



St George Girls High School

***Assessment
Information***

Year 10

2017

This booklet outlines course outcomes, syllabus components and weightings and an overview of the assessment schedule for each Stage 5 course.

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ST GEORGE GIRLS HIGH SCHOOL

Assessment Policy and Procedures Year 10

St George Girls High School is committed to enhancing and encouraging students' learning outcomes. The School Assessment Policy is designed to ensure consistency throughout the school, to ensure no student is disadvantaged and encourage students to meet their assessment deadlines

Assessment at St George Girls High School encourages progressive development of skills and knowledge while ensuring:

- consistency across subjects and courses
- fairness in marking and reporting
- coordination of the assessment program to ease the load on students.

Assessment tasks are designed to measure performance against course outcomes through a range of assessment tasks and in a wider range of objectives than may be tested in an examination. Assessment tasks may include:

- Tests which may take a written, practical and oral form
- Class essays, research tasks, assignments, portfolios, log books
- Practical tasks and major works
- Fieldwork and Projects

RESPONSIBILITIES OF THE SCHOOL

The school will provide students with the following information:

- **An Assessment Calendar** – this outlines when the assessment tasks are scheduled, the task description and the relative weighting attached to each assessment task.
The assessment calendar overview should be used as a guide only. **Dates of tasks are subject to change** at the Head Teacher's discretion or due to unforeseen circumstances. Class teachers will inform students of the new arrangements in writing at least two weeks in advance.
- **Written Assessment Notification** - this notification outlines a more detailed explanation of the specific nature of each calendared assessment task. This notification will be issued at **least TWO weeks in advance**.

The school will communicate to parents/carers any concerns relating to a student's performance and/or overall achievement. A letter of concern will be posted home to parents/carers outlining the areas of unsatisfactory completion of course requirements.

RESPONSIBILITIES OF THE STUDENT

It is the student's responsibility to:

- demonstrate sustained diligence and effort in each subject and participate in all lessons constructively.
- attend classes regularly and ensure their attendance does not fall below 85%.
- familiarise themselves with the school's assessment and procedures policy handbook and the course information contained in the handbook.
- contact the teacher and/or Head Teacher to obtain the task notification if they are absent on the day an assessment task notification is issued.
- complete all assigned work including each assessment task to achieve course outcomes and demonstrate through effort and achievement, she has met the requirements of the course.
- to ensure that any questions about marks, grades or comments awarded for an individual piece of work are resolved at the time the work is handed back.
- It is the responsibility of the student to be present for, or to hand in all assessment tasks at the required time as specified in the booklet and the assessment calendar.
- meet all assessment deadlines or they will be penalised in accordance with this policy.

Record of School Achievement - RoSA

The NSW Record of School Achievement is awarded by NESA to eligible students up until the time they choose to leave school.

To receive the NSW Record of School Achievement, students are required to study courses in each year in Years 7 - 10 in English, Mathematics, Science, Human Society and its Environment and Personal Development, Health and Physical Education.

At some time during Years 7 - 10, students are also required to study courses in Creative Arts, Technology and Applied Studies and Languages Other Than English.

Students are awarded a grade for each of the courses they have studied in Years 9 and 10. The grades are based on a set of Course Performance Descriptors developed by NESA. They indicate a student's full range of achievements in each course, providing a detailed report of the student's overall performance.

ASSESSING AND GRADING STUDENT ACHIEVEMENT

Assessing student achievement is the process of collecting information of student performance on certain tasks in relation to the outcomes of a course.

In setting tasks, teachers give careful consideration to the syllabus outcomes being assessed. By measuring student achievement of these outcomes, teachers can build up a profile of the achievement of each student in relation to the Course Performance Descriptors.

Course Performance Descriptors are a series of statements that summarise observable and measurable features of student achievement and teachers must award grades to students based on descriptors of typical achievement from elementary to excellent. Generic descriptors can be found on the following page. Grading student achievement is the process of assigning a letter (A,B,C,D,E or N) to summarise the level of a student's achievement in a course. The NSW Record of School Achievement Grading System is concerned with describing the student's achievement at the end of Year 10. Teachers make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Course Performance Descriptors. In order to increase the accuracy of the final assessment, earlier performance in Year 10 can be used.

In establishing an assessment program, it is important that the types of assessment tasks used are appropriate to the objectives being assessed. It will generally be necessary to use a number of different assessment tasks in order to ensure that student achievement in all the knowledge and skills objectives is assessed.

COMMON GRADE SCALE FOR PRELIMINARY COURSES

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 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 competence in the processes and skills of the course. In addition, the student is able to apply their knowledge and skills to most new situations.
C	A grade indicating substantial achievement in the course. The student has demonstrated attainment of the main knowledge and skills of the subject and has achieved a sound level of competence in the processes and skills of the course.
D	The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.
E	The student has an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course
N Determination	Where 'N' appears in place of an A to E grade opposite a course, the student has failed to meet one or more of the following requirements: a) followed the course developed by BOSTES; 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 of the course outcomes

COMPLETING ASSESSMENT TASKS

It is the responsibility of the student to be present for, or to hand in, assessment tasks at the required time. Students must be in attendance for the **WHOLE DAY** when assessment tasks are scheduled or when set tasks are to be handed in.

Failure to submit a hand-in task, or complete an oral presentation/performance on time (which does not fall under the Illness/Misadventure guidelines), will result in a zero mark being awarded for that task.

If, due to illness or misadventure, a student is unable to attend school on the due date for any assessment task, they must follow the procedure outlined below.

ILLNESS/MISADVENTURE PROCEDURES FOR ASSESSMENT TASKS

Circumstances may arise that prevent the student from completing an assessment task. These may include personal illness, family tragedy or bereavement, transport problems, etc. Computer/printer failure **is not** grounds for misadventure.

These circumstances may prevent the student from attending on the day of a task, reduce your performance on the day of a task or prevent you from completing a hand-in task on time.

In these cases, students must follow the Illness or Misadventure procedure outlined below. **Failure to follow these procedures will result in a mark of zero being awarded.**

Procedures to Follow:

1. In Class Tasks (Written & Practical)

On the day: If you are unable to attend on the day of a task you should:

- contact the school **on the morning the task is scheduled** and inform them of your absence.

Immediately on your return to school:

- The student must come prepared to complete the missed task if required.
- The student must complete an Illness/Misadventure form for the task and submit it to the Head Teacher.
- The student must bring a letter from home explaining the reason for the absence or, where possible, provide a medical certificate.
- The student must report to the Head Teacher of the faculty and submit all paperwork (forms and letters). The Head Teacher will negotiate the rescheduling of the task or if required an alternate solution.

2. Hand-In Tasks

On the day: If you are unable to attend on the day a hand-in task is due you should:

- contact the school **on the morning the task is due to be submitted** and inform them of your absence.
- make every attempt to have the task delivered to the front office or, where appropriate, submitted via email to stgeorgegi-h.school@det.nsw.edu.au

Immediately on your return to school:

- If the task was not submitted on the due date, the student must report to the relevant faculty Head Teacher on the **first day of the student's return to school and submit the task.**
- The student must complete an Illness/Misadventure form for the task and submit it to the Head Teacher.
- The student must bring a letter from home explaining the reason for the absence or, where possible, provide a medical certificate.
- The student must submit all paperwork (forms and letters) to the Head Teacher along with the task, or if necessary, negotiate a new submission date.



St George Girls High School

YEAR 10 ILLNESS/MISADVENTURE FORM

Name: Course:..... Roll

Name of Assessment Task:

Weighting: Due Date:

SECTION A

To be completed by the student

Outline the reasons for this application for illness/misadventure and attach any relevant documentation.

.....
.....
.....

.....
Parent/Carer Signature

.....
Student Signature

.....
Date

.....
Date

SECTION B

To be completed by the Head Teacher

Head Teacher's Name: Faculty:

Receipt date of Illness/Misadventure form:

Task submitted/completed Yes No

Date Completed/submitted:

Date of rescheduled task:

Decision:

.....
.....
.....

.....
Head Teacher Signature

.....
Date

Copy to: Faculty File, Student, Parent/Carer/Student File

Technology

- Technology problems, such as computer or printer breakdown, are not generally deemed as valid reasons for late submission of an assessment task.
- It is the student's responsibility to use sensible work practices including making and retaining draft prints and saving files both to hard drive and to a USB drive.
- Tasks should be submitted as a hard copy (not USB or similar) to teachers and not emailed unless this is a stated requirement of the task.

Extra-Curricular, Co-Curricular Events and Excursions

- If a scheduled assessment task clashes with an extra or co-curricular activity, e.g. representing the school in an activity, sporting or other events, it is the students' responsibility to make alternate arrangements at least a week prior to the due date with the faculty Head Teacher.
- Assessment tasks take precedence over excursions and it cannot be assumed that an assessment task can be rescheduled. This requires negotiation between the student, class teacher and the Head Teacher.

Approval for Extension or alternate task arrangement

- Students needing to apply for an extension for an assessment task need to bring a note from their parent/carer at least one week prior to the due date, outlining a valid reason, if they know in advance they will not be able to meet a deadline. This will be taken into consideration by the class teacher in consultation with the faculty Head Teacher.
- Approval for an alternate assessment arrangement to cover extended absence (scheduled surgery, family commitments) will be given at the discretion of the Principal only, prior to the assessment task. It is the student's responsibility to arrange for this approval and to submit hand in tasks early if you know that you will be absent on the due date.

Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- breaching published school examination rules
- being in possession of unauthorised notes or electronic devices during a test or examination
- plagiarism - using words, ideas, designs or workmanship of others without acknowledgement
- copying from another student or submitting another person's work as their own
- paying someone to write or prepare an assessment task
- work presented which contains frivolous and/or objectionable material
- assisting another students to engage in malpractice
- behaving in a way likely to disrupt the work or concentration of other students
- disseminating any information related to the content of the exam to any of their peers.

Any student who bullies, harasses or coerces another student to divulge information relating to an assessment task will be referred to the Deputy Principal.

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the Head Teacher. Malpractice in an examination or task will result in a zero mark being awarded for the task, a letter sent to parents/carers and a record of the malpractice noted on the student file.



St George Girls High School

Assessment Schedule Year 10 - 2017

Scheduled Assessment

For all Stage 5 Courses, each faculty has determined an assessment schedule in accordance with syllabus outcomes, weightings and content outlined in the Stage 5 syllabus. The syllabus for each course can be found on the NSW Education Standards Authority (NESA) website:

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

Students will be expected to complete assessment task during normal class time, as outlined on the term-by-term assessment calendar. In some circumstances some tasks may be rescheduled or substituted and in such cases class teachers will inform students of the new arrangements in writing at least **two weeks** in advance. Assessment tasks will be of the same type and have the same weighting for all classes studying that course.

Assessment Schedule Overview

The calendar provides an overview of the tasks required for each course including the weighting and type of task.

Summary of Task Type

A	Aural	O	Oral Exam
B	Body of Work	OP	Oral Presentation
E	Exam	P	Practical /Performance
ER	Extended Response Task	R	Research Task
H	Hand-in task	W	Workshop

COMMERCE

Objectives	Stage 5 Outcomes
<p><i>Students will develop:</i></p> <ul style="list-style-type: none"> • Knowledge and understanding of political, legal and employment matters. • Skills in decision-making and problem-solving in relation to political, legal and employment issues. • Skills in effective research and communication. • Skills in working independently and collaboratively. 	<p><i>A student:</i></p> <p>5.1 Applies political, legal and/or employment concepts and terminology in a variety of contexts.</p> <p>5.2 Analyses the rights and responsibilities of individuals in a range of political, legal and/or employment contexts.</p> <p>5.3 Examines the role of government in society.</p> <p>5.4 Analyses key factors affecting political, legal and/or employment decisions.</p> <p>5.5 Evaluates options for solving political, legal and/or employment problems and issues.</p> <p>5.6 Monitors and modifies the implementation of plans designed to solve political, legal and/or employment problems and issues.</p> <p>5.7 Researches and assesses political, legal and/or employment information using a variety of sources.</p> <p>5.8 Explains political, legal and/or employment information using a variety of forms.</p> <p>5.9 Works independently and collaboratively to meet individual and collective goals within specified timelines.</p>



COMMERCE

http://www.boardofstudies.nsw.edu.au/syllabus_sc/commerce.html

Task	Outcomes	Task Description	Weighting (%)	Date
1	5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.8, 5.9	Assignment on Political Involvement Research (R) & Oral Presentation (OP) <ul style="list-style-type: none"> • Research time allocated in class Term 1, Weeks 6 & 7. • Presentations will commence during the first regular scheduled period of Term 1, Week 8, and will continue during regular periods over the course of the week until completed. 	20	Term 1, Week 8 Monday 13 th March <i>(continues all week in class)</i>
2	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	Mid-course Exam (E)	40	Term 2 , Week 4 Thursday 18 th May <ul style="list-style-type: none"> • 10 Com 1 Periods 1&2 • 10 Com 2.1/2/3 Periods 2&3
3	5.1, 5.2, 5.3, 5.4, 5.5, 5.8	End of Course Exam (E)	40	Term 4, Week 4 Thursday 2 nd November <ul style="list-style-type: none"> • 10 Com 2.1/2/3 Periods 2 & 3 Term 4, Week 5 Tuesday 7 th November <ul style="list-style-type: none"> • 10 Com 1 Periods 2 & 3
			100	

DRAMA

Objectives	Stage 5 Outcomes
<p>Students will develop:</p> <p>Knowledge, understanding and skills, individually and collaboratively, through:</p> <ol style="list-style-type: none"> 1. Making drama that explores a range of imagined and created situations in a collaborative drama and theatre environment 2. Performing devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience 3. Appreciating the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience. 	<p>A student:</p> <p>5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role and situation.</p> <p>5.1.2 contributes, selects, develops and structures ideas in improvisation and playbuilding.</p> <p>5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text.</p> <p>5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.</p> <p>5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning.</p> <p>5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience</p> <p>5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.</p> <p>5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions.</p> <p>5.3.2 analyses the contemporary and historical contexts of drama</p> <p>5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.</p>



DRAMA

http://www.boardofstudies.nsw.edu.au/syllabus_sc/drama.html

Task	Outcomes	Task Description	Weighting (%)	Date
1	5.1.1, 5.1.2, 5.2.1	Scene adaptation of set play (P)	10	Term 1, Week 9 Monday 20 th March <i>(continues all week in class)</i>
2	5.1.4, 5.2.2	Elements of Production/ Directorial Folio based on set play (H)	20	Term 1, Week 11 Monday 3 rd April
3	5.2.3, 5.1.3	Non-Realistic Theatrical Styles Playbuilding group performance and written reflection (H+P)	30	Term 2, Week 3 (H) Monday 8 th May Term 2, Week 9 (P) Wednesday 21 st June
4	5.2.1, 5.1.3, 5.3.2	Shakespeare in Performance traditional and contemporary adaptations. group performance (P)	20	Term 3, Week 9 Monday 11 th September <i>(continues all week in class)</i>
5	5.1.1, 5.3.1, 5.3.3	Scripted Drama/ theatrical styles and form. Group performance (H+P)	20	Term 4, Week 6 Monday 13 th November <i>(continues all week in class)</i>
			100	

ENGLISH

Objectives	Stage 5 Outcomes
<p>Students will develop:</p> <p>Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:</p> <ul style="list-style-type: none"> • communicate through speaking, listening, reading, writing, viewing and representing use language to shape and make meaning according to purpose, audience and context • think in ways that are imaginative, creative, interpretive and critical • express themselves and their relationships with others and their world • learn and reflect on their learning through their study of English. • communicate through speaking, listening, reading, writing, viewing and representing • use language to shape and make meaning according to purpose, audience and context • think in ways that are imaginative, creative, interpretive and critical • express themselves and their relationships with others and their world • learn and reflect on their learning through their study of English. 	<p>A student:</p> <p>EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies</p> <p>EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning</p> <p>EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts</p> <p>EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts</p> <p>EN5-6C investigates the relationships between and among texts</p> <p>EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds</p> <p>EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning</p> <p>EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness</p>



ENGLISH

http://www.boardofstudies.nsw.edu.au/syllabus_sc/english.html

Task	Outcomes	Task Description	Weighting (%)	Date
1	EN5-1A, EN5-5C	Reading/Writing task based on 'Resistance' texts (ER)	15	Term 1, Week 6 Friday 3 rd March
2	EN5-2A, EN5-3B	Creating texts through group film-making (including panel-type discussion) (H)	15	Term 1, Week 11 Tuesday 4 th April
3	EN5-4B, EN5-7D	Responding to Macbeth in an extended response on text and live performance (ER)	15	Term 2, Week 6 Friday 2 nd June
4	EN5-1A, EN5-9E	Creative Reading Journal mark #1 (H)	5	Term 2, Week 10 Monday 26 th June
5	EN5-5C, EN5-8D	Extended analytical response on novel (ER)	20	Term 3, Week 9 Friday 15 th September
6	EN5-6C, EN5-7D	Poetry study: composition and performance (P)	20	Term 4, Week 4 Friday 3 rd November
7	EN5-1A, EN5-9E	Creative Reading Journal mark #2 (H)	10	Term 4, Week 5 Friday 10 th November
			100	

FOOD TECHNOLOGY

Objectives	Stage 5 Outcomes
<p>Students will develop:</p> <p>1 knowledge, understanding and skills related to food hygiene, safety and the provision of quality food</p> <p>2 knowledge and understanding of food properties, processing and preparation and an appreciation of their interrelationship to produce quality food</p> <p>3 knowledge and understanding of nutrition and food consumption and an appreciation of the consequences of food choices on health</p> <p>4 skills in researching, evaluating and communicating issues in relation to food</p> <p>5 skills in designing, producing and evaluating solutions for specific food purposes</p> <p>6 knowledge, understanding and appreciation of the significant role of food in society.</p>	<p>A student:</p> <p>5.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product</p> <p>5.1.2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food</p> <p>5.2.1 describes the physical and chemical properties of a variety of foods</p> <p>5.2.2 accounts for changes to the properties of food which occur during food processing, preparation and storage</p> <p>5.2.3 applies appropriate methods of food processing, preparation and storage</p> <p>5.3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities</p> <p>5.3.2 justifies food choices by analysing the factors that influence eating habits</p> <p>5.4.1 collects, evaluates and applies information from a variety of sources</p> <p>5.4.2 communicates ideas and information using a range of media and appropriate terminology</p> <p>5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes</p> <p>5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes</p> <p>5.6.1 examines the relationship between food, technology and society</p> <p>5.6.2 evaluates the impact of activities related to food on the individual, society and the environment</p>



FOOD TECHNOLOGY

http://www.boardofstudies.nsw.edu.au/syllabus_sc/food-technology.html

Task	Outcomes	Task Description	Weighting (%)	Date
1	5.3.1, 5.3.2, 5.4.2, 5.6.1	Hand-in Task and Oral Presentation (H+OP) <i>Food for Special Needs</i>	30	Term 1, Week 9 Tuesday 21 st March <i>(continues all week in class)</i>
2	5.1.2, 5.3.2, 5.5.1, 5.5.2, 5.6.1	Prototype development and Portfolio (H+P) <i>Food Product Development</i>	30	Term 3, Week 2 Tuesday 25 th July
3	5.3.1, 5.3.2, 5.6.1, 5.6.2	Class Test (E) <i>Food for special needs and Food Product Development</i>	20	Term 3, Week 7 Thursday 31 st August
4	5.1.1, 5.4.1, 5.4.2, 5.5.2, 5.6.1	Research task and Practical (H+P) <i>Food Equity</i>	20	Term 4, Week 5 Thursday 9 th November
			100	

FRENCH

Objectives	Stage 5 Outcomes
<p><i>Students will develop:</i></p> <ul style="list-style-type: none"> • Listening and Responding • Reading and Responding • Speaking • Writing • Making Linguistic Connections • Moving Between Cultures 	<p><i>A student:</i></p> <p>5.UL.1 selects, summarises and analyses information and ideas in spoken texts and responds appropriately</p> <p>5.UL.5 selects, summarises and evaluates information and ideas in spoken texts and presents a point of view in a range of text types</p> <p>5.UL.2 selects, summarises and analyses information and ideas in written texts and responds appropriately</p> <p>5.UL.6 selects, summarises and evaluates information and ideas in written texts and responds appropriately in a range of text types</p> <p>5.UL.3 selects, summarises and analyses information and ideas in written texts and responds appropriately experiments with linguistic patterns and structures in French to convey information and to express own ideas</p> <p>5.UL.7 uses French with flexibility by incorporating new structures and features for effective communication</p> <p>5.UL.4 experiments with linguistic patterns and structures in French to convey information and to express own ideas</p> <p>5.UL.8 presents a point of view using accurate grammar and experimenting with linguistic structures and features in a range of text types</p> <p>5.MLC.1 demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages</p> <p>5.MLC.2 uses linguistic resources to support the study and production of texts in French</p> <p>5.MLC.3 engages in discussions to solve linguistic problems and refine the production of original texts in French</p> <p>5.MLC.4 analyses ways in which the structures and features of spoken and written French can be manipulated for particular effect</p> <p>5.MBC.1 explores the interdependence of language and culture in a range of texts and contexts</p> <p>5.MBC.2 identifies and explains aspects of the culture of French-speaking communities in texts.</p> <p>5.MBC.3 evaluates the importance of being able to move between cultures</p> <p>5.MBC.4 evaluates expressions and representations of the culture of French-speaking communities in a range of texts.</p>



FRENCH

http://www.boardofstudies.nsw.edu.au/syllabus_sc/french.html

Task	Outcomes	Task Description	Weighting (%)	Date
1	5.UL.3, 5.MLC.2, 5.MBC.1	Speaking (O)	10	Term 1, Week 9 Monday 20 th March <i>(continues all week in class)</i>
2	5.UL.1, 5.UL.2, 5.UL.4, 5.MLC.1, 5.MLC.2, 5.MBC.1, 5.MBC.2	Listening (10%), Reading (10%), Writing (10%) (E+A)	30	Term 2, Week 3 Tuesday 9 th May <i>(reading/writing)</i> Thursday 11 th May <i>(listening)</i>
3	5.UL.1, 5.MLC.1, 5.MBC.1, 5.MBC.2	Listening (A)	15	Term 3, Week 7 Thursday 31 st August
4	5.UL.3, 5.UL.5, 5.MLC.2 MBC.1	Speaking (O)	15	Term 3, Week 9 Monday 11 th September <i>(continues all week in class)</i>
5	5.UL.2, , 5.UL.4, 5. MLC.2, 5.MLC.2, 5.MBC.1	Reading (15%), Writing (15%) (E)	30	Term 4, Week 4 Tuesday 31 st October
			100	

GEOGRAPHY

Objectives	Stage 5 Outcomes
<p><i>Students will develop:</i></p> <ul style="list-style-type: none"> • Skills in acquiring, processing and communicating geographical information • Skills in choosing and applying appropriate geographical tools • Knowledge and understanding about the characteristics and spatial distribution of environments • Knowledge and understanding about how people and communities modify, and are affected by, the environment • Knowledge and understanding about how physical, social, cultural, economic and political factors shape communities, including the global community • Knowledge and understanding about civics for informed and active citizenship 	<p><i>A student:</i></p> <p>5.1 Identifies, gathers and evaluates geographical information.</p> <p>5.2 Analyses, organises and synthesises geographical information.</p> <p>5.3 Selects and uses appropriate written, oral and graphic forms to communicate geographical information.</p> <p>5.4 Selects and applies appropriate geographical tools.</p> <p>5.5 Demonstrates a sense of place about Australian environments.</p> <p>5.6 Explains the geographical processes that form and transform Australian environments.</p> <p>5.7 Analyses the impacts of different perspectives on geographical issues at local, national and global scales.</p> <p>5.8 Accounts for differences within and between Australian communities.</p> <p>5.9 Explains Australia’s links with other countries and its role in the global community.</p> <p>5.10 Applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship.</p>



GEOGRAPHY

http://www.boardofstudies.nsw.edu.au/syllabus_sc/geography.html

Task	Outcomes	Task Description	Weighting (%)	Date
1	5.2, 5.3, 5.4	Geographic Skills Assessment (E)	20	Term 1, Week 10 <ul style="list-style-type: none"> Monday 27th March: 10 Geo 1&3 Tuesday 28th March: 10 Geo 4 Wednesday 29th March: 10 Geo 2&5
2	5.1, 5.2, 5.3, 5.5, 5.6, 5.7, 5.8	Mid-Course Assessment Coastal Management (E)	30	Term 2, Week 3 <ul style="list-style-type: none"> Monday 8th May: 10 Geo 1&3 Tuesday 9th May: 10 Geo 4 Thursday 11th May: 10 Geo 2 & 5
3	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	End of Course Assessment (E)	50	Term 4, Week 3 <ul style="list-style-type: none"> Monday 23rd October: 10 Geo 1&3 Tuesday 24th October: 10 Geo 4 Wednesday 25th October: 10 Geo 2&5
			100	

HISTORY

Objectives	Stage 5 Outcomes
<p>Students will develop skills in:</p> <p>Comprehension: chronology, terms and concepts</p> <ul style="list-style-type: none"> • read and understand historical texts • use historical terms and concepts in appropriate contexts <p>Analysis and use of sources</p> <ul style="list-style-type: none"> • identify different types of sources • identify the origin, content, context and purpose of primary and secondary sources • process and synthesise information from a range of sources as evidence in an historical argument • evaluate the reliability and usefulness of primary and secondary sources for a specific historical Perspectives and interpretations <p>Research</p> <ul style="list-style-type: none"> • ask and evaluate different kinds of questions about the past to inform an historical inquiry • plan historical research to suit the purpose of an Investigation <p>Explanation and communication</p> <ul style="list-style-type: none"> • develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources. 	<p>A student:</p> <p>H5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia</p> <p>H5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia</p> <p>H5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia</p> <p>H5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia</p> <p>H5-5 identifies and evaluates the usefulness of sources in the historical inquiry process</p> <p>H5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia</p> <p>H5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry</p> <p>H5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past</p> <p>H5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.</p>



HISTORY

http://www.boardofstudies.nsw.edu.au/syllabus_sc/history.html

The Modern World and Australia

Task	Outcomes	Task Description	Weighting	Date
1	HT 5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10	Source Based Extended Response Essay - Vietnam/Holocaust (H)	25	Term 1, Week 9 Monday 20 th March
2	HT 5.1, 5.3, 5.6, 5.8, 5.9, 5.10	Oral Presentation - Rights and Freedoms (OP)	25	Term 2, Week 5 <i>(all week in class)</i>
3	HT 5.1, 5.2, 5.3, 5.6, 5.8, 5.10	Empathy task – Migration Experiences (H)	25	Term 3, Week 7 Friday 1 st September
4	HT 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9	Examination – Source and Knowledge Based (E)	25	Term 4, Week 2 Wednesday 18 th October
			100	

INFORMATION AND SOFTWARE TECHNOLOGY

Objectives	Stage 5 Outcomes
<p>Students will develop:</p> <p>1 knowledge and understanding of a range of computer software and hardware</p> <p>2 problem-solving and critical thinking skills in order to design and develop creative information and software technology solutions for a variety of real-world problems</p> <p>3 responsible and ethical attitudes related to the use of information and software technology</p> <p>4 knowledge and understanding of the effects of past, current and emerging information and software technologies on the individual and society</p> <p>5 effective communication skills and collaborative work practices leading to information and software technology solutions for specific problems.</p>	<p>A student:</p> <p>5.1.1 selects and justifies the application of appropriate software programs to a range of tasks</p> <p>5.1.2 selects, maintains and appropriately uses hardware for a range of tasks</p> <p>5.2.1 describes and applies problem-solving processes when creating solutions</p> <p>5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems</p> <p>5.2.3 critically analyses decision-making processes in a range of information and software solutions</p> <p>5.3.1 justifies responsible practices and ethical use of information and software technology</p> <p>5.3.2 acquires and manipulates data and information in an ethical manner</p> <p>5.4.1 analyses the effects of past, current and emerging information and software technologies on the individual and society</p> <p>5.5.1 applies collaborative work practices to complete tasks</p> <p>5.5.2 communicates ideas, processes and solutions to a targeted audience</p> <p>5.5.3 describes and compares key roles and responsibilities of people in the field of information and software technology</p>



INFORMATION AND SOFTWARE TECHNOLOGY

http://www.boardofstudies.nsw.edu.au/syllabus_sc/info-software-technology.html

Task	Outcomes	Task Description	Weighting (%)	Date
1	5.1.1, 5.2.1, 5.2.2, 5.5.2	Authoring and Multimedia; Digital Media - Animation Project Hand-In Task (H)	30	Term 1, Week 11 Tuesday 4 th April
2	5.4.1	Careers Research Task (H)	20	Term 2, Week 5 Thursday 25 th May
3	5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.5.2	Software Development and Programming – Game Development Hand-In Task (H)	20	Term 3, Week 10 Tuesday 19 th September
4	5.1.1, 5.1.2, 5.2.3, 5.3.1, 5.4.1	Yearly Examination (E)	30	Term 4, Week 4 Tuesday 31 st October (10IST1) Thursday 2 nd November (10IST2)
			100	

JAPANESE

Objectives	Stage 5 Outcomes
<p>Students will develop:</p> <ul style="list-style-type: none"> • Listening and Responding • Reading and Responding • Speaking • Writing • Making Linguistic Connections • Moving Between Cultures 	<p>A student:</p> <p>5.UL.1 selects, summarises and analyses information and ideas in spoken texts and responds appropriately</p> <p>5.UL.5 selects, summarises and evaluates information and ideas in spoken texts and presents a point of view in a range of text types</p> <p>5.UL.2 selects, summarises and analyses information and ideas in written texts and responds appropriately</p> <p>5.UL.6 selects, summarises and evaluates information and ideas in written texts and responds appropriately in a range of text types</p> <p>5.UL.3 selects, summarises and analyses information and ideas in written texts and responds appropriately experiments with linguistic patterns and structures in Japanese to convey information and to express own ideas</p> <p>5.UL.7 uses Japanese with flexibility by incorporating new structures and features for effective communication</p> <p>5.UL.4 experiments with linguistic patterns and structures in Japanese to convey information and to express own ideas</p> <p>5.UL.8 presents a point of view using accurate grammar and experimenting with linguistic structures and features in a range of text types</p> <p>5.MLC.1 demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages</p> <p>5.MLC.2 uses linguistic resources to support the study and production of texts in Japanese</p> <p>5.MLC.3 engages in discussions to solve linguistic problems and refine the production of original texts in Japanese</p> <p>5.MLC.4 analyses ways in which the structures and features of spoken and written Japanese can be manipulated for particular effect</p> <p>5.MBC.1 explores the interdependence of language and culture in a range of texts and contexts</p> <p>5.MBC.2 identifies and explains aspects of the culture of Japanese-speaking communities in texts.</p> <p>5.MBC.3 evaluates the importance of being able to move between cultures</p> <p>5.MBC.4 evaluates expressions and representations of the culture of Japanese-speaking communities in a range of texts.</p>



JAPANESE

http://www.boardofstudies.nsw.edu.au/syllabus_sc/japanese.html

Task	Outcomes	Task Description	Weighting (%)	Date
1	5.UL.1, 5.UL.2, 5.UL.4, 5.UL.5, 5.UL.6, 5.UL.8 5.MLC.1, 5.MLC.2, 5.MLC.3, 5.MLC.4, 5.MBC.1, 5.MBC.2, 5.MBC.3, 5.MBC.4	Listening, Reading, Writing (A+E)	30	Term 2, Week 2 Monday 1 st May (<i>listening</i>) Tuesday 2 nd May (<i>written</i>)
2	5.UL.3, 5.UL.7 5.MLC.2, 5.MLC.3, 5.MBC.1, 5.MBC.3	Speaking (O)	10	Term 2, Week 3 Monday 8 th May (<i>continues all week in class</i>)
3	5.UL.1, 5.UL.5, 5.MLC.1, 5.MLC.4 5.MBC.2, 5.MBC.4	Speaking, Listening (O+A)	30	Term 3, Week 6/7 Tuesday 22 nd August (<i>Listening</i>) Monday 28 th August (<i>continues all week in class</i>)
4	5.UL.2, 5.UL.3, 5.UL.4, 5.UL.6, 5.UL.7, 5.UL.8, 5.MLC.1, 5.MLC.2, 5.MLC.3, 5.MLC.4 5.MBC.1, 5.MBC.2, 5.MBC.3, 5.MBC.4	Reading, Writing (E)	30	Term 4, Week 4 Tuesday 31 st October (<i>written</i>)
			100	

LATIN

Objectives	Stage 5 Outcomes
<p>Students will develop skills in:</p> <p>Using Language Students will develop knowledge, understanding and skills in reading, analysing and translating Latin.</p> <p>Making Linguistic Connections Students will explore the nature of languages as systems by making comparisons between Latin and English, developing an understanding of the correct application of linguistic structures and vocabulary.</p> <p>Moving Between Cultures Students will develop knowledge of the culture of ancient civilisations and an understanding of the relationship of language and culture, thereby encouraging reflection upon their own cultural heritage and the influence of the classical world on the modern world.</p>	<p>A student:</p> <p>5.UL.1 reads extended passages of Latin, recognising language structures and overall meaning</p> <p>5.UL.2 analyses familiar grammatical structures of complex sentences in extended passages of Latin</p> <p>5.UL.3 translates passages of Latin into fluent and idiomatic English</p> <p>5.UL.4 reads, analyses and evaluates extracts of original Latin</p> <p>5.UL.5 demonstrates advanced skills in translating</p> <p>5.MLC.1 demonstrates understanding of the nature of languages as systems by describing linguistic features</p> <p>5.MLC.2 demonstrates the ways in which meaning is conveyed by exploring features and structures of Latin</p> <p>5.MLC.3 engages in discussion about linguistic issues</p> <p>5.MLC.4 analyses ways in which the structures and features of written Latin can be manipulated by authors for particular effect</p> <p>5.MBC.1 explores the relationship of language and culture, as manifested in a range of texts and contexts</p> <p>5.MBC.2 identifies, explains and discusses references to cultural, social and historical features of the ancient Roman world.</p> <p>5.MBC.3 evaluates and demonstrates the importance of moving between cultures</p> <p>5.MBC.4 evaluates expressions and representations of cultural, social and historical features of the ancient Roman world in a range of texts.</p>



LATIN

http://www.boardofstudies.nsw.edu.au/syllabus_sc/latin.html

Task	Outcomes	Task Description	Weighting (%)	Date
1	5.UL.1, 5.UL.2, 5.UL.3 5.MLC.1, 5.MLC.2 5.MBC.1, 5.MBC.2	Class Test, based on Stages 20 – 24 of CLC III , consisting of: <ul style="list-style-type: none"> • Translation of Seen and Unseen Texts (20%) • Analysis of Grammar (10%) • Discussion of Roman History and Culture (5%) (E) 	35	Term 2, Week 3 Tuesday 9 th May
2	5.UL.1, 5.UL.2, 5.UL.3 5.MLC.1, 5.MLC.2 5.MBC.1, 5.MBC.2	Class Test, based on Stages 25 – 28 of CLC III , consisting of: <ul style="list-style-type: none"> • Translation of Seen and Unseen Texts (20%) • Analysis of Grammar (5%) • Discussion of Roman History and Culture (5%) (E) 	30	Term 3, Week 6 Tuesday 22 nd August
3	5.UL.1, 5.UL.2, 5.UL.3, 5.UL.4, 5.UL.5 5.MLC.1, 5.MLC.2, 5.MLC.3, 5.MLC.4 5.MBC.1, 5.MBC.2, 5.MBC.3, 5.MBC.4	End of Course Exam, based on all Year 10 work, consisting of: <ul style="list-style-type: none"> • Translation of Seen and Unseen Texts (20%) • Analysis of Grammar (10%) • Discussion of Roman History and Culture (5%) (E) 	35	Term 4, Week 3 Tuesday 24 th October
			100	

MATHEMATICS (Stage 5.3 course)

Objectives	Outcomes
<p>Students will:</p> <p>Working Mathematically develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning</p> <p>Number and Algebra develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation</p> <p>Measurement and Geometry identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems</p>	<p>A student:</p> <p>Working Mathematically MA5.3-1WM uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures MA5.3-2WM generalises mathematical ideas and techniques to analyse and solve problems efficiently MA5.3-3WM uses deductive reasoning in presenting arguments and formal proofs</p> <p>Number and Algebra MA5.3-4NA draws, interprets and analyses graphs of physical phenomena MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions MA5.3-6NA performs operations with surds and indices MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations MA5.3-8NA uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line MA5.3-9NA sketches and interprets a variety of non-linear relationships. MA5.3-10NA recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems MA5.3-11NA uses the definition of a logarithm to establish and apply the laws of logarithms MA5.3-12NA uses function notation to describe and sketch functions</p> <p>Measurement and Geometry MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids MA5.3-15MG applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals MA5.3-17MG applies deductive reasoning to prove circle theorems and to solve related problems</p>

	Outcomes
Statistics and Probability collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements	Statistics and Probability MA5.3-18SP uses standard deviation to analyse data MA5.3-19SP investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

Note: To refer to the outcomes for the stage 5.1 and 5.2 course please go to the NESA website. Stage 5.3 content also includes the content from the 5.1 and 5.2 course.



MATHEMATICS (Stage 5.3 course)

<http://syllabus.bos.nsw.edu.au/mathematics/mathematics-k10/>

Task	Outcomes	Task Description	Weighting (%)	Date
1	MA5.2-11MG, MA5.2-12MG, MA 5.3-13MG MA5.1-13SP , MA5.2-17SP,	Common Test 1 (E)	20	Term 1, Week 8 Monday 13 th March
2	MA5.2-7NA MA5.3-6NA MA5.3-18SP, MA5.3-19SP	Common Test 2 (E)	20	Term 2, Week 4 Monday 15 th May
3	MA5.2-6NA, MA5.2-8NA ,MA5.2-9NA , MA5.3-8NA, MA5.3-5NA, MA5.3-7NA MA5.2-14MG, MA5.3-16MG, MA5.3-17MG	Common Test 3 (E)	20	Term 3, Week 3 Monday 31 st July
4	MA 5.1 -10MG, MA5.2-13MG, MA5.3-15MG MA5.2 - 5NA ,6NA, 8NA, 10NA, MA5.3 - 4NA, 5NA, 7NA, 9NA, 12 NA (as well as Task 1, 2 and 3 outcomes) <i>NOTE: Outcomes from Semester 1 work to be weighted less that the Semester 2 outcomes.</i>	End of Course Examination (E)	40	Term 4, Week 4 Monday 30 th October
			100	

MUSIC

Objectives	Stage 5 Outcomes
<p>Students will develop:</p> <ul style="list-style-type: none"> • Knowledge, understanding and skills in the musical concepts through performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques. • knowledge, understanding and skills in the musical concepts through composing as a means of self-expression, musical creation and problem-solving. • knowledge, understanding and skills in the musical concepts through listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts. 	<p>A student:</p> <ul style="list-style-type: none"> 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



MUSIC

http://www.boardofstudies.nsw.edu.au/syllabus_sc/music.html

Task	Outcomes	Task Description	Weighting (%)	Date
1	5.7, 5.8, 5.9, 5.10	Group seminar presentation – based on own chosen topic (OP)	10	Term 2, Week 2 Tuesday 2 nd May <i>(continues in class until Thursday 4th May)</i>
2	5.1, 5.2, 5.3	a. ONE performance (ensemble) (10%) (P) b. Sight-singing (5%) (P)	15	Term 2, Weeks 4-5 Tuesday 16 th May <i>(continues in class until Thursday 25th May)</i>
3	5.4, 5.5, 5.6, 5.7	Progress Original composition a. Portfolio & Score (10%) (H) b. Viva Voce based on own composition (5%) (OP)	15	Term 2, Week 5 Thursday 25 th May
4	5.4, 5.5, 5.6, 5.7	Final original composition (H) a. Portfolio (10%) b. Score & recording (10%)	20	Term 3, Week 9 Thursday 14 th September
5	5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10	a. ONE performance (solo or ensemble) (15%) (P) b. Sight-singing (5%) (P) c. Musicology/aural skills written examination (20%) (E)	40	Term 4, Weeks 3-5 Tuesday 24 th October <i>(continues in class until Thursday 9th November)</i>
			100	

PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION

Objectives	Stage 5 Outcomes
<p>Students will:</p> <ul style="list-style-type: none"> - enhance their sense of self, improve their capacity to manage challenging circumstances and develop caring and respectful relationships - move with confidence and competence, and contribute to the satisfying and skilled performance of others - take actions to protect, promote and restore individual and community health - participate in and promote enjoyable lifelong physical activity - develop and apply the skills that enable them to adopt and promote healthy and active lifestyles 	<p>A student:</p> <ul style="list-style-type: none"> 5.1 analyses how they can support their own and others' sense of self 5.2 evaluates their capacity to reflect on and respond positively to challenges 5.3 analyses factors that contribute to positive, inclusive and satisfying relationships 5.4 adapts, transfers and improvises movement skills and concepts to improve performance 5.5 composes, performs and appraises movement in a variety of challenging contexts 5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people 5.7 analyses influences on health decision making and develops strategies to promote health and safe behaviours 5.8 critically analyses health information, products and services to promote health 5.9 formulates goals and applies strategies to enhance participation in lifelong physical activity 5.10 adopts roles to enhance their own and others' enjoyment of physical activity 5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations 5.12 adapts and applies decision making processes and justifies their choices in increasingly demanding contexts 5.13 adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives 5.14 confidently uses movement to satisfy personal needs and interests 5.15 devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively 5.16 predicts potential problems and develops, justifies and evaluates solutions



PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION

http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdhpe.html

Task	Outcomes	Task Description	Weighting (%)	Date
1	5.6, 5.7	Drugs presentation (OP)	20	Term 1, Week 6 <i>(continues in class until end of Week 10)</i>
2	5.5, 5.13	Group dance assessment (P)	20	Term 1, week 8 <i>(continues in class until Term 2 Week 3)</i>
3	5.7	Alcohol/Road Safety written tasks (H)	20	Term 3, Week 7 <ul style="list-style-type: none"> Thursday 31st August (10.3, 10.4, 10.5) Friday 1st September (10.1, 10.2)
4	5.4	Practical movement review (P)	20	Term 4, Week 3 <ul style="list-style-type: none"> Thursday 26th October (10.3, 10.4, 10.5) Friday 27th October (10.1, 10.2)
5	5.6	Yearly Examination (E)	20	Term 4, Week 4 <ul style="list-style-type: none"> Wednesday 1st November (10.1, 10.4) Thursday 2nd November (10.2, 10.3, 10.5)
			100	

SCIENCE

Objectives	Stage 5 Outcomes
<p>Students will:</p> <ul style="list-style-type: none"> develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science develop knowledge, understanding of and skills in applying the processes of Working Scientifically 	<p>A student:</p> <p>(Knowledge)</p> <p>SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion</p> <p>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</p> <p>SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society</p> <p>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</p> <p>(Practical)</p> <p>SC5-4WS develops questions or hypotheses to be investigated scientifically</p> <p>SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p>SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively</p> <p>(Processing)</p> <p>SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p>SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems</p> <p>SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p>



SCIENCE

http://www.boardofstudies.nsw.edu.au/syllabus_sc/science.html

Task	Outcomes	Task Description	Weighting (%)	Date
1	SC5-4WS to SC5-9WS	Practical Test 1 - testing practical and processing skills (P)	6	Term 1, Week 7 Monday 6 th March
2	SC5-4WS to SC5-9WS	Student Research Project (SRP) Proposal (H)	6	Term 2, Week 2 Monday 1 st May
3	SC5-10PW, SC5-12ES, SC5-15LW, SC5-17CW and SC5-4WS to SC5-9WS	Mid-Course Exam - topic tests for 2 rotations including knowledge, processing and practical (E)	21	Term 2, Week 4 Wednesday 17 th May
4	SC5-4WS to SC5-9WS	Student Research Project (SRP) Report (H)	21	Term 3, Week 3 Thursday 3 rd August
5	SC5-4WS to SC5-9WS	Practical Test 2 - testing practical and processing skills (P)	15	Term 3, Week 10 Monday 18 th September
6	SC5-10PW, SC5-12ES, SC5-15LW, SC5-17CW and SC5-4WS to SC5-9WS	Yearly Exam - topic tests for 3 rotations including knowledge, processing and practical (E)	31	Term 4, Week 4 Wednesday 1 st November
			100	

TEXTILES TECHNOLOGY

Objectives	Stage 5 Outcomes
<p>Students will develop:</p> <p>1 knowledge and understanding of the properties and performance of textiles</p> <p>2 knowledge and understanding of and skills in design for a range of textile applications</p> <p>3 knowledge, understanding and appreciation of the significant role of textiles for the individual consumer and for society</p> <p>4 skills in the creative documentation, communication and presentation of design ideas</p> <p>5 skills in the critical selection and proficient and creative use of textile materials, equipment and techniques to produce quality textile items</p> <p>6 knowledge and skills to evaluate quality in the design and construction of textile items.</p>	<p>A student:</p> <p>5.1.1 explains the properties and performance of a range of textile items 5.1.2 justifies the selection of textile materials for specific end uses</p> <p>5.2.1 explains the creative process of design used in the work of textile designers 5.2.2 generates and develops textile design ideas 5.2.3 investigates and applies methods of colouration and decoration for a range of textile items</p> <p>5.3.1 analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use 5.3.2 evaluates the impact of textiles production and use on the individual consumer and society</p> <p>5.4.1 selects and uses appropriate technology to creatively document, communicate and present design and project work</p> <p>5.5.1 critically selects and creatively manipulates a range of textile materials to produce quality textile items 5.5.2 selects appropriate techniques and uses equipment safely in the production of quality textile projects 5.5.3 demonstrates competence in the production of textile projects to completion</p> <p>5.6.1 evaluates textile items to determine quality in their design and construction</p>



TEXTILES TECHNOLOGY

http://www.boardofstudies.nsw.edu.au/syllabus_sc/textiles-technology.html

Task	Outcomes	Task Description	Weighting (%)	Date
1	5.2.1, 5.3.1, 5.4.1	History of Fashion & Designer Research Task (R)	20	Term 1, Week 4 Thursday 16 th February
2	5.2.2, 5.2.3, 5.3.1, 5.5.1	Project 1 - Practical & Portfolio: Costume (P+H)	35	Term 2, Week 4 Tuesday 16 th May
3	5.1.1, 5.1.2, 5.3.2	Class Test (E)	20	Term 4, Week 3 Tuesday 24 th October
4	5.5.1, 5.5.2, 5.5.3	Project 2 - Practical: Apparel (P+H)	25	Term 4, Week 5 Thursday 9 th November
			100	

VISUAL ARTS

Objectives	Stage 5 Outcomes
<p><i>Students will develop knowledge, understanding and skills:</i></p> <ul style="list-style-type: none"> • to make artworks informed by their understanding of practice, the conceptual framework and the frames • to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames. 	<p><i>A student:</i></p> <p>5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks</p> <p>5.2 makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience</p> <p>5.3 makes artworks informed by an understanding of how the frames affect meaning</p> <p>5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts</p> <p>5.5 makes informed choices to develop and extend concepts and different meanings in their artworks</p> <p>5.6 demonstrates developing technical accomplishment and refinement in making art</p> <p>5.7 applies their understanding of aspects of practice to critical and historical interpretations of art</p> <p>5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art</p> <p>5.9 demonstrates how the frames provide different interpretations of art</p> <p>5.10 demonstrates how art criticism and art history construct meanings</p>



VISUAL ARTS

http://www.boardofstudies.nsw.edu.au/syllabus_sc/visual-arts.html

Task	Outcomes	Task Description	Weighting (%)	Date
1	5.1 5.6 5.8	Research task on Portraiture Painting Practical task on Portraiture Painting (H)	30	Term 2, Week 2 Wednesday 3 rd May
2	5.4 5.7	Research task on Figurative Sculpture Practical task on Figurative Sculpture (H)	30	Term 3, Week 3 Wednesday 2 nd August
3	5.10	Written Exam (E)	10	Term 3, Week 10 Thursday 21 st September
4	5.2 5.5 5.3 5.9	Research task on Graphic Design (R) Practical task on Graphic Design (P)	30	Term 4, Week 5 Thursday 9 th November
			100	

Year 10, 2017

Assessment Booklet



I have received the Year 10 Assessment Booklet and understand my responsibilities as a student in regards to assessment procedures at St George Girls High School.

Student's Name: (Please print) Roll:.....

Student's Signature:

Date:

I have sighted the Year 10 Assessment Booklet including the Assessment Calendar overview.

Parent/Carer's Signature:

Date:

**Please sign and return this page to Ms Abson
(Year 10 Deputy Principal)**