

Year 10

Assessment Guide 2023



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 2023

PRINCIPAL	Mr James Kozlowski	DEPUTY PRINCIPAL 10 and 12	Ms Nagla Jebeile
CAREERS ADVISER	Ms Liri Latimore	DEPUTY PRINCIPAL 7 and 9	Ms Jocelyn Gooch
DIRECTOR OF SPORTS	Mr Dave Davids	DEPUTY PRINCIPAL 8 and 11	Ms Lenore Blades
HEAD TEACHER ADMINISTRATION	Ms Marni Miller	STUDENT ADVISER	Mr Jesse Richardson
HSC MENTOR	Dr Ian Paterson	HEAD TEACHER WELLBEING	Ms Gillian Kaladelfos
HEAD TEACHER TEACHING & LEARNING	Ms Sarah Hawke	HEAD TEACHER WELLBEING	Mr Dave Howlett

KEY LEARNING AREAS HEAD TEACHERS

ENGLISH	English	Ms Aphrodite Chamos
MATHEMATICS	Mathematics	Mrs Sandra Williams
SCIENCE	Science Marine and Aquaculture Technology	Miss Jessica Rigg Mr Liam Dwyer (Relieving)
HSIE (Human Society and its Environment)	History Geography Commerce	Ms Susie Smith
PD/H/PE (Personal Development/ Health/Physical Education)	PD/H/PE PASS	Mr Brad Kelly (Relieving)
TAS (Technological and Applied Studies)	Food Technology Information Software Technology Industrial Technology Timber	Mrs Olivera Souris
CREATIVE/ PERFORMING ARTS	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 and related learning environments for each course. This policy has been written to satisfy NESA and Department of Education requirements. The policy and procedures will be applied fairly and consistently. When an appeal is lodged by a student, (using the Assessment Appeal form), an Appeals panel, comprising the Head Teacher and the Deputy Principal, will make a decision. Any decisions made by the Appeals panel will be referred to the Principal and the Principal's decision in the process will be final.

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 should:

- 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 and notification

All students in 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.

Notice will be given for each specific task. Teachers will give details of the task in writing via email and in some cases hard copy. Two weeks' notice will normally be given for variations to the published assessment Calendar or content of tasks. For each task, students will sign the assessment task receipt register.

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 and Non-attendance

- If an assessable task has to be submitted and a student fails to do so by the specified date and time, a 20% deduction of marks will be given per calendar day, including weekends.
- If a student is absent on medical grounds on the day of an assessment, appropriate medical evidence and/or medical certificate giving acceptable reasons for the absence must be given to the Teacher, Head Teacher or Deputy Principal. This should be given on the first day of the student's return to school.
- The Assessment Variation 2 Form – Consideration due to sickness or misadventure, must be submitted to the Head Teacher or Deputy Principal with supporting documentation. It is the student's responsibility to complete the form and hand it in to the relevant Deputy Principal, Students can acquire this form from the Deputy Principal. The documents should be produced on the first day of the student's return.
- If a student has a known scheduled event that they must attend that coincides with an assessment task, it is the student's responsibility to notify their teacher before the event and complete the Assessment Variation 1 Form – Application for alternative assessment. This is to be approved by the Head Teacher and Deputy before the event. An alternate time will be arranged for the student to complete the task.

Non-submission of assessable tasks

- If a task is not submitted after the 5th day, a zero mark will be given for the non-submission of an assessment task.
- A non-serious attempt of an assessment task may also incur a zero mark.
- ICT issues are not valid reasons for non-submission
- Written notification will be given to parents/carers in the form of a letter for any occurrence of a non-submission of a task or the instance of a zero-assessment mark been awarded.

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

- If a student fails to attend on the day of an assessment task which requires them to complete an in-class task, examination, field study, practical task, or a presentation the student must follow the procedures stated above for non-attendance or submission.
- A zero mark will be awarded, unless medical evidence, a medical certificate, or other supporting documentation (e.g. Order of Service) is provided.
- Assessment Variation 2 Form – Consideration due to sickness or misadventure is submitted to the Deputy Principal on the first day back at school, providing reasons.
- A student must complete the missed task as soon as possible upon their return to school.
- In exceptional circumstances, an estimate, based on appropriate evidence will be used. This will occur when the completion of the task is not feasible, is unreasonable, or when 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

- **NESA definition:** Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating and it is dishonest.
- If a student is found to be cheating 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 or Smart watches 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 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 a minimum of 2 weeks advance notice.

These details will include:

- Timing -dates
- the outcomes to be assessed as set out in syllabus requirements
- the task number and its weighting
- a description of the nature of the task
- a structured criteria of how the task must be undertaken
- criteria on how the task will be assessed
- Feedback that will be given

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.

English units of work across all stages incorporate:

- compulsory drafts and/or practice examinations with a focus on quality feedback
- the explicit teaching of writing and reading skills
- an explicit teaching and learning cycle which includes deconstructed exemplars, teacher-student jointly constructed responses and independent responses with feedback.

SEMESTER ONE

No.	Task	Outcomes	Components/Description	Weighting	Due
1	Analytical response	EN5-1A EN5-3B EN5-9E	<i>Not of an age but for all time</i> Shakespeare	35%	Week 3 Term 2
Semester 1 reports will include task 1					
SEMESTER TWO					
2	Persuasive speech	EN5-1A EN5-4B EN5-9E	<i>Lend me your ears</i> Speeches	30%	Week 4 Term 3
3	Yearly examination	EN5-1A EN5-6C EN5-9E	<i>Discovery</i> Novel and film	35%	Week 2 Term 4
Semester 2 reports will include tasks 1-3					

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	Components/Description	Weighting	Due
1	Fieldwork Task	GE5-2 GE5-5 GE5-7 GE5-8	Students will complete a fieldwork task on environmental change	50%	Week 9 Term 1
2	Semester Examination	GE5-6 GE5-7 GE5-8	Formal examination will test geographical skills and content studied this semester.	50%	Week 4 Term 2
Semester 1 reports will include tasks 1-2					
OR					
SEMESTER TWO					
1	Fieldwork Task	GE5-2 GE5-5 GE5-7 GE5-8	Students will complete a fieldwork task on environmental change	50%	Week 9 Term 3
2	Semester Examination	GE5-6 GE5-7 GE5-8	Formal examination will test geographical skills and content studied this semester.	50%	Week 4 Term 4
Semester 2 reports will include tasks 1-2					

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

SEMESTER ONE

No.	Task	Outcomes	Components/Description	Weighting	Due
1	<i>First Nations Freedom Fighter</i> 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 9 Term 1
2	<i>Cold War</i> Source Study	HT5-1 HT5-2 HT5-4 HT5-6 HT5-9	This source-based task will assess students understanding of course content and their ability to interpret the past using historical skills and tools.	50%	Week 4 Term 2

Semester 1 reports will include tasks 1-2

OR

SEMESTER TWO

1	<i>First Nations Freedom Fighter</i> 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 9 Term 3
2	<i>Cold War</i> Source Study	HT5-1 HT5-2 HT5-4 HT5-6 HT5-9	This source-based task will assess students understanding of course content and their ability to interpret the past using historical skills and tools.	50%	Week 4 Term 4

Semester 2 reports will include tasks 1-2

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.

SEMESTER ONE					
No.	Task	Outcomes	Components/Description	Weighting	Due
1	Examination with Summary sheet	MA5.1-4 NA MA5.2-1,2,3 WM MA5.2-4 NA MA5.3-1,2 WM	5.3- Interest and Depreciation, Coordinate Geometry, Products and Factors.	20%	Week 10 Term 1
			5.1-5.2: Interest and Depreciation, Coordinate Geometry, Surface Area and Volume		
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, Products and Factors and Trigonometry	30%	Week 4 Term 2
			5.1-5.2: Interest and Depreciation, Coordinate Geometry, Surface Area and Volume,		
Semester 1 reports will include tasks 1-2					
SEMESTER TWO					
3	Research Assignment	MA5.1-1,2,3WM MA5.1-4NA MA5.2-1,2,3WM MA5.2-12MG MA5.3-15MG	5.3: Research Assignment with additional Trigonometry component	20%	Week 7 Term 3
		MA5.1-1,2,3WM MA5.1-4NA MA5.1-10MG MA5.2-1,2,3WM MA5.2-12MG	5.1-5.2: Research Assignment		
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
Semester 2 reports will include tasks 1-4b					

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

SEMESTER ONE					
No.	Task	Outcomes	Components/Description	Weighting	Due
1	Research and Case study	PD5-2 PD5-3 PD5-10	Embracing Diversity Overcoming Adversity	25%	Week 9 Term 1
2	Individual skill assessment	PD5-4 PD5-11 PD5-7	Games of the world Football Codes and Court Sports	25%	Ongoing Term 2
Semester 1 reports will include tasks 1-2					
SEMESTER TWO					
3	Yearly examination	PD5-1 PD5-2 PD5-3 PD5-6 PD5-7 PD5-9	Embracing diversity Overcoming Adversity, Better safe than sorry, Life's a challenge, Safety First	25%	Week 4 Term 4
4	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	25%	Ongoing terms 3-4
Semester 2 reports will include tasks 1-4					

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.

SEMESTER ONE					
No.	Task	Outcomes	Components/Description	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 3 Term 2
Semester 1 reports will include tasks 1-2					
SEMESTER TWO					
3	Practical Task	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-17CW	Reaction Time	20%	Week 4 Term 3 OR Week 9 Term 3
4	Yearly Examination	SC5-12ES SC5-13ES SC5-15LW SC5-17CW	Genetics and Biotechnology, Chemical Reactions and Natural Disasters	30%	Week 3 Term 4
Semester 2 reports will include tasks 1-4					

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 ENGLISH EXTENSION ELECTIVE

The aim of English Extension Elective in stage 5 is to enable students to understand and use language effectively and with increasing independence. They appreciate, enjoy, reflect on and experiment with language in ways that are imaginative, creative, interpretive and critical. They work independently and collaboratively in creative processes. The year 10 course supports student's appreciation of literature from the Classical era to today. Students will undertake the close study of texts using literary theories to guide their understanding of the relationship between context, composer, text and responder.

SEMESTER ONE					
No.	Task	Outcomes	Components/Description	Weighting	Due
1	Analytical response	EN5X-1A EN5X-3B EN5X-4B EN5X-5C EN5X-9D	Critical Study: Drama	25%	Week 7 Term1
2	Examination	EN5X-1A EN5X-2A EN5X-3B	Critical Study: Poetry	25%	Week 5 Term 2
Semester 1 reports will include tasks 1-2					
SEMESTER TWO					
3	Analytical response	EN5X-1A EN5X-3B EN5X-4B EN5X-5C EN5X-9D	Critical Study: Novel	25%	Week 4 Term 3
4	Examination	EN5X-1A EN5X-2A EN5X-3B	Critical Study: Film	25%	Week 2 Term 4
Semester 2 reports will include tasks 1-4					

English Extension outcomes to be assessed:

A Student:

EN5X-1A demonstrates a developing understanding of the relationship between text, purpose, audience and context, across a range of modes, media and technologies

EN5X-2A expresses personal perspectives through the planning and execution of an extended composition using appropriate mode, medium and technology

EN5X-3B identifies and uses an increasing range of language forms, features and structures of texts, explaining their effects on meaning

EN5X-4B experiments with language forms, features and structures of texts in independent and collaborative responses

EN5X-5C conducts research into composers, texts and contexts in order to inform and influence their own responses

EN5X-6C analyses ideas, values and beliefs in mentor texts, mirroring and adapting these in their own responses

EN5X-7C analyses language forms, features and structures of mentor texts, mirroring and adapting these in their own responses

EN5X-8D reflects on learning gained through independent and collaborative processes of research and representation

EN5X-9D plans for and modifies independent and collaborative representation processes

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

SEMESTER ONE					
No.	Task	Outcomes	Components/Description	Weighting	Due
1	Topic Test	COM5-1 COM5-4 COM5-8 COM5-9	<i>The Economic and Business Environment</i> This examination will test student's skills in Commerce and understanding of content studied in this topic.	30%	Week 9 Term 1
2	Research Task	COM5-1 COM5-2 COM5-4 COM5-5	<i>Investing</i> Research task-based Investing.	20%	Week 6 Term 2
Semester 1 reports will include tasks 1-2					
SEMESTER TWO					
3	Research Task	COM5-2 COM5-3 COM5-6 COM5-7 COM5-9	<i>Law, Society and Political involvement</i> Research task based on Law, Society and Political involvement.	30%	Week 9 Term 3
4	Semester Examination	COM5-1 COM5-2 COM5-4 COM5-5	<i>Towards Independence</i> 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 3 Term 4
Semester 2 reports will include tasks 1-4					

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	Components/Description	Weighting	Due
1	Food Trends Practical & Theory Task	FT5-1 FT5-2 FT5-5 FT5-8 FT5-9 FT5-10 FT5-11	Students plan, prepare and present safe, appealing food that reflects contemporary food trends.	Theory 10%	Week 2 Term 2
				Practical 15%	
2	Theory Booklet: Food Trends	FT5-6 FT5-7 FT5-9 FT5-12 FT5-13	Students will be required to complete all components of the Food Trends booklet.	10%	Week 3 Term 2
3	Progressive Practical Tasks	FT5-1 FT5-2 FT5-5 FT5-10 FT5-11	Students will be assessed on a variety of practical tasks related to the topic: Food Trends	15%	Week 2 Term 1 till Week 3 Term 2
Semester 1 reports will include tasks 1-3					
SEMESTER TWO					
4	Food for Special Occasions Practical & Theory Task	FT5-1 FT5-2 FT5-5 FT5-8 FT5-9 FT5-10 FT5-11	Students plan and prepare safe food for a special occasion, demonstrating appropriate food-handling and presentation skills.	Theory 10%	Week 2 Term 3
				Practical 10%	
5	Yearly Examination	FT5-6 FT5-7 FT5-12 FT5-13	Students will complete a Yearly Examination. Topics to be assessed: Food Trends Food for Special Occasions Food Product Development	15%	Week 3 Term 4
6	Progressive Practical Tasks	FT5-1 FT5-2 FT5-5 FT5-10 FT5-11	Students will be assessed on a variety of practical tasks related to the topics: Food for Special Occasions & Food Product Development	15%	Week 4 Term 2 till Week 7 Term 4
Semester 2 reports will include tasks 1-6					

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 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.

SEMESTER ONE					
No.	Task	Outcomes	Components/Description	Weighting	Due
1	OnGuard Safety Training online	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7 IND5-9 IND5-10	Completion of mandatory online safety modules to participate in the practical course component.	10%	Week 2 Term 1
2	Half-Yearly Examination	IND5-4 IND5-5 IND5-7 IND5-8 IND5-9 IND5-10	Understanding theoretical course content	15%	Week 4-5 Term 2
3	Practical Project Stage 1 Dart Board	IND5-1 IND5-2 IND5-3 IND5-4 IND5-6 IND5-7	Demonstrating specific skills and knowledge related to the practical project.	25%	Week 6 Term 2
Semester 1 reports will include tasks 1-3					
SEMESTER TWO					
4	Major Design Portfolio Dart Board	IND5-2 IND5-5 IND5-6 IND5-7 IND5-8 IND5-9	Understanding theoretical components of design management	15%	Week 2 Term 4
5	Practical Project Stage 2 Dart Board	IND5-1 IND5-2 IND5-3 IND5-6 IND5-7	Demonstrating specific skills and knowledge related to the practical project	20%	Week 3 Term 4
6	Yearly Examination	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7 IND5-9 IND5-10	Understanding theoretical course content	15%	Week 3 Term 4
Semester 2 reports will include tasks 1-6					

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

INFORMATION AND SOFTWARE TECHNOLOGY (IST) 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 study of Information and Software Technology assists students to develop the knowledge, understanding and skills to solve problems in real life contexts. Through experiential and collaborative tasks, students engage in processes of analysing, designing, producing, testing, documenting, implementing, and evaluating information and software technology-based solutions. 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.

SEMESTER ONE					
No.	Task	Outcomes	Components/Description	Weighting	Due
1	Artificial Intelligence/ Simulation	5.2.1 5.2.2 5.5.1 5.2.3 5.3.1 5.4.1	Band Tour Organisation Task	20%	Week 10 Term 1
2	Booklet/ Classwork	5.1.1 5.1.2 5.2.1 5.2.2 5.2.3 5.5.1	Students will be required to complete all theoretical components of the course	10%	Week 4 Term 2
3	Half Yearly Examination	5.2.1 5.3.1 5.4.1 5.5.2 5.5.3	Knowledge & Understanding: Students will complete a Half Yearly Examination.	20%	Week 6 Term 2
Semester 1 reports will include tasks 1-3					
SEMESTER TWO					
4	Quiz Show Task	5.2.1 5.2.2 5.2.3 5.3.1 5.5.1 5.5.2	Software Development & Programming	30%	Week 9 Term3
5	Yearly Examination	5.5.1 5.2.2 5.2.3 5.4.1 5.2.2 5.3.3	Knowledge and understanding: Students will complete a Yearly Examination.	20%	Week 3 Term 4
Semester 2 reports will include tasks 1-5					

IST 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 instil 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.

SEMESTER ONE					
No.	Task	Outcomes	Components/Description	Weighting	Due
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
Semester 1 reports will include tasks 1-2					
SEMESTER TWO					
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, Navigation	25%	Week 4 Term 4
Semester 2 reports will include tasks 1-4					

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.

SEMESTER ONE					
No.	Task	Outcomes	Components/Description	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	Examination	MA5.1-1,2,3 WM MA5.3 -10NA MA5.3-12NA	Polynomials and Functions, Trigonometry	25%	Week 4 Term 2
Semester 1 reports will include tasks 1-2					
SEMESTER TWO					
3	Assignment In-class component	MA5.3-11NA MA11-1 MA11-5 MA11-9 MA12-2	Logarithms and Exponentials and Series and Sequences	25%	Week 8 Term 3
4	Class test	MA5.3-11NA MA11-1 MA11-5 MA11-9 MA12-2 MA12-6	Introductory Calculus, Logs and Exponentials, Sequences and Series	25%	Week 4 Term 4
Semester 2 reports will include tasks 1-4					

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.

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

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.

SEMESTER ONE					
No.	Task	Outcomes	Components/Description	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
Semester 1 reports will include tasks 1-2					
SEMESTER TWO					
3	Coaching analysis in class task	PASS 5-5 PASS 5-6 PASS 5-7 PASS 5-8 PASS 5-9	Coaching	20%	Week 9 Term 3
4	Yearly Examination	PASS 5-4 PASS 5-7 PASS 5-8 PASS 5-10	Opportunities and pathways in physical activity and sport/ 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
Semester 2 reports will include tasks 1-5					

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	Components/Description	Weighting	Due
1	Coaching session	PASS 5-5 PASS 5-6 PASS 5-7 PASS 5-8 PASS 5-9	Coaching	25%	Week 8/9 Term 1
2	Research Task	PASS 5-4 PASS 5-7 PASS 5-8 PASS 5-9 PASS 5-10	Opportunities and pathways	25%	Week 6 Term 2
Semester 1 reports will include tasks 1-2					
SEMESTER TWO					
3	Dietary Analysis	PASS 5-1 PASS 5-2 PASS 5-5 PASS 5-10	Nutrition and Physical Activity	25%	Week 8/9 Term 3
4	Yearly examination	PASS 5-3 PASS 5-10	Australian Sporting Identity	25%	Week 4 Term 4
Semester 2 reports will include tasks 1-4					

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.

SEMESTER ONE					
No.	Task	Outcomes	Components/Description	Weighting	Due
1	Prepared Written response	PASS 5-1 PASS 5-2 PASS 5-6 PASS 5-7 PASS 5-8 PASS 5-9 PASS 5-10	Physical Fitness-	25%	Week 8/9 Term 1
2	Practical	PASS 5-3 PASS 5-4 PASS 5-5 PASS 5-7 PASS 5-9 PASS 5-10	Lifestyle, Leisure and recreation	25%	Week 5 Term 2
Semester 1 reports will include tasks 1-2					
SEMESTER TWO					
3	Research and Analysis Task	PASS 5-1 PASS 5-7 PASS 5-8 PASS 5-9 PASS 5-10	Participating with safety	25%	Week 6 Term 3
4	Yearly Examination	PASS 5-5 PASS 5-7 PASS 5-8 PASS 5-10	Event management	25%	Week 4 Term 4
Semester 2 reports will include tasks 1-4					

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.

SEMESTER ONE					
No.	Task	Outcomes	Components/Description	Weighting	Due
1	Historical and Critical Studies 1 <i>Subjects with Substance</i>	5.7 5.8 5.9 5.10	Historical/Critical Study- Artist's Practice independent writing task	20%	Week 8 Term 1
2	Art making 1 <i>Subjects with Substance</i>	5.1 5.2 5.3 5.4 5.5 5.6	VAPD 1- containing visual investigations, media experimentation and planning activities	10%	Week 3 Term 2
			BODY of WORK 1- Collection of in-class artworks produced over the semester	20%	
Semester 1 reports will include tasks 1-2					
SEMESTER TWO					
3	Historical and Critical Studies 2 <i>The Everyday</i>	5.7 5.8 5.9 5.10	Historical/Critical Study- Independent writing task – exploration of Artist's Practice/The Frames/Conceptual Framework	20%	Week 8 Term 3
4	Art making 2 <i>The Self</i>	5.1 5.2 5.3 5.4 5.5 5.6	VAPD 2- containing visual investigations, media experimentation and planning activities	10%	Week 2 Term 4
			BODY of WORK 2- Collection of in-class artworks produced over the semester	20%	
Semester 2 reports will include tasks 1-4					

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 2	Industrial Technology Timber	On-Guard Training	10%
Week 6	Marine and Aquaculture	Practical Skills task	25%
	Science	Research Project	20%
Week 7	English Extension	Analytical Response	25%
	Music	Research and oral	15%
Week 8	Visual Arts	Writing Task	20%
Week8/9	PASS Movement Education	Prepared written response	25%
	PASS Sport Science	Coaching session	25%
Week 9	Commerce	Topic Test	30%
	History	Research Task	50%
	Geography	Fieldwork Task	50%
	Mathematics Extension	Assignment	25%
	PASS Applied Rugby League	Nutrition Profile	25%
	PDHPE	Research and Case Study	25%
Week 10	IST/iSTEM	Band Tour Task	20%
	Mathematics	Examination	20%

Term 2

Week	Course	Task	Weight
Week 2	Food Technology	Theory	10%
	Food Technology	Practical	15%
Week 3	English	Analytical Response	35%
	Food Technology	Theory Booklet	10%
	Food Technology	Practical Tasks	15%
	Science	Half Yearly Examination	30%
	Visual Arts	VAPD 1	10%
	Visual Arts	Body of Work	20%
Week 4	Geography	Semester Examination	50%
	History	Source Study	50%
	iSTEM/IST	Booklet	10%
	Mathematics	Half Yearly Examination	30%
	Mathematics Extension	Half Yearly Examination	25%
Week 4-5	Industrial Technology Timber	Half Yearly Examination	15%
Week 5	English Extension	Half Yearly Examination	25%
	Music	Composition	15%
	PASS Movement Education	Practical	25%
Week 6	Commerce	Research Task	20%
	iSTEM/IST	Half Yearly Examination	20%
	Industrial Technology Timber	Practical Project	25%
	Marine and Aquaculture	Half Yearly Examination	25%
	Music	Performance	20%
	PASS Applied Rugby League	Weight Training	25%
	PASS Sport Science	Research Task	25%
On-going	PDHPE	Individual Skill Assessment	25%

Term 3

Week	Course	Task	Weight
Week 2	Food Technology	Theory	10%
	Food Technology	Practical	10%
Week 4	English	Persuasive Speech	30%
	English Extension	Analytical Response	25%
	Science	Practical Task*	20%
Week 6	Marine and Aquaculture	Personal Interest Project (PIP)	25%
	Music	Composition	15%
	PASS Movement Education	Research Task	25%
Week 7	Mathematics	Research Assignment	20%
Week 8	Mathematics Extension	Assignment	25%
	Visual Arts	Writing Task	20%
Week 8/9	PASS Sport Science	Dietary Analysis	25%
Week 9	Commerce	Research Task and Video	30%
	Geography	Fieldwork Task	50%
	History	Research Task	50%
	iSTEM/IST	Quiz Show Task	30%
	PASS Applied Rugby League	Coaching Analysis in class task	25%
	Science	Practical Task*	20%

*Practical Task in either Week 4 or Week 10

Term 4

Week	Course	Task	Weight
Week 2	English	Yearly Examination	25%
	Industrial Technology Timber	Yearly Examination	15%
	Music	Musicology and aural	15%
	Visual Arts	Body of work	20%
	Visual Arts	VAPD mark	10%
Week 3	Commerce	Topic Test	20%
	Food Technology	Yearly Examination	30%
	Industrial Technology Timber	Practical Project	15%
	IST/iSTEM	Yearly Examination	20%
	Science	Yearly Examination	30%
Week 4	English Extension	Yearly Examination	25%
	Geography	Semester Examination	50%
	History	Source Study	50%
	Industrial Technology Timber	Portfolio	15%
	Marine and Aquaculture	Yearly Examination	25%
	Mathematics	Yearly - Stage Examination	25%
	Mathematics	Yearly - Common Examination	5%
	Mathematics Extension	Class test	25%
	Music	Performance	20%
	PDHPE	Yearly Examination	25%
	PASS Applied Rugby League	Yearly Examination	25%
	PASS Sport Science	Yearly Examination	30%
	PASS Movement Education	Yearly Examination	30%
Ongoing 3-4	Food Technology	Practical tasks	15%
Ongoing 3-4	PDHPE	Practical tasks	25%



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 Name:	Phone:
Subject:	Date of Task:
Type of Assessment Task:	
Reason for non-attendance: _____ _____ _____ _____	
Supporting documentation provided: YES <input type="checkbox"/> NO <input type="checkbox"/>	

Section to be completed by Class Teacher and Head Teacher

Comments and Recommendation: _____ _____		
Teacher Name:	Signature:	Date:
Head Teacher Name:	Signature:	Date:

Section to be completed by Deputy Principal

Comments and Recommendation: _____ _____	
Signature:	Date:



Assessment Variation Form 2
Consideration due to illness/misadventure in an assessment task

At the time of an assessment task or during the time leading up to it, situations or events may arise which prevent students from performing to their personal best. Students who feel that they have been disadvantaged due to a situation or event may apply for special consideration. All applications will be considered by a panel which includes the Deputy Principal.

Section to be completed by Parent/Carer	
Student Name:	Year:
Parent Name:	Phone:
Subject:	Date of Task:
Type of Assessment Task:	
Illness or misadventure details:	
<hr/> <hr/> <hr/> <hr/> <hr/>	
Supporting documentation provided: YES <input type="checkbox"/> NO <input type="checkbox"/>	
<hr/>	
Student Signature:	Date:
Parent signature:	Date:

Section to be completed by panel	
Outcome and Recommendation:	
<hr/> <hr/> <hr/>	
Deputy Principal's Signature:	Date:



Assessment Appeal Form

Section to be completed by Parent/Carer

Student Name:	Year:
Parent Name:	Phone:
Subject:	Date of Task:
Type of Assessment Task:	
Appeal is lodged on the following grounds:	

Supporting documentation provided: YES <input type="checkbox"/> NO <input type="checkbox"/>	

Student Signature:	Date:
Parent Signature:	Date:
Section to be completed by Deputy Principal	
Recommendation:	

Deputy Principal's Signature:	Date:

Year 10 Assessment and Examination Planner

	TERM 1 2023	TERM 2 2023	TERM 3 2023	TERM 4 2023
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
Week 8				
Week 9				
Week 10				