3.1	13%
<b>Assessment Task 1 - Improvisation</b>	Practical Task	27 MAR 2024	Drama.5.1.1, Drama.5.1.2, Drama.5.2.1, Drama.5.3.1	13%
<b>Assessment Task 2 - Monologue</b>	Practical Task	3 MAY 2024	Drama.5.1.1, Drama.5.1.3, Drama.5.2.1, Drama.5.2.2, Drama.5.3.1	26%
<b>Assessment Task 3 - Devised Performance</b>	Practical Task	24 JUL 2024	Drama.5.1.2, Drama.5.1.4, Drama.5.2.1, Drama.5.2.3, Drama.5.3.1, Drama.5.3.2	22%
<b>Assessment Task 4 - Theatrical Script</b>	Written Work	4 NOV 2024	Drama.5.1.1, Drama.5.1.4, Drama.5.2.3, Drama.5.3.1, Drama.5.3.3	26%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>Drama.5.1.1</b>	Manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action.
<b>Drama.5.1.2</b>	Contributes, selects, develops and structures ideas in improvisation and playbuilding.
<b>Drama.5.1.3</b>	Devises, interprets and enacts drama using scripted and unscripted material or text.
<b>Drama.5.1.4</b>	Explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
<b>Drama.5.2.1</b>	Applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning.
<b>Drama.5.2.2</b>	Selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience.
<b>Drama.5.2.3</b>	Employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
<b>Drama.5.3.1</b>	Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions.
<b>Drama.5.3.2</b>	Analyses the contemporary and historical contexts of drama.
<b>Drama.5.3.3</b>	Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.



# Year 10 Drama 200 Hours

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Self written Monologue Performance</b>	Practical Task	3 APR 2024	Drama.5.1.1, Drama.5.1.3, Drama.5.1.4, Drama.5.2.1	30%
<b>Assessment Task 2 - Devised Performance</b>	Practical Task	28 JUN 2024	Drama.5.1.2, Drama.5.1.4, Drama.5.2.1, Drama.5.2.3, Drama.5.3.1, Drama.5.3.2	30%
<b>Assessment Task 3 - Political Theatre Director's Folio</b>	Portfolio	20 SEP 2024	Drama.5.1.3, Drama.5.2.2, Drama.5.2.3, Drama.5.3.1	20%
<b>Assessment Task 4 - Yearly Exam</b>	Examination	28 OCT 2024	Drama.5.1.3, Drama.5.1.4, Drama.5.2.2, Drama.5.3.1, Drama.5.3.2, Drama.5.3.3	20%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>Drama.5.1.1</b>	Manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action.
<b>Drama.5.1.2</b>	Contributes, selects, develops and structures ideas in improvisation and playbuilding.
<b>Drama.5.1.3</b>	Devises, interprets and enacts drama using scripted and unscripted material or text.
<b>Drama.5.1.4</b>	Explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
<b>Drama.5.2.1</b>	Applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning.
<b>Drama.5.2.2</b>	Selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience.
<b>Drama.5.2.3</b>	Employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
<b>Drama.5.3.1</b>	Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions.
<b>Drama.5.3.2</b>	Analyses the contemporary and historical contexts of drama.
<b>Drama.5.3.3</b>	Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.



# Year 10 Food Technology 100 Hours

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Food for Special Occasions</b>	Research Task	5 APR 2024	FT5-1, FT5-8, FT5-10, FT5-11, FT5-12, FT5-13	30%
<b>AT2 - Food Service and Catering</b>	Practical Task	28 JUN 2024	FT5-1, FT5-5, FT5-10, FT5-11, FT5-12, FT5-13	35%
<b>AT3 - Food Product Development</b>	Design Project	20 SEP 2024	FT5-7, FT5-8, FT5-9, FT5-11, FT5-13	35%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>FT5-1</b>	Demonstrates hygienic handling of food to ensure a safe and appealing product
<b>FT5-2</b>	Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
<b>FT5-3</b>	Describes the physical and chemical properties of a variety of foods
<b>FT5-4</b>	Accounts for changes to the properties of food which occur during food processing, preparation and storage
<b>FT5-5</b>	Applies appropriate methods of food processing, preparation and storage
<b>FT5-6</b>	Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
<b>FT5-7</b>	Justifies food choices by analysing the factors that influence eating habits
<b>FT5-8</b>	Collects, evaluates and applies information from a variety of sources
<b>FT5-9</b>	Communicates ideas and information using a range of media and appropriate terminology
<b>FT5-10</b>	Selects and employs appropriate techniques and equipment for a variety of food-specific purposes
<b>FT5-11</b>	Plans, prepares, presents and evaluates food solutions for specific purposes
<b>FT5-12</b>	Examines the relationship between food, technology and society
<b>FT5-13</b>	Evaluates the impact of activities related to food on the individual, society and the environment



# Year 10 Food Technology 200 Hours

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Food for Special Occasions</b>	Research Task	5 APR 2024	FT5-1, FT5-8, FT5-10, FT5-11, FT5-12, FT5-13	30%
<b>AT2 - Food Service and Catering</b>	Practical Task	28 JUN 2024	FT5-1, FT5-5, FT5-10, FT5-11, FT5-12, FT5-13	35%
<b>AT3 - Food Product Development</b>	Design Project	20 SEP 2024	FT5-7, FT5-8, FT5-9, FT5-11, FT5-13	35%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>FT5-1</b>	Demonstrates hygienic handling of food to ensure a safe and appealing product
<b>FT5-2</b>	Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
<b>FT5-3</b>	Describes the physical and chemical properties of a variety of foods
<b>FT5-4</b>	Accounts for changes to the properties of food which occur during food processing, preparation and storage
<b>FT5-5</b>	Applies appropriate methods of food processing, preparation and storage
<b>FT5-6</b>	Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
<b>FT5-7</b>	Justifies food choices by analysing the factors that influence eating habits
<b>FT5-8</b>	Collects, evaluates and applies information from a variety of sources
<b>FT5-9</b>	Communicates ideas and information using a range of media and appropriate terminology
<b>FT5-10</b>	Selects and employs appropriate techniques and equipment for a variety of food-specific purposes
<b>FT5-11</b>	Plans, prepares, presents and evaluates food solutions for specific purposes
<b>FT5-12</b>	Examines the relationship between food, technology and society
<b>FT5-13</b>	Evaluates the impact of activities related to food on the individual, society and the environment



# Year 10 Graphics Technology 100 Hours

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1- Open book test - Isometric</b>		3 MAY 2024	GT5-1, GT5-2, GT5-3	30%
<b>AT2- Rendering</b>		30 AUG 2024	GT5-1, GT5-2, GT5-3, GT5-5	30%
<b>AT3 - Furniture Project</b>		18 OCT 2024	GT5-1, GT5-2, GT5-3, GT5-4, GT5-5, GT5-9	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>GT5-1</b>	Communicates ideas graphically using freehand sketching and accurate drafting techniques
<b>GT5-2</b>	Analyses the context of information and intended audience to select and develop appropriate presentations
<b>GT5-3</b>	Designs and produces a range of graphical presentations
<b>GT5-4</b>	Evaluates the effectiveness of different modes of graphical communications for a variety of purposes
<b>GT5-5</b>	Identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications
<b>GT5-6</b>	Manages the development of graphical presentations to meet project briefs and specifications
<b>GT5-7</b>	Manipulates and produces images using digital drafting and presentation technologies
<b>GT5-8</b>	Designs, produces and evaluates multimedia presentations
<b>GT5-9</b>	Identifies, assesses and manages relevant WHS factors to minimise risks in the work environment
<b>GT5-10</b>	Demonstrates responsible and safe work practices for self and others
<b>GT5-11</b>	Demonstrates the application of graphics to a range of industrial, commercial and personal settings
<b>GT5-12</b>	Evaluates the impact of graphics on society, industry and the environment



# Year 10 Graphics Technology 200 Hours

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Swivel Chair</b>	Practical Task	12 APR 2024	GT5-1, GT5-3, GT5-5	30%
<b>AT2 - Flag Pole</b>	Practical Task	21 JUN 2024	GT5-2, GT5-4, GT5-6, GT5-9	30%
<b>AT3 Furniture Folio</b>	Practical Task	11 OCT 2024	GT5-1, GT5-2, GT5-3, GT5-4, GT5-5, GT5-9	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>GT5-1</b>	Communicates ideas graphically using freehand sketching and accurate drafting techniques
<b>GT5-2</b>	Analyses the context of information and intended audience to select and develop appropriate presentations
<b>GT5-3</b>	Designs and produces a range of graphical presentations
<b>GT5-4</b>	Evaluates the effectiveness of different modes of graphical communications for a variety of purposes
<b>GT5-5</b>	Identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications
<b>GT5-6</b>	Manages the development of graphical presentations to meet project briefs and specifications
<b>GT5-7</b>	Manipulates and produces images using digital drafting and presentation technologies
<b>GT5-8</b>	Designs, produces and evaluates multimedia presentations
<b>GT5-9</b>	Identifies, assesses and manages relevant WHS factors to minimise risks in the work environment
<b>GT5-10</b>	Demonstrates responsible and safe work practices for self and others
<b>GT5-11</b>	Demonstrates the application of graphics to a range of industrial, commercial and personal settings
<b>GT5-12</b>	Evaluates the impact of graphics on society, industry and the environment



# Year 10 Industrial Technology – Electronics

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Circuit Tests</b>	Examination	29 MAR 2024	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-9	10%
<b>AT2 - Practical Project 6</b>	Practical Task	17 MAY 2024	5.1.2, 5.2.2, 5.3.2., 5.6.1	30%
<b>AT3 - Red and Green LED Flasher</b>	Practical Task	6 SEP 2024	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.6.1, 5.7.2.	30%
<b>AT4 - Practical Task</b>	Practical Task	1 NOV 2024	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.6.1, 5.7.2.	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>IND5-1</b>	Identifies, assesses and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
<b>IND5-2</b>	Applies design principles in the modification, development and production of projects
<b>IND5-3</b>	Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
<b>IND5-4</b>	Selects, justifies and uses a range of relevant and associated materials for specific applications
<b>IND5-5</b>	Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
<b>IND5-6</b>	Identifies and participates in collaborative work practices in the learning environment
<b>IND5-7</b>	Applies and transfers skills, processes and materials to a variety of contexts and projects
<b>IND5-8</b>	Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
<b>IND5-9</b>	Describes, analyses and uses a range of current, new and emerging technologies and their various applications
<b>IND5-10</b>	Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally



# Year 10 Industrial Technology – Electronics - 200 Hours

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Components Test</b>	Topic Test	12 APR 2024	5.1.1, 5.1.2, 5.2.1, 5.4.1, 5.5.1, 5.6.1	25%
<b>AT2 - Two Station Intercom</b>	Practical Task	24 MAY 2024	5.1.1, 5.1.2, 5.2.1, 5.5.1, 5.6.1	25%
<b>AT3 - Arduino Folio</b>	Practical Task	13 SEP 2024	5.1.2, 5.4.1, 5.5.1, 5.7.1	25%
<b>AT4 - Solar Car Folio</b>	Practical Task	1 NOV 2024	5.1.1, 5.2.1, 5.3.2., 5.4.1, 5.5.1, 5.7.2.	25%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Syllabus Outcomes

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





# Year 10 Information & Software Technology - 200 Hours

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Software Project</b>	Design Project	3 MAY 2024	5.2.1, 5.2.2, 5.2.3	40%
<b>AT2 - Database Project</b>	Practical Task	9 AUG 2024	5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.5.2	30%
<b>AT3 - Modelling and simulation project</b>	Practical Task	20 SEP 2024	5.1.2, 5.2.3, 5.4.1, 5.5.3	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>5.1.1</b>	Selects and justifies the application of appropriate software programs to a range of tasks.
<b>5.1.2</b>	Selects, maintains and appropriately uses hardware for a range of tasks.
<b>5.2.1</b>	Describes and applies problem-solving processes when creating solutions.
<b>5.2.2</b>	Designs, produces and evaluates appropriate solutions to a range of challenging problems.
<b>5.2.3</b>	Critically analyses decision-making processes in a range of information and software solutions.
<b>5.3.1</b>	Justifies responsible practices and ethical use of information and software technology.
<b>5.3.2</b>	Acquires and manipulates data and information in an ethical manner.
<b>5.4.1</b>	Analyses the effects of past, current and emerging information and software technologies on the individual and society.
<b>5.5.1</b>	Applies collaborative work practices to complete tasks.
<b>5.5.2</b>	Communicates ideas, processes and solutions to a targeted audience.
<b>5.5.3</b>	Describes and compares key roles and responsibilities of people in the field of information and software technology.



# Year 10 Music

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1: Performance Project</b>	Practical Task	5 APR 2024	Music.5.1, Music.5.2, Music.5.3, Music.5.4, Music.5.6, Music.5.7, Music.5.12	20%
<b>AT2: Australian Music Presentation</b>	Research Task	28 JUN 2024	Music.5.3, Music.5.4, Music.5.7	25%
<b>AT3: Music for Media Project</b>	Listening Activities	20 SEP 2024	Music.5.1, Music.5.7, Music.5.8, Music.5.9	30%
<b>AT4: Classical Composition</b>	Practical Task	8 NOV 2024	Music.5.2, Music.5.5, Music.5.6	25%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Performing	Composing	Listening	TOTAL VALUE
<b>AT1: Performance Project</b>	10	5	5	20
<b>AT2: Australian Music Presentation</b>	10	5	10	25
<b>AT3: Music for Media Project</b>	10	5	10	25
<b>AT4: Classical Composition</b>	10	15	5	30
<b>Weighting</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>Music.5.1</b>	Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts.
<b>Music.5.2</b>	Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology.
<b>Music.5.3</b>	Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness.
<b>Music.5.4</b>	Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study.
<b>Music.5.5</b>	Notates own compositions, applying forms of notation appropriate to the music selected for study.
<b>Music.5.6</b>	Uses different forms of technology in the composition process.
<b>Music.5.7</b>	Demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts.
<b>Music.5.8</b>	Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study.
<b>Music.5.9</b>	Demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study.
<b>Music.5.10</b>	Demonstrates an understanding of the influence and impact of technology on music.
<b>Music.5.11</b>	Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform.
<b>Music.5.12</b>	Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.



## Year 10 PASS

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1 - Nutrition and Sporting Applications</b>	Design Project	5 APR 2024	PASS5-1, PASS5-4, PASS5-10	30%
<b>AT 2 - Health &amp; Fitness</b>	Portfolio	21 JUN 2024	1.1, 1.2, 2.2, 3.1, 3.2, 4.2, 4.3	30%
<b>AT 3 - Recreation</b>	Research Task	13 SEP 2024	2.1, 2.2, 3.1, 3.2, 4.1, 4.4	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>PASS5-1</b>	Discusses factors that limit and enhance the capacity to move and perform
<b>PASS5-2</b>	Analyses the benefits of participation and performance in physical activity and sport
<b>PASS5-3</b>	Discusses the nature and impact of historical and contemporary issues in physical activity and sport
<b>PASS5-4</b>	Analyses physical activity and sport from personal, social and cultural perspectives
<b>PASS5-5</b>	Demonstrates actions and strategies that contribute to active participation and skilful performance
<b>PASS5-6</b>	Evaluates the characteristics of participation and quality performance in physical activity and sport
<b>PASS5-7</b>	Works collaboratively with others to enhance participation, enjoyment and performance
<b>PASS5-8</b>	Displays management and planning skills to achieve personal and group goals
<b>PASS5-9</b>	Performs movement skills with increasing proficiency
<b>PASS5-10</b>	Analyses and appraises information, opinions and observations to inform physical activity and sport decisions



# Year 10 Photographic & Digital Media 100 Hours

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Camera craft</b>		2 MAY 2024	Photo.5.3, Photo.5.4, Photo.5.9	30%
<b>Assessment Task 2 - Portfolio</b>		12 SEP 2024	Photo.5.1, Photo.5.5, Photo.5.6, Photo.5.8	35%
<b>Assessment Task 3 - Photographic Practice</b>		14 NOV 2024	Photo.5.2, Photo.5.5, Photo.5.7, Photo.5.10	35%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>Photo.5.1</b>	Develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works.
<b>Photo.5.2</b>	Makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience.
<b>Photo.5.3</b>	Makes photographic and digital works informed by an understanding of how the frames affect meaning.
<b>Photo.5.4</b>	Investigates the world as a source of ideas, concepts and subject matter for photographic and digital works.
<b>Photo.5.5</b>	Makes informed choices to develop and extend concepts and different meanings in their photographic and digital works.
<b>Photo.5.6</b>	Selects appropriate procedures and techniques to make and refine photographic and digital works.
<b>Photo.5.7</b>	Applies their understanding of aspects of practice to critically and historically interpret photographic and digital works.
<b>Photo.5.8</b>	Uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works.
<b>Photo.5.9</b>	Uses the frames to make different interpretations of photographic and digital works.
<b>Photo.5.10</b>	Constructs different critical and historical accounts of photographic and digital works.



# Year 10 Photographic & Digital Media 200 Hours

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - The Surreal World</b>	Practical Task	21 MAR 2024	Photo.5.1, Photo.5.2, Photo.5.4	30%
<b>Assessment Task 2- Looking out to the Horizon</b>	Making and Interpretation	27 JUN 2024	Photo.5.3, Photo.5.4, Photo.5.7	30%
<b>Assessment Task 3 -The Documentary</b>	Making and Analysis	24 OCT 2024	Photo.5.5, Photo.5.6, Photo.5.8, Photo.5.9, Photo.5.10	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>Photo.5.1</b>	Develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works.
<b>Photo.5.2</b>	Makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience.
<b>Photo.5.3</b>	Makes photographic and digital works informed by an understanding of how the frames affect meaning.
<b>Photo.5.4</b>	Investigates the world as a source of ideas, concepts and subject matter for photographic and digital works.
<b>Photo.5.5</b>	Makes informed choices to develop and extend concepts and different meanings in their photographic and digital works.
<b>Photo.5.6</b>	Selects appropriate procedures and techniques to make and refine photographic and digital works.
<b>Photo.5.7</b>	Applies their understanding of aspects of practice to critically and historically interpret photographic and digital works.
<b>Photo.5.8</b>	Uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works.
<b>Photo.5.9</b>	Uses the frames to make different interpretations of photographic and digital works.
<b>Photo.5.10</b>	Constructs different critical and historical accounts of photographic and digital works.



# Year 10 Textiles Technology 100 Hours

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Textiles for Carrying</b>	Design Project	29 MAR 2024	TEX5-1, TEX5-2, TEX5-5, TEX5-6, TEX5-9, TEX5-10, TEX5-11	25%
<b>AT2 - Creative Cushion</b>	Design Project	21 JUN 2024	TEX5-1, TEX5-4, TEX5-5, TEX5-6, TEX5-7, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12	35%
<b>AT3 - Stylish Skirt/Short</b>	Design Project	13 SEP 2024	TEX5-1, TEX5-2, TEX5-6, TEX5-9, TEX5-10, TEX5-11	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>TEX5-1</b>	Explains the properties and performance of a range of textile items
<b>TEX5-2</b>	Justifies the selection of textile materials for specific end uses
<b>TEX5-3</b>	Explains the creative process of design used in the work of textile designers
<b>TEX5-4</b>	Generates and develops textile design ideas
<b>TEX5-5</b>	Investigates and applies methods of colouration and decoration for a range of textile items
<b>TEX5-6</b>	Analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
<b>TEX5-7</b>	Evaluates the impact of textiles production and use on the individual consumer and society
<b>TEX5-8</b>	Selects and uses appropriate technology to creatively document, communicate and present design and project work
<b>TEX5-9</b>	Critically selects and creatively manipulates a range of textile materials to produce quality textile items
<b>TEX5-10</b>	Selects appropriate techniques and uses equipment safely in the production of quality textile projects
<b>TEX5-11</b>	Demonstrates competence in the production of textile projects to completion
<b>TEX5-12</b>	Evaluates textile items to determine quality in their design and construction



# Year 10 Textiles Technology 200 Hours

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - A Magical Time</b>	Practical Task	5 APR 2024	TEX5-2, TEX5-4, TEX5-5, TEX5-8, TEX5-9	25%
<b>AT2 - Keeping Warm</b>	Research Task	28 JUN 2024	TEX5-1, TEX5-4, TEX5-6, TEX5-9, TEX5-12	35%
<b>AT3 - Deconstructed Denim</b>	Practical Task	20 SEP 2024	TEX5-1, TEX5-6, TEX5-7, TEX5-9, TEX5-12	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>TEX5-1</b>	Explains the properties and performance of a range of textile items
<b>TEX5-2</b>	Justifies the selection of textile materials for specific end uses
<b>TEX5-3</b>	Explains the creative process of design used in the work of textile designers
<b>TEX5-4</b>	Generates and develops textile design ideas
<b>TEX5-5</b>	Investigates and applies methods of colouration and decoration for a range of textile items
<b>TEX5-6</b>	Analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
<b>TEX5-7</b>	Evaluates the impact of textiles production and use on the individual consumer and society
<b>TEX5-8</b>	Selects and uses appropriate technology to creatively document, communicate and present design and project work
<b>TEX5-9</b>	Critically selects and creatively manipulates a range of textile materials to produce quality textile items
<b>TEX5-10</b>	Selects appropriate techniques and uses equipment safely in the production of quality textile projects
<b>TEX5-11</b>	Demonstrates competence in the production of textile projects to completion
<b>TEX5-12</b>	Evaluates textile items to determine quality in their design and construction



## Year 10 Visual Arts

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1- Morphed Creature</b>	Practical Task	15 MAR 2024	Art.5.1, Art.5.3, Art.5.5	15%
<b>Assessment Task 2- The Contemporary Artist</b>	Written Work	12 APR 2024	Art.5.7, Art.5.8, Art.5.10	30%
<b>Assessment Task 3- Postmodernism</b>	Practical Task	28 JUN 2024	Art.5.4, Art.5.5, Art.5.6	25%
<b>Assessment Task 4 - Painted Portrait</b>	Practical Task	18 OCT 2024	Art.5.1, Art.5.6	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>Art.5.1</b>	Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks.
<b>Art.5.2</b>	Makes artworks informed by their understanding of the function of and relationships between artist - artwork - world - audience.
<b>Art.5.3</b>	Makes artworks informed by an understanding of how the frames affect meaning.
<b>Art.5.4</b>	Investigates the world as a source of ideas, concepts and subject matter in the visual arts.
<b>Art.5.5</b>	Makes informed choices to develop and extend concepts and different meanings in their artworks.
<b>Art.5.6</b>	Demonstrates developing technical accomplishment and refinement in making artworks.
<b>Art.5.7</b>	Applies their understanding of aspects of practice to critical and historical interpretations of art.
<b>Art.5.8</b>	Uses their understanding of the function of and relationships between artist - artwork - world - audience in critical and historical interpretations of art.
<b>Art.5.9</b>	Demonstrates how the frames provide different interpretations of art.
<b>Art.5.10</b>	Demonstrates how art criticism and art history construct meanings.





# Year 10 Visual Design - Cartooning

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Movement and Action</b>	Practical Task	31 MAY 2024	Design.5.1, Design.5.4, Design.5.7	25%
<b>Assessment Task 2 - Animated characters</b>	Design Project	19 JUL 2024	Design.5.2, Design.5.3, Design.5.9	35%
<b>Assessment Task 3 - Your Time to Shine!</b>	Making and Interpretation	7 NOV 2024	Design.5.5, Design.5.6, Design.5.8, Design.5.10	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>Design.5.1</b>	Develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks.
<b>Design.5.2</b>	Makes visual design artworks informed by their understanding of the function of and relationships between artist - artwork - world - audience.
<b>Design.5.3</b>	Makes visual design artworks informed by an understanding of how the frames affect meaning.
<b>Design.5.4</b>	Investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks.
<b>Design.5.5</b>	Makes informed choices to develop and extend concepts and different meanings in their visual design artworks.
<b>Design.5.6</b>	Selects appropriate procedures and techniques to make and refine visual design artworks.
<b>Design.5.7</b>	Applies their understanding of aspects of practice to critically and historically interpret visual design artworks.
<b>Design.5.8</b>	Uses their understanding of the function of and relationships between artist - artwork - world - audience in critical and historical interpretations of visual design artworks
<b>Design.5.9</b>	uses the frames to make different interpretations of visual design artworks.
<b>Design.5.10</b>	Constructs different critical and historical accounts of visual design artworks.



# Year 10 French 100 Hours

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Making a New Friend</b>	Comprehension Quiz and Writing	24 MAY 2024	ML5-UND-01, ML5-CRT-01	30%
<b>Assessment Task 2 - My Life</b>	Comprehension Quiz and Speaking	16 AUG 2024	ML5-INT-01, ML5-UND-01	30%
<b>Assessment Task 3 - Examination</b>	Examination	18 OCT 2024	ML5-INT-01, ML5-UND-01, ML5-CRT-01	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>ML5-INT-01</b>	Exchanges information, ideas, and perspectives in a range of contexts by manipulating culturally appropriate language
<b>ML5-UND-01</b>	Analyses and responds to information, ideas, and perspectives in a range of texts to demonstrate understanding
<b>ML5-CRT-01</b>	Creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language



# Year 10 French 200 Hours

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Welcome To Our Home</b>	Comprehension Quiz and Speaking	24 MAY 2024	LFR5-2C, LFR5-3C, LFR5-4C, LFR5-5U, LFR5-7U, LFR5-8U	30%
<b>Assessment Task 2 - An Outing With Friends</b>	Comprehension Quiz and Writing	16 AUG 2024	LFR5-1C, LFR5-2C, LFR5-3C, LFR5-4C, LFR5-6U, LFR5-7U	30%
<b>Assessment Task 3 - Examination</b>	Examination	18 OCT 2024	LFR5-1C, LFR5-2C, LFR5-3C, LFR5-4C, LFR5-5U, LFR5-6U, LFR5-7U, LFR5-8U	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>LFR5-1C</b>	Manipulates French in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
<b>LFR5-2C</b>	Identifies and interprets information from a range of texts
<b>LFR5-3C</b>	Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
<b>LFR5-4C</b>	Experiments with linguistic patterns and structures to compose texts in French using a range of formats for a variety of contexts, purposes and audiences
<b>LFR5-5U</b>	Demonstrates how French pronunciation and intonation are used to convey meaning
<b>LFR5-6U</b>	Analyses the function of complex French grammatical structures to extend meaning
<b>LFR5-7U</b>	Analyses linguistic, structural and cultural features in a range of texts
<b>LFR5-8U</b>	Explains and reflects on the interrelationship between language, culture and identity



## Year 10 German 100 Hours

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Making a New Friend</b>	Comprehension Quiz and Writing	24 MAY 2024	ML5-UND-01, ML5-CRT-01	30%
<b>Assessment Task 2 - My Life</b>	Comprehension Quiz and Speaking	16 AUG 2024	ML5-INT-01, ML5-UND-01	30%
<b>Assessment Task 3 - Examination</b>	Examination	18 OCT 2024	ML5-INT-01, ML5-UND-01, ML5-CRT-01	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>ML5-INT-01</b>	Exchanges information, ideas, and perspectives in a range of contexts by manipulating culturally appropriate language
<b>ML5-UND-01</b>	Analyses and responds to information, ideas, and perspectives in a range of texts to demonstrate understanding
<b>ML5-CRT-01</b>	Creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language



# Year 10 German 200 Hours

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Welcome To Our Home</b>	Online Quiz and Speaking	24 MAY 2024	LGE5-2C, LGE5-3C, LGE5-4C, LGE5-5U, LGE5-7U, LGE5-8U	30%
<b>Assessment Task 2 - An Outing With Friends</b>	Comprehension Quiz and Writing	16 AUG 2024	LGE5-1C, LGE5-2C, LGE5-3C, LGE5-4C, LGE5-6U, LGE5-7U	30%
<b>Assessment Task 3 - Examination</b>	Examination	18 OCT 2024	LGE5-1C, LGE5-2C, LGE5-3C, LGE5-4C, LGE5-5U, LGE5-6U, LGE5-7U, LGE5-8U	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>LGE5-1C</b>	Manipulates German in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
<b>LGE5-2C</b>	Identifies and interprets information from a range of texts
<b>LGE5-3C</b>	Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
<b>LGE5-4C</b>	Experiments with linguistic patterns and structures to compose texts in German using a range of formats for a variety of contexts, purposes and audiences
<b>LGE5-5U</b>	Demonstrates how German pronunciation and intonation are used to convey meaning
<b>LGE5-6U</b>	Analyses the function of complex German grammatical structures to extend meaning
<b>LGE5-7U</b>	Analyses linguistic, structural and cultural features in a range of texts
<b>LGE5-8U</b>	Explains and reflects on the interrelationship between language, culture and identity



## Year 10 Italian 100 Hours

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Making a New Friend</b>	Comprehension Quiz and Writing	24 MAY 2024	ML5-UND-01, ML5-CRT-01	30%
<b>Assessment Task 2 - My Life</b>	Comprehension Quiz and Speaking	16 AUG 2024	ML5-INT-01, ML5-UND-01	30%
<b>Assessment Task 3 - Examination</b>	Examination	18 OCT 2024	ML5-INT-01, ML5-UND-01, ML5-CRT-01	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>ML5-INT-01</b>	Exchanges information, ideas, and perspectives in a range of contexts by manipulating culturally appropriate language
<b>ML5-UND-01</b>	Analyses and responds to information, ideas, and perspectives in a range of texts to demonstrate understanding
<b>ML5-CRT-01</b>	Creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language



# Year 10 Italian 200 Hours

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Welcome To Our Home</b>	Comprehension Quiz and Speaking	24 MAY 2024	LIT5-2C, LIT5-3C, LIT5-4C, LIT5-5U, LIT5-7U, LIT5-8U	30%
<b>Assessment Task 2 - An Outing With Friends</b>	Comprehension Quiz and Writing	16 AUG 2024	LIT5-1C, LIT5-2C, LIT5-3C, LIT5-4C, LIT5-6U, LIT5-7U	30%
<b>Assessment Task 3 - Examination</b>	Examination	18 OCT 2024	LIT5-1C, LIT5-2C, LIT5-3C, LIT5-4C, LIT5-5U, LIT5-6U, LIT5-7U, LIT5-8U	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>LIT5-1C</b>	Manipulates Italian in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
<b>LIT5-2C</b>	Identifies and interprets information from a range of texts
<b>LIT5-3C</b>	Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
<b>LIT5-4C</b>	Experiments with linguistic patterns and structures to compose texts in Italian using a range of formats for a variety of contexts, purposes and audiences
<b>LIT5-5U</b>	Demonstrates how Italian pronunciation and intonation are used to convey meaning
<b>LIT5-6U</b>	Analyses the function of complex Italian grammatical structures to extend meaning
<b>LIT5-7U</b>	Analyses linguistic, structural and cultural features in a range of texts
<b>LIT5-8U</b>	Explains and reflects on the interrelationship between language, culture and identity



## Year 10 Japanese 100 Hours

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Making a New Friend</b>	Comprehension Quiz and Writing	24 MAY 2024	ML5-UND-01, ML5-CRT-01	30%
<b>Assessment Task 2 - My Life</b>	Comprehension Quiz and Speaking	16 AUG 2024	ML5-INT-01, ML5-UND-01	30%
<b>Assessment Task 3 - Examination</b>	Examination	18 OCT 2024	ML5-INT-01, ML5-UND-01, ML5-CRT-01	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>ML5-INT-01</b>	Exchanges information, ideas, and perspectives in a range of contexts by manipulating culturally appropriate language
<b>ML5-UND-01</b>	Analyses and responds to information, ideas, and perspectives in a range of texts to demonstrate understanding
<b>ML5-CRT-01</b>	Creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language





# Year 10 Japanese 200 Hours

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Welcome To Our Home</b>	Comprehension Quiz and Speaking	24 MAY 2024	LJA5-2C, LJA5-3C, LJA5-4C, LJA5-5U, LJA5-8U, LJA5-9U	30%
<b>Assessment Task 2 - An Outing With Friends</b>	Comprehension Quiz and Writing	16 AUG 2024	LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-6U, LJA5-7U, LJA5-8U	30%
<b>Assessment Task 3 - Examination</b>	Examination	18 OCT 2024	LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-5U, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U	40%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>LJA5-1C</b>	Manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
<b>LJA5-2C</b>	Identifies and interprets information from a range of texts
<b>LJA5-3C</b>	Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
<b>LJA5-4C</b>	Experiments with linguistic patterns and structures to compose texts in Japanese using a range of formats for a variety of contexts, purposes and audiences
<b>LJA5-5U</b>	Demonstrates how Japanese pronunciation and intonation are used to convey meaning
<b>LJA5-6U</b>	Demonstrates understanding of how Japanese writing conventions are used to convey meaning
<b>LJA5-7U</b>	Analyses the function of complex Japanese grammatical structures to extend meaning
<b>LJA5-8U</b>	Analyses linguistic, structural and cultural features in a range of texts
<b>LJA5-9U</b>	Explains and reflects on the interrelationship between language, culture and identity



## Accessing Your Student eRecord

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All students will have access to a record of student results on a Student eRecord. The Student eRecord is available through [Students Online](#) for students. The Student eRecord **is not a formal** NESA credential, but has the same information as a RoSA and also contains information regarding Life Skills outcomes achieved and VET course competencies completed, where applicable. It will be available to students at the end of Year 10 (late term 4). Date to be advised by NESA.

Students leaving school before the completion of Year 12 will be required to download their RoSA from their student online account before it closes. The student and supervisor's will receive information on how to do that when they are officially withdrawn from the school.

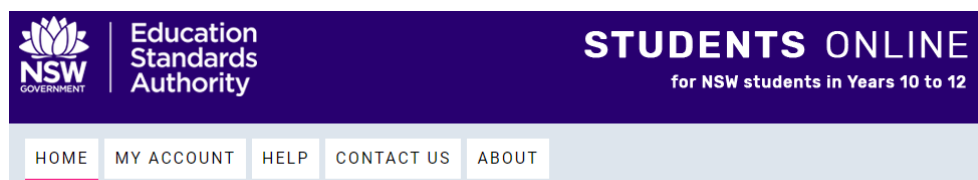


# How to activate students online.

Students online is a website operated by NESA and allows students to access their results for Year 10, 11 and 12 before they leave school, as well as update their personal information.

Students have a limited time to download their RoSA after leaving school before their account is closed by NESA.

To activate their account students need to enter <https://studentsonline.nesa.nsw.edu.au/> or do a Google search – NSW Students Online.



## Welcome to Students Online

Students Online is your source for information about your study from Year 10 to the HSC.

### What you need to know

#### 2021 HSC students

- HSC Written Examination Timetable is available from 29 April 2021.
- HSC results release is 10 December 2021.
- HSC Results Services are available from 13 December 2021.
- Check your name.
  - Your name shown in Students Online is what you see on your certificates.
  - If it needs changing – see your school ASAP.
- Update your email address in the Personal Details section to a non-school email you can easily access.

#### 2021 Year 10 and Year 11 students

- Year 11 Results Release – 9 November 2021.
- Year 10 Results Release – 26 November 2021.

#### ALL 2020 school leavers

- **Your access to Students Online will close 30 June 2021.**
- You can download your free eRecord and/or RoSA/HSC/VET credential PDF in the Certificates/eRecord section.

#### All 2021 students

Once you have logged into Students Online:

- check your confirmation of entry to ensure your name, courses, address, email and phone number are correct
- inform your school of any name changes or course concerns.

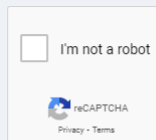
### Login

Login below or [activate your account now](#)

Student

Number:

PIN:



[LOG IN](#)

[Trouble logging in?](#)

[Forgot your PIN?](#)

[Your security](#)

### Tell me about

[Preparing for the HSC and subject selection](#)

[HSC Rules and Procedures Guide](#)

[Advice for students choosing HSC courses](#)

[HSC examination study tips and tools](#)

[How HSC results are](#)

Click onto **activate your account now.**



The Activate your Students Online account page will open. Fill in the required fields. Then press the submit button.

You will need to know what **email address** the school has entered with NESAs. If you don't know – check your Confirmation of Entry form or phone the school.

**Account activation**

## Activate your Students Online account

Access your enrolment details see your accumulating results and download your credential with your Students Online account. All NSW high school students in years 10, 11 and 12 are eligible for an account.

Submit your details below. Your NESAs Student Number will be displayed and you will also be sent an email to the address your school has supplied to NESAs. Open the link in your email and enter your NESAs Student Number to create your six-digit PIN.

If you have issues activating your account, contact your school to check how your details, particularly your given name and email address, are officially recorded.

Activate my account	
School: *	<input type="text" value="Finigan School of Distance Education"/>
Given Name(s): *	<input type="text"/> <small>Enter your given name(s) EXACTLY as you are formally known by your school. For example, if your full name is 'Maxwell Anthony Smith', your school may have supplied your 'Given Name(s)' to NESAs as 'Maxwell Anthony', 'Maxwell', or even, possibly, 'Max'.</small>
Last Name: *	<input type="text"/>
Date of birth: *	Day <input type="text"/> Month <input type="text"/> 2003 <input type="text"/>



**SUBMIT**

After you click **submit**, the account activation page appears – you get your NESAs number here and the email address that NESAs has been provided by your school.

**Account activation**

Thank you.

### Your NESAs Student Number is

An account activation email will be sent shortly to

This email address has been supplied by your school. Please contact your school if you have any difficulties accessing this email account.

This email will contain an activation link. Open the link and enter your NESAs Student Number to create your six-digit PIN.

You need your NESAs Student Number and six-digit PIN to log into your account each time, so keep them both safe.



Check your email account. If it is a Department of Education email you need to log into your student portal and check your emails.

Activate NSW Students Online account. Inbox x

**Students Online Auto Response** autoreponse@nesa.nsw.edu.au via sendgrid.me  
to me

12:03 PM (0 minutes ago) ☆ ↶ ⋮

De:

You recently requested to activate your NSW Students Online account.

Click the link below, or paste it into your browser, to create your PIN and activate your account:

<https://studentsonline.nesa.nsw.edu.au/go/access/confirm/920EFE88-FD89-4ABF-A35ADB45BCEBB23/>

You will need to enter your NESA Student Number to create your six-digit PIN, which was displayed when you submitted your details. If you do not have your NESA Student Number, please contact your school.

Access your enrolment details, results and more for the [Results services](#) and the [Results Services](#) with your Students Online account. All NSW high school students in years 10, 11 and 12 are eligible for an account.


Thank you.

*The Students Online team*

*This is an automated notification from the NSW Education Standards Authority (NESA); please do not reply to this email.*

Click link to activate account

Once you open the link you will be taken to this page. Enter your NESA number.

 Education Standards Authority

**STUDENTS ONLINE**  
for NSW students in Years 10 to 12

HOME MY ACCOUNT HELP CONTACT US ABOUT

**Account activation**

### Activate account

Enter your NESA Student Number below. Then create the six-digit PIN that you will use to login to your account each time.

Your NESA Student Number was displayed when you submitted your details. Your school can also provide your NESA Student Number.

You need your NESA Student Number each time you log into your NSW Students Online account, so keep it safe.

**Activate my account**

Student Number: \*

**SUBMIT**

Enter your NESA number here



You will now need to create your own pin. Then click confirm.

HOME MY ACCOUNT HELP CONTACT US ABOUT

**Account activation**

Enter and verify your new PIN and then click "Confirm PIN"

Choose the six-digit PIN that you will use each time you log in to your account and enter it below.

Your PIN must be a number between 100000 and 999999.

You need your access PIN each time you log into your NSW Students Online account, so keep it safe.

Your NESA Student Number was displayed when you submitted your details. If you do not have your NESA Student Number, please contact your school.

Enter your six-digit PIN

Verify your six-digit PIN

**CONFIRM PIN**

**Login**

Login below or [activate your account now](#)

Student Number:

PIN:

**LOG IN**

[Trouble logging in?](#)  
[Forgot your PIN?](#)  
[Your security](#)

The Welcome page will appear after you have confirmed your pin. Click on the personal detail link to check your details and change them if they are not correct. Make sure that a valid mobile phone number has been entered.

HOME MY ACCOUNT HELP CONTACT US ABOUT

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**2021 Year 10 and Year 11 students**

- Year 11 Results Release – 9 November 2021.
- Year 10 Results Release – 26 November 2021.

**ALL 2020 school leavers**

- Your access to Students Online will close 30 June 2021.

**Student Details**

Welcome back

Your last login was Feb 19 2021 at 2:08 PM AEST

Student ID:

[Enrolment/Results](#)

[Certificates/eRecords](#)

[Exam timetable](#)

[Results services](#)

[Personal details](#)

[Change PIN](#)

[Messages \(0\)](#)


**LOGOUT**

**Tell me about**

Click on the Enrolments/Results under student details to see all of your Year 10 and Year 11 RoSA results and your HSC results. You can print off an E Record, but your actual RoSA will be made available to you to download when you leave school, on the portal. Make sure your home address is correct in the student details section.



If you log out of Students Online and log back in you will need to enter your student number and the pin you created.

**Education Standards Authority**

# STUDENTS ONLINE

for NSW students in Years 10 to 12

[HOME](#) [MY ACCOUNT](#) [HELP](#) [CONTACT US](#) [ABOUT](#)

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#### All 2021 students

Once you have logged into Students Online:

- check your confirmation of entry to ensure your name, courses, address, email and phone number are correct
- inform your school of any name changes or course concerns.

You can change your address, email and phone number in the Personal details section.

You can download your free eRecord and/or RoSA/HSC/VET credential PDF in the Certificates/eRecord section.

You can find helpful information in My Account under Manuals and Guides.


### Login

Login below or [activate your account now](#)

Student Number:

PIN:

I'm not a robot



[Privacy](#) [Terms](#)

**LOG IN**

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[Advice for students choosing HSC courses](#)

[HSC examination study tips and tools](#)

[How HSC results are released](#)

[The Record of School Achievement or RoSA](#)

[Key dates](#)

[Latest news](#)





## Illness/Misadventure Application Form

Please submit immediately before or after illness/misadventure to your Course Teacher

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_

Teacher: \_\_\_\_\_ Task Name: \_\_\_\_\_

Date Due: \_\_\_\_\_ Date of submission of request form: \_\_\_\_\_

Course Teacher/Head Teacher contacted: YES / NO Date of this contact: \_\_\_\_\_

**If your application is highly confidential or sensitive in nature you may contact the Principal directly**

Nature of request (please select):  ILLNESS  MISADVENTURE

Please **provide details** and **attach independent evidence** to this form:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**COPIES OF THIS FORM CAN BE FOUND ON THE SCHOOL WEBSITE**



## PART 2 – STAFF ONLY

### Illness/Misadventure Application Form

#### STEP 1: Head Teacher

Student name: \_\_\_\_\_ Task name: \_\_\_\_\_

Course: \_\_\_\_\_ Faculty: \_\_\_\_\_

- Not Supported  Supported (GO TO STEP 2)
- Insufficient cause demonstrated – zero marks awarded  N Warning letter sent
- Student informed and recorded

Additional comments: \_\_\_\_\_

#### STEP 2 – Decision

- New date to complete/submit the same task New Due Date: \_\_\_\_\_
- New date to complete task New Due Date: \_\_\_\_\_
- Exempt from task (Principal direction only)
- Student/Supervisor informed of decision  Recorded

Additional comments: \_\_\_\_\_

Signed: \_\_\_\_\_ (Head Teacher) Date: \_\_\_\_\_ (Head Teacher)

#### STEP 3 – Right of Appeal to Deputy Principal

A student has the right to appeal the decision made in Step 1. The student must present in writing **explicit reasons/any new evidence** for appealing the HT decision and submit this written appeal to the **Deputy Principal** (within 3 school days of the HT decision).

**Deputy Principal Decision**  Appeal Supported  Appeal Not Supported

Additional comments/reasons: \_\_\_\_\_

- Student/Supervisor informed  Head Teacher informed

Signed: \_\_\_\_\_ (Deputy Principal) Date: \_\_\_\_\_ (Deputy Principal)

#### STEP 4 – Right of Appeal to Principal

A student has the right to appeal the decision made in Step 3. The student must present in writing **explicit reasons/any new evidence** for appealing the Deputy Principal decision and submit this written appeal to the **Principal** (within 3 school days of the DP decision).

**Principal Decision**  Appeal Supported  Appeal Not Supported

Additional comments/reasons: \_\_\_\_\_

- Student informed  Head Teacher informed  Deputy Principal informed

Signed: \_\_\_\_\_ (Principal) Date: \_\_\_\_\_ (Principal)



## Task/Result Appeal Form

**Please submit within 3 school days of task being returned to you**

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_

Date: \_\_\_\_\_ Teacher: \_\_\_\_\_

Task Name: \_\_\_\_\_

**Step One – Course Teacher contacted: YES/NO Date of Contact:** \_\_\_\_\_

**Step Two – Appeal to Head Teacher**

Reasons for appeal of mark (clear reference to task administration breakdown/marketing guidelines/course outcomes/feedback to be made here):

\_\_\_\_\_

\_\_\_\_\_

**For Office Use Only:**

**Head Teacher Decision**

No change to mark. Reasons: \_\_\_\_\_

\_\_\_\_\_

Change to mark. Reasons: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

New Mark: \_\_\_\_\_  Updated result recorded

Student/Supervisor informed  Teacher informed

Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Step Three – Appeal Deputy Principal:** Attach any new or additional information.

No change to mark. Reasons: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**For Office Use Only:**

**Deputy Principal Decision**

Change to mark. Reasons: \_\_\_\_\_  
\_\_\_\_\_

New Mark: \_\_\_\_\_  Updated result recorded

Student/Supervisor informed  Head Teacher informed

Deputy Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Step Four - Appeal Principal:** Attach any new or additional information.

No change to mark. Reasons: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**For Office Use Only:**

**Principal Decision**

Change to mark. Reasons: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New Mark: \_\_\_\_\_  Updated result recorded

Student/Supervisor informed  Head Teacher informed  Deputy Principal informed

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

