

# 2024



# YEAR 10 ASSESSMENT BOOKLET



This booklet provides a comprehensive overview of your assessment requirements for 2024. It contains detailed information on policies, procedures, and guidelines essential for ensuring fairness and consistency across all assessments. Additionally, you'll find subject-specific assessment schedules to help you plan and manage assessments effectively.

## Wollongong High School of the Performing Arts

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# Year 10 Stage 5 Course Information and Policy

WHSPA Stage 5 Course policy, related information, and teacher and student responsibilities are set out below.

## What is assessment?

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students, and a range of resources.

- provides opportunities for teachers to gather evidence about student achievement in relation to outcomes.  
enables students to demonstrate what they know and can do.
- clarifies student understanding of concepts and promotes deeper understanding.
- provides evidence that current understanding is a suitable basis for future learning.

An important role of assessment is to assist student learning. This is achieved in two ways:

- students know in advance which course outcomes are to be assessed.
- following each assessment task, teachers provide meaningful feedback to students. This feedback clearly indicates the extent to which the course outcomes have been achieved. Such feedback acknowledges what students can do and what they need to do to improve their level of performance.

## Standards-Referenced Assessment:

Links the achievement of students to specified standards, through evidence collected from a number and variety of activities and from observations over time. It involves teachers gathering evidence of student achievement formally and informally, to make judgements and to facilitate and monitor students' progress using syllabus outcomes. Assessment at Wollongong High School of the Performing Arts could take place in three ways

- Assessment for learning,
- Assessment as learning and,
- Assessment of learning.

Students will be provided with opportunities to demonstrate their learning through a variety of assessment activities as part of an ongoing process.

## When will internal assessment occur?

For each of your subjects an Assessment Schedule is provided with this document. It tells you what form the formal assessment task will take, which course outcomes will be assessed, and in which week of the term it occurs. However, the grades each student earns will be determined by completing the tasks listed in the assessment schedules, **the completion of course work (classwork and homework), ongoing lesson observations and other formative assessment.**

## What are the responsibilities of the Course Teacher?

It is the responsibility of the teacher to:

- Teach the approved NSW Education Standards Authority, (NESA) course.
  - Notify the students in writing of the course assessment requirements.
  - Provide students with reasonable notification prior to **each** formal task (generally two weeks), including exams (refer to sample notification sheet on page 4). This notification will include:
    - o date the task is due

- o a description of the task
  - o outcomes being assessed
  - o method of task submission
  - o criteria on which the task will be marked
- Notify students and their parents in writing ('N' warning letter) if a student fails to meet course and/or assessment requirements.
- Negotiate a suitable change of date if it is necessary to change the notified date of a formal assessment task.
- Ensure that assessment tasks are returned within a reasonable timeframe to the student with a mark or grade and explicit feedback to assist improvement in student's performance.

## Record of School Achievement (ROSA)

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC). The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.

### Students who don't qualify for a ROSA

Students who leave school before finishing Year 10 are not eligible for a RoSA. If students leave after Year 10 and still don't meet RoSA requirements they will be issued with a Transcript of Study. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.

### What are the responsibilities of the Student?

To satisfactorily complete each course in which you are enrolled. This will be demonstrated by:

1. following the course that has been developed or endorsed by the NESA,
2. applying yourself with diligence and sustained effort to the set tasks and experiences provided by the course and,
3. achieving some or all of the course outcomes.

***Failure to follow any of the above requirements may result in an 'N' determination, which will place the award of the ROSA in jeopardy. Students will be warned in writing. Absence from class may mean that a student is not applying himself/herself with diligence and sustained effort and can therefore lead to an 'N' determination***

- Make a serious attempt at all tasks for each course.
- Submit work that is totally the work of the student completing the task. A student who is found guilty of malpractice (including using a mobile phone to access information during an 'in class' assessment task) will be issued an 'N' warning.

### Submission of 'Out of Class' Tasks

- Submission of the task due date and time is as per Assessment Task Notification or before the end of the school day if no time was advised.
- Submission of the task will be in the format specified on the Assessment Task Notification Sheet.
- If a student is unable to submit an assessment task by the due date, because of illness or misadventure, the student must complete and present to the teacher an "Illness/Misadventure

Application" form **on the first day the student returns to school** (refer to form on page 5)

### Completion of 'In class' Tasks

- As per the school's attendance procedure, students are expected to attend all lessons on the day an 'in class' task is to be completed.
- If a student is unable to attend school on the day of an in-class assessment because of illness or misadventure, the student must complete and present to the teacher an "Illness/Misadventure Application" form **on the first day the student returns to school** (refer to form on page 5)

### General Information

- **Where an absence is known in advance**, the student must approach the teacher **before** the due date of the task (at least a week prior to the task) and negotiate an alternative date or task. This includes examinations. Where approval is granted the student may be required to attempt an alternative task or may be assessed on the basis of other evidence.
- **Where a student is absent on the day of the task (or the day a task is due)** he/she must present to the class teacher a Doctor's Certificate (or certificate from a registered health practitioner) in the case of illness, or a satisfactory explanation in writing in the case of misadventure, **on the day they return to school**. This must be attached to the Illness/Misadventure form. Retrospective Doctor's Certificates will be considered on an individual basis and will not be accepted automatically.
- In cases where tasks may be assessed over several days (eg speeches, presentations and performances) and a student is absent, the student must be prepared to present their task on the day they return to school.

### What happens if a student fails to fulfil his/her responsibilities?

A student who fails to fulfil his/her responsibilities as explained above may place the award of the ROSA in jeopardy.

### Appeals against Assessment Task Results

If a student disagrees with the mark awarded for a task, he/she must appeal at the time that the task is returned. The appeal should be made verbally to the class teacher initially (and within 24 hours of receiving the mark), and then in writing to the Head Teacher if the outcome is still unsatisfactory. The 'Appeals against Assessment Task Results' form (example in this booklet) is to be used for this process.

### Awarding of grades in Stage 5

The grades each student earns will be determined by completing the tasks listed in the assessment schedules published in this booklet and by the completion of course work (classwork and homework), ongoing lesson observations and other formative assessment. Teachers will be using the course performance descriptors to make a professional on-balance judgment that best match the standard the student has achieved. These will be reported on each student's Record of School Achievement (RoSA).

### Course Performance Descriptors for Stage 5 Courses

Course performance descriptors have been developed for each course. They describe the main features of a typical students' performance at each grade measured against syllabus objectives and outcomes for the course. The Common Grade Scale is used to assign grades for students in Stage 5 courses that do not have subject-specific course performance descriptors, such as Physical Activity and Sport Studies. The Common Grade Scale describes performance at each of five grade levels.

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

**Detailed individual course performance descriptors can be found at [Stage 5 \(Years 9–10\) | NSW Education Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5). These descriptors will give specific outlines of knowledge, skills and understanding that students have under each of the grades.**

**Link:** <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5>

# Assessment Task Notification Form



## WOLLONGONG HIGH SCHOOL Of The Performing Arts

### ASSESSMENT TASK NOTIFICATION

FACULTY:	COURSE:
TASK:	TASK No:
WEIGHTING:	
DATE ISSUED:	DATE DUE:

### OUTCOMES TO BE ASSESSED

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### TASK DESCRIPTION

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### ASSESSMENT CRITERIA

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### MARKING GUIDELINES

Description	Marks/Grade

# Year 10 Assessment Illness / Misadventure Form

Application for Special Consideration for an Illness/Accident/Misadventure/Special Circumstances If illness/accident, misadventure, or circumstances prevent you from completing an Assessment Task on or before the due date:

- The school must be advised immediately the situation is known, before the due date if possible and,
- On the day of returning to the school this form must be completed and handed to the Head Teacher of the course.

## **Part A: To be completed by the STUDENT and handed to the class teacher.**

Student Name:

Course:

Class Teacher:

Date Due:

Nature of Assessment Task (E.g.: Essay)

Reason for Application: Please circle

**ILLNESS**

**APPROVED LEAVE**

**OTHER SCHOOL COMMITMENT**

**MISADVENTURE**

**OTHER**

Explanation:

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Attach supporting documents (EG: Medical Certificate) including letter from a

Parent/Caregiver Student Signature:\_\_\_\_\_ Date:\_\_\_\_\_

## **Part B: To be completed by the CLASS TEACHER before the application is submitted.**

**Recommendation by Class Teacher/Head Teacher:** Teachers are requested to write a recommendation concerning this application. Alternatively, the teacher could refer this application to the Head Teacher or discuss this application directly with the Deputy Principal or Principal.

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

## **Part C: To be completed by the HEAD TEACHER.**

Recommendation:

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

NB: If there is agreement with the staff member's recommendation there may not be a need for you to attend a meeting of the School Assessment Panel.



**Part D: Illness/Misadventure Decision (please tick or cross).**

- |  |  |
|--|--|
| <input type="checkbox"/> Estimate based on all other Assessment Tasks        | <input type="checkbox"/> Consideration to be given |
| <input type="checkbox"/> Extension of time granted until _____               | <input type="checkbox"/> No consideration to be    |
| given ( _____ ) Estimate based on substitute Task                            | <input type="checkbox"/> Other                     |
| being set and completed  |  |
| <input type="checkbox"/> Show as non-attempt: "U" Award Warning to be issued |  |

Signature of Panel Chairperson: \_\_\_\_\_ Date: \_\_\_\_\_

**Part E:**

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| 1. Faculty informed of decision. | Date: _____                       |
| 2. Student informed of decision. | Date: _____ Entered on data base. |
| 3. _____                         | Date: _____                       |

# Appeals against Assessment Task Results Form

If a student disagrees with the grade awarded for a task, he/she must appeal at the time that the task is returned. The appeal should be made verbally to the class teacher initially (and within 24 hours of receiving the mark), and then in writing to the Head Teacher if the outcome is still unsatisfactory. The following form may be used to assist you with this process.

<b>ASSESSMENT APPEAL APPLICATION To Head Teacher</b>	
<b>Student Name:</b>	<b>Course:</b>  <b>Task:</b>
<b>Mark Awarded:</b>	<b>Date of Application:</b>
<b>Class Teacher:</b>	<b>Has the matter been discussed with the class teacher?</b> <div style="text-align: right;"> <b>Yes</b>                      <b>No</b> </div>
<b>Reason for appeal:</b>	
<b>Outcome of appeal:</b>	
<b>Signature of Head Teacher:</b>	
<b>Student notified:</b> <b>Yes</b> <b>No</b>	<b>Date:</b>

Wollongong High School of the Performing Arts

# **Course Assessment Schedules**

**Note:** Assessment task dates are APPROXIMATE and may be subject to change

# Child Studies – Year 10 Course Outcomes

A student:

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

Task Name	Task1	Task 2	Task 3	Task4
Type	Home Safety Audit (individual)	Disability Research and Oral Presentation (Small groups/pairs)	Toy Design (individual)	Super Nanny analysis (individual)
Unit	Health and Safety in Childhood	The Needs of a Child	Learning Through Play	Being a Parent
Due Date	Week 1 Term 2	Week 2 Term 3	Week 10 Term 3	Week 3 Term 4
Outcomes assessed	CS5-2, CS5-9	CS5-4, CS5-9, CS5-11	CS5-4, CS5-5	CS5-6, CS5-7
Marks	50	50	35	20
Weighting	30%	30%	25%	15%

# Commerce – Year 10 Course Outcomes

A student:

<b>5.1</b>	applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
<b>5.2</b>	analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
<b>5.3</b>	examines the role of law in society
<b>5.4</b>	analyses key factors affecting commercial and legal decisions
<b>5.5</b>	evaluates options for solving commercial and legal problems and issues
<b>5.6</b>	monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues
<b>5.7</b>	researches and assesses commercial and legal information using a variety of sources
<b>5.8</b>	explains commercial and legal information using a variety of forms
<b>5.9</b>	works independently and collaboratively to meet individual and collective goals within specified timelines

<b>Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Type</b>	Legal Issues Podcast	Petition to Parliament	Research Task	Final Examination
<b>Unit</b>	Law and Society	Political Involvement	Our Economy	All Topics
<b>Due Date</b>	Term 1 Week 10	Term 2 Week 6	Term 3 Week 7	Term 4 Week 3
<b>Outcomes Assessed</b>	5.1, 5.3, 5.7, 5.8, 5.9	5.4, 5.5, 5.6, 5.8	5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9

# Dance – Year 10 Course Outcomes

A student:

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

Task	Task 1	Task 2	Task 3	Task 4
<b>Type</b>	<b>The Study of Jazz</b> Solo performances and Interview	<b>Motif Development</b> Choreographed solo, submitted Rationale and interview	<b>Mathinna</b> Trio performance	Exam
<b>Due Date</b>	Term 1 Week 4-10 Practical/ Week 11 Interview	Term 2 Week 10	Term 3 Week 10	Term 4 Week 3
<b>Outcomes Assessed</b>	5.1.1, 5.1.2, 5.1.3, 5.3.1, 5.3.3, 5.4.1	5.1.3, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.3.3,	5.1.1, 5.1.2, 5.1.3, 5.2.2, 5.4.1	5.3.1, 5.3.3
<b>Weighting %</b>	25%	40%	25%	10%

# Dance Extension – Year 10 Course Outcomes

A student:

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

Task	Task 1	Task 2	Task 3a	Task 3b
<b>Type</b>	<b>The Choreographic Process</b> Performance (Dance Festival)	<b>Contribution to Production</b> Practical participation (Production)	<b>Yearly Exam</b> 1 hour written exam	<b>Dance on Film</b> Film submission & Journal
<b>Due Date</b>	Term 2, Week 6	Term 4, Week, 1&2	Term 4, week 3	Term 4, Week 6
<b>Outcomes Assessed</b>	5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.4.1	5.1.1, 5.1.2, 5.1.3,5.4.1	5.3.1, 5.3.2, 5.3.3	5.2.1, 5.2.2
<b>Weighting %</b>	50%	20%	10%	20%

# Drama - Year 10 Course Outcomes

A student:

<b>5.1.1</b>	manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
<b>5.1.2</b>	contributes, selects, develops and structures ideas in improvisation and playbuilding
<b>5.1.3</b>	devises, interprets and enacts drama using scripted and unscripted material or text
<b>5.1.4</b>	explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
<b>5.2.1</b>	applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
<b>5.2.2</b>	selects and uses performance spaces, theatre convention and production elements appropriate to purpose and audience
<b>5.2.3</b>	employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning
<b>5.3.1</b>	responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
<b>5.3.2</b>	analyses the contemporary and historical contexts of drama
<b>5.3.3</b>	analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

Task	Task 1	Task 2	Task 3	Task 4
Type	<b>Play building – Political theatre</b>	<b>Characterisation – Stanislavski – Realism</b>	<b>Verbatim Theatre</b>	<b>Intro to Australian Drama/ Theatre Styles – 7 Stages of Grieving</b>
Due Date	Term 1 Week 10	Term 2 Week 10	Term 3 Week 5	Term 4 Week 3
Outcomes Assessed	5.1.1, 5.1.3, 5.1.4, 5.2.2, 5.2.3, 5.3.1, 5.3.3	5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.3.1, 5.3.3	5.1.3, 5.1.3, 5.2.2, 5.2.3, 5.3.1, 5.3.2	5.1.2, 5.1.4, 5.2.1, 5.2.2, 5.3.1, 5.3.2
Weighting %	30%	30%	20%	20%



# Drama Extension - Year 10 Course Outcomes

A student:

<b>5.1.1</b>	manipulates the elements of drama to create belief, clarity and tension in character, role, situation, and action
<b>5.1.2</b>	contributes, selects, develops, and structures ideas in improvisation and playbuilding
<b>5.1.3</b>	devises, interprets, and enacts drama using scripted and unscripted material or text
<b>5.1.4</b>	explores, structures, and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
<b>5.2.1</b>	applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
<b>5.2.2</b>	selects and uses performance spaces, theatre convention and production elements appropriate to purpose and audience
<b>5.2.3</b>	employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions, and technologies to create dramatic meaning
<b>5.3.1</b>	responds to, reflects on, and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
<b>5.3.2</b>	analyses the contemporary and historical contexts of drama
<b>5.3.3</b>	analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

Task	Task 1	Task 2	Task 3	Task 4
<b>Type</b>	Frantic Assembly Drama showcase Item	Screen Acting Stanislavski	Production	Examination
<b>Due Date</b>	Term 1 Week 10	Term 2 Week 6	Term 4 Week 5	Term 4 Week 3
<b>Outcomes Assessed</b>	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.3	5.1.1, 5.1.3, 5.2.1	5.1.1, 5.1.4, 5.2.1	5.3.1, 5.3.2
<b>Weighting %</b>	20%	20%	50%	10%

# English - Year 10 Course Outcomes

A student:

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

<b>Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Type</b>	Take Home Essay	Documentary and Rationale	Examination
<b>Unit</b>	Close Study of Text: Drama	Texts & Society: Documentaries	Area of Study: Belonging Short Answer Essay
<b>Due Date</b>	Term 1 Week 10	Term 3 Week 1	Term 4 Week 3
<b>Outcomes Assessed</b>	RVL, URA, ECB	URB, ECA, ECB	URA, URB RVL, URC, ECA
<b>Weighting %</b>	30%	35%	35%

# Food Technology – Year 10 Course Outcomes

A student:

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

Task	Task 1	Task 2	Task 3	Task 4	Task 5
<b>Unit / Type</b>	<b>Food Service &amp; Catering</b> Design a Cafe	<b>Ongoing Practical</b>	<b>Food Product Development</b> Movie Snack	<b>Yearly Exam</b>	<b>Ongoing Practical</b>
<b>Due Date</b>	Term 1 Week 10	Term 2 Week 7	Term 3 Week 10	Term 4 Week 3	Term 4 Week 5
<b>Outcomes Assessed</b>	FT5-6, FT5-7, FT5-8, FT5-9, FT5-11,	FT5-1, FT5-2, FT5-4 FT5-5 FT5-10, FT5-11	FT5-7, FT5-8, FT5-9, FT5-10, FT5-11	FT5-3, FT5-4, FT5-6, FT5-7, FT5-10, FT5-12 FT5-13	FT5-1, FT5-2, FT5-4, FT5-5 FT5-10, FT5-11
<b>Weighting</b>	15%	25%	15%	20%	25%

\*Page 18 of Food Technology Syllabus published 2003: To satisfy the requirements of the syllabus students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences will be used to develop knowledge and understanding of and skills in designing, producing, and evaluating. The ongoing practical grade is based on formative assessment practices during the weekly practical lessons.

# Geography - Year 10 Course Outcomes

A student:

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

<b>Task</b>	<b>Task 1</b>	<b>Task 2</b>
<b>Type</b>	Research Task and Report	Examination
<b>Unit</b>	Environmental Change and Management	Environmental Change and Management Human Wellbeing
<b>Due Date</b>	Term 1 or 3 Week 8	Term 2 or 4 Week 5
<b>Outcomes Assessed</b>	5-2, 5-3, 5-4, 5-5, 5-7, 5-8	5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8,

Note: Geography is a semesterised subject. Students will undertake the subject in semester 1 or semester 2

# History - Year 10 Course Outcomes

A student:

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

<b>Task</b>	<b>Task 1</b>	<b>Task 2</b>
<b>Type</b>	Source Analysis – Portfolio and Report	Examination
<b>Unit</b>	Cold War	Cold War, Rights and Freedom
<b>Due Date</b>	Term 1 or 3 Week 8	Term 2 or 4 Week 4
<b>Outcomes Assessed</b>	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10

Note: History is a semesterised subject. Students will undertake the subject in semester 1 or semester 2

# Industrial Technology Timber - Year 10 Course Outcomes

A student:

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

Task	Task 1	Task 2	Task 3	Task 4
<b>Unit/Type</b>	Home Assignment Conversion of Timber	In Class Practical Projects	Written Exam	Hall Table Project and Portfolio
<b>Due Date</b>	Term 2 Week 4	Term 2 Week 7	Term 4 Week 3	Term 4 Week 4
<b>Outcomes Assessed</b>	IND5-5, IND5-8,	IND5-1, IND5-2, IND5-3 IND5-6, IND5-8	IND5-1, IND5-4 IND5-9, IND5-10	IND5-7, IND5-8, IND5-5 IND5-1, IND5-2 IND5-3, IND5-4
<b>Weighting %</b>	15%	30%	10%	45%

# Information and Software Technology (IST) – Year 10 Course Outcomes

A student:

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

<b>Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Type</b>	Project Assessment	Practical Assessment	In Class Task	Examination
<b>Unit</b>	Visit 'Wollongong' Website	'aMaze me' Programming Task	'Robo Wars' Robotics Group Project	Yearly Exam
<b>Due Date</b>	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9	Term 4 Week 3
<b>Outcomes Assessed</b>	5.2.1, 5.1.1, 5.1.2, 5.2.2, 5.3.2, 5.5.2	5.2.1, 5.1.1, 5.2.2	5.1.1, 5.1.2, 5.5.1	5.2.3, 5.3.1, 5.4.1, 5.5.3
<b>weighting</b>	20	20	20	40

# Mathematics Level 5.1 - Year 10 Course

A student:

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

Note: Some Stage 5.1 Outcomes are primarily covered in Year 9

Task	Task 1	Task 2	Task 3
Type	Semester One Exam	Assignment	Yearly Exam
Strands to be Assessed	Measurement & Geometry Number & Algebra	Measurement & Geometry	Number & Algebra Measurement & Geometry Statistics & Probability
Due Date	Term 2 Week 5	Term 3 Week 9	Term 4 Week 3
Outcomes Assessed	MA5.1-10MG, MA5.1-11MG, MA5.1-4NA, MA5.1-2WM	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-8MG, MA5.1-9MG, MA5.1-10MG	MA5.1-8MG, MA5.1-9MG, MA5.1-10MG, MA5.1-11MG, MA5.1-4NA, MA5.1-2WM MA5.1-6NA, MA5.1-12SP



# Mathematics Level 5.2 - Year 10 Course

A student:

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

Note: Some Stage 5.2 Outcomes are primarily covered in Year 9

Task	Task 1	Task 2	Task 3
<b>Type</b>	Semester One Exam	Assignment	Yearly Exam
<b>Strands Assessed</b>	Statistics & Probability Number & Algebra	Number & Algebra	Number & Algebra Measurement & Geometry Statistics & Probability
<b>Due Date</b>	Term 2 Week 5	Term 3 Week 9	Term 4 Week 3
<b>Outcomes Assessed</b>	MA5.2-4NA, MA5.2-8NA MA5.2-10NA, MA5.2-17SP	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-8NA, MA5.2-9NA	MA5.2-4NA, MA5.2-8NA MA5.2-9NA, MA5.2-10NA MA5.2-11MG MA5.2-12MG, MA5.2-13MG, MA5.2-14MG MA5.2-15SP, MA5.2-16SP, MA5.2-17SP

# Mathematics Level 5.3 - Year 10 Course

A student:

<b>MA5.2-16SP</b>	investigates relationships between two statistical variables, including their relationship over time
<b>MA5.2-17SP</b>	describes and calculates probabilities in multi-step chance experiments
<b>MA5.2-8NA</b>	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
<b>MA5.3-1WM</b>	uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
<b>MA5.3-2WM</b>	generalises mathematical ideas and techniques to analyse and solve problems efficiently
<b>MA5.3-3WM</b>	uses deductive reasoning in presenting arguments and formal proofs
<b>MA5.3-4NA</b>	draws, interprets and analyses graphs of physical phenomena
<b>MA5.3-5NA</b>	selects and applies appropriate algebraic techniques to operate with algebraic expressions
<b>MA5.3-6NA</b>	performs operations with surds and indices
<b>MA5.3-7NA</b>	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
<b>MA5.3-8NA</b>	uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
<b>MA5.3-9NA</b>	sketches and interprets a variety of nonlinear relationships
<b>MA5.3-13MG</b>	applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
<b>MA5.3-14MG</b>	applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
<b>MA5.3-15SP</b>	applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
<b>MA5.3-16SP</b>	proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
<b>MA5.3-18SP</b>	uses standard deviation to analyse data
<b>MA5.3-19SP</b>	investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

Note: Some Stage 5.3 and 5.2 Outcomes are primarily covered in Year 9

Task	Task 1	Task 2	Task 3
<b>Type</b>	Semester One Test	Assignment	Yearly Exam
<b>Strands to be Assessed</b>	Measurement & Geometry Number & Algebra	Number & Algebra	Number & Algebra Measurement & Geometry Statistics & Probability
<b>Due Date</b>	Term 2 Week 3	Term 3 Week 9	Term 4 Week 3
<b>Outcomes Assessed</b>	MA5.2-8NA, MA5.3-7NA, MA5.3-8NA, MA5.3-13MG, MA5.3-14MG	MA3.2-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-5NA, MA5.3-7NA, MA5.3-9NA	MA5.2-8NA, MA5.2-16SP, MA5.2-17SP, MA5.3-5NA, MA5.3-6NA, MA5.3-7NA, MA5.3-8NA, MA5.3-9NA MA5.3-13MG, MA5.3-14MG, MA5.3-15MG, MA5.3-19SP

# Music – Year 10 Course Outcomes

A student:

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

<b>Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Type</b>	Performance	Composition	Yearly Exam
<b>Unit</b>	18 <sup>th</sup> Century Music	Music for Film, Television, Radio and Multimedia	Year 10 Yearly Aural Exam
<b>Due Date</b>	Term 1 Week 9	Term 2 Week 10	Term 4 Week 3
<b>Weighting</b>	40%	30%	30%
<b>Outcomes Assessed</b>	5.1, 5.2, 5.3, 5.12	5.4, 5.5, 5.6, 5.8, 5.11	5.7, 5.8, 5.9, 5.10, 5.11

# Physical Activity and Sport Studies (PASS) – Year 10 Course Outcomes

A student:

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

<b>Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>
<b>Type</b>	Research Task	In Class Practical Assessment	In Class Task Practical/Theory Assessment	In Class Task Practical/Theory Assessment	Yearly Exam
<b>Unit</b>	Anatomy Test	Formative Assessment	Coaching Assessment	Fitness Fitness Circuit	Coaching Fitness
<b>Due Date</b>	Term 1 Week 9	Term 2 Week 5	Term 2 Week 10	Term 3 Week 10	Term 4 Week 3
<b>Outcomes Assessed</b>	PASS5-1, PASS5-2, PASS5-10	PASS5-7, PASS5-9	PASS5-2, PASS5-5, PASS5-7, PASS5-8,	PASS5-2, PASS5-4 PASS5-6, PASS5-9	PASS5-1, PASS5-2, PASS5-3, PASS5-4, PASS5-10
<b>Weighting</b>	20%	20%	20%	20%	20%

# PDHPE - Year 10 Course Outcomes

A student:

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

<b>Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 5</b>	<b>Task 5</b>	<b>Task 6</b>
<b>Type</b>	In Class Practical Assessment	Research Task Resume' and Job Application	In Class Practical Assessment	In Class Practical Assessment	Formative Practical Yearly Assessment	Yearly Exam
<b>Unit</b>	Fitness & Cross Country	My Independence	Dance Assessment	Invasion Games	Invasion Games	Talking Sexual Health Mindcraft
<b>Due Date</b>	Term 1 Week 11	Term 2 Week 2	Term 2 Week 10	Term 3 Week 6	Term 4 Week 6	Term 4 Week 3
<b>Outcomes Assessed</b>	PD5-4, PD5-11	PD5-1, PD5-2, PD5-6, PD5-7	PD5-4, PD5-5 PD5-11	PD5-4, PD5-5 PD5-11	PD5-4, PD5-5 PD5-11	PD5-3, PD5-6 PD5-8, PD5-10
<b>Weighting</b>	10%	25%	15%	10%	15%	25%

# Photography and Digital Media – Year 10 Course Outcomes

A student:

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

<b>Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Type / Unit</b>	Typeface & Report	Natural v's Built landscape	Career Digital Portfolio	Yearly Examination
<b>Due Date</b>	Term 1 Week 11	Term 2 Week 8	Term 4 Week 1	Term 4 Week 6
<b>Outcomes Assessed</b>	5.4, 5.5, 5.6, 5.8, 5.9, 5.10	5.1, 5.2, 5.5, 5.6, 5.7	5.1, 5.2, 5.3, 5.4, 5.6, 5.8, 5.9, 5.10	5.7, 5.8, 5.9
<b>Weighting</b>	<b>30%</b>	<b>30%</b>	<b>30%</b>	<b>10%</b>

*\*Ongoing progress grade based on formative assessment practices during lessons.*

# Science – Year 10 Course Outcomes

Working Scientifically Skills, A student:

<b>SC5-4WS</b>	Develops questions or hypotheses to be investigated scientifically.
<b>SC5-5WS</b>	Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively.
<b>SC5-6WS</b>	Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively.
<b>SC5-7WS</b>	Processes, analyses & evaluates data from first hand investigations & secondary sources to develop evidence-based arguments & conclusions.
<b>SC5-8WS</b>	Applies scientific understanding & critical thinking skills to suggest possible solutions to identified problems.
<b>SC5-9WS</b>	Presents science ideas & evidence for a particular purpose & to a specific audience, using appropriate scientific language, conventions & representations.

Knowledge and Understanding, A student:

<b>SC5-10PW</b>	Applies models, theories and laws to explain situations involving energy, force and motion.
<b>SC5-11PW</b>	Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
<b>SC5-12ES</b>	Describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community.
<b>SC5-15LW</b>	Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.
<b>SC5-17CW</b>	Discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.

<b>Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Type</b>	SRP	GMOs Multimedia Task	Practical Task on Chemical Reactions	Yearly Exam
<b>Unit of work</b>	The Big Bang & Motion	Genetics & Evolution	Chemical Reactions	Electricity
<b>Due Date</b>	Term 1 Week 9	Term 2 Week 8	Term 3 Week 7	Term 4 Week 3
<b>Outcomes assessed.</b>	5WS, 6WS, 8WS	7WS, 9WS, 15LW	4WS, 6WS, 17CW	10PW, 12ES, 15LW, 17CW, 7WS, 8WS
<b>Additional outcomes assessed during unit</b>	10PW, 12ES			11PW

## ShowTime Design (Design & Technology) – Year 10 Course Outcomes

<b>DT5-1</b>	analyses and applies a range of design concepts and processes
<b>DT5-2</b>	applies and justifies an appropriate process of design when developing design ideas and solutions
<b>DT5-3</b>	evaluates and explains the impact of past, current and emerging technologies on the individual, Society and Environments
<b>DT5-4</b>	analyses the work and responsibilities of designers and the factors affecting their work
<b>DT5-5</b>	evaluates designed solutions that consider preferred futures, the principles of appropriate technology and ethical and responsible design
<b>DT5-6</b>	develops and evaluates innovative, enterprising and creative design ideas and solutions
<b>DT5-7</b>	uses appropriate techniques when communicating design ideas and solutions to a range of audiences
<b>DT5-8</b>	selects and applies management strategies when developing design solutions
<b>DT5-9</b>	applies risk management practices and works safely in developing quality design solutions
<b>DT5-10</b>	selects and uses a range of technologies competently in the development and management of quality design solutions

<b>Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Type / Unit</b>	Research Task Activity of Designers	Project 1 Folio and Design	Project 2 Folio and Design	Yearly Exam
<b>Due Date</b>	Term 1 Week 5	Term 2 Week 4	Term 3 Week 7	Term 4 Week 3
<b>Outcomes Assessed</b>	DT5-3, DT5-4, DT5-5	DT5-1, DT5-2, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10	DT5-1, DT5-2, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10	DT5-1, DT5-3 DT5-4, DT5-5 DT5-9
<b>Weighting</b>	15	35	35	15



# Textiles – Year 10 Course Outcomes

A student:

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

Task	Task 1	Task 2	Task 3	Task 4
<b>Type</b>	Cultural Wall Hanging Folio and Project	Research Task and Project	Corset, cape, or Vest Folio and Project	Yearly Examination
<b>Unit Name</b>	Textile Art	Textiles and Society	Costume &History	Yearly Examination
<b>Due Date</b>	Term 2 Week 4	Term 2 Week 10	Presentation - Term 3 - Week 6 Practical - Term 4 Week 4	Term 4 Week 3
<b>Outcomes Assessed</b>	TEX5-1, TEX5-2, TEX5-4, TEX5-5, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12	TEX5-3, TEX5-7, TEX5-10, TEX5-11	TEX5-1, TEX5-2, TEX5-4, TEX5-6, TEX5-8, TEX5-6, TEX5-10, TEX5-11, TEX5-12	TEX5-1, TEX5-2 TEX5-3, TEX5-5, TEX5-6, TEX5-7, TEX5-10
<b>Weighting</b>	35%	10%	40%	15%

# Visual Arts - Year 10 Course Outcomes

A student:

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

<b>Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Type/ Unit</b>	VAPD research/investigation Artist Statement	Contemporary sculpture	Figurative Artworks	Examination
<b>Due Date</b>	Term 1 Week 8	Term 2 Week 3	Term 4 Week 1	Term 4 Week 3
<b>Outcomes Assessed</b>	5.4, 5.8	5.1, 5.2, 5.5, 5.6	5.3, 5.4, 5.5	5.7, 5.8, 5.9, 5.10
<b>Weighting</b>	<b>VAPD 20%</b> <b>Artist Statement 15%</b>	<b>30%</b>	<b>20%</b>	<b>15%</b>

Wollongong High School  
of the Performing Arts

# Personal Record Sheet and Planner

**Note:** The following pages have been included so that you may record the actual date of your Assessment Tasks. By using your Term Calendar, you should be able to avoid that last-minute panic. **If over-crowding of tasks is evident speak with your class teacher and/or Year Advisor**

## Individual Assessment Task Record Sheet

<i><b>Subject</b></i>				<i><b>Subject</b></i>			
<i><b>Task</b></i>	<i><b>Date Due</b></i>	<i><b>Mark</b></i>	<i><b>Rank</b></i>	<i><b>Task</b></i>	<i><b>Date Due</b></i>	<i><b>Mark</b></i>	<i><b>Rank</b></i>
1							
2							
3							
4							
5							

  

<i><b>Subject</b></i>				<i><b>Subject</b></i>			
<i><b>Task</b></i>	<i><b>Date Due</b></i>	<i><b>Mark</b></i>	<i><b>Rank</b></i>	<i><b>Task</b></i>	<i><b>Date Due</b></i>	<i><b>Mark</b></i>	<i><b>Rank</b></i>
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<i><b>Subject</b></i>				<i><b>Subject</b></i>			
<i><b>Task</b></i>	<i><b>Date Due</b></i>	<i><b>Mark</b></i>	<i><b>Rank</b></i>	<i><b>Task</b></i>	<i><b>Date Due</b></i>	<i><b>Mark</b></i>	<i><b>Rank</b></i>
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<i><b>Subject</b></i>				<i><b>Subject</b></i>			
<i><b>Task</b></i>	<i><b>Date Due</b></i>	<i><b>Mark</b></i>	<i><b>Rank</b></i>	<i><b>Task</b></i>	<i><b>Date Due</b></i>	<i><b>Mark</b></i>	<i><b>Rank</b></i>
1							
2							
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5							

# School Planner 2024

Tear here

Term 1	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday / Sunday
January / February	1	School holiday 29	Term 1 begins for Eastern division schools School development day for Eastern division schools 30	School development day for Eastern division schools 31	1	2	3/4
February	2	5	Term 1 for Western division schools School development day for Western division schools 6	School development day for Western division schools 7	8	9	10/11
February	3	12	13	14	15	16	17/18
February	4	19	20	21	22	23	24/25
February / March	5	26	27	28	29	1	2/3
March	6	4	5	6	7	8	9/10
March	7	11	12	13	14	15	16/17
March	8	18	19	20	21	22	23/24
March	9	25	26	27	28	Good Friday 29	Easter Saturday Easter Sunday 30/31
April	10	Easter Monday 1	2	3	4	5	6/7
April	11	8	9	10	11	12	13/14

Tear here



### Scan me for practical school tips!

Help your child get the most out of their school year and to explore our resources.  
[education.nsw.gov.au/parents-and-carers](https://education.nsw.gov.au/parents-and-carers)



### Scan me for key dates

[education.nsw.gov.au/calendars](https://education.nsw.gov.au/calendars)

### School development days

Students do not attend school.  
 Please check with your school to find out specific dates for these days.



# School Planner 2024

Term 2	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday / Sunday
April / May	1	School development day 29	30	1	2	3	4/5
May	2	6	7	8	9	10	11/12
May	3	13	14	15	16	17	18/19
May	4	20	21	22	23	24	25/26
May / June	5	27	28	29	30	31	1/2
June	6	3	4	5	6	7	8/9
June	7	King's Birthday 10	11	12	13	14	15/16
June	8	17	18	19	20	21	22/23
June	9	24	25	26	27	28	29/30
July	10	1	2	3	4	5	6/7

Tear here



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Tear here

# School Planner 2024

Tear here

Term 3	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday / Sunday
July	1	School development day 22	23	24	25	26	27/28
July / August	2	29	30	31	1	2	3/4
August	3	5	6	7	8	9	10/11
August	4	12	13	14	15	16	17/18
August	5	19	20	21	22	23	24/25
August / September	6	26	27	28	29	30	31/1
September	7	2	3	4	5	6	7/8
September	8	9	10	11	12	13	14/15
September	9	16	17	18	19	20	21/22
September	10	23	24	25	26	27	28/29

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#### School development days

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# School Planner 2024

Term 4	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday / Sunday
October	1	14	15	16	17	18	19/20
October	2	21	22	23	24	25	26/27
October / November	3	28	29	30	31	1	2/3
November	4	4	5	6	7	8	9/10
November	5	11	12	13	14	15	16/17
November	6	18	19	20	21	22	23/24
November / December	7	25	26	27	28	29	30/1
December	8	2	3	4	5	6	7/8
December	9	9	10	11	12	13	14/15
December	10	16	17	18	School development day	School development day	21/22

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