

# Picnic Point High School



## Year 10 Assessment Handbook

2026

*Respect*

*Responsibility*

*Participation*

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



## YEAR 10 ASSESSMENT CALENDAR 2026

Week	Term 1	Term 2	Term 3	Term 4
1		Commerce 30% PASS 30%		English 40% Maths Advanced/Ext 30% Maths Standard 30% Science 35%
2		Music 35% Japanese 30%	Music 30%	Commerce 40% History Elective 50% iSTEM 30%
3		Computing Tech 40% Food Technology 40% History Elective 50%		Computing Tech 20% Geography (S2) 50% History (S2) 50% Industrial Technology 40% Timber Japanese 40% Psychology 40% PASS 30%
4		History (S1) 50% Industrial 30% Technology Timber Visual Arts 40%	Commerce 30% Psychology 30% Visual Arts 20%	Food Technology 20% PDHPE 30% Visual Arts 40%
5		Geography (S1) 50%	Maths Advanced/Ext 20%	
6	Geography (S1) 50%		Industrial Technology 30% Timber	
7			Maths Standard 20% Geography (S2) 50%	Work Experience
8		Science 35%	Computing Tech 40% Food Technology 40%	
9	English 30% Maths Advanced/Ext 30% Maths Standard 30% Psychology 30%	Maths Advanced/Ext 20% Maths Standard 20%	History (S2) 50% Music 35%	Senior Preparation Program
10	iSTEM 40% History (S1) 50% PDHPE 30% Science 30%	English 30% iSTEM 30% Japanese 30%		
11				
	PDHPE Practical T1 and T2 20% PASS Practical T1 and T2 20%		PDHPE Practical T3 and T4 20% PASS Practical T3 and T4 20%	

<b>Contents</b>		<b>Page</b>
Year 10 Assessment Calendar		1
General Information		3
School Assessment Procedure Year 10		4-5
Assessment Malpractice		6-7
Procedures for applying for Illness and/or Misadventure		8-17
NESA Mandatory Requirements – Stage 5		18
Common Grade Scale		19
<b>ASSESSMENT SCHEDULES 2026</b>		
English	Mandatory	20-21
Mathematics Advanced/Extension	Mandatory	22-23
Mathematics Standard	Mandatory	24-25
Science	Mandatory	26-27
History	Mandatory	28-29
Geography	Mandatory	30-31
Personal Development, Health and Physical Education	Mandatory	32-33
Commerce	Elective	34-35
Computing Technology	Elective	36-37
Food Technology	Elective	38-39
History	Elective	40-41
iSTEM	Elective	42-43
Industrial Technology Timber	Elective	44-45
Japanese	Elective	46-47
Music	Elective	48-49
Physical Activity and Sports Study	Elective	50-51
Psychology	Elective	52-53
Visual Arts	Elective	54-55

## General Information

To be eligible for the satisfactory completion of the Stage 5 course, students must:

- a) have followed the course developed or endorsed by NESA.
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- c) achieved some or all the course outcomes.

Failure to comply with any one of these areas means failure to satisfactorily complete the course.

### Educational Experiences

During a course, staff will provide students with educational experiences to improve their performances and demonstrate teaching points. These may include work done in class, homework, tests and practical samples. Many class exercises will require a high level of involvement or participation in class activities. Students are expected to demonstrate an appropriate level of involvement and completion of work in every lesson.

### Attendance

Students who fail to attend regularly will have difficulty demonstrating diligence and sustained effort. To achieve this, **students must attend every day**. Attendance of less than 85% could result in students not achieving outcomes.

### Set Tasks

So that the school can make a judgment as to the performance of a student, assessment tasks will be set in each course. These may be home assignments, in-class tasks or examinations.

If a student fails to complete a task or fails to present it when required they are in danger of not completing that course in a satisfactory manner and a NESA warning letter will be issued.

### Course Outcomes

It is expected that students will apply themselves in all set tasks and educational experiences. Failure to do so may lead to the task or a body of work being classed as a non-serious attempt and the student will be regarded as not achieving either (b) or (c) of the requirements (see above).

### Warnings

If the Principal determines as a result of the above sections a student is in danger of not completing a course satisfactorily, a warning letter will be issued. A student will be given time to correct the problem and satisfactorily complete the course.

### N Determination

If warnings are ignored and four warning letters are issued, the Principal may deem that a student has not completed the course. The student will then be given an 'N' determination. The course will be listed as not completed on the NSW Record of School Achievement (RoSA) and the student will have failed to satisfactorily complete that course.

### Award of Grades

Grades are awarded by the school for each subject studied in Years 9 and 10 at the end of Year 10. These grades are based on the student's performance in tests, examinations and assessment tasks in Year 10 compared to the course performance descriptors for each subject developed by NESA. These grades will be submitted to NESA and stored until a Record of Student Achievement (RoSA) is requested. Students who leave school prior to the completion of the HSC will be issued with a Record of School Achievement that recognises achievement up until that point.

# School Assessment Procedure Year 10

An assessment is a measure of student achievement over the whole program of study within a subject.

In the following information, assessment task includes examinations.

## 1. Student Responsibilities

- a) You must be familiar with the school's assessment procedures.
- b) It is your responsibility to attend school, be aware of due dates for assessment tasks and complete tasks on time. If you are absent from school, check with your teachers to see if any assessment tasks have been set.
- c) It is your responsibility to check your google classrooms and be aware of set tasks posted.
- d) You must apply yourself to all course work/class work as required by your teachers.
- e) It is your responsibility:
  - i. To be on time to all in-class assessment tasks; you will not be given an extension of time if you are late to any task held in school time or at the beginning of the day unless it is verified that you have legitimate reasons for being late and have appropriate documentation to support this.
  - ii. To be present to do all in-school assessment tasks. **This means being present for the whole day that a task is due or when a task is set as an exam.**
  - iii. To hand in any homework assessment tasks on time to your teacher.
- f) If you are absent for an assessment, test or on the day a task is due it is your responsibility to bring a medical certificate or approved documentation justifying your absence to the teacher immediately upon your return to school (go to page 8 for more details).
- g) It is your responsibility to notify your teacher of any assessment problems in advance, if possible.
- h) It is your responsibility to check the marking of each task when it is returned to you.
- i) Students who prepare assignments or other required work relying on technology (i.e.: Computers) will not be permitted to use the failure of such a device as a reason for failing to hand in work. Students must take appropriate steps to keep hard copies or back up files on a regular basis. The school will assist you with technology support if requests are made at the appropriate time (any extraordinary situation will be dealt with by the Appeals Committee).

**NB:** You must not, under any circumstances, leave a piece of work on a teacher's desk as no record will have been established of its presentation. Therefore, any work not personally handed to the class teacher, or the head teacher will be dealt with in the same manner as for failure to complete a task.

## 2. School Assessment Procedures

### a) Advance Notice of Assessment Tasks

Students will be given notice of any assessment task particularly for those which require preparation or home study.

### b) Submission of Assessment Tasks

- i. Students must hand in assessment tasks during the lesson for the subject in which the task is set.
- ii. Students may submit or perform an assessment only if they attend all their lessons that day. (An exception to this is if you send your assessment task to school if you are unable to attend on the day a task is due)

**c) Absence on day an Assessment Task is Due**

See page 8 onwards for procedures to follow regarding illness/misadventure/school business.

**d) Marking of Assessment Tasks**

It is the student's responsibility to check the marking of any assessment task when it is returned. The marks for any task will be taken as **final** seven days after the task is returned, so a student **must indicate any error in marking before this**. A complaint about marking is not valid for a **later appeal** against an assessment.

**e) Non-Serious Attempt/ Malpractice (plagiarism, copying, cheating, talking during an examination)**

In situations where it is established that malpractice has occurred then an 'N' will be given for the task.

- i. The Head Teacher in consultation with the class teacher will establish that malpractice has occurred. Parent/Carers will be advised in writing.
- ii. If a student can produce conclusive evidence that malpractice could not have occurred, an appeal may be lodged with the Appeals Committee in writing.
- iii. An interview with the student will follow and the decision made will be final.
- iv. If it is found that malpractice has occurred, no substitute task will be given.  
A non-serious attempt in an assessment task will also lead to an 'N' mark being given.

**f) Notification of Progress in the Stage 5 Course**

- i. The school will inform students of their progress in the Stage 5 Course. This will be done at various stages in the course, such as after the completion of any assessment task and at the Semester 1 and Semester 2 reporting period.
- ii. Students will be warned of where they are not meeting course requirements. Where the student is clearly in danger of not SATISFACTORILY completing the requirements of the Stage 5 course an interview with the student and parents will take place.
- iii. Failure to improve will lead to a recommendation to the Principal that the student be deemed UNSATISFACTORY in that course.

**g) Appeals/Appeals Committee**

- i. Any appeals about assessment procedures should be made in the first instance to the class teacher. Further appeals may be made to the Head Teacher of the appropriate faculty and then to the school's Appeals Committee through the Deputy Principal in charge of the year group.
- ii. The appeals committee will consist of:
  - The Deputy Principal in charge of the year group
  - The subject Head Teacher
  - The Year Adviser
- iii. Appeals will be in writing using the appropriate form on page 14 of this document. See the Deputy Principal in charge of your year group for details.

**h) Homework, Class work, Course work and other Educational Experiences**

If a student fails to complete a significant amount of work through absence or lack of diligence;

- i. A faculty academic concern is sent home and recorded on Sentral.
- ii. A NESAs warning letter may be sent home. The student is expected to complete all missed work.

# Malpractice in Assessment Tasks

## 1. Defining Malpractice

- a) Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:
- copying someone else's work in part or in whole, and presenting it as one's own
  - using material directly from books, journals, CDs or the Internet without reference to the source
  - unauthorised use of generative AI (artificial intelligence) tools
  - building on someone else's ideas without giving their source
  - buying, stealing or borrowing someone else's work and presenting it as one's own
  - submitting work that someone else, like a parent, tutor or subject expert, substantially contributed to
  - using someone else's words, ideas, designs or work in projects and performance tasks without giving their source
  - not acknowledging any work completed by others for your submitted work or performance
  - breaching school exam rules
  - cheating in a preliminary exam
  - using non-approved aids in an assessment task
  - giving false reasons for not handing in work by the due date
  - helping another student to engage in malpractice
  - acts of unintentional malpractice
  - providing fraudulent evidence in applications for disability provisions or illness/misadventure
  - being responsible for actions done or omitted to be done that confer an unfair advantage relating to the outcome of any exam – irrespective of whether such actions occur before, during or after such an exam or assessment.
- b) **Malpractice may occur when Generative AI (such as Chat GPT):**
- has been used as part of an assessment task, unless specifically permitted in the Assessment Notification.
  - output has not been cited. All work presented must be a student's own or must be acknowledged appropriately.
  - is suspected of being used and the student is not able to provide evidence that all unacknowledged work is entirely their own.

## 2. Managing Issues of Malpractice

- a) In the case of suspected malpractice, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:
- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas.
  - answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.
- b) Issues of malpractice will be investigated by the Head Teacher of the respective course.
- c) If the malpractice is proven, the assessment committee will consider a zero mark for that task. In some circumstances, the school Principal may decide to invoke a penalty appropriate to the seriousness of the offence.
- d) Students are made aware that sharing/showing their hand-in task to other students prior to it being

submitted may lead to issues construed as malpractice and lead to a zero mark for that task. Students are encouraged not to share the substance of a hand-in task with other students. Likewise, students who may receive a substitute task through an appeal outcome are not to make any effort to gain knowledge, wording or content of the original task.

- e) Malpractice in any form including plagiarism, collusion, misrepresentation and breach of assessment conditions is unacceptable. The school treats allegations of malpractice very seriously and there are significant penalties for detected malpractice in exams.

**Students MUST make a genuine attempt at assessment tasks accumulating a worth of MORE THAN 50% of the available marks for that course.** Further, students must demonstrate diligence and sustained effort in their course. Students and their parents (where appropriate) can expect notification, in writing from the Head Teacher responsible for a course, of the potential of an 'N Determination' in the course.

### 3. Artificial Intelligence (AI)

NESA has developed a policy on the use of AI in schools. This policy falls under NESA's existing rules governing academic honesty, and the use of external reference materials and sources in student work. Schools and school sectors remain responsible for policies concerning the use of AI in schools. Schools and teachers will decide how best to use AI to support teaching and learning, in accordance with sector policies.

AI has implications for academic honesty. Unapproved use of AI in the completion of assignments is a breach of academic integrity. All work presented in assessment tasks and examinations must be a student's own or must be acknowledged appropriately.

#### Advice for students

Plagiarism and other forms of academic dishonesty are unacceptable. You should be aware that current rules for cheating and plagiarism still apply to AI. All work should be your own or correctly acknowledged. It is important that you take academic pride and ownership by submitting original work.

AI can also be unreliable and must always be monitored by a human. AI can produce biased and/or toxic content, false information or facts that are not based on real data or events and false citations. This could compromise the quality of your submission.

# Procedures for Applying for Illness and/or Misadventure

Consideration is given to students who suffer illness or misadventure at the time of a task. Misadventure refers to an event beyond the student's control which allegedly prevented the student from attending the assessment task or school on the date a task was due. (e.g. a car accident). It is important to note that set procedures must be followed for this consideration to be applied in order to ensure fairness for all students.

Students need to be aware **if they commence or attempt an assessment task the results they achieve will be recorded. In this case, illness/misadventure therefore does not apply retrospectively.**

Students **must attend school on time** on the date of a task or date the task is due. Students wishing to apply for illness/ misadventure should follow the relevant procedures specific to the situation as outlined below.

## 1. Absence due to illness misadventure on the day of an in-class assessment task

- Student or parent/carer must email or ring the relevant faculty Head Teacher before the **day of the task** or **by 8:30am** on the day of the task to inform the student will be absent.
- Student must immediately report to the relevant Head Teacher **on the day they return to school**, complete an *Illness/Misadventure and School Business Application Form* available on the PPHS website, from the office or at the end of this document, and provide a medical certificate or other supporting documentation for a misadventure.
- Completed forms and documentation must be **returned to the relevant faculty Head Teacher** within **one week** of the student's return to school.

## 2. Absence due to illness/misadventure on the day of a hand-in assessment task is due to be submitted

- Student or parent/carer must email or ring the relevant faculty Head Teacher before the **day of the task** or **by 8:30am** on the day of the task to inform the student will be absent.
- Students must make every effort to have the task delivered in-person (e.g. by a third party) or submitted electronically (e.g. email or via Google Classroom).
- If the task is not submitted the student must immediately report to the relevant Head Teacher **on the day of return to school**, complete an *Illness/Misadventure and School Business Application Form* available on the school's website, from the office and at the end of this document, and provide a medical certificate or other supporting documentation for a misadventure.
- Completed forms and documentation must be **returned to the relevant faculty Head Teacher** within **one week** of the student's return to school.
- If an assessment task is submitted late, and there is no successful illness/misadventure appeal, students will receive a zero for that task. Students should still submit the task to gain necessary feedback.

## 3. Illness/misadventure during an in-class assessment

- The student **MUST** notify the supervisor of the task of any circumstance related to illness or misadventure that would prohibit them from performing in the assessment **BEFORE** they view the task. At this stage, the student will need to decide to either:
  - a. Complete the task, in which case the mark earned will be awarded and the student cannot apply retrospectively for any special consideration due to illness or misadventure; or,
  - b. Leave and apply for illness or misadventure by immediately obtaining an *Illness/Misadventure and School Business Application Form* and following the illness/misadventure procedure.

- If the task has already commenced, the student must notify the supervisor of the task of the circumstance related to illness or misadventure and the mark earned to that point shall be awarded. Students may then submit an appeal should they feel their mark was negatively affected.

#### 4. Illness/misadventure on a day during an examination period

- The student or parent/carer MUST contact the school up until 30 minutes prior to the commencement of the scheduled examination by phone: 9772 1770.
- Prior to their return to school, the student must **contact the relevant Deputy Principal** to organise a rescheduling of the affected examination(s).
- On the day of a rescheduled examination, the student must report to the relevant Deputy Principal at a time determined.
- Students must obtain an *Illness/Misadventure and School Business Application Form* and any other relevant documentation.
- Completed forms and documentation must be **returned to the relevant Deputy Principal** within **one week** of the student's return to school.

#### 5. Illness/misadventure for a group performance

- The individual student or parent/carer concerned (i.e. NOT another student member of the group) MUST contact the school by 8:30am on the day the task is scheduled by phone 9772 1700.
- When a group performance cannot go ahead on a scheduled date, ALL students affected need to complete an *Illness/Misadventure and School Business Application Form*.
- These forms need to be returned to the relevant faculty Head Teacher within two school days of the scheduled date.
- The relevant faculty Head Teacher will reschedule an alternative date for the performance.

In all cases where a task needs to be completed, the student (or all students in the case of a group performance) must:

- Be prepared to complete the task on the first day of their return to school unless an alternative arrangement has been made with the relevant Head Teacher.
- Complete an *Illness/Misadventure and School Business Application Form* and any other relevant documentation and **return to the relevant Head Teacher** within **one week** of the student's return to school.

**Relevant written evidence from a medical practitioner is mandatory** for any application relating to illness for the application to be considered by the relevant Head Teacher. It is the student's responsibility to obtain a medical certificate, ensure that it is completed in its entirety by the medical practitioner and submitted to the school with the *Illness/Misadventure and School Business Application Form*.

The *Illness/Misadventure and School Business Application Form* is available online on the PPHS website, at the school office and on page 14 of this document.

The consequences of not following these procedures will result in the application for Illness/Misadventure being rejected and a zero mark being awarded.

- If the student follows the above procedures, **and** the reason is judged to be valid, the Head Teacher will decide if the student will do the original task or complete an alternative task.
- If the student does not follow the above procedures, they will be awarded a zero mark for the task.
- If a student appeals more than 40% of their total result in a subject area due to illness or misadventure, teacher professional judgement may be used to best determine the appropriate result.
- The provision of supporting documents, such as medical certificates, does not dictate the outcome of the appeal.

## 6. Absence due to School Business

Where a student has a clash between an assessment task and another official school activity (Knockouts/Camps), it is the student's responsibility to complete and submit the *Illness/Misadventure and School Business Application Form* to the faculty Head Teacher in **advance of the absence**. The student will be required to submit the work at a time specified by the relevant faculty Head Teacher. Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a zero mark will be awarded.

Should the student wish to appeal this decision, they must submit this in writing to the relevant Deputy Principal.

The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

## 7. Student Attendance

It could be determined by the Principal that prolonged or frequent absence has prohibited a student from meeting the requirements of illness/misadventure. Students who are concerned about their attendance with respect to meeting course requirements should discuss this with the Deputy Principal.

Absences for overseas or interstate travel are strongly discouraged and can impact on the student's ability to satisfactorily complete course requirements. Fee-paying international students may also jeopardise their visas and right to remain in Australia.

Different subjects have different prerequisites, e.g. practical subjects require a set number of hours of practical work. Overseas or interstate travel may have a negative impact on this.

If considering overseas or interstate travel, students are to:

- refer to the prescribed dates for assessment tasks prior to making travel arrangements.
- explain to their family the impact the travel will have on their RoSA.
- complete an Application for Extended Leave – Travel form (available from the front office) and attach a copy of the airline ticket.
- submit the Application for Extended Leave – Travel form to the Principal for approval at least three weeks in advance.

**Travel is not a satisfactory reason for missing a task and the student will still receive a zero. Travel during an assessment period may be deemed unjustified by the Principal.**

## 8. Unfair Advantage

NESA outlines that no student is to gain an unfair advantage over other students. Causes of unfair advantage include:

- To absent yourself from **any** lessons or normal school routine on a day that an in-class assessment task is scheduled.
- To absent yourself from **any** lesson or normal school routine on the day that a hand-in task is due.
- **Arriving late** on the day of a scheduled in class assessment task or hand-in task.
- To absent yourself from **any** lesson **the day prior** to a scheduled assessment task without a doctor's certificate.

If it is deemed that a student has gained an unfair advantage, a **zero mark** will be allocated for that task.

## 9. Technology and Assessment Tasks

- a) Technology and/or computer equipment failure may **not be valid grounds for misadventure** involving the late submission of assessment tasks.
- b) In the case of the submission of assessment tasks, students may lodge an illness/misadventure appeal if technology has failed. In such cases, students must provide adequate physical evidence of that task such as a draft or hard copy of the materials, with timestamps provided as evidence.
- c) To assist students in the utilisation of technology, the following guidelines should be considered:
  - Always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
  - Back-up files regularly.
  - Print out copies of drafts and keep them while the assignment is in progress.
  - Bring a copy of the file to school by either email or USB.

## 10. Summary Procedures for Applying for Illness/Misadventure

Students missing an assessment task and wishing to make an application for illness/misadventure or reschedule due to school business must follow the procedure outlined below:

### Step One: Contact the school

- (i) Student or parent/carer must inform the school on the day of absence by phoning the Faculty Head Teacher or Deputy Principal.



### Step Two: Obtain relevant documentation

- (i) Student must obtain and Illness/Misadventure & School Business Application Form.
- (ii) For illness, the student must obtain a medical certificate and ensure it is completed for the period of absence.
- (iii) For misadventure, the student should obtain a statement or any supporting documentation, where possible, outlining the situation.



### Step Three: On first day of return to school

It is the student's responsibility to:

- (i) Report to either:
  - a) The relevant faculty Head Teacher for missed in-class assessment tasks and hand-in assessment tasks; or
  - b) The relevant Deputy Principal for all missed examinations held during an examination period.
- (ii) Be prepared to submit or sit the assessment on that day.



### Step Four: Submission, resolution and feedback

- (i) Student will submit the Illness/Misadventure & School Business Application Form and relevant documentation to the relevant Head Teacher within two school days of returning to school.
- (ii) The relevant Head Teacher will consider the application and make a recommendation then document the decision on the Illness/Misadventure & School Business register.
- (iii) Student will then submit the Illness/Misadventure & School Business Application Form to relevant Deputy Principal for final approval and filing.

If the application is not accepted, a zero mark will be awarded for that task. Should the student wish to appeal this decision, they must submit this appeal in writing to the relevant Deputy Principal.

## 11. Outcome of Illness/Misadventure

The relevant faculty Head Teacher will consider illness/misadventure cases specific to assessment tasks for courses within their faculty. They will judge the presented evidence and recommend whether the application is to be accepted or rejected. The Deputy Principal, or delegate, will make the final decision.

If the application is accepted, one of three things may occur:

1. Original or substitute task is to be completed. A zero mark will be recorded for the original task and the student will be required to complete the original task or a substitute task. Once completed, the mark gained for this task will replace the zero. If not completed, the zero mark remains.
2. Awarded mark remains. The student's performance in the assessment task may be considered unaffected. In this case, the student's original result in the task will remain as marked.
3. Maintain rank applied to the task. In exceptional circumstances, where undertaking an alternative task is not possible, the relevant Deputy Principal in consultation with the relevant faculty Head Teacher, may determine that the student's relative assessment rank be maintained. This will be calculated at the end of the entire assessment period. This calculated mark would then replace the zero awarded at the time of the scheduled task.

If the application is rejected, then the task must be submitted or attempted in accordance with NESA rules and procedures and then one of two things may occur:

1. Original task was submitted or attempted on time. The original task will be marked, and this earned mark will apply.
2. Original task was submitted or attempted late. The original task will be marked; however, a zero mark will be officially awarded.

In all cases, any student wishing to appeal this decision must do so in writing to the relevant Deputy Principal **within two school days** of receiving the initial decision.





PICNIC POINT HIGH SCHOOL  
ASSESSMENT APPEAL FORM

Section to be completed by Parent/Carer

Student's Name: \_\_\_\_\_ Year: \_\_\_\_\_

Parent/Carer Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Subject: \_\_\_\_\_ Date of Task: \_\_\_\_\_

Type of Assessment Task: \_\_\_\_\_

Appeal is lodged on the following grounds:

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

Supporting documentation provided:  Yes  No

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

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

Parent/Carer Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Section to be completed by Deputy Principal

Recommendation:

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

Deputy Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Panel Members: \_\_\_\_\_

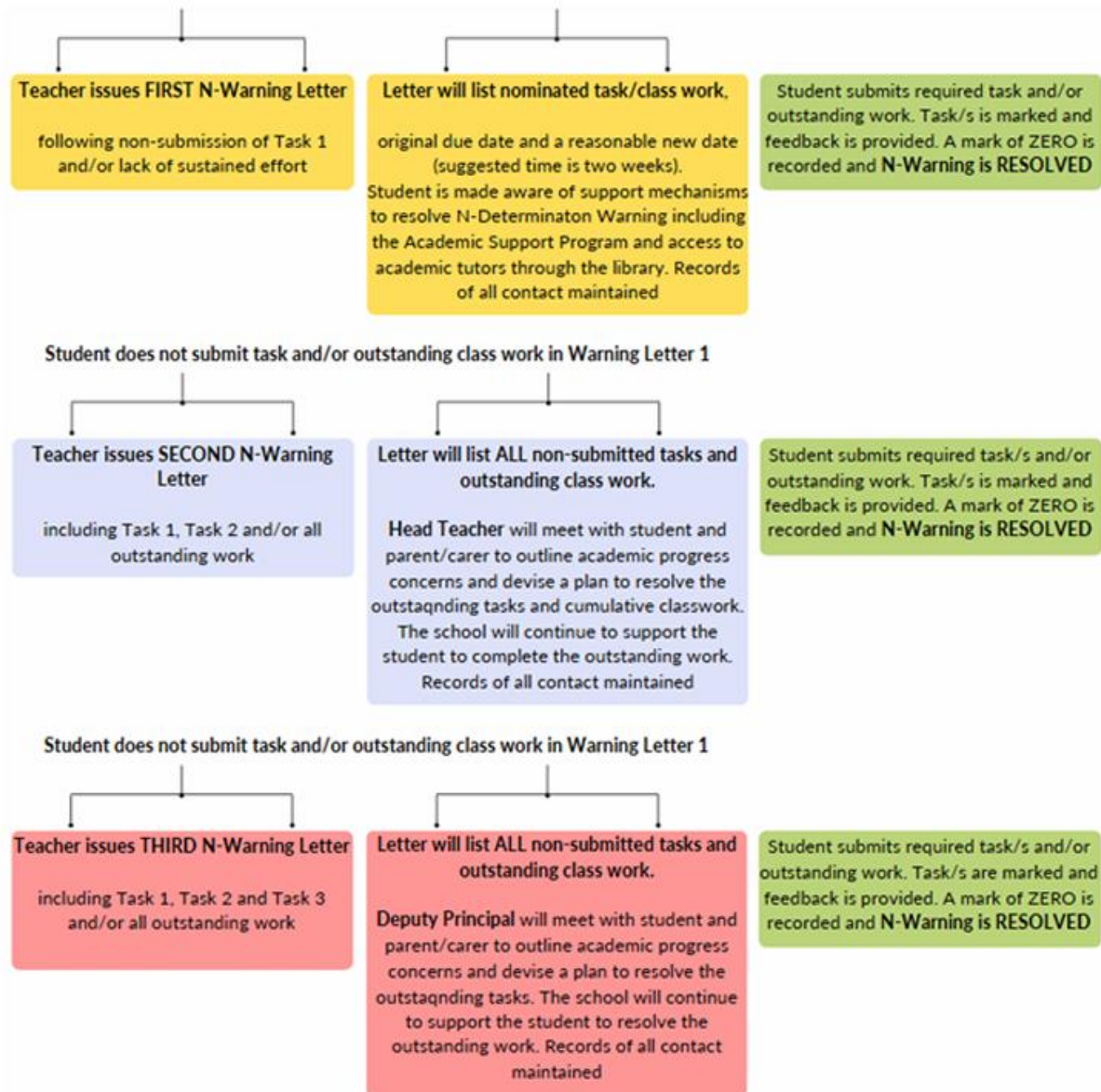
Original to: Principal/Deputy Principal  
Copies to: Head Teacher / Student file



## N-DETERMINATION WARNING FLOW CHART YEARS 10-12

Student does not submit assessment task by due date, engages in malpractice or demonstrates lack of sustained effort:

- following the course developed or endorsed by NESAs; and/or
- applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and/or
- achieving some or all of the outcomes



If student fails to comply with Warning Letters after at least two letters have been sent, then the student and parent/carer will be informed that the student may receive a N-Determination for that subject. The Principal or delegate will meet with the student and parent/carer.

## NESA Mandatory Requirements - Stage 5

For the completion of the Stage 5 Course, students need to have studied the following courses:

**English** – studied substantially in each of Years 7 - 10 with 400 hours to be completed by the end of Year 10.

**Mathematics** – studied substantially in each of Years 7 – 10 with 400 hours to be completed by the end of Year 10.

**Science** – studied substantially in each of Years 7 – 10 with 400 hours to be completed by the end of Year 10.

**Human Society and Its Environment** - studied substantially in each of Years 7 - 10 with 400 hours to be completed by the end of Year 10. Included in this requirement is the study of 100 hours each of History and Geography in Years 7 – 8 and 100 hours each of Australian History and Australian Geography in Years 9 – 10 integrating Civics and Citizenship.

**Creative Arts** – studied for 200 hours and comprising the 100-hour courses in each of Visual Arts and Music.

**Technological and Applied Studies** – the NESA Technology (Mandatory) Years 7 - 8 Syllabus to be studied for 200 hours.

**Personal Development, Health and Physical Education** – studied in each of Years 7 - 10 with 300 hours to be completed by the end of Year 10.

**Languages** – studied for at least 100 hours, to be completed in one language over one continuous 12-month period between Years 7 and 10 but preferably in Years 7 - 8.

If you think you will not meet these requirements by the end of Year 10 you should speak to your Year Adviser, Deputy Principal or the Principal.

## Stage 5 Common Grade Scale

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

### Grading

NESA has developed a common grade scale that describes five levels of achievement, A – E. The table above gives an indication of how these levels help to assess student performance.

For each course, a set of Course Descriptors has been developed based on the common grade scale. Each descriptor is a positive statement about achievement related to the knowledge and skills relevant to the course.

Teachers will collect assessment information about student achievements in a course and relate it to the Course Performance Descriptors. This information will assist the school in making the final judgement of the grade to award students at the end of Year 10 for their Record of Student Achievement.

No grades will be awarded for Life Skills courses. These are reported through the achievement of outcomes on the student profile.

## English Stage 5 Outcomes

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

**SUBJECT: ENGLISH**

**COURSE: YEAR 10**

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>WEIGHTING</b>
<b>CONTENT/SKILLS</b>	Poetry Writing Task	Drama Writing Task	Genre Study Yearly Examination	
	<b>Term 1 Week 9</b>	<b>Term 2 Week 10</b>	<b>Term 4 Week 1</b>	
	EN5-URB-01 EN5-ECA-01 EN5-URA-01	EN5-RVL-01 EN5-URA-01 EN5-URC-01 EN5-URB-01	EN5-RVL-01 EN5-ECA-01 EN5-URB-01 EN5-ECB-01	
Knowledge and understanding of texts and concepts	15	15	20	<b>50</b>
Composition using appropriate language, forms and features suited to purpose and audience	15	15	20	<b>50</b>
<b>TOTAL WEIGHTING</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Mathematics Advanced/Extension Stage 5 Pathway Outcomes

- MA5-RAT-P-01 Identifies and solves problems involving direct and inverse variation and their graphical representations.
- MA5-RAT-P-02 Analyses and constructs graphs relating to rates of change.
- MA5-ALG-P-01 Simplifies algebraic fractions involving indices and expands and factorises algebraic expressions.
- MA5-ALG-P-02 Selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions.
- MA5-IND-P-01 Supplies the index laws to operate with algebraic expressions involving negative-integer indices.
- MA5-IND-P-02 Describes and performs operations with surds and fractional indices.
- MA5-EQU-P-01 Solves monic quadratic equations, linear inequalities and cubic equations of the form.
- MA5-EQU-P-02 Solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations.
- MA5-LIN-P-01 Describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems.
- MA5-NLI-P-01 Interprets and compares non-linear relationships and their transformations, both algebraically and graphically.
- MA5-POL-P-01 Defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems.
- MA5-LOG-P-01 Establishes and applies the laws of logarithms to solve problems.
- MA5-FNC-P-01 Uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables.
- MA5-TRG-P-01 Applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings.
- MA5-TRG-P-02 Establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations.
- MA5-ARE-P-01 Applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems.
- MA5-VOL-P-01 Applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids.
- MA5-GEO-P-01 Establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes.
- MA5-GEO-P-02 Constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes.
- MA5-CIR-P-01 Applies deductive reasoning to prove circle theorems and solve related problems.
- MA5-DAT-P-01 plans, conducts and reviews a statistical inquiry into a question of interest.
- MA5-PRO-C-01 Solves problems involving Venn diagrams, 2-way tables and conditional probability.

**SUBJECT: MATHEMATICS ADVANCED/EXTENSION PATHWAY**

**COURSE: YEAR 10**

	TASK 1		TASK 2	TASK 3		TASK 4		WEIGHTING
CONTENT/SKILLS	Common Test Open Book		Working Mathematically Task	Take Home Booklet and Verification Test		Yearly Examination		
	Term 1 Week 9		Term 2 Week 9	Term 3 Week 5		Term 4 Week 1		
	MA5-EQU-P-01 MA5-EQU-P-02 MA5-LIN-P-01 MA5-FNC-P-01 MA5-GEO-P-01	MA5-CIR-P-01 MA5-ALG-P-01 MA5-IND-P-01 MA5-IND-P-02 MA5-LOG-P-01	MA5-TRG-C-01 MA5-TRG-C-02 MA5-TRG-P-01 MA5-TRG-P-02 MAO-WM-01	MA5-ALG-P-01 MA5-ALG-P-02 MA5-EQU-P-01 MA5-EQU-P-02 MA5-TRG-C-01	MA5-TRG-C-02 MA5-TRG-P-01 MA5-TRG-P-02	MA5-NLI-C-01 MA5-NLI-C-02 MA5-RAT-P-01 MA5-RAT-P-02 MA5-EQU-P-01	MA5-NLI-P-01 MA5-POL-P-01 MA5-FNC-P-01 MA5-PRO-C-01	
TOTAL WEIGHTING	30		20	20		30		100

## Mathematics Standard Pathway Stage 5 Course Outcomes

- MA5-FIN-C-01 Solves financial problems involving simple interest, earning money and spending money.
- MA5-FIN-C-02 Solves financial problems involving compound interest and depreciation.
- MA5-ALG-C-01 Simplifies algebraic fractions with numerical denominators and expands algebraic expressions.
- MA5-IND-C-01 Simplifies algebraic expressions involving positive-integer and zero indices and establishes the meaning of negative indices for numerical bases.
- MA5-EQU-C-01 Resolves linear equations of up to 3 steps, limited to one algebraic fraction.
- MA5-LIN-C-01 Determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools.
- MA5-LIN-C-02 Graphs and interprets linear relationships using the gradient/slope-intercept form.
- MA5-NLI-C-01 Identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts.
- MA5-NLI-C-02 Identifies and compares features of parabolas and exponential curves in various contexts.
- MA5-MAG-C-01 Solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures.
- MA5-TRG-C-01 Applies trigonometric ratios to solve right-angled triangle problems.
- MA5-TRG-C-02 Applies trigonometry to solve problems, including bearings and angles of elevation and depression.
- MA5-ARE-C-01 Solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids.
- MA5-DAT-C-01 Compares and analyses datasets using summary statistics and graphical representations.
- MA5-DAT-C-02 Displays and interprets datasets involving bivariate data.
- MA5-PRO-C-01 Solves problems involving probabilities in multistage chance experiments and simulations.

**SUBJECT: MATHEMATICS STANDARD PATHWAY**

**COURSE: YEAR 10**

	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
CONTENT/SKILLS	Common Test Open Book	Working Mathematically Task	Take Home Booklet and Verification Test	Yearly Examination	
	<b>Term 1 Week 9</b>	<b>Term 2 Week 9</b>	<b>Term 3 Week 7</b>	<b>Term 4 Week 1</b>	
	MA5-ALG-C-01 MA5-IND-C-01 MA5-NET-P-01 MA5-GEO-C-01 MA5-MAG-C-01	MA5-TRG-C-01 MA5-TRG-C-02 MA5-TRG-P-01 MAO-WM-01	MA5-LIN-C-01 MA5-LIN-C-02 MA5-RAT-P-01 MA5-NLI-C-01 MA5-NLI-C-02	MA5-DAT-C-01 MA5-DAT-C-02 MA5-DAT-P-01 MA5-LIN-C-02 MA5-RAT-P-01 MA5-NLI-C-01 MA5-NLI-C-02 MA5-PRO-C-01	
<b>TOTAL WEIGHTING</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Science Stage 5 Outcomes

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.

**SUBJECT: SCIENCE**

**COURSE: YEAR 10**

	TASK 1	TASK 2	TASK 3	WEIGHTING
<b>CONTENT /SKILLS</b>	Biotechnology Research and Process Assessment Task	Chemical Earth Practical Assessment Task	Biotechnology, Chemical Earth, Time Traveler Yearly Examination	
	<b>Term 1 Week 10</b>	<b>Term 2 Week 8</b>	<b>Term 4 Weeks 1-2</b>	
	SC5-7WS      SC5-8WS SC5-9WS      SC5-15LW	SC5-4WS      SC5-6WS SC5-7WS      SC5-17CW	SC5-9WS      SC5-12ES SC5-15LW      SC5-16CW SC5-17CW	
Working Scientifically	25	20	15	60
Knowledge and understanding	5	15	20	40
<b>TOTAL WEIGHTING</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## History Stage 5 Outcomes

- HT5-1 Explains and assesses the historical forces and factors that shaped 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.
- HT5-6 Uses relevant evidence from sources to support historical narratives, explanations and analyses 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.

**SUBJECT: HISTORY**

**COURSE: YEAR 10**

	TASK 1	SOURCE	TASK 2	SOURCE	WEIGHTING
CONTENT/SKILLS	Research Task	Fact/Source Test	Research Task	Fact/Source Test	
	Semester 1		Semester 2		
	Term 1 Week 10	Term 2 Week 4	Term 3 Week 9	Term 4 Week 3	
	HT5-1 HT5-4 HT5-9 HT5-10	HT5-6 HT5-3 HT5-8 HT5-10	HT5-1 HT5-4 HT5-9 HT5-10	HT5-3 HT5-6 HT5-8 HT5-10	
Overview/Changing Rights and Freedoms		50		50	100
The Holocaust	50		50		100
<b>TOTAL WEIGHTING</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>100</b>

**NB:** The course work for History and Geography are semesterised. Students will study one semester of History and Geography then study the other subject the following semester

## Geography Stage 5 Outcomes

- 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.

**COURSE: GEOGRAPHY**

**COURSE: YEAR 10**

	SEMESTER 1		SEMESTER 2		
COMPONENT	TASK 1	TASK 2	TASK 1	TASK 2	WEIGHTING
CONTENT/SKILLS	Environmental Change and Management Topic Test	Human Wellbeing Presentation and Peer Assessment	Environmental Change and Management Topic Test	Human Wellbeing Presentation and Peer Assessment	
	Term 1 Week 6	Term 2 Week 5	Term 3 Week 7	Term 4 Week 3	
	GE5-1 GE5-5 GE5-7	GE5-1    GE5-2 GE5-6    GE5-7 GE5-8	GE5-1 GE5-5 GE5-7	GE5-1    GE5-2 GE5-6    GE5-7 GE5-8	
Apply geographical tools for geographical inquiry	10	20	10	20	100
Develop skills to acquire, process and communicate geographical information	40	30	40	30	100
<b>TOTAL WEIGHTING</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>100</b>

N.B: The course work for History and Geography are semesterised. Students will study one semester of History or Geography then study the other subject the following semester.

## PDHPE Stage 5 Outcomes

- 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 context.
- PD5-11 Refines and applies movement skills and concepts to compose and perform innovative movement sequences.

**SUBJECT: PDHPE**

**COURSE: YEAR 10**

	<b>TASK 1</b>	<b>PRACTICAL</b>	<b>TASK 3</b>	<b>PRACTICAL</b>	<b>WEIGHTING</b>
	Research Project Safe and Sound	Practical Semester 1	Semester 2 Test	Practical Semester 2	
	<b>Term 1 Week 10</b>	<b>Semester 1</b>	<b>Term 4 Week 4</b>	<b>Semester 2</b>	
	PD5-1      PD5-2	PD5-4      PD5-5	PD5-2      PD5-3 PD5-6	PD5-4      PD5-5	
Knowledge and understanding	30		30		<b>60</b>
Movement Skill and Performance		20		20	<b>40</b>
<b>TOTAL WEIGHTING</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>



## ELECTIVE ASSESSMENT GRIDS

Commerce

Computing Technology

Food Technology

History

iSTEM

Industrial Technology Timber

Japanese

Music

PDHPE

Physical Activity and Sports Studies (PASS)

Psychology

Visual Arts

## Commerce Stage 5 Outcomes

- 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.

**SUBJECT: COMMERCE**

**COURSE ELECTIVE: YEAR 10**

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>WEIGHTING</b>
<b>CONTENT/SKILLS</b>	Law, Society and Political Involvement Current Issues Report	Our Economy Research Task	Towards Independence Scenario Based Task	
	<b>Term 2 Week 1</b>	<b>Term 3 Week 4</b>	<b>Term 4 Week 2</b>	
	COM5-1      COM5-3 COM5-4	COM5-2      COM5-7 COM5-8	COM5-6      COM5-9	
Decision making and problem-solving skills	10	10	10	<b>30</b>
Effective research and communication	10	10	10	<b>30</b>
Working independently and collaboratively	10	10	20	<b>40</b>
<b>TOTAL WEIGHTING</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Computing Technology Stage 5 Outcomes

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

**SUBJECT: COMPUTING TECHNOLOGY**

**COURSE ELECTIVE: YEAR 10**

	TASK 1	TASK 2	TASK 3	WEIGHTING
CONTENT/SKILLS	Creating Apps	Developing Database Driven Websites	Class Test	
	Term 2 Week 3	Term 3 Week 8	Term 4 Week 3	
	CT5-DES-01    CT5-OPL-01 CT5-COL-01    CT5-DPM-01	CT5-COM-01    CT5-DAT-01 CT5-THI-01    CT5-DES-01	CT5-SAF-01    CT5-DAT-01 CT5-EVL-01    CT5-COM-01	
<b>TOTAL WEIGHTING</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>100</b>

## Food Technology Stage 5 Outcomes

- 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.
- FT5-10 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.

**SUBJECT: FOOD TECHNOLOGY**

**COURSE ELECTIVE: YEAR 10**

	TASK 1	TASK 2	TASK 3	WEIGHTING
CONTENT/SKILLS	Food Service and Catering Written and Practical Task	Food Product Development Portfolio and Product	Class Test	
	Term 2 Week 3	Term 3 Week 8	Term 4 Week 4	
	FT5-2      FT5-5 FT5-13      FT5-10	FT5-1      FT5-7 FT5-8      FT5-11	FT5-3      FT5-4 FT5-6      FT5-12	
<b>TOTAL WEIGHTING</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>100</b>

## History Elective Course Outcomes

HTE5-1	Applies an understanding of history, heritage, archaeology and the methods of historical inquiry
HTE5-2	Examines the ways in which historical meanings can be constructed through a range of media.
HTE5-3	Sequences major historical events or heritage features, to show an understanding of continuity, change and causation.
HTE5-4	Explains the importance of key features of past societies or periods, including groups and personalities.
HTE5-5	Evaluates contributions of cultural groups, sites and/or family to our shared heritage.
HTE5-6	Identifies and evaluates the usefulness of historical sources in a historical source in a historical inquiry process.
HTE5-7	Explains different contexts, perspectives and interpretations of the past.
HTE5-8	Selects and analyses a range of historical sources to locate information relevant to an historical inquiry.
HTE5-9	Applies a range of relevant historical terms and concepts when communicating and understanding of the past.
HTE5-10	Selects and uses appropriate forms to communicate effectively about the past for different audiences.

**SUBJECT: HISTORY ELECTIVE**

**COURSE: YEAR 10**

COMPONENT	TASK 1	TASK 2	WEIGHTING
CONTENT / SKILLS	Source – Based Task	Historical Inquiry	
	<b>Term 2 Week 3</b>	<b>Term 4 Week 2</b>	
	HTE - 5.2                      HTE - 5.4 HTE - 5.5                      HTE - 5.6 HTE - 5.7	HTE - 5.2                      HTE - 5.3 HTE - 5.6                      HTE - 5.7 HTE - 5.8                      HTE - 5.9 HTE - 5.10	
Vikings	50		50
Historical Inquiry		50	50
<b>TOTAL WEIGHTING</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Istem Stage 5 Outcomes

- ST5-1 Designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems.
- ST5-2 Demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts.
- ST5-3 Applies engineering design processes to address real-world STEM-based problems.
- ST5-4 Works independently and collaboratively to produce practical solutions to real-world scenarios.
- ST5-5 Analyses a range of contexts and applies STEM principles and processes.
- ST5-6 Selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems.
- ST5-7 Selects and applies project management strategies when developing and evaluating STEM-based design solutions.
- ST5-8 Uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences.
- ST5-9 Collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions.
- ST5-10 Analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment.

**SUBJECT: iSTEM**

**COURSE ELECTIVE: YEAR 10**

	TASK 1	TASK 2	TASK 3	WEIGHTING
CONTENT/SKILLS	Practical Engineering Report	Research Market Report	Practical Processing Exam	
	Term 1 Week 10	Term 2 Week 10	Term 4 Week 2	
	ST5-2      ST5-3 ST5-4      ST5-7 ST5-8	ST5-1      ST5-3 ST5-4      ST5-10 ST5-6	ST5-1      ST5-5 ST5-8      ST5-9 ST5-10	
Individual Component	10	10	30	50
Group Component	30	20		50
<b>TOTAL WEIGHTING</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Industrial Technology Timber Stage 5 Outcomes

- 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

**SUBJECT: INDUSTRIAL TECHNOLOGY TIMBER**

**COURSE ELECTIVE: YEAR 10**

	TASK 1	TASK 2	TASK 3	WEIGHTING
CONTENT / SKILLS	Practical and Portfolio Task	Class Test	Major Project and Folio Progress	
	Term 2 Week 4	Term 3 Week 6	Term 4 Week 3	
	IND5-1      IND5-4 IND5-3      IND5-6 IND5-5	IND5-1      IND5-9 IND5-8      IND5-10 IND5-3	IND5-1      IND5-5 IND5-2      IND5-6 IND5-3      IND5-7 IND5-4      IND5-8	
	30	30	40	
TOTAL WEIGHTING				

## **Japanese Course Outcomes**

ML5-INT-01 exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language

ML5-UND-01 analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding

ML5-CRT-01 creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

**SUBJECT: JAPANESE**

**COURSE ELECTIVE: YEAR 10**

	TASK 1	TASK 2	TASK 3	WEIGHTING
<b>CONTENT / SKILLS</b>	Japanese School Festival Social Media Video	Japanese School Festival Article	Personal Profiles	
	<b>Term 2 Week 2</b>	<b>Term 2 Week 10</b>	<b>Term 4 Week 3</b>	
	ML5-CRT-01	ML5-CRT-01	ML5-UND-01 ML5-CRT-01	
<b>Understanding Texts</b> Analyses and responds to information, ideas and perspectives in range of texts to demonstrate understanding.			20	20
<b>Creating texts</b> Creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language.	30	30	20	80
<b>TOTAL WEIGHTING</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Music Stage 5 Outcomes

- 5.1 Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts.
- 5.2 Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology.
- 5.3 Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness.
- 5.4 Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study.
- 5.5 Notates own compositions, applying forms of notation appropriate to the music selected for study.
- 5.6 Uses different forms of technology in the composition process.
- 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 the interpretation and analysis of scores used in the music selected for study.
- 5.10 Demonstrates an understanding of the influence and impact of technology on music.
- 5.11 Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform.
- 5.12 Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

**SUBJECT: MUSIC**

**COURSE ELECTIVE: YEAR 10**

	TASK 1	TASK 2	TASK 3	WEIGHTING
CONTENT/SKILLS	Jazz  Performance & Presentation	Music for Film  Composition	World Music  Yearly Performance & Theory/Listening Examination	
	Term 2 Week 2	Term 3 Week 2	Term 3 Week 9 / 10	
	5.3            5.7	5.5            5.6	5.1            5.9	
Performance	15		15	30
Composition		30		30
Musicology/Aural	20		20	40
<b>TOTAL WEIGHTING</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

## **PASS Stage 5 Outcomes**

- PASS-5-1 Discusses factors that limit and enhance the capacity to move and perform.
- PASS-5-2 Analyses the benefits of participation and performance in physical activity and sport.
- PASS-5-3 Discusses the nature and impact of historical and contemporary issues in physical activity and sport.
- PASS-5-4 Analyses physical activity and sport from personal, social, and cultural perspectives.
- PASS-5-5 Demonstrates actions and strategies that contribute to active participation and skilful performance.
- PASS-5-6 Evaluates the characteristics of participation and quality performance in physical activity and sport.
- PASS-5-7 Works collaboratively with others to enhance participation, enjoyment, and performance.
- PASS-5.8 Displays management and planning skills to achieve personal and group goals.
- PASS-5-9 Performs movement skills with increasing proficiency.
- PASS-5-10 Analyses and appraises information, opinions, and observations to inform physical activity and sport decisions.

**SUBJECT: PHYSICAL ACTIVITY AND SPORTS STUDY (PASS)**

**COURSE ELECTIVE: YEAR 10**

	TASK 1	PRACTICAL	TASK 3		PRACTICAL	WEIGHTING
	Research and Presentation Coaching	Skill and Participation Mark Semester 1	Yearly Examination		Skill and Participation	
	<b>Term 2 Week 1</b>	<b>Semester 1 Ongoing</b>	<b>Term 4 Week 3</b>		<b>Semester 2 Ongoing</b>	
	PASS-5-5 PASS-5-7 PASS-5-8 PASS5-10	PASS-5-5 PASS-5-7 PASS-5-9	PASS-5-2 PASS-5-4 PASS 5-3	PASS-5-7 PASS-5-9	PASS-5-5 PASS-5-9 PASS-5-7	
Knowledge and understanding	30		30			60
Skills		20			20	40
<b>TOTAL WEIGHTING</b>	<b>30</b>	<b>20</b>	<b>30</b>		<b>20</b>	<b>100</b>

## Psychology Stage 5 Outcomes

- PSY-5-1 Explains how the field of psychology provides scientific explanations for the mind and behaviour through research, theories, and approaches.
- PSY-5-2 Explains the main approaches to the study of the nature of human behaviour and the strengths and weaknesses of those approaches.
- PSY-5-3 Describes diversity and variation on the nature of personality, disease, disorders, intelligence and creativity and their influence on human behaviour.
- PSY-5-4 Explains a range of psychological theories and identifies the application of these theories to everyday life.
- PSY-5-5 Demonstrates an understanding of the importance of ethics in psychology, research, and the interpretation of data.
- PSY-5-6 Recognises the applications and influence of psychology in popular culture and its importance to social factors.
- PSY-5-7 Examines suitable research methods including procedures and critical analysis when completing action-based learning.
- PSY-5-8 Communicates psychological information and ideas using appropriate written, oral, and visual forms.

**SUBJECT: PSYCHOLOGY**

**COURSE ELECTIVE: YEAR 10**

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>WEIGHTING</b>
<b>CONTENT/SKILLS</b>	Written Response	Psychological Experimental Report	Group Task	
	<b>Term 1 Week 9</b>	<b>Term 3 Week 4</b>	<b>Term 4 Week 3</b>	
	PSY-5.1    PSY-5.3 PSY-5.4    PSY-5.8	PSY-5.1    PSY-5.2 PSY-5.6    PSY-5.8	PSY-5.4    PSY-5.5 PSY-5.7    PSY-5.8	
Personality and Self	30			30
Psychology and Society		30		40
Psychological disorders and constructions of normality			40	30
<b>TOTAL WEIGHTING</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Visual Arts Stage 5 Outcomes

- 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.

**SUBJECT: VISUAL ARTS**

**COURSE ELECTIVE: YEAR 10**

	TASK 1	TASK 2	TASK 3	WEIGHTING
CONTENT/SKILLS	Artmaking + VAPD	Research Task	Artmaking + VAPD	
	Term 2 Week 4	Term 3 Week 4	Term 4 Week 4	
	5.3 5.7 5.9	5.7 5.10	5.2 5.6 5.8	
Artmaking	30		30	60
Critical/Historical Study	10	20	10	40
<b>TOTAL WEIGHTING</b>	<b>40</b>	<b>20</b>	<b>40</b>	<b>100</b>

[www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)