

**Year 10**

# **Assessment Guide 2022**



**ENDEAVOUR**

**SPORTS**

**HIGH SCHOOL**



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## A Message from the Principal

At Endeavour we believe that there is nothing more important than your learning. To reach your academic potential you will be required to demonstrate diligence and sustained effort to all learning tasks. Remember our intelligence and ability can grow and it is not static.

The best resources you have during this period are your teachers, and it is important that you form strong partnerships with them to ensure the best possible results. It is especially important to ask relevant questions about all assessment tasks and when feedback is given to the class and you individually.

Whilst you may be engaged in a range of activities both inside and outside of school, your learning should always come first and be regularly monitored by yourself and the respective course teachers.

We want students at Endeavour to constantly challenge themselves and to push the limits of what is possible. I look forward to sharing this journey with you in a learning environment that guarantees academic success.

James Kozlowski  
Principal

## ENDEAVOUR SPORTS HIGH SCHOOL - STAFF 2022

<b>PRINCIPAL</b>	Mr James Kozlowski	<b>DEPUTY PRINCIPAL 7 9 11</b>	Ms Nagla Jebeile
<b>CAREERS ADVISER</b>	Ms Liri Latimore	<b>DEPUTY PRINCIPAL 8 10 12</b>	Ms Jocelyn Gooch Mrs Lenore Blades (Relieving)
<b>HEAD TEACHER ADMINISTRATION</b>	Ms Marni Miller	<b>STUDENT ADVISER</b>	Mrs Elyse Akkawy Mr Corey Willis
<b>HSC MENTOR</b>	Dr Ian Paterson	<b>HEAD TEACHERS WELLBEING</b>	Mrs Gillian Kaladelfos Dave Howlett
<b>DIRECTOR OF SPORTS</b>	Mr Dave Davids	<b>HEAD TEACHER TEACHING &amp; LEARNING</b>	Mrs Sarah Hawke
		<b>LEARNING AND SUPPORT TEAM COORIDNATOR</b>	Mrs Lisa Cutcliff

## KEY LEARNING AREAS HEAD TEACHERS

<b>ENGLISH</b>	English	Ms Aphrodite Chamos
<b>MATHEMATICS</b>	Mathematics	Mrs Sandra Williams
<b>SCIENCE</b>	Science iStem Marine and Aquaculture Technology	Miss Jessica Rigg Mr Liam Dwyer (Relieving)
<b>HSIE (Human Society and its Environment)</b>	History Geography Commerce Forensic Archaeology	Ms Susie Smith
<b>PD/H/PE (Personal Development/ Health/Physical Education)</b>	PD/H/PE PASS Dance	Mr Brad Kelly (Relieving)
<b>TAS (Technological and Applied Studies)</b>	Food Technology  Graphics Technology  Industrial Technology Timber	Mrs Olivera Souris
<b>LOTE (Languages other than English)</b>	Greek	Miss Jessica Rigg Mr Liam Dwyer (Relieving)
<b>CREATIVE/ PERFORMING ARTS</b>	Music Visual Arts	Ms Phillipa Whittaker

## **Assessment Policy**

Accurate and comprehensive assessment of student performance against state-wide standards allows open communication of current learning performance and assists the development of strategies to enhance learning in the future. State-wide standards are expressed as learning outcomes in each syllabus document and these form the basis of the active teaching and learning programs implemented in the classroom for each course.

### **Assessment**

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.
- Enables students to demonstrate what they know and can do.
- Clarifies student understanding of concepts and promotes deeper understanding and skills that are a suitable basis of future learning.

#### **Each assessment task will:**

- Be based on syllabus outcomes
- Be a valid instrument for what it is designed to assess.
- Include criteria to clarify for students what aspects of learning are being assessed.
- Enable students to demonstrate their learning in a range of task types.
- Be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement.
- Be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- Enable students and teachers to use feedback effectively and reflect on the learning process
- Be inclusive of and accessible for all students.
- Be part of an ongoing process where progress is monitored over time.
- Be submitted as stated on the assessment notification

### **Implementation**

All students in Year 10 will be presented with an Assessment Booklet comprising the assessment policy, course based assessment schedules including assessment tasks, weighting of a variety of tasks and their timing. Tasks can take many forms including tests and assignments, projects, portfolios, observations and group work. If for any reason there is a variation to the course assessment schedule, students will be notified in writing at least two weeks before the task is due.

### **Late submissions**

- If an assessable task has to be submitted and a student fails to do so by the specified date, a 20% deduction of marks will be given per calendar day, unless a note and medical certificate giving acceptable reasons is given to the teacher, Head teacher or Deputy Principal. This should be given on the first day of the student's return to school.

- Documentation is necessary if medical reasons are given for late submission. If a student has an event that coincides with an assessment task, it is their responsibility to notify their teacher as soon as possible and complete the Assessment Variation 1 form. The form should be produced on the first day of the students return.
- Assessment Variation form 1 should be produced on the first day of the students return. If a child has a misadventure during an assessment task it is their responsibility to complete Assessment Variation 2 paperwork as soon as possible and hand it in to Ms Gooch/Mrs Blades (Relieving). Students can get this form from the Deputy Principal.

### **Non-submission of assessable tasks**

- A zero mark will be given for non-submission of an assessable task or non-serious attempt of an assessable task. ICT issues are not valid reasons for non-submission.
- Written notification will be given to parents/carers of each occurrence of a zero assessment mark.

### **Non-attendance at a test, exam, field study, practical test**

- If a student fails to attend an assessment task (examination, field study, practical task, presentation etc.) the student's parent/guardian must notify the school by telephone or SMS on the morning of the task, stating the reason/s for non-attendance. A zero mark will be given, unless a note and/or medical certificate, giving reasons is provided to the DP on the first day back at school.
- If a valid reason is given for non-attendance (illness or approved leave) then a mark will be awarded, based on a substitute/alternative task. Failure to complete a substitute/alternative task will mean a zero mark will be given.
- In exceptional circumstances, an estimate based on appropriate evidence will be used, where the completion of a substitute/alternate task is not feasible, is unreasonable, or where the missed task is difficult to duplicate.
- If a student is late for a test, practical task or examination, no extra time will be given except in extraordinary circumstances.
- If no valid reason for non-attendance is given, a zero mark will be awarded.

### **Malpractice, Plagiarism and Cheating**

- If a student cheats during assessable tasks or examinations, home assignments, essays, projects or tests, a zero mark will be awarded.
- If a student submits a prepared task that the teacher believes is not entirely the student's own work, the student may be required to reproduce the work under examination conditions. Failure to do so will result in a zero mark being awarded.
- If a student submits a piece of work identical to that of another student, and is known to be the work of another student or has been shared by the creator of the task, both students will receive a mark of zero for the task.
- If a student arrives for their exam out of uniform, the exam coordinator has the right to deny access to the exam room until the student can change into school uniform.

- No mobile phones are to be brought into the room during an assessment task or examination. If a phone rings or is seen during the task or exam this will be regarded as an attempt to cheat and will result in a zero mark being awarded.

### **Student Feedback**

To improve and focus future learning, following the assessment and marking of the task, quality feedback will be provided through the marking guidelines and written /verbal summaries and adjustments will be made to teaching and learning programs. Students are expected to take this opportunity to ask relevant questions of the teacher so as to improve on their performance. Parent Teacher meetings will focus on assessment tasks and report outcomes.

### **Homework**

Regular homework will be given to all students. Homework can take many forms to enable class work to be completed, concepts to be reinforced, or new ideas to be explored when introductory concepts have been introduced in the lesson beforehand. Homework will normally be completed in a given timeframe and feedback provided to assess further student learning.

### **Future success in Learning**

All students should enjoy their learning outcomes being assessed and helpful feedback being provided. If a student or parent has any questions regarding the Assessment schedule or a particular task, please contact the school as soon as possible.

### **Relevant assessment information**

More specific details for every task will be issued by individual subject areas with at least two weeks advance notice.

These details will include:

- the outcomes to be assessed as set out in syllabus requirements
- the task number and its weighting
- a description of the task
- criteria on how the task will be assessed.

The assessment tasks included in each course schedule are referred to as summative assessments and are more formal in nature. However, many tasks in class or given for homework are formative assessments which assists teachers in making judgements about student progress and to support students in the effective completion of the summative or the scheduled assessment tasks.

All concerns regarding assessment should be directed to the Head Teacher indicated for each subject area.



## **ASSESSMENT SCHEDULES**

## 10 ENGLISH

English is the study and use of the English language in its various textual forms. These encompass spoken, written and visual texts of varying complexity through which meaning is shaped, conveyed, interpreted and reflected. Through responding to and composing texts students learn about the power, value and art of the English language for communication, knowledge and enjoyment. They engage with, explore and compose a wide range of texts. By composing and responding with imagination, feeling, logic and conviction, students develop understanding of themselves and of human experience and culture. They develop clear and precise skills in speaking, listening, reading, writing, viewing and representing, and knowledge and understanding of language forms and features and structures of texts.

<b>SEMESTER ONE</b>					
No.	Task	Outcomes	Topic	Weighting	Due
1	Discursive response and reflection	EN5-1A EN5-2B EN5-8D EN5-9E	Poetry <i>All a poet can do today is warn</i>	25%	Week 7 Term 1
2	Half Yearly Examination	EN5-1A EN5-2A EN5-3B	Shakespeare <i>Not of an age but for all time?</i>	25%	Week 5 Term 2
<b>Semester 1 reports will include tasks 1-2</b>					
<b>SEMESTER TWO</b>					
3	Persuasive speech	EN5-2A EN5-4B EN5-9E	The Power of Rhetoric <i>Lend me your ears</i>	25%	Week 2 Term 3
4	Yearly Examination: analytical response and multiple choice	EN5-1A EN5-6C EN5-7D	Discovery <i>See it new</i>	25%	Week 4 Term 4
<b>Semester 2 reports will include tasks 1-4</b>					

**English outcomes to be assessed:**

A Student:

- EN5-1A** responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN5-2A** effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
- EN5-3B** selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
- EN5-4B** effectively transfers knowledge, skills, understanding of language concepts into new and different contexts
- EN5-5C** thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
- EN5-6C** investigates the relationships between and among texts
- EN5-7D** understands and evaluates the diverse ways texts can represent personal and public worlds
- EN5-8D** questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
- EN5-9E** purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

## 10 GEOGRAPHY

During Stage 5, students will learn to explain geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations. Students undertake geographical inquiry to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena.

- Focus: Human

Wellbeing

- Environmental Change

### EITHER

SEMESTER ONE					
No.	Task	Outcomes	Topic	Weighting	Due
1	Research Task	GE5-4 GE5-5 GE5-6 GE5-7 GE5-8	Students will complete a research assignment on Global Human Wellbeing	40%	Week 9 Term 1
2	Semester Examination	GE5-1 GE5-2 GE5-3	Formal examination will test geographical skills and content from both topics studied this semester.	60%	Week 5 Term 2
<b>Semester 1 reports will include tasks 1-2</b>					
<b>OR</b>					
SEMESTER TWO					
1	Research Task	GE5-4 GE5-5 GE5-6 GE5-7 GE5-8	Students will complete a research assignment on Global Human Wellbeing	40%	Week 9 Term 3
2	Semester Examination	GE5-1 GE5-2 GE5-3	Formal examination will test geographical skills and content from both topics studied this semester.	60%	Week 5 Term 4
<b>Semester 2 reports will include tasks 1-2</b>					

**Geography outcomes to be assessed:**

A Student:

**GE5-1** explains the diverse features and characteristics of a range of places and environments

**GE5-2** explains processes and influences that form and transform places and environments

**GE5-3** analyses the effect of interactions and connections between people, places and environments

**GE5-4** accounts for perspectives of people and organisations on a range of geographical issues

**GE5-5** assesses management strategies for places and environments for their sustainability

**GE5-6** analyses differences in human wellbeing and ways to improve human wellbeing

**GE5-7** acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

**GE5-8** communicates geographical information to a range of audiences using a variety of strategies

## 10 HISTORY

The Year 10 History course, focuses on history of the modern world and Australia from 1945 to the present, with an emphasis on Australia in its global context. It follows on from the Year 9 course and begins at the end of World War II. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

### Focus – The Modern World and Australia

- Aboriginal Rights and Freedoms (1945–present)
- Australia and the Vietnam War
- Popular Culture

### EITHER

<b>SEMESTER ONE</b>					
No.	Task	Outcomes	Topic	Weighting	Due
1	Research Task	HT5-1 HT5-3 HT5-4 HT5-8 HT5-9 HT5-10	Research task based on Rights and Freedoms (1945–present) topic	50%	Week 8 Term 1
2	Semester Examination	HT5-1 HT5-2 HT5-4 HT5-6 HT5-9	This examination will assess students understanding of course content and their ability to interpret the past using historical skills and tools.	50%	Week 5 Term 2
<b>Semester 1 reports will include tasks 1-2</b>					
<b>OR</b>					
<b>SEMESTER TWO</b>					
1	Research Task	HT5-1 HT5-3 HT5-4 HT5-8 HT5-9 HT5-10	Research task based on Rights and Freedoms (1945–present) topic	50%	Week 8 Term 3
2	Semester Examination	HT5-1 HT5-2 HT5-4 HT5-6 HT5-9	This examination will assess students understanding of course content and their ability to interpret the past using historical skills and tools.	50%	Week 5 Term 4
<b>Semester 2 reports will include tasks 1-2</b>					

As we semesterise our courses in Stage 5 History, students will intensively focus on their study of History in one semester, and study Geography in the other.

**History outcomes to be assessed:**

A Student:

**HT5-1** explains and assesses the historical forces and factors that shaped the modern world and Australia

**HT5-2** sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

**HT5-3** explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

**HT5-4** explains and analyses the causes and effects of events and developments in the modern world and Australia

**HT5-5** identifies and evaluates the usefulness of sources in the historical inquiry process

**HT5-6** uses relevant evidence from sources to support historical narratives, explanations analyses of the modern world and Australia

**HT5-7** explains different contexts, perspectives and interpretations of the modern world and Australia

**HT5-8** selects and analyses a range of historical sources to locate information relevant to an historical inquiry

**HT5-9** applies a range of relevant historical terms and concepts when communicating an understanding of the past

**HT5-10** selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

## 10 MATHEMATICS

The study of mathematics provides opportunities for students to appreciate the elegance and power of mathematical reasoning and to apply mathematical understanding creatively and efficiently. It provides students with the ability to make informed decisions and to interpret and apply mathematics in a variety of contexts.

<b>SEMESTER ONE</b>					
No.	Task	Outcomes	Topic	Weighting	Due
1	In class: Open book Examination	MA5.1-4 NA MA5.2-1,2,3 WM MA5.2-4 NA MA5.3-1,2 WM	Interest and Depreciation, Coordinate Geometry, Surface Area and Volume	20%	Week 10 Term 1
2	Half Yearly Examination	MA5.1-1,2,3 WM MA5.2-1,2,3 WM MA5.1-10 MG MA5.2-13 MG MA5.1-13 SP MA5.2-17 SP MA5.2-8 NA MA5.3-2 WM	5.2-5.3: Interest and Depreciation, Coordinate Geometry, Surface Area and Volume, Trigonometry 5.1-5.2: Interest and Depreciation, Coordinate Geometry, Surface Area and Volume, Investigating Data	30%	Week 4 Term 2
<b>Semester 1 reports will include tasks 1-2</b>					
<b>SEMESTER TWO</b>					
3	Research Assignment	MA5.1-1,2,3 WM MA5.1-4 NA MA5.1 MG MA5.2,1,2 1,2WM MA5.2-12 MG	Research Assignment	20%	Week 7 Term 3
4a	Yearly - Stage Examination	MA5.1-1,2,3 WM MA5.2-1,2,3 WM MA5.1-10 MG MA5.2-13 MG MA5.2-8 NA MA5.3- 5 NA	5.2-5.3: A selection of topics from the three major strands of the syllabus: Number, Algebra, Measurement, Geometry, Statistics, Probability 5.1-5.2: A selection of topics from the three major strands of the syllabus: Number, Algebra, Measurement, Geometry, Statistics and Probability.	25%	Week 4 Term 4
4b	Yearly - Common Examination	MA5.1-1 WM MA5.1-3 WM MA5.1-5 NA MA5.1- 12 SP	A selection of topics from the three major strands of the syllabus: Number and Algebra, Measurement and Geometry, Statistics and Probability.	5%	Week 4 Term 4
<b>Semester 2 reports will include tasks 1-4b</b>					



**Mathematics outcomes to be assessed:**

A Student:

**MA5.1-1WM** uses appropriate terminology, diagrams and symbols in mathematical contexts

**MA5.1-2WM** selects and uses appropriate strategies to solve problems

**MA5.1-3WM** provides reasoning to support conclusions that are appropriate to the context

**MA5.2-1WM** selects appropriate notations and conventions to communicate mathematical ideas/solutions

**MA5.2-2WM** interprets mathematical or real-life situations, applying appropriate strategies to problems

**MA5.2-3WM** constructs arguments to prove and justify results

**MA5.3-1WM** uses and interprets formal definitions and generalisations when explaining solutions

**MA5.3-2WM** generalises mathematical ideas and techniques to analyse and solve problems efficiently

**MA5.1-4NA** solves financial problems involving earning, spending and investing money

**MA5.1-5NA** operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

**MA5.1-6NA** determines the midpoint, gradient and length of an interval, and graphs linear relationships

**MA5.1-7NA** graphs simple non-linear relationships

**MA5.2-4NA** solves financial problems involving compound interest

**MA5.2-5NA** recognises direct and direct proportion, and solves problems involving direct proportion

**MA5.2-6NA** simplifies algebraic fractions

**MA5.2-7NA** applies index laws to operate with algebraic expressions involving integer indices

**MA5.2-8NA** solves linear and simple quadratic equations

**MA5.2-9NA** uses the gradient-intercept form to interpret and graph linear relationships

**MA5.2-10NA** connects algebraic and graphical representations of simple non-linear relationships

**MA5.3 - 4NA** performs operations with surds and indices

**MA5.3-5NA** selects and applies appropriate algebraic techniques to operate with algebraic expressions

**MA5.3-6NA** performs operations with surds and indices

**MA5.3-7NA** solves complex linear, quadratic, simple cubic, simultaneous equations, and rearranges equations

**MA5.3-8 NA** uses formulas to find midpoint, gradient and distance on the number plane, and applies standard forms of the equation of a straight line

**MA5.3-9 NA** sketches and interprets a variety of non-linear relationships

**MA5.3-10NA** recognises, describes, sketches polynomials, applied the factor and remainder theorems

**MA5.1-8 MG** calculate the areas of composite shapes, the surface areas of rectangular and triangular prisms

**MA5.1-9 MG** interprets very small/large units of measurement, uses scientific notation, rounds significant fig.

**MA5.1-10MG** applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression

**MA5.1-11MG** describes and applied the properties of similar figures and scale drawings

**MA5.2-11MG** calculates the surface areas of right prisms, cylinders and related composite solids

**MA5.2-12MG** applies formulas to calculate the volumes of composite solids

**MA5.2-13MG** applies trigonometry to solve problems, including problems involving bearings

**MA5.2-14MG** calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar

**MA5.3-14MG** applies formulas to find the volumes of right pyramids, right cones, spheres and related solids

**MA5.3-15MG** applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions.

**MA5.3-16MG** proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilateral

**MA5.3-17MG** applies deductive reasoning to prove circle theorems and to solve related problems

**MA5.1-12SP** uses statistical displays to compare sets of data, evaluates statistical claims made in the media

**MA5.1-13SP** calculates relative frequencies to estimate probabilities of simple and compound events

**MA5.2-15SP** uses quartiles and box plots to compare sets of data, and evaluates sources of data

**MA5.2-16SP** investigates relationships between two statistical variables, including relationship over time

**MA5.2-17SP** describes and calculates probabilities in multi-step chance experiment

## 10 PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION

Personal Development, Health and Physical Education (PDHPE) contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practise ways of, adopting and maintaining a healthy, productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable, and improving their capacity to move with skill and confidence in a variety of contexts. It promotes the value of physical activity in their lives

<b>SEMESTER ONE</b>					
<b>No.</b>	<b>Task</b>	<b>Outcomes</b>	<b>Topic</b>	<b>Weighting</b>	<b>Due</b>
1	Research and Case study	PD5-2 PD5-3 PD5-10	Embracing diversity Overcoming Adversity	15%	Week 9 Term 1
2	Individual skill assessment	PD5-4 PD5-11 PD5-7	Football Codes and Court Sports	20%	Week 5/6 Term 2
<b>Semester 1 reports will include tasks 1-2</b>					
<b>SEMESTER TWO</b>					
3	Research Task and Analysis	PD5-1 PD5-9	Life's a challenge	15%	Week 9 Term 3
4	Yearly examination	PD5-1 PD5-2 PD5-3 PD5-6 PD5-9 PD5-7	Embracing diversity Overcoming Adversity, Better safe than sorry, Life's a challenge, Safety First	20%	Week 4 Term 4
5	Meeting practical outcomes (ongoing)	PD5-4 PD5-5 PD 5-6 PD5-8 PD5-11	Games of the world, Football codes and Court Sports, Athletics and cross country, working as a team, Relaxation and Recreation	30%	Ongoing terms 1-4
<b>Semester 2 reports will include tasks 1-5</b>					

**PDHPE outcomes to be assessed:**

A Student:

- PD5-1** assesses their own and others' capacity to reflect on and respond positively to challenges
  - PD5-2** researches and appraises the effectiveness of health information and support services available in the community
  - PD5-3** analyses factors and strategies that enhance inclusivity, equality and respectful relationships
  - PD5-4** adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
  - PD5-5** appraises and justifies choices of actions when solving complex movement challenges
  - PD5-6** critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
  - PD5-7** plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
  - PD5-8** designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
  - PD5-9** assesses and applies self-management skills to effectively manage complex situations
  - PD5-10** critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
  - PD5-11** refines and applies movement skills and concepts to compose and perform innovative movement sequences
- Personal Development, Health and Physical Education (PDHPE) contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practice ways of, adopting and maintaining a healthy, productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable, and improving their capacity to move with skill and confidence in a variety of contexts. It promotes the value of physical activity in their lives.

## 10 SCIENCE

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. As students actively engage in the processes of Working Scientifically, they gain an increased appreciation and understanding of the importance of science in their own lives and society, locally and globally. Through questioning and seeking solutions to problems, students develop an understanding of relationships between science and technology and its importance in the current and future practice of science.

By the end of Stage 5 students use scientific inquiry by actively engaging in using and applying the processes of Working Scientifically to increase their understanding of and about the world around them. Students formulate questions or hypotheses to be investigated scientifically. They apply scientific understanding and critical thinking skills to suggest possible solutions to identified problems. Students process, analyse and evaluate data and information from first-hand investigations to draw conclusions consistent with evidence, identifying sources of uncertainty and possible alternative explanations for findings.

<b>SEMESTER ONE</b>					
No.	Task	Outcomes	Topic	Weighting	Due
1	Student Research Project	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS	Scientific Method	20%	Week 6 Term 1
2	Half Yearly Examination	SC5-10PW SC5-11PW SC5-12ES SC5-13ES	Scientific Method, Reaction Time and Origins	30%	Week 5 Term 2
<b>Semester 1 reports will include tasks 1-2</b>					
<b>SEMESTER TWO</b>					
3	Practical Task	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-17CW	Reaction Time	20%	Week 9 Term 3
4	Yearly Examination	SC5-12ES SC5-13ES SC5-15LW SC5-17CW	Genetics and Biotechnology, Reaction Time and Disasters	30%	Week 5 Term 4
<b>Semester 2 reports will include tasks 1-4</b>					

**Science outcomes to be assessed:**

A Student:

**SC5-4WS** develops questions or hypotheses to be investigated scientifically

**SC5-5WS** produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively

**SC5-6WS** undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively

**SC5-7WS** processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions

**SC5-8WS** applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems

**SC5-9WS** presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.

**SC5-10PW** applies models, theories and laws to explain situations involving energy, force and motion

**SC5-11PW** explains how scientific understanding about energy conservation, transfers and transformations is applied in systems

**SC5-12ES** describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community

**SC5-13ES** explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues

**SC5-14LW** analyses interactions between components and processes within biological systems

**SC5-15LW** explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society

**SC5-16CW** explains how models, theories and laws about matter have been refined as new scientific evidence becomes available

**SC5-17CW** discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

## 10 COMMERCE ELECTIVE

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal financial management. In examining these they also develop attitudes and values that promote ethical behaviour and social responsibility and a commitment to contribute to a more just and equitable society.

**Core Topics:** Law and Society, Employment Issues

**Other study options:** Investing, Promoting and Selling, E-commerce, Global Links, Towards Independence, Political Involvement, Travel, Law in Action, Our Economy, Community Participation, Running a Business, School-developed Option

<b>SEMESTER ONE</b>					
No.	Task	Outcomes	Topic	Weighting	Due
1	Research Task	COM5-1 COM5-2 COM5-4 COM5-5 COM5-7 COM5-8 COM5-9	Research task based on Employment and work futures	20%	Week 9 Term 1
2	Half Yearly Examination	COM5-1 COM5-2 COM5-4 COM5-5 COM5-8 COM5-9	This examination will test student's skills in Commerce and understanding of content studied throughout semester 1.	30%	Week 5 Term 2
<b>Semester 1 reports will include tasks 1-2</b>					
<b>SEMESTER TWO</b>					
3	Research Task and video presentation	COM5-1 COM5-2 COM5-3 COM5-4 COM5-5 COM5-6 COM5-7 COM5-8 COM5-9	Research task based on one option studied	30%	Week 9 Term 3
4	Yearly Examination	COM5-1 COM5-2 COM5-4 COM5-5 COM5-8 COM5-9	This examination will test student's skills in Commerce and understanding of content studied throughout the year with a focus on Semester 2.	20%	Week 5 Term 4
<b>Semester 2 reports will include tasks 1-4</b>					

**Commerce outcomes to be assessed:**

A Student:

**COM5-1** applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts

**COM5-2** analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts

**COM5-3** examines the role of law in society

**COM5-4** analyses key factors affecting decisions

**COM5-5** evaluates options for solving problems and issues

**COM5-6** develops and implements plans designed to achieve goals

**COM5-7** researches and assesses information using a variety of sources

**COM5-8** explains information using a variety of forms

**COM5-9** works independently and collaboratively to meet individual and collective goals within specified timeframes

## 10 FOOD TECHNOLOGY ELECTIVE

Food technology provides students with a broad knowledge and understanding of food properties, processing and preparation, nutritional considerations and consumption patterns. Students develop practical skills in preparing and presenting food that will allow them to select and use appropriate ingredients, methods and equipment.

In Year 10 the focus will be on food for special needs, creating new food products, food and beverage production and service in the hospitality industry and food inequity in Australia and around the world.

SEMESTER ONE					
No.	Task	Outcomes	Topic	Weighting	Due
1	Theory and practical	FT5-1 FT5-5 FT5-8 FT5-9 FT5-11	Food Trends	25%	Week 2 Term 2
2	Topic Test	FT5-3 FT5-4 FT5-6 FT5- 7 FT5-12 FT5-13	Food Trends	15%	Week 5 Term 2
3	Practical Progressive Assessment	FT5-1 FT5-2 FT5-5 FT5-10 FT5-11	Practical Tasks	10%	Terms 1-2 ongoing
<b>Semester 1 reports will include tasks 1-3</b>					
SEMESTER TWO					
4	Theory and practical	FT5-1 FT5-5 FT5-8 FT5-9 FT5-10 FT5-11	Food Product Development	20%	Week 8 Term 3
5	Yearly Examination	FT5-2 FT5- 7 FT5- 12 FT5-13 FT5-4 FT5-6 FT5-3	Food Product Development Food Equity	20%	Week 5 Term 4
6	Practical Progressive Assessment	FT5-1 FT5-2 FT5-5 FT5-10 FT5-11	Practical Tasks	10%	Terms 3-4 ongoing
<b>Semester 2 reports will include tasks 1-6</b>					



**Food technology outcomes to be assessed:**

A Student:

**FT5-1** demonstrates hygienic handling of food to ensure a safe and appealing product

**FT5-2** identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

**FT5-3** describes the physical and chemical properties of a variety of foods

**FT5-4** accounts for changes to the properties of food which occur during food processing, preparation and storage

**FT5-5** applies appropriate methods of food processing, preparation and storage

**FT5-6** describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities

**FT5-7** justifies food choices by analysing the factors that influence eating habits

**FT5-8** collects, evaluates and applies information from a variety of sources

**FT5-9** communicates ideas and information using a range of media and appropriate terminology

**FT5-10** selects and employs appropriate techniques and equipment for a variety of food-specific purposes

**FT5-11** plans, prepares, presents and evaluates food solutions for specific purposes

**FT5-12** examines the relationship between food, technology and society

**FT5-13** evaluates the impact of activities related to food on the individual, society and the environment

## 10 FORENSIC ARCHAEOLOGY ELECTIVE

The study of forensic archaeology equips students with knowledge and skills for their future roles as active, informed citizens and advocates for a fair and just society. Skills in critical thinking and independent inquiry-based learning enable and encourage students to become engaged in lifelong learning. Forensic Archaeology is an elective history. Various investigative approaches are used to develop student's ability to interpret data. This is a 'hands on' course which actively involves the students in the investigative process.

### Topics Studied

- World Myths and Legends
- Mistaken Identity - Anastasia Romanov
- Murder Most Foul - Jack the Ripper
- Heroes and Villains

SEMESTER ONE					
No.	Task	Outcomes	Topic	Weighting	Due
1	Research Task	HTE5-1 HTE5 4 HTE5-6 HTE5-10	<b>World Myths and Legends</b> Students will examine a myth or legend of their own choice	30%	Week 9 Term 1
2	Topic Test	HTE5-4 HTE5-5 HTE5-6 HTE5-8	<b>Anastasia Case Study Topic Test</b> Students will examine the mystery surrounding the disappearance of Anastasia and present their findings	20%	Week 6 Term 2
<b>Semester 1 reports will include tasks 1-2</b>					
SEMESTER TWO					
3	Research and presentation	HTE5-1 HTE5 6 HTE5-8 HTE5-9 HTE5-10	<b>Jack the Ripper Class Presentation</b> Students will research the mystery surrounding the identity of Jack the Ripper. They will research the suspects and present their findings to the class using an evidence board.	30%	Week 6 Term 3
4	Yearly Examination	HTE5-3 HTE5-4 HTE5-7 HTE5-8	<b>Examination</b> This examination will assess students understanding of course content and their ability to interpret the past using historical skills and tools	20%	Week 5 Term 4
<b>Semester 2 reports will include tasks 1-4</b>					

**Forensic Archaeology outcomes to be assessed:**

A Student:

**HTE5-1** applies an understanding of history, heritage, archaeology and the methods of historical inquiry

**HTE5-2** examines the ways in which historical meanings can be constructed through a range of media

**HTE5-3** sequences major historical events or heritage features, to show an understanding of continuity, change and causation

**HTE5-4** explains the importance of key features of past societies or periods, including groups and personalities

**HTE5-5** evaluates the contribution of cultural groups, sites and/or family to our shared heritage

**HTE5-6** identifies and evaluates the usefulness of historical sources in an historical inquiry process

**HTE5-7** explains different contexts, perspectives and interpretations of the past

**HTE5-8** selects and analyses a range of historical sources to locate information relevant to an historical inquiry

**HTE5-9** applies a range of relevant historical terms and concepts when communicating an understanding of the past

**HTE5-10** selects and uses appropriate forms to communicate effectively about the past for different audiences

## 10 GRAPHICS TECHNOLOGY ELECTIVE

Graphics Technology enables students to practise logical thought and decision-making while developing skills applicable to a range of domestic, commercial and leisure activities. They engage in both manual and computer-based forms of image generation and manipulation and develop knowledge of the wide application of graphics in a variety of contexts and an ever-increasing range of vocations. Graphics Technology also develops students' technical and visual literacy, equipping them for participation in a technological world.

<b>SEMESTER ONE</b>					
No.	Task	Outcomes	Topic	Weighting	Due
1	Engineered Illustrations: Isometric, orthogonal drawing principles, CAD principles	GT5-1 GT5-2 GT5-3 GT5-4 GT5-5 GT5-6 GT5-7 GT5-9 GT5-10	Option Module 2 Australian Architecture	25%	Week 4 Term 2
2	Half Yearly Examination	GT5-1 GT5-2 GT5-3 GT5-4 GT5-5 GT5-6 GT5-7 GT5-9 GT5-10 GT5-11 GT5-12	Option Module 2 Australian Architecture	20%	Week 5 Term 2
<b>Semester 1 reports will include tasks 1-2</b>					
<b>SEMESTER TWO</b>					
3	Creative Design Portfolio	GT5-1 GT5-2 GT5-3 GT5-4 GT5-5 GT5-6 GT5-7 GT5-8	Option Module 7 Graphic Design and Communication	15%	Week 2 Term 3
4	Research + Portfolio Major Project "Dream Home"	GT5-1, GT5-2 GT5-3, GT5-4 GT5-5, GT5-6 GT5-7, GT5-10 GT5-11	Option Module 6 Engineering Drawing	25%	Week 10 Term 3
5	Cabinet and Furniture Drawing, Rendering and Perspective	GT5-1, GT5-2 GT5-3, GT5-4 GT5-5, GT5-6 GT5-7, GT5-10 GT5-11	Option Module 3 Cabinet and Furniture Drawing	15%	Week 5 Term 4
<b>Semester 2 reports will include tasks 1-5</b>					

**Graphics Technology outcomes to be assessed:**

A Student:

**GT5-1** communicates ideas graphically using freehand sketching and accurate drafting techniques

**GT5-2** analyses the context of information and intended audience to select and develop appropriate presentations

**GT5-3** designs and produces a range of graphical presentations

**GT5-4** evaluates the effectiveness of different modes of graphical communications for a variety of purposes **GT5-5** identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications

**GT5-6** manages the development of graphical presentations to meet project briefs and specifications

**GT5-7** manipulates and produces images using digital drafting and presentation technologies

**GT5-8** designs, produces and evaluates multimedia presentations

**GT5-9** identifies, assesses and manages relevant WHS factors to minimise risks in the work environment

**GT5-10** demonstrates responsible and safe work practices for self and others

**GT5-11** demonstrates the application of graphics to a range of industrial, commercial and personal settings

**GT5-12** evaluates the impact of graphics on society, industry and the environment

## 10 INDUSTRIAL TECHNOLOGY TIMBER ELECTIVE

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries. Core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist modules. Practical projects undertaken reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies.

<b>SEMESTER ONE</b>					
No.	Task	Outcomes	Topic	Weighting	Due
1	Half-Yearly Examination	IND5-4 IND5-5 IND5-7 IND5-8 IND5-9 IND5-10	Understanding theoretical course content	15%	Week 5 Term 2
2	Cabinet Construction Stage 1	IND5-1 IND5-2 IND5-3 IND5-6 IND5-7	Demonstrating specific skills and knowledge related to the practical project	25%	Week 6 Term 2
<b>Semester 1 reports will include tasks 1-2</b>					
<b>SEMESTER TWO</b>					
3	Major Design Portfolio	IND5-2 IND5-5 IND5-6 IND5-7 IND5-8 IND5-9	Understanding theoretical components of design management	10%	Week 3 Term 4
4	Yearly Examination	IND5-4 IND5-5 IND5-7 IND5-8 IND5-9 IND5-10	Understanding theoretical course content	15%	Week 4 Term 4
5	Major Project	IND5-1 IND5-2 IND5-3 IND5-6 IND5-7	Demonstrating specific skills and knowledge related to the practical project	35%	Week 4 Term 4
<b>Semester 2 reports will include tasks 1-5</b>					

**Course Name outcomes to be assessed:**

A Student:

**IND5-1** identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

**IND5-2** applies design principles in the modification, development and production of projects

**IND5-3** identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

**IND5-4** selects, justifies and uses a range of relevant and associated materials for specific applications

**IND5-5** selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

**IND5-6** identifies and participates in collaborative work practices in the learning environment

**IND5-7** applies and transfers skills, processes and materials to a variety of contexts and projects

**IND5-8** evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

**IND5-9** describes, analyses and uses a range of current, new and emerging technologies and their various applications

**IND5-10** describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

## 10 iSTEM ELECTIVE

The iSTEM School Developed Board Endorsed Course covers a number of STEM based fields, including; Fundamentals, Aerospace, Motion, Mechatronics, Design, Manufacturing and CAD/CAM. These specific modules are not reflected together in any existing BOSTES Syllabus document.

The aim of the iSTEM course is to promote the areas of science, technology, engineering and mathematics through the study of technology, engineering, skills and mechanics.

Students will learn to use a range of tools, techniques and processes, including relevant technologies in order to develop solutions to a wide variety of problems and challenges relating to their present and future needs and aspirations.

<b>SEMESTER ONE</b>					
<b>No.</b>	<b>Task</b>	<b>Outcomes</b>	<b>Topic</b>	<b>Weighting</b>	<b>Due</b>
1	Skills Practical	5.1.1 5.4.1 5.1.1 5.4.1	Aerodynamics	30%	Week 8 Term 1
2	Half Yearly Examination	5.2.1, 5.3.1	Knowledge and understanding	20%	Week 5 Term 2
<b>Semester 1 reports will include tasks 1-2</b>					
<b>SEMESTER TWO</b>					
3	Problem solving	5.6.1 5.6.2 5.3.2 5.5.2	Motion	30%	Week 7 Term3
4	Yearly Examination	5.5.1 5.1.2 5.2.2 5.3.2 5.4.1 5.4.2 5.6.1 5.6.2 5.2.1 5.3.1	Knowledge and understanding	20%	Week 5 Term 4
<b>Semester 2 reports will include tasks 1-4</b>					



**iSTEM outcomes to be assessed:**

A Student:

- 5.1.1 develops ideas and explores solutions to STEM based problems
- 5.1.2 demonstrated initiative, entrepreneurship, resilience and cognitive flexibility through the completion of practical STEM based activities
- 5.2.1 describe how scientific and mechanical concepts related to technological and engineering practice
- 5.2.2 applies cognitive processes to address real world STEM based problems in a variety of contexts
- 5.3.1 applies a knowledge and understanding of STEM principles and processes
- 5.3.2 identifies and uses a range of technologies in the development of solutions to STEM based problems
- 5.4.1 plans and manages projects using an iterative and collaborative design process
- 5.4.2 develops skills in using mathematical, scientific and graphical methods whilst working as a team
- 5.5.1 applies a range of communication techniques in the presentation of research and design solutions
- 5.5.2 critically evaluates innovative, enterprising and creative solutions
- 5.6.1 selects and uses appropriate problem solving and decision making techniques in a range of STEM contexts
- 5.6.2 will work individually or in teams to solve problems in STEM contexts
- 5.7.1 demonstrates an appreciation of the value of STEM in the world in which they live
- 5.8.1 understands the importance of working collaboratively, cooperatively and respectfully in the completion of STEM activities.

## 10 MARINE AND AQUACULTURE TECHNOLOGY ELECTIVE

The study of Marine and Aquaculture Technology gives students the opportunity to develop the necessary knowledge and skills to use and protect unique ecosystems. It provides an opportunity to instill in students an acceptable ethical code towards the use of the marine environment, increasingly demanded by the community and governments.

By studying Marine and Aquaculture Technology students increase their capacity to think critically by calling upon a wide range of knowledge, procedures and approaches to analyse issues and develop solutions. They are required to examine the impact of technology and human activity on the marine environment.

<b>SEMESTER ONE</b>					
<b>No.</b>	<b>Task</b>	<b>Outcomes</b>	<b>Topic</b>	<b>Weighting</b>	<b>Due</b>
1	Practical Skills Task	MARS5-9, MARS5-10	Core 2, boating	25%	Week 6 Term 1
2	Half yearly examination	MARS5-1, MARS5-14	Engine building, water birds	25%	Week 6 Term 2
<b>Semester 1 reports will include tasks 1-2</b>					
<b>SEMESTER TWO</b>					
4	Written report	MAR5-1, MAR5-13, MAR-14	Personal Interest Project	25%	Week 6 Term 3
5	Yearly Examination	(MARS5-1, MARS5-14)	Fish biology, Shipwrecks, rock platforms	25%	Week 4 Term 4
<b>Semester 2 reports will include tasks 1-4</b>					

**Marine and Aquaculture Technology outcomes to be assessed:**

A Student:

- MAR5-1** identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships
- MAR5-2** identifies, describes and evaluates the social and economic importance of marine ecosystems
- MAR5-3** identifies, describes and evaluates the effects humans have had on the marine environment
- MAR5-4** explains why aquaculture provides an economically sustainable source of food
- MAR5-5** assesses the potential of aquaculture to sustain wild fish stocks and the aquatic environment
- MAR5-6** evaluates the economic and environmental sustainability of aquacultural pursuits
- MAR5-7** identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment
- MAR5-8** identifies, describes and evaluates policies for monitoring and conserving the marine environment
- MAR5-9** selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings
- MAR5-10** demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations
- MAR5-11** identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits
- MAR5-12** identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment
- MAR5-13** collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information
- MAR5-14** recalls aspects of the marine environment using relevant conventions, terminology and symbols

## 10 MATHEMATICS EXTENSION ELECTIVE

This course is designed to excel students in mathematical thinking and higher order problem solving. Students have the opportunity to develop ways of thinking and use mathematics as a powerful way of viewing, and modelling the world to investigate patterns, order, generality, and view the interconnected nature of mathematics, its beauty and functionality.

<b>SEMESTER ONE</b>					
No.	Task	Outcomes	Topic	Weighting	Due
1	Assignment In class component	MA5.3- 1,2,3WM MA5.3 -5NA MA5.3 -6NA MA5.3 -7NA	Problem solving using equations and inequalities, simultaneous equations, quadratic functions and absolute value equations. Counting Methods	25%	Week 9 Term 1
2	Assignment	MA5.1-1,2,3 WM MA5.3 -10NA MA5.3-12NA	Polynomials and Functions, Trigonometry	25%	Week 4 Term 2
<b>Semester 1 reports will include tasks 1-2</b>					
<b>SEMESTER TWO</b>					
3	Assignment In-class component	MA5.1-1,2,3 WM MA5.3-11NA	Logarithms and Exponentials and Introductory Calculus	25%	Week 8 Term 3
4	Class test	MA5.1-1,2,3 WM MA5.3-17MG	Circle geometry, Series and sequences.	25%	Week 4 Term 4
<b>Semester 2 reports will include tasks 1-4</b>					

**Mathematics Extension outcomes to be assessed:**

A Student:

**MA5.1-1WM** uses appropriate terminology, diagrams and symbols in mathematical contexts

**MA5.1-2WM** selects and uses appropriate strategies to solve problems

**MA5.1-3WM** provides reasoning to support conclusions that are appropriate to the context

**MA5.3-1WM** uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures

**MA5.3-2WM** generalises mathematical ideas and techniques to analyse and solve problems efficiently

**MA5.3-6NA** performs operations with surds and indices

**MA5.3-7NA** solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations

**MA5.3-14MG** applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids

## 10 MUSIC ELECTIVE

All students should have the opportunity to develop their musical abilities and potential. As an art form, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

<b>SEMESTER ONE</b>					
No.	Task	Outcomes	Topic	Weighting	Due
1	Assignment – Written with Aural component	5.7 5.8 5.9	Australian Music	10%	Week 7 Term 1
2	Soundtrap Australian music composition	5.5 5.6 5.10	Australian Music	20%	Week 5 Term 2
3	Performance of given piece	5.1 5.2 5.3	Australian Music	15%	Week 6 Term 2
<b>Semester 1 reports will include tasks 1-3</b>					
<b>SEMESTER TWO</b>					
4	Classical Music composition	5.5 5.6 5.10	Classical	15%	Week 6 Term 3
5	Written assessment task with aural component	5.7 5.8 5.9	Classical	20%	Week 2 Term 4
6	Classical performance piece	5.1 5.2 5.3	Classical	20%	Week 5 Term 4
<b>Semester 2 reports will include tasks 1-6</b>					

**Music outcomes to be assessed:**

A Student:

- 5.1 performs repertoire with increasing levels of complexity in a range of styles demonstrating an understanding of the musical concepts
- 5.2 performs repertoire in a range of styles genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3 performs music selected with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.4 demonstrates an understanding of the concepts through improvising, arranging & composing in the styles or genres selected
- 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.6 uses different forms of technology in the composition process
- 5.7 demonstrates an understanding of musical concepts through the analysis , comparison and critical discussion of music from different stylistic, social , cultural and historical contexts
- 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
- 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology and interpretation and analysis of selected scores
- 5.10 demonstrates an understanding of the influence and impact of technology on music

## 10 PHYSICAL ACTIVITY and SPORTS STUDIES (PASS) RUGBY LEAGUE ELECTIVE

Applied Sport Rugby League (PASS) represents a view of physical activity in a Rugby League context. It incorporates a range of rugby league based physical activities, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation. This course promotes the concept of learning through movement. Many aspects of the course explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding.

Applied Sport Rugby League also promotes learning about movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others.

<b>SEMESTER ONE</b>					
No.	Task	Outcomes	Topic	Weighting	Due
1	Nutrition Profile	PASS 5-1 PASS 5-2 PASS 5-8 PASS 5-10	Nutrition and Physical Activity	20%	Week 9 Term 1
2	Body systems/ Weight training In class task	PASS 5-1 PASS 5-2 PASS 5-9 PASS 5-10	Body systems and energy for physical activity	20%	Week 6 Term 2
<b>Semester 1 reports will include tasks 1-2</b>					
<b>SEMESTER TWO</b>					
3	Coaching analysis in class task	PASS 5-5 PASS 5-6 PASS 5-7 PASS 5-8 PASS 5-9	Opportunities and pathways in physical activity and sport	20%	Week 9 Term 3
4	Public speaking task	PASS 5-4, PASS 5-7, PASS 5-8, PASS 5-10	Nutrition and Physical Activity/ Body systems and energy for physical activity/ Opportunities and pathways in physical activity and sport/ Physical activity and sport for specific groups	20%	Week 4 Term 4
5	Application, effort and performance in training sessions	PASS 5-3, PASS 5-4, PASS 5-5, PASS 5-6, PASS 5-7	Physical activity and sport for specific groups	20%	Terms 1-4 Ongoing
<b>Semester 2 reports will include tasks 1-5</b>					



**PASS outcomes to be assessed:**

A Student:

- PASS5-1** discusses factors that limit and enhance the
- PASS5-2** analyses the benefits of participation and performance in physical activity and sport capacity to move and perform
- PASS5-3** discusses the nature and impact of historical and contemporary issues in physical activity and sport
- PASS5-4** analyses physical activity and sport from personal, social and cultural perspectives
- PASS5-5** demonstrates actions and strategies that contribute to active participation and skilful performance
- PASS5-6** evaluates the characteristics of participation and quality performance in physical activity and sport
- PASS5-7** works collaboratively with others to enhance participation, enjoyment and performance
- PASS5-8** displays management and planning skills to achieve personal and group goals
- PASS5-9** performs movement skills with increasing proficiency
- PASS5-10** analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

## 10 PHYSICAL ACTIVITY and SPORTS STUDIES (PASS) SPORTS SCIENCE ELECTIVE

Sports Science (PASS) represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

This course promotes the concept of learning through movement. Many aspects of the course explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding. Sports Science also promotes learning about movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others.

SEMESTER ONE					
No.	Task	Outcomes	Topic	Weighting	Due
1	Planned session and application	PASS 5-5 PASS 5-6 PASS 5-7 PASS 5-8 PASS 5-9	Coaching	30%	Week 8/9 Term 1
2	Prepared written response	PASS 5-1 PASS 5-2 PASS 5-3 PASS 5-5 PASS 5-10	Nutrition and physical Activity	20%	Week 4 Term 2
<b>Semester 1 reports will include tasks 1-2</b>					
SEMESTER TWO					
3	Research task	PASS 5-2 PASS 5-3 PASS 5-4 PASS 5-10	Lifestyle, leisure and recreation	<b>20%</b>	Week 7 Term 3
4	Yearly examination	PASS 5-1 PASS 5-2 PASS 5-3 PASS 5-4 PASS 5-5 PASS 5-7 PASS 5-8 PASS 5-10	Coaching, Nutrition and physical Activity, Lifestyle, leisure and recreation, Australia's sporting identity	<b>30%</b>	Week 4 Term 4
<b>Semester 2 reports will include tasks 1-4</b>					

**PASS outcomes to be assessed:**

A Student:

- PASS5-1** discusses factors that limit and enhance the
- PASS5-2** analyses the benefits of participation and performance in physical activity and sport capacity to move and perform
- PASS5-3** discusses the nature and impact of historical and contemporary issues in physical activity and sport
- PASS5-4** analyses physical activity and sport from personal, social and cultural perspectives
- PASS5-5** demonstrates actions and strategies that contribute to active participation and skilful performance
- PASS5-6** evaluates the characteristics of participation and quality performance in physical activity and sport
- PASS5-7** works collaboratively with others to enhance participation, enjoyment and performance
- PASS5-8** displays management and planning skills to achieve personal and group goals
- PASS5-9** performs movement skills with increasing proficiency
- PASS5-10** analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

## 10 PHYSICAL ACTIVITY and SPORTS STUDIES (PASS) MOVEMENT EDUCATION ELECTIVE

Movement Education (PASS) represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

This course promotes the concept of learning through movement. Many aspects of the course can be explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding.

Movement Education also promotes learning about movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others.

<b>SEMESTER ONE</b>					
No.	Task	Outcomes	Topic	Weighting	Due
1	Prepared Written response	PASS 5-1 PASS 5-2 PASS 5-6 PASS 5-8 PASS 5-10	Physical Fitness-	30%	Week 8/9 Term 1
2	Individual Project	PASS 5-5 PASS 5-7 PASS 5-8 PASS 5-10-	Event management	20%	Week 5 Term 2
<b>Semester 1 reports will include tasks 1-2</b>					
<b>SEMESTER TWO</b>					
3	Research Task	PASS 5-3 PASS 5-4 PASS 5-5 PASS 5-7 PASS 5-10	Leisure, lifestyle and recreation	20%	Week 6 Term 3
4	Yearly Examination	PASS 5-1 PASS 5-2 PASS 5-3 PASS 5-4 PASS 5-6 PASS 5-10-	Opportunities and pathways in physical activity and sport, Event Management, Physical fitness, Participating with safety	30%	Week 4 Term 4
<b>Semester 2 reports will include tasks 1-4</b>					

**PASS outcomes to be assessed:**

A Student:

- PASS5-1** discusses factors that limit and enhance the
- PASS5-2** analyses the benefits of participation and performance in physical activity and sport capacity to move and perform
- PASS5-3** discusses the nature and impact of historical and contemporary issues in physical activity and sport
- PASS5-4** analyses physical activity and sport from personal, social and cultural perspectives
- PASS5-5** demonstrates actions and strategies that contribute to active participation and skilful performance
- PASS5-6** evaluates the characteristics of participation and quality performance in physical activity and sport
- PASS5-7** works collaboratively with others to enhance participation, enjoyment and performance
- PASS5-8** displays management and planning skills to achieve personal and group goals
- PASS5-9** performs movement skills with increasing proficiency
- PASS5-10** analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

## 10 VISUAL ARTS ELECTIVE

Visual Arts fosters interest and enjoyment in the making and studying of art. Visual Arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds. In contemporary societies many kinds of knowledge are increasingly managed through imagery and visual codes and much of students' knowledge is acquired in this way. Visual Arts empowers students to engage in visual forms of communication. The subject of Visual Arts serves to facilitate an interpretation and organisation of such information.

<b>SEMESTER ONE</b>					
No.	Task	Outcomes	Topic	Weighting	Due
1	Historical/Critical Assignment No 1	5.7 to 5.10	An historical/critical study and writing task to be completed independently by students.	10%	Week 10 Term 1
2	VAPD mark	5.1 to 5.10	Key tasks set as part of classwork programs of learning.	10%	Week 4 Term 2
3	Two-Dimensional Body of Work	5.1 to 5.6	Key tasks in two dimensional medias and forms set as part of classwork programs of learning.	30%	Week 6 Term 2
<b>Semester 1 reports will include tasks 1-3</b>					
<b>SEMESTER TWO</b>					
4	Historical/Critical Assignment No 2	5.7 to 5.10	An historical/critical study and writing task to be completed independently by students.	10%	Week 10 Term 3
5	Three-Dimensional Body of Work	5.1 to 5.6	Key tasks in three dimensional medias and form set as part of classwork programs of learning.	20%	Week 4 Term 4
6	VAPD mark	5.1 to 5.10	Key tasks set as part of classwork programs of learning.	20%	Week 4 Term 4
<b>Semester 2 reports will include tasks 1-6</b>					

**Visual Arts outcomes to be assessed:**

A Student:

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

## Year 10 Assessment Calendar Overview

### Term 1

Week	Course	Task	Weight
Week 6	Marine and Aquaculture	Practical Skills task	25%
	Science	Research Project	20%
Week 7	English	Discursive response and reflection	25%
	Music	Research and oral	10%
Week 8	History	Research Task	50%
	iSTEM	Skills practical	30%
Week8/9	PASS Movement Education	Prepared written response	30%
	PASS Sport Science	Planned session and application	30%
Week 9	Commerce	Research Task	20%
	Forensic Archaeology	Essay	30%
	Geography	Research Task	40%
	Mathematics Extension	Assignment	25%
	PASS Applied Rugby League	Nutrition Profile	20%
	PDHPE	Research	15%
Week 10	Mathematics	Open book exam	20%
	Visual Arts	Assignment	10%



## Term 2

Week	Course	Task	Weight
Week 2	Food Technology	Theory and Practical	25%
Week 4	Graphics Technology	Engineered Illustrations	25%
	Mathematics	Half Yearly Examination	30%
	Mathematics Extension	Assignment	25%
	PASS Sport Science	Prepared written response	20%
	Visual Arts	VAPD mark	10%
Week 5	English	Half Yearly Examination	25%
	Commerce	Half Yearly Examination	30%
	Food Technology	Topic test	15%
	Geography	Semester Examination	60%
	Graphics Technology	Half Yearly Examination	20%
	History	Semester Examination	50%
	Industrial Technology Timber	Half Yearly Examination	15%
	iSTEM	Half yearly Examination	20%
	Music	Performance	20%
	PASS Movement Education	Individual project	20%
	Science	Half Yearly Examination	30%
Week 5/6	PDHPE	Individual Skill assessment	20%
Week 6	Forensic Archaeology	Report	20%
	Industrial Technology Timber	Construction	25%
	Marine and Aquaculture	Half Yearly Examination	25%
	Music	Performance	15%
	PASS Applied Rugby League	Weight Training	20%
	Visual Arts	Body of work	30%
On-going	Food Technology	Practical Tasks	10%

### Term 3

Week	Course	Task	Weight
Week 2	Graphics Technology	Creative Design Portfolio	15%
Week 3	English	Persuasive Speech	25%
Week 6	Forensic Archaeology	Research and presentation	30%
	Marine and Aquaculture	Personal Interest Project (PIP)	25%
	Music	Composition	15%
	PASS Movement Education	Research Task	20%
Week 7	iSTEM	Problem Solving	30%
	Mathematics	Research Assignment	20%
	PASS Sport Science	Research task	20%
Week 8	Food Technology	Theory and Practical	20%
	History	Research Task	50%
	Mathematics Extension	Assignment	25%
Week 9	Commerce	Research Task	30%
	Geography	Research Task	40%
	PASS Applied Rugby League	Coaching Analysis in class task	20%
	PDHPE	Research task	15%
	Science	Practical Task	20%
Week 10	Graphics Technology	Research and Portfolio	25%
	Visual Arts	Research Assignment	10%

## Term 4

Week	Course	Task	Weight
Week 2	Music	Musicology and aural	20%
Week 3	Industrial Technology Timber	Major Design Portfolio	10%
Week 4	English	Yearly Examination	25%
	Industrial Technology Timber	Yearly Examination	15%
	Industrial Technology Timber	Major Project	35%
	Marine and Aquaculture	Yearly Examination	25%
	Mathematics	Yearly - Stage Examination	25%
	Mathematics	Yearly - Common Examination	5%
	Mathematics Extension	Class test	25%
	PDHPE	Yearly Examination	20%
	PASS Applied Rugby League	Public Speaking Task	20%
	PASS Sport Science	Yearly Examination	30%
	PASS Movement Education	Yearly Examination	30%
	Visual Arts	Body of work	20%
	Visual Arts	VAPD mark	20%
Week 5	Commerce	Yearly Examination	20%
	Food Technology	Yearly Examination	20%
	Forensic Archaeology	Yearly Examination	20%
	Geography	Semester Examination	60%
	Graphics Technology	Cabinet and Furniture Drawings	15%
	History	Semester Examination	50%
	iSTEM	Yearly Examination	20%
	Music	Performance	20%
	Science	Yearly Examination	30%
Ongoing 1-4	Food Technology	Practical tasks	10%
Ongoing 3-4	PDHPE	Practical tasks	30%
Ongoing 3-4	PASS Rugby League	Practical tasks	20%



## Assessment Variation Form 1

### Application for alternative assessment task/time

Tasks are scheduled well ahead of time to give students the best opportunity to prepare for best performance.

Students unable to sit any one of these assessment tasks due to **illness** or **individual circumstances** must apply on this form for special consideration as outlined in the Assessment Guide issued to each student. Failure to comply may result in a zero mark for that assessment task:

Section to be completed by Parent/Carer	
Student name:	Year:
Parent contact details – name:	Phone:
Subject:	Date of Task:
Type of Assessment Task:	
Reason for non-attendance: _____	
_____	
_____	
_____	
Certificate provided: YES <input type="checkbox"/> NO <input type="checkbox"/>	

Section to be completed by Faculty Head Teacher	
Comments and Recommendation:	
_____	
_____	
Signature:	Date:

Section to be completed by Deputy Principal	
Comments and Recommendation:	
_____	
_____	
Signature:	Date:



## Assessment Variation Form 2

### Consideration due to misadventure in an assessment task

At the time of an assessment task or during the time leading up to it, events and conditions may arise which prevent students from performing to their present state of knowledge and preparation. Students who feel themselves disadvantaged by such situations or events may apply for special consideration in respect to their ranking in the relevant assessment tasks. All applications will be considered by a panel including the Student Adviser and the Deputy Principal.

**Section to be completed by Parent/Carer**

Student name:	Year:
Parent contact details – name:	Phone:
Subject:	Date of Task:
Type of Assessment Task:	
Cause of misadventure: _____ _____ _____	
Supporting documentation provided: YES <input type="checkbox"/> NO <input type="checkbox"/>	
_____ _____ _____	
<b>Student Signature:</b>	<b>Date:</b>
Parent signature:	Date:

**Section to be completed panel**

Outcome and Recommendation:	
_____ _____ _____	
Deputy Principal’s Signature:	Date:



## Assessment Variation Form 3

### Assessment Appeal Form

#### Section to be completed by Parent/Carer

Student name:	Year:
Parent contact details – name:	Phone:
Subject:	Date of Task:
Type of Assessment Task:	
Appeal is lodged on the following grounds:	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Supporting documentation provided: YES <input type="checkbox"/> NO <input type="checkbox"/>	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Student Signature:	Date:
Parent signature:	Date:

#### Section to be completed by Deputy Principal

Recommendation:	
<hr/> <hr/> <hr/> <hr/>	
Deputy Principal's Signature:	Date:



**Year 10 Assessment and Examination Planner**

	<b>TERM 1 2022</b>	<b>TERM 2 2022</b>	<b>TERM 3 2022</b>	<b>TERM 4 2022</b>
<b>Week 1</b>				
<b>Week 2</b>				
<b>Week 3</b>				
<b>Week 4</b>				
<b>Week 5</b>				
<b>Week 6</b>				
<b>Week 7</b>				
<b>Week 8</b>				
<b>Week 9</b>				
<b>Week 10</b>				