

# Queanbeyan High School

*High Expectations – High Achievement*



## Year 10 Assessment Booklet



Education

# 2024

Contents

Introduction.....	3
Further Reading.....	3
Pattern of Study.....	4
Grades for Mathematics.....	6
How are grades determined.....	6
Assessment.....	7
High Expectations – High Achievement.....	7
Staff, Student and Parent Expectations.....	8
NSW Education Standards Authority (NESA) Requirements.....	9
Attendance and Satisfactory Completion of a Course.....	9
N-warning letters.....	9
Problems with assessment tasks.....	10
Disability Provisions.....	11
Calendar of Tasks.....	12
English.....	14
Mathematics.....	15
Mathematics 5.1/5.2.....	16
Science.....	17
Geography Semester 2.....	18
History (Semester 1).....	19
Personal Development, Health.....	20
& Physical Education.....	20
Aboriginal Studies.....	21
Agriculture.....	22
Child Studies.....	23
Commerce.....	24
Dance.....	25
Food Technology.....	26
History (Elective).....	27
Industrial Technology (Metal).....	28
Industrial Technology (Timber).....	29
Marine and Aquaculture Studies.....	30
Mathematics Extension.....	31
Music.....	32
Psychology.....	33
Physical Activity and Sport Studies (PASS).....	34
Science Extension.....	35
STEM.....	36
Visual Art.....	37
Guide to Referencing.....	38
Misadventure Form.....	40
Assessment appeal form.....	42

## Introduction

The information in this booklet is designed to provide students and parents with a summary of the assessment outline and expectations of Year 10. The information on the following pages is not comprehensive but designed to be a quick reference for the most relevant information.

Staff, Students and Parents are encouraged to read the information contained within this booklet carefully and ensure they understand all assessment requirements.

## Further Reading

The information provided in this booklet is intended as a concise summary of the most relevant information regarding assessment policy and processes. It is not comprehensive, and staff, students and parents are encouraged to access the following resources for further information:

- NSW Education Standards Authority Website: [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)
- Assessment Certification Examination (ACE) Manual Website: <https://ace.nesa.nsw.edu.au>
- QHS Senior (10-12) Misadventure Form available on the school website

## Pattern of Study

In Year 10, students study the following mandatory subjects within the Stage 5 NSW Curriculum:

- English
- Mathematics
- Science
- HSIE (one semester of Geography and one semester of History)
- PDHPE

Students must successfully meet the requirements of these five courses to be eligible for the stage 5 Record of School Achievement (RoSA). Students will receive a grade for each of these subjects.

Students also study three elective subjects, one from each of the following lines:

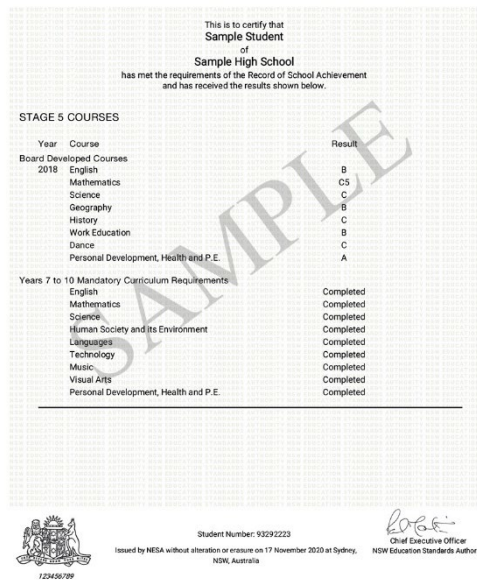
<b>Line 1</b> <i>Combined 9/10 elective</i>	History Extension, Aboriginal Studies, Child Studies, Commerce, Dance, PASS, Science Extension, STEM
<b>Line 2</b>	Food Technology, Industrial Technology – Metals, Marine Studies, Maths Extension, Music
<b>Line 3</b>	Agriculture, Food Technology, Industrial Technology – Timber, Psychology, Visual Arts

Students will receive a grade for each of their elective subjects. Failure to meet the requirements of elective subjects does not result in the loss of the stage 5 RoSA, however those subjects that are not completed successfully will not appear on the RoSA certificate.

RoSA



**RECORD OF SCHOOL ACHIEVEMENT**



Courses satisfactorily completed in Year 10 (and any electives completed in Year 9) will appear on a student’s Record of School Achievement (RoSA). Students will receive a grade for each of these courses.

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

The A to E grade scale summarises the standard (or quality) of achievement associated with each grade. The scale describes:

- the depth of knowledge and understanding and
- the range of skills that students working at that standard typically show.

## Grades for Mathematics

The only exception to the A to E grade scale is Mathematics. In Year 10, there are three various levels of Mathematics a student can study.

- All students study the 5.1 course.
- Most students are exposed to the 5.2 course
- Some students are exposed to the more challenging 5.3 course.

Students receive a ROSA grade for Mathematics ranging from A10 down to E2, taking into account which level of Mathematics they are studying. Only those students who are studying the 5.3 course outcomes are able to receive the higher RoSA grades. It is possible for a student following a 5.1/5.2 pathway to receive an A on their school report for that course, but only a C6 on their ROSA grade (as the RoSA grades compare students across all levels of mathematics studied).

### How are grades determined

Grades are given for individual achievement. Students will get the grade that best matches the standard of their achievement. Teachers consider all evidence gathered. Grades are not limited to a set number of children within a class or the school.

Teachers arrive at judgements by taking into account strengths and weaknesses in performance across a range of contexts and over a period of time, gathering evidence on a number of assessment activities.

Assessment activities are designed to give students opportunities to show what they know and can do. They provide opportunities for students to display their achievements in different ways and to work in a range of situations.

A single piece of work will not cover all aspects of a grade description. Using a single piece of work to make a judgement is therefore not as valid and reliable as an 'on-balance' judgement.

This book provides an overview of the assessments that will be used to determine student's RoSA grades.

## Assessment

At Queanbeyan High School all assessment is purposeful. It is used:

- To inform teaching and learning programs
- To determine student progress for, as and of learning
- For staff to feed forward advice, instruction and opportunity to sustain student growth in learning

We use a strength-based approach to acknowledge and report what students know, understand, and can do.

It is important that students see assessment tasks as part of on-going learning and seize opportunities to submit all work and use feedback to refine their knowledge, skills and understanding.

A culture of high expectations is promoted across all KLAs and the wider community. What we assess is reflected in our teaching programs and there is a strong correlation between assessment tasks and reports to parents.

### High Expectations – High Achievement

At Queanbeyan High School we have high expectations of all our stakeholders: students, staff and parents. We believe there is a high correlation between having high expectations and students achieving high results. Throughout the junior years of high school, we are aiming to prepare all students for the rigour of senior study and workplace expectations.

This booklet has been developed to assist students in achieving their potential. We understand that assessment tasks can be stressful for students and have attempted to construct a manageable workload for students with even spread of tasks throughout the year. This booklet also contains all the relevant information that students and parents need to ensure a successful year with regards to assessment tasks.

## Staff, Student and Parent Expectations

### *Staff*

Staff will provide students with an assessment schedule for each course they are undertaking. The assessment schedule will list the type of task, its due date and the weighting assigned to that task. Students will also receive a formal notification of each assessment task at least two weeks in advance of the due date.

Staff will provide students with quality 'feed forward' comments on assessment tasks. Grade information and comments will be provided within two weeks of task completion.

### *Students*

Students are expected to refer to this booklet for any information regarding assessment tasks. We expect students will submit all assessment tasks by the due date. The ability to meet deadlines and submit tasks by the due date is a skill which is valued highly at Queanbeyan High School. Students who are able to demonstrate such responsibility are much better equipped to succeed in their future studies and in the work environment.

Students are expected to be proactive in seeking help with an assessment task if it is required. They should also talk to their classroom teacher first if they are struggling with a particular task. QHS offers numerous support strategies and programs including ACTIVATE and The Aboriginal Learning Centre.

### *Parents and carers*

We respect the pivotal role that parents play in promoting and valuing education. We ask that parents assist their children with the organisational demands of high school by reading this booklet and talking to their children about their assessments. We also ask that parents contact the school should their child be having trouble with a task and talk directly to their child's teacher about this.



## NSW Education Standards Authority (NESA) Requirements

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- a. followed the course as specified by the Board of Studies.
- b. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course.
- c. Achieved some or all of the course outcomes. In cases of non-completion of course requirements an 'N' determination will be submitted to NESA.

Students and parents/guardians will be notified in writing if the possibility exists of a student gaining an 'N' determination.

### Attendance and Satisfactory Completion of a Course

The principal may determine that, as a result of absence, the course criteria might not be met. Students whose attendance is called into question will be required to prove to the principal's satisfaction, following a review of their performance, that they are meeting the course completion requirements/criteria. Clearly, absences will be regarded seriously by the principal who must give students early warning of the consequences of such actions.

### N-warning letters

In Year 10, the courses that students study are listed as part of their ROSA (Record of School Achievement). Schools are required to follow NESA rules and regulations regarding a students' satisfactory completion of a ROSA course.

Students who do not submit or are absent for an assessment task will receive an N-warning letter outlining the task(s) they have missed. If there is a valid reason for missing the task, the student is required to complete a Misadventure Form, available from the Head Teacher of the relevant faculty. The student may then be asked to complete a substitute task, or in some cases, be given an estimate based on previous tasks.

Students without a valid reason are still expected to complete the task to satisfy NESA requirements but will receive a zero mark. In general, successful completion of a ROSA course in Year 10 is a prerequisite for entry into the Preliminary Course in Year 11.

N-warning letters can also be sent for students who are not demonstrating a sustained diligence towards their studies. In this case, the letter will specify which coursework the student needs to complete.

Students are given the opportunity to resolve the N-warning letters by submitting their overdue work/assessment task. A student who resolves their N-warning letters is deemed to have satisfactorily completed their ROSA course.

**Should a student receive multiple N-warning letters throughout a course, they are in danger of being N-determined out of the course.**

## Problems with assessment tasks

### *Absence from Assessment tasks*

- a) In the event of non-attendance on the day of an assessment task, the student or their parent/guardian must notify the school of the student's absence as early as possible. In the case of absence due to illness, a medical certificate is required.
- b) Where a candidate is unable to complete an assessment task on or by the assigned date, the students must complete a misadventure form available from the Head Teacher of the relevant faculty at the first available opportunity.
- c) Students seeking an extension must apply in writing no less than 5 school days prior to the task being due using the Misadventure Form. Individual cases will be considered by the class teacher, head teacher and the principal before a final decision is made. It cannot be assumed that extensions are granted automatically.

### *Prolonged Absences*

- a) In cases of prolonged absences, which will affect multiple tasks the student is required to complete a Misadventure form and submit it directly to the Deputy Principal.
- b) In some cases, the student will be required to complete the tasks at the first possible convenience. In other cases, the assessment will be determined using completed tasks for that student only. This is at the discretion of the Senior Executive.
- c) Where a student is inconvenienced due to misadventure the school should be notified as early as possible to organise alternate arrangements.

### *Plagiarism and Malpractice*

- a) Plagiarism or the unacknowledged copying from any secondary sources will incur a mark of zero.
- b) Unless given specific instructions from teachers, students are expected to follow the 'Guide to Referencing' provided at the end of this booklet when referencing other sources in assessment tasks
- c) Further information regarding exact activities which count as malpractice can be found on the ACE website: <http://ace.NESA.nsw.edu.au/ace-9023>

### *Technological Failure*

- a) Computer/printer failure is not an automatic excuse for inability to complete tasks on the due date. It is the student's responsibility to back-up any work in progress and keep a hard copy of the text.
- b) Extensions will only be considered if students can provide proof of work completed and can outline the direction of their work to the teacher.

## Disability Provisions

- a) Some students with additional learning needs will have a meeting between themselves, their family and Learning and Support Staff to develop a Personalised Learning and Support Plan (PLaSP) to support their education. If you have any questions, please contact the Year Advisor or Learning and Support staff.
- b) In PLaSP meetings, discussions about the relevant needs of students will assist in the development of provisions for the classroom and assessments/exams. The provisions are adjustments to enable the student to work towards the same syllabus outcomes and content as all other students in the same age / Stage group.
- c) Provisions for assessment/exams can be granted by the school for a range of physical conditions, visual or hearing impairment, difficulty in reading and/or writing, or mental health conditions.
- d) Provisions include, but are not limited to: small group supervision, rest breaks, extra time, a reader and/or writer.
- e) Specific injuries or illnesses of students (eg: broken arm) close to the date of assessments may also necessitate access to special provisions.
- f) Provisions granted for school-based exams will be used in mandatory assessments such as NAPLAN (Year 7 and 9), Check In (Years 7-9), Minimum Standards (from Yr10), VALID (Years 8,10).

If carers or students have questions about disability provisions, please contact MS Green or Ms Long (Head Teacher – Teaching and Learning).

Term 1

Year 10 returns Friday 2nd February

Week 1	B	29 Jan- 2 Feb	
Week 2	A	5 Feb- 9 Feb	
Week 3	B	12 Feb-16 Feb	
Week 4	A	19 Feb- 23 Feb	
Week 5	B	26 Feb- 2 Mar	
Week 6	A	5 Mar- 9 Mar	Science, Mathematics 5.2/5.3
Week 7	B	12 Mar-16 Mar	HSIE – history, <b>Commerce</b> <b>Marine Studies</b>
Week 8	A	19 Mar- 23 Mar	English
Week 9	B	26 Mar- 31 Mar	<b>Maths Extension, French, Music,</b> Science Extension, Aboriginal Studies, Dance, Commerce, PASS, History Elective
Week 10	A	3 Apr – 7 April	Psychology, Agriculture, IT- Timber <b>Parent Teacher Interview Night</b>
Week 11	B	10 Apr – 14 Apr	Mathematics 5.1/5.2 <b>Visual Arts</b>

Term 2 –

Students return Monday 29th April

Week 1	B	29 Apr – 3 May	
Week 2	A	6 May-10 May	PDHPE
Week 3	B	13 May-17 May	<b>iSTEM, Child Studies,</b> <b>IT – Metal</b>
Week 4	A	20 May- 24 May	<b>IT - Metal, Food Technology,</b> <b>IT- Timber, Food Technology</b>
Week 5	B	27 May- 31 May	HSIE - History <b>Marine Studies, Maths Extension,</b>
Week 6	A	3 June- 7 June	<b>Commerce,</b> <b>Agriculture, IT- Timber</b>
Week 7	B	10 June – 14 June	Maths (5.2/5.3), Maths (5.1/5.2) <b>Visual Arts</b>
Week 8	A	17 June – 21 June	Science <b>History Elective, Aboriginal Studies</b>
Week 9	B	24 June – 28 June	English <b>Dance Music</b>
Week 10	A	1 July – 5 July	<b>Science Extension</b>

Term 3 –

Students return Tuesday 23<sup>rd</sup> July

Week 1	B	22 July- 26 July	
Week 2	A	29 July – 2 Aug	Parent Teacher Interview Night
Week 3	B	5 Aug – 9 Aug	
Week 4	A	12 Aug – 16 Aug	Food Technology, Food Technology PASS
Week 5	B	19 Aug – 23 Aug	Maths (5.1/5.2), Maths (5.2/5.3) Child Studies
Week 6	A	26 Aug – 30 Aug	Maths Extension, Marine Studies, French, Music, It – Metals Commerce, Visual Art
Week 7	B	2 Sep – 6 Sep	Geography Agriculture, Psychology, IT- Timber
Week 8	A	9 Sep – 13 Sep	Science History Elective,
Week 9	B	16 Sep – 20 Sep	Maths (5.1/5.2), Maths (5.2/5.3), English iSTEM, Aboriginal Studies, Dance
Week 10	A	23 Sep – 27 Sep	

Term 4 –

Students return Monday 14<sup>th</sup> October

Week 1	B	14 Oct – 18 Oct	
Week 2	A	21 Oct – 25 Oct	Science, PDHPE (Exam and Practical), Geography
Week 3	B	28 Oct – 1 Nov	Marine Studies IT – Timber, Psychology, Agriculture PASS (Prac) Dance, Child Studies, Science Extension,
Week 4	A	4 Nov – 8 Nov	English, IT - Metals, Music, Visual Arts, Food Technology Food Technology NESA Grades Submitted Friday 8 <sup>TH</sup> November
Week 5	B	11 Nov – 15 Nov	
Week 6	A	18 Nov – 22 Nov	Maths Extension
Week 7	B	25 Nov – 29 Nov	iSTEM
Week 8	A	2 Dec -6 Dec	
Week 9	B	9 Dec- 13 Dec	
Week 10	A	16 Dec – 20 Dec	

## English

## Core

	Task 1	Task 2	Task 3	Task 4
Task Weighting	25%	25%	25%	25%
Week Due	Term 1 Week 8	Term 2 Week 9	Term 3 Week 9	Term 4 Week 4
Task Type	Multimodal Text Composition	Extended Response	Representation and Student Rationale	Topic Test
Outcomes Assessed	EN5-2A EN5-3B EN5-9E	EN5-1A EN5-4B EN5- 5C	EN5-4B EN5-5C EN5-8D EN5-9E	EN5-5C EN5-6C EN5-7D

Course Outcomes

<b>EN5 – 1A</b>	Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
<b>EN5 – 2A</b>	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
<b>EN5 – 3B</b>	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
<b>EN5 – 4B</b>	Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
<b>EN5 – 5C</b>	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
<b>EN5-6C</b>	Investigates the relationships between and among texts
<b>EN5 – 7D</b>	Understands and evaluates the diverse ways texts can represent personal and public worlds
<b>EN5 – 8D</b>	Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
<b>EN5 – 9E</b>	Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

**Mathematics****(10MATA class only)****Core**

	Task 1	Task 2	Task 3	Task 4
Task Weighting	25%	25%	25%	25%
Week Due	Term 1 Week 6	Term 2 Week 7	Term 3 Week 5	Term 3 Week 9
Task Type	Investigation	Topic Test 1	Topic Test 2	Topic Test 3
Outcomes Assessed	MA5.2-11MG MA5.2-12MG MA5.3-13MG MA5.3-14MG	MA5.2-9NA MA5.2-10NA MA5.3-8NA MA5.3-9NA	MA5.2-13MG MA5.3-15MG	MA5.2-15SP MA5.2-16SP MA5.3-18SP

\*Note: Stage 5.1 content is assumed knowledge and can be examined at any time throughout the Year 10 5.2/5.3 course.

**Working Mathematically**

MA5.2 – 1WM Selects appropriate notations and conventions to communicate mathematical ideas and solutions

MA5.2 – 2WM Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems MA5.2 – 3WM

Constructs arguments to prove and justify results

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

**Number and Algebra**

MA5.2 – 4NA Solves financial problems involving compound interest

MA5.2 – 5NA Recognises direct and indirect proportion and solves problems involving direct proportion MA5.2 – 6NA

Simplifies algebraic fractions, and expands and factorises quadratic expressions

MA5.2 – 7NA Applies index laws to operate with algebraic expressions involving integer indices

MA5.2 – 8NA Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations MA5.2 – 9NA

Uses the gradient-intercept form to interpret and graph linear relationships

MA5.2 – 10NA Connects algebraic and graphical representations of simple non-linear relationships MA5.3 – 4NA

Draws, interprets and analyses graphs of physical phenomena

MA5.3 – 5NA Elects 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

**Measurement and Geometry**

MA5.2 – 11MG Calculates the surface areas of right prisms, cylinders and related composite solids

MA5.2 – 12MG Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders MA5.2 – 13MG

Applies trigonometry to solve problems, including problems involving bearings

MA5.2 – 14MG Calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar MA5.3 – 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

**Statistics and Probability**

MA5.2 – 15SP Uses quartiles and box plots to compare sets of data, and evaluates sources of data

MA5.2 – 16SP Investigates relationships between two statistical variables, including their relationship over time MA5.2 – 17SP

Describes and calculates probabilities in multi-step chance experiments

MA5.3 – 18SP Uses standard deviation to analyse data

**Mathematics 5.1/5.2****Core***(10MATB, 10MATC, 10MATD classes)*

	Task 1	Task 2	Task 3	Task 4
Task Weighting	25%	25%	25%	25%
Week Due	Term 1 Week 10	Term 2 Week 7	Term 3 Week 5	Term 3 Week 9
Task Type	Topic Test	Topic Test	Investigation -Data	Topic Test
Outcomes Assessed	MA5.1-6NA MA5.2-9NA	MA5.1-10MG MA5.2-13MG	MA5.1-12SP MA5.2-15SP MA5.2-16SP	MA5.1-13SP MA5.2-17SP

\*Note: Stage 4 and Year 9 5.1 content are assumed knowledge and can be examined at any stage throughout the course

**Working Mathematically**

MA5.1 – 1WM Uses appropriate terminology, diagrams and symbols in mathematical contexts

MA5.1 – 2WM Selects and uses appropriate strategies to solve problems

MA5.1 – 3WM Provides reasoning to support conclusions that are appropriate to the context

MA5.2 – 1WM Selects appropriate notations and conventions to communicate mathematical ideas and solutions

MA5.2 – 2WM Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems

MA5.2 – 3WM Constructs arguments to prove and justify results

**Number and Algebra**

MA5.1 – 4NA Solves financial problems involving earning, spending and investing money

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

MA5.1 – 6NA Determines the midpoint, gradient and length of an interval, and graphs linear relationships

MA5.1 – 7NA Graphs simple non-linear relationships

MA5.2 – 4NA Solves financial problems involving compound interest

MA5.2 – 5NA Recognises direct and indirect proportion and solves problems involving direct proportion

MA5.2 – 6NA Simplifies algebraic fractions, and expands and factorises quadratic expressions

MA5.2 – 7NA Applies index laws to operate with algebraic expressions involving integer indices

MA5.2 – 8NA Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations

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

MA5.2 – 10NA Connects algebraic and graphical representations of simple non-linear relationships

**Measurement and Geometry**

MA5.1 – 8MG Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms

MA5.1 – 9MG Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures

MA5.1 – 10MG Applies trigonometry, given diagrams, to solve problems including problems involving angles of elevation and depression

MA5.1 – 11MG Describes and applies the properties of similar figures and scale drawings

MA5.2 – 11MG Calculates the surface areas of right prisms, cylinders and related composite solids

MA5.2 – 12MG Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders

MA5.2 – 13MG Applies trigonometry to solve problems, including problems involving bearings

**Statistics and Probability**

MA5.1 – 12SP Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media

MA5.1 – 13SP Calculates relative frequencies to estimate probabilities of simple and compound events

MA5.2 – 15SP Uses quartiles and box plots to compare sets of data, and evaluates sources of data

MA5.2 – 16SP Investigates relationships between two statistical variables, including their relationship over time

MA5.2 – 17SP Describes and calculates probabilities in multi-step chance experiments



## Science

## Core

Component	Task 1	Task 2	Task 3	Task 4
Task Weighting	25%	25%	30%	20%
Week Due	T1 Week 5/6	T2 W8	T3 W8	T4 W1/2
Task Type	1 <sup>st</sup> Hand Investigation: Investigating Reaction Rates	Topic Test – Biology & Chemistry	Stage 5 Final Examination	Independent Research project – Earthquake Narrative
Outcomes Assessed	4WS, 5WS, 6WS, 7WS, 8WS, 9WS	14LW, 15LW, 16CW, 17CW	10PW, 11PW, 12ES, 13ES, 14LW, 15LW, 16CW, 17CW	12ES, 13ES, 7WS, 8WS, 9WS

Course Outcomes

SC5-1VA	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC5-2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
SC5-3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
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

## Geography Semester 2

**Core**

	Task 1	Task 2
<b>Task Weighting</b>	50%	50%
<b>Week Due</b>	Term 3 Week 7	Term 4 Week 2
<b>Task Type</b>	Fieldwork Presentation	Topic Test – Sources and Skills
<b>Outcomes Assessed</b>	GE5-2, GE 5-3, GE5-4, GE5-5	GE5-1, GE 5-2, GE5-6, GE5-7, GE5-8

### Course Outcomes

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

## History (Semester 1)



	Task 1	Task 2
Task Weighting	50%	50%
Week Due	Term 1 Week 7	Term 2 Week 5
Task Type	Topic Test - Overview & Historical skills	Digital Time Capsule
Outcomes Assessed	HT5-3, HT5-5, HT5-6, HT5-7, HT5-9, HT5-10	HT5-1, HT5-2, HT5-4, HT5-9, HT5-10

### Course Outcomes

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

## Personal Development, Health & Physical Education

**Core**

	Task 1	Task 2	Task 3
Task Weighting	25%	30%	45%
Week Due	Term 2 Week 2	Term 4 Week 2	Feedback each term
Task Type	Research Project	Yearly Exam	Practical
Outcomes Assessed	PD5.2	PD5.1, 5.2, 5.7	PD5.4, 5.5, 5.11

### Course Outcomes

<b>5.1</b>	analyses how they can support their own and others' sense of self
<b>5.2</b>	evaluates their capacity to reflect on and respond positively to challenges
<b>5.3</b>	analyses factors that contribute to positive, inclusive and satisfying relationships
<b>5.4</b>	adapts, transfers and improvises movement skills and concepts to improve performance
<b>5.5</b>	composes, performs and appraises movement in a variety of challenging contexts
<b>5.6</b>	analyses attitudes, behaviours and consequences related to health issues affecting young people
<b>5.7</b>	analyses influences on health decision making and develops strategies to promote health and safe behaviours
<b>5.8</b>	critically analyses health information, products and services to promote health
<b>5.9</b>	formulates goals and applies strategies to enhance participation in lifelong physical activity
<b>5.10</b>	adopts roles to enhance their own and others' enjoyment of physical activity

## Aboriginal Studies

**ELECTIVE Line 1**

	Task 1	Task 2	Task 3
Weighting	30%	30%	40%
Week Due	Term 1 Week 9	Term 2 Week 8	Term 3 Week 9
Task Type	Research Report	Class Test	Presentation
Outcomes Assessed	AST5-2, AST5-3, AST5-4, AST5-6, AST5-7, AST5-10, AST5-11	AST5-5, AST5-6, AST5-7, AST5-8, AST5-11	AST5-1, AST5-2, AST5-7, AST5-8, AST5-9, AST5-11

**Course Outcomes**

<b>AST5-1</b>	describes the factors that contribute to an Aboriginal person's identity
<b>AST5-2</b>	explains ways in which Aboriginal Peoples maintain identity
<b>AST5-3</b>	describes the dynamic nature of Aboriginal cultures
<b>AST5-4</b>	explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
<b>AST5-5</b>	explains the importance of families and communities to Aboriginal Peoples
<b>AST5-6</b>	explains the importance of self-determination and autonomy to Aboriginal Peoples' participation nationally and internationally
<b>AST5-7</b>	assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally
<b>AST5-8</b>	analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples
<b>AST5-9</b>	analyses factors that influence non-Aboriginal peoples' range of perceptions of Aboriginal Peoples & cultures
<b>AST5-10</b>	identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data
<b>AST5-11</b>	selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

## Agriculture

## Elective Line 3

	Task 1	Task 2	Task 3
Task Weighting	30%	40%	30%
Week Due	Term 2 Week 6	Term 3 Week 7	Term 4 Week 3
Task Type	SRP	Practical	Yearly exam
Outcomes Assessed	AG5-1, AG5-2 AG5-3, AG5-4, AG5-13, AG5-14	AG5-5, AG5-7 AG5-8, AG5-9, AG5-10, AG5-12, AG5-13, AG5-14	All

Course Outcomes

<b>AG5-1</b>	explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
<b>AG5-2</b>	explains the interactions within and between agricultural enterprises and systems
<b>AG5-3</b>	explains the interactions within and between the agricultural sector and Australia's economy, culture and society
<b>AG5-4</b>	investigates and implements responsible production systems for plant and animal enterprises
<b>AG5-5</b>	investigates and applies responsible marketing principles and processes
<b>AG5-6</b>	explains and evaluates the impact of management decisions on plant production enterprises
<b>AG5-7</b>	explains and evaluates the impact of management decisions on animal production enterprises
<b>AG5-8</b>	evaluates the impact of past and current agricultural practices on agricultural sustainability
<b>AG5-9</b>	evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
<b>AG5-10</b>	implements and justifies the application of animal welfare guidelines to agricultural practices
<b>AG5-11</b>	designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts
<b>AG5-12</b>	collects and analyses agricultural data and communicates results using a range of technologies
<b>AG5-13</b>	applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
<b>AG5-14</b>	performs plant and animal management practices safely and in cooperation with others

## Child Studies

**ELECTIVE Line 1**

	Task 1	Task 2	Task 3
Task Weighting	45%	30%	25%
Week Due	Term 2 Week 3	Term 3, Week 5	Term 4 Week 3
Task Type	Practical / Report	Case Study	Exam
Outcomes Assessed	CS5-1, CS5-2, CS5- 3, CS5- 5, CS5-8, CS5-9, CS5-11, CS5-12	CS5-2, CS5-5, CS5- 8, CS5-9, CS5-10 , CS5-11	CS5-1, 2, 5, 8, 11 OR CS5-2, 4, 8, 9, 11

**Course Outcomes**

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

## Commerce

## Elective Line 3

	Task 1 – Research Task	Task 2 – Plan your own business	Task 3 – The Economic & Business Environment Test
Task Weighting	30%	40%	30%
Week Due	Term 1 Week 9	Term 2 Week 6	Term 3 Week 6
Task Type	Current Issues Journal	Business Plan	In class Test
Outcomes Assessed	COM5-1, 5-2, 5-4, 5-7, 5-8	COM5-5, 5-6, 5-7, 5-8, 5-9	COM5-1, 5-2, 5-3, 5-4, 5-5

**Course Outcomes**

<b>Com 5-1</b>	applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
<b>Com 5-2</b>	analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
<b>Com 5-3</b>	examines the role of law in society
<b>Com 5-4</b>	analyses key factors affecting decisions
<b>Com 5-5</b>	evaluates options for solving problems and issues
<b>Com 5-6</b>	develops and implements plans designed to achieve goals
<b>Com 5-7</b>	researches and assesses information using a variety of sources
<b>Com 5-8</b>	explains information using a variety of forms
<b>Com 5-9</b>	works independently and collaboratively to meet individual and collective goals within specified timeframes



## Dance

**ELECTIVE Line 1**

Component	Task 1	Task 2	Task 3	Task 4
<b>Task Weighting</b>	25%	25%	25%	25%
<b>Week Due</b>	T1 W9	T2 W9	T3 W9	T4 W3
<b>Task Type</b>	Performance and appreciation	Composition and Rationale	Dance film and Viva voce	Research Task
<b>Outcomes Assessed</b>	5.1.1, 5.1.3	5.1.2, 5.2.1, 5.2.2	5.1.3, 5.2.2, 5.3.2	5.3.1, 5.2.1, 5.3.3

**Course Outcomes**

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

## Food Technology

## ELECTIVE L 2&amp;3

	Task 1	Task 2	Task 3
Task Weighting	45%	35%	20%
Week Due	Term 2, Week 4	Term 3, Week 4	Term 4, Week 4
Task Type	Report and Practical	Examination	Case Study and Practical
Outcomes Assessed	FT5-1, FT5-5, FT5-8, FT5-10, FT5-11	FT5-2, FT5-3, FT5-4, FT5-7, FT5-12, FT5-13	FT5-6, FT5-8, FT5-9, FT5-12, FT5-13

Course Outcomes

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

## History (Elective)

## ELECTIVE Line 1

	Task 1 – History, Heritage and Archaeology Task	Task 2 – Historical Investigation Task	Task 3 – Thematic Study Task
Task Weighting	30%	40%	30%
Week Due	Term 1 Week 9	Term 2 Week 8	Term 3 Week 8
Task Type	Virtual Museum	Travel Guide	Visual Representation and Article
Outcomes Assessed	HTE 5.1, HTE 5.2, THE 5.5, HTE 5.6, HTE 5.7, HTE 5.8, HTE 5.10	HTE 5.1, HTE 5.3, HTE 5.4, HTE 5.5, HTE 5.8, HTE 5.9, HTE 5.10	HTE 5.1, HTE 5.4, HTE 5.5, HTE 5.6, HTE 5.8, HTE 5.9, THE 5.10

Course Outcomes

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

## Industrial Technology (Metal)

## ELECTIVE Line 2

	Task 1	Task 2	Task 3
Task Weighting	40%	30%	30%
Week Due	Term 2 Week 3	Term 3 Week 6	Term 4 Week 4
Task Type	Production	Research	Examination
Outcomes Assessed	IND5-1, 5-2, 5-3	IND5-5, 5-9, 5-10	IND5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8

Course 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

## Industrial Technology (Timber)

## Elective Line 3

	Task 1	Task 2		Task 3	
Task Name	Carry All (Carcass)	Wood-turning Lathe		Inlaid Bedside Cabinet	
		Multimedia Presentation	Carry All (Handle)	CAD Model	Prototype
Task Weighting	20%	15%	15%	20%	30%
Week Due	Term 1 Week 10	Term 2 Week 4	Term 2 Week 6	Term 3 Week 7	Term 4 Week 3
Task Type	Design & Production	Research	Design & Production	Design	Development & Evaluation
Outcomes Assessed	IND5-1 IND5-3 IND5-4 IND5-8	IND5-5 IND5-9 IND5-10	IND5-3 IND5-4 IND5-7	IND5-2 IND5-5 IND5-9 IND5-10	IND5-1 IND5-3 IND5-4 IND5-6 IND5-7 IND5-8

Course Outcomes

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

## Marine and Aquaculture Studies

# ELECTIVE Line 1

	Task 1	Task 2	Task 3
Task Weighting	30%	40%	40%
Week Due	Term 2 Week 5	Term 3 Week 6	Term 4 Week 3
Task Type	2 <sup>nd</sup> Hand Investigation	Project	Exam
Outcomes Assessed	MAR5- 4, 5, 6	MAR5-7, 8, 9	Mar, 1,2 3,5 ,10,11, 14

### Course Outcomes

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

## Mathematics Extension

## ELECTIVE Line 2

	Task 1	Task 2	Task 3	Task 4
Task Weighting	30%	20%	30%	20%
Week Due	Term 1 Week 9	Term 2 Week 5	Term 3 Week 6	Term 4 Week 6
Task Type	Topic test 1	Investigation 1	Topic Test 2	Investigation 2
Outcomes Assessed	MA5.3-5NA MA5.3-6NA MA5.3-9NA MA-5.3-11NA	MA5.3-10NA MA5.3-13MG MA5.3-14MG	MA5.3-15MG	MA5.3-9NA MA5.3-12NA

**Course Outcomes**

MA5.3-6NA	Performs operations with surds and indices
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
MA5.3-18SP	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
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 volume of right pyramids, right cones, spheres and related composite solids
MA5.2-5NA	Recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.3-5NA	Selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3-7NA	Solve complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
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
MA5.3-9NA	Sketches and interprets a variety of non-linear relationships
MA5.3-12NA	Uses function notation to describe and sketch functions

## Music

**ELECTIVE Line 2**

	Task 1	Task 2	Task 3	Task 4
<b>Task Weighting</b>	<b>15%</b>	<b>30%</b>	<b>25%</b>	<b>30%</b>
<b>Week Due</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Week 6	Term 4 Week 4
<b>Task Type</b>	<b>Performance</b>	<b>Performance &amp; Listening</b>	<b>Composition</b>	<b>Performance &amp; Listening</b>
<b>Outcomes Assessed</b>	5.1-3, 5.11	<b>P:</b> 5.1-3, 5.11 <b>L:</b> 5.7-10	5.4-6, 5.12	<b>P:</b> 5.1-3, 5.11 <b>L:</b> 5.7-10

Course Outcomes

5.1	Performing	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	Compose	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	Listening	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	Value	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences



## Psychology

## Elective Line 3

	Task 1	Task 2	Task 3
Task Weighting	30%	30%	40%
Week Due	Term 1 Week 10	Term 3 Week 7	Term 3 Week 4
Task Type	Sleep Study	Case Study	Exam
Outcomes Assessed	PSY 5.2, PSY 5.5, PSY 5.8	PSY 5.1, PSY 5.7, PSY 5.8	All

Course Outcomes

PSY5-1	explains how the field of psychology provides scientific explanations for the mind and behaviour through research, theories and approaches
PSY5-2	explains the main approaches to the study of the nature of human behaviour and the strengths and weaknesses of those approaches
PSY5-3	describes diversity and variation on the nature of personality, disease, disorders, intelligence and creativity and their influence on human behaviour
PSY5-4	explains a range of psychological theories and identifies the application of these theories to everyday life
PSY5-5	demonstrates an understanding of the importance of ethics in psychology, research and the interpretation of data
PSY5-6	recognises the applications and influence of psychology in popular culture and its importance to social factors
PSY5-7	examines suitable research methods including procedures and critical analysis when completing action based learning
PSY58-	communicates psychological information and ideas using appropriate written, oral and visual forms.

## Physical Activity and Sport Studies (PASS)

## ELECTIVE Line 1

	Task 1	Task 2	Task 3
<b>Component</b>			
<b>Task Weighting</b>	30%	30%	40%
<b>Week Due</b>	Term 1 Week 9	Term 3 Week 4	Ongoing Yearly Practical (Feedback end of each term)
<b>Task Type</b>	Coaching exam-	Olympics gala day presentation	Ongoing observation
<b>Outcomes Assessed</b>	5-5, 5-7, 5-8	5-7 ,5-8 ,5-9	PD5.4, 5.5, 5.11

Course outcomes

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

## Science Extension

**ELECTIVE Line 1**

	Task 1	Task 2	Task 3
Task Weighting	40%	30%	30%
Week Due	Term 1 Week 9	Term 2 Week 10	Term 4 Week 3
Task Type	Practical Task	2 <sup>nd</sup> Hand Investigation	Depth Study
Outcomes Assessed	Additional content	Additional content	Additional content

**Course Outcomes - Additional content**

- investigate characteristics of specific forces in terms of size and direction
- investigate some simple machines, eg levers, pulleys, gears or inclined planes
- trace the history of the development of particular devices or technologies, eg circuitry through to microcircuitry
- describe the scientific principles used in some traditional technologies used and developed by Aboriginal and Torres Strait Islander Peoples
- trace the history of pendulum-motion studies and its connection with timekeeping and setting standards of length
- debate intergenerational implications of the use of non-renewable energy resources
- research current ideas about the Earth's magnetic field and its effects
- investigate examples of how scientific knowledge has developed through collaboration of experts from across the disciplines of science, eg space exploration and resource management
- describe the effect of the forces of the sun and moon on the hydrosphere
- investigate the role of forces and energy in the formation of different types of rocks and minerals
- describe some methods used by scientists to determine the relative age of rock layers
- debate the economic and environmental impacts of mining and resource exploration
- describe ways in which technology has increased the variety of made resources describe how people in occupations that involve the biological sciences use understanding and skills from across the disciplines of science
- debate why society should support biological research
- design and construct simple keys to identify a range of living things
- classify, using a hierarchical system, a range of selected plants and animals to species level
- identify, using an example of an organism or group of organisms, where the classification has changed as a result of new evidence from technological developments, scientific discoveries and/or advances in scientific understanding
- research the contributions of Australian scientists to the study of human impact on environments and to local environmental management projects
- discuss how the observations and understanding of the structure, function and life cycles of native plants are used by Aboriginal and Torres Strait Islander Peoples
- research how a knowledge of physical properties of natural materials is used by Aboriginal and Torres Strait Islander Peoples in everyday life, eg tools, weapons, utensils, shelter, housing or bush medicine
- discuss the cost and benefits to society of the development of new materials
- investigate the nature of mineral crystals
- outline how some historical developments have contributed to evidence that has advanced our understanding of the particle model of matter
- investigate how the chemical properties of a substance will affect its use, eg flammability and ability to corrode
- explain the changes in pressure of gases in terms of increases or decreases in the frequency of particle collisions

## STEM

**ELECTIVE Line 1**

	Task 1	Task 2	Task 3
Task Type	Research Portfolio	Project	Quiz
Task Weighting	30%	30%	40%
Week Due	Term 2 Week 3	Term 3 Week 8	Term 3 Week 9
Outcomes Assessed	5.1.1, 5.3.1, 5.4.2, 5.5.1, 5.5.2, 5.7.1	5.1.2, 5.2.2, 5.3.2, 5.4.1, 5.6.2, 5.8.1	5.1.1, 5.2.2, 5.3.1, 5.5.2, 5.6.1, 5.7.1

**Course Outcomes**

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

## Visual Art

# Elective Line 3

	Task 1	Task 2	Task 3	Task 4
<b>Task Weighting</b>	30%	20%	25%	25%
<b>Week Due</b>	Term 1 Week 11	Term 2 Week 7	Term 3 Week 6	Term 4 Week 4
<b>Task Type</b>	Artwork V/Diary Research	Research	Artwork Rationale	Artwork Visual Diary / Rationale
<b>Outcomes Assessed</b>	5.2, 5.4, 5.6, 5.7, 5.8, 5.9	5.7, 5.8, 5.9, 5.10	5.1, 5.3, 5.4, 5.5, 5.6	5.1, 5.5, 5.7, 5.8, 5.9

**Outcomes**

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

# Guide to Referencing

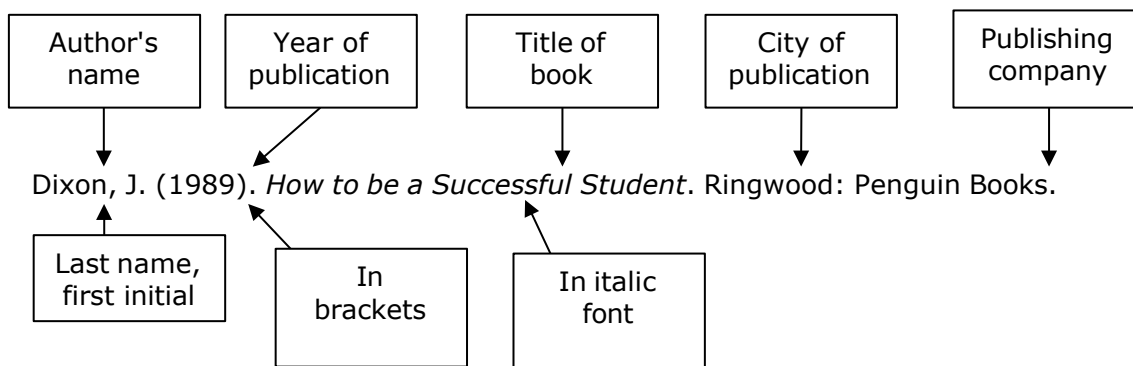
A part of your learning at school may involve completing an assignment or project. You may need to use information created, collected or written by other people to include in your assignment.

When you use sources of information, such as books, websites, newspapers and magazines, your teacher may ask you to attach details about those sources to your work. This is called referencing. Some people call these details a bibliography.

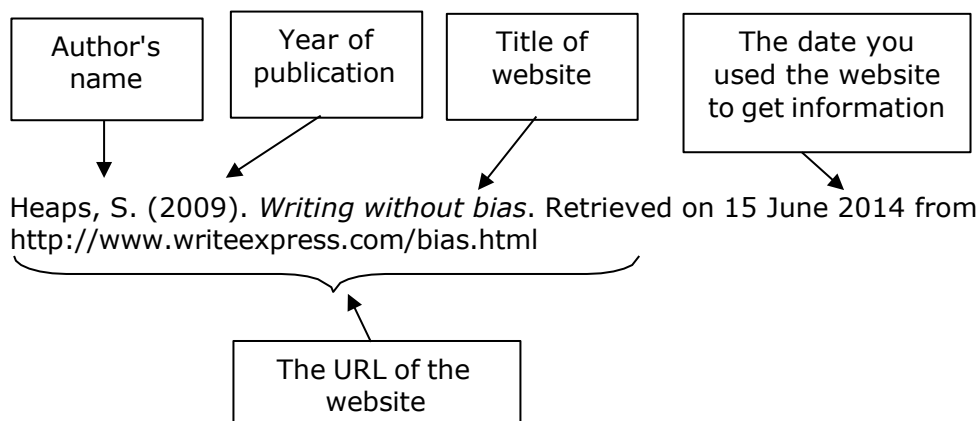
Here are some hints on how to write this list of resources.

1. The reference list or bibliography is at the end of your completed work.
2. It begins on a new page and has the title **References**.
3. There are different types of sources of information. The examples below show how to set out the reference for each type of source.

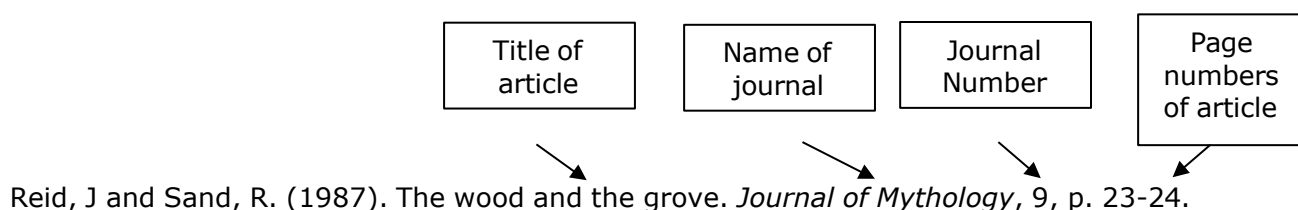
## Printed books:

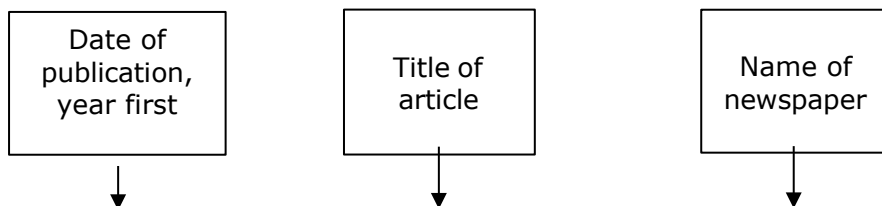


## Websites:

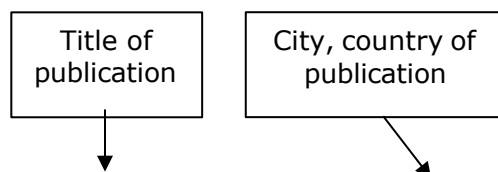


## Printed journal articles:



**Printed newspaper or magazine articles:**

Leech, G. (2002, September 19). Call for a research shake-up. *The Australian*, p. 13.

**Government Publications:**

Department of Defence. (2009). *The loss of HMAS Sydney II*. Canberra, Australia.

**Dictionaries and Encyclopaedias:**

McFarlane, I. (1999). *Encyclopaedia of Australian Rock and Pop*. St Leonards: Allen & Unwin.

or if there is no author named ...

*The Cambridge Encyclopaedia of the Human Body*. (2004). Cambridge: Cambridge University Press.

## 4. Sorting your sources:

The list is sorted **alphabetically by the first entry** in the reference (usually the author's last name).

Ignore the words "the" or "a" at the beginning of a title.

For the examples you have seen, this is how the reference list would be written...

**References**

*The Cambridge Encyclopaedia of the Human Body*. (2004). Cambridge: Cambridge University Press. (Ignore the word "The" at the beginning of the title.)

Department of Defence. (2009). *The loss of HMAS Sydney II*. Canberra, Australia.

Dixon, J. (1989). *How to be a Successful Student*. Ringwood: Penguin Books.

Heaps, S. (2009). *Writing without bias*. Retrieved on 15 June 2014 from <http://www.writeexpress.com/bias.html>

Leech, G. (2002, September 19). Call for a research shake-up. *The Australian*, p. 13.

McFarlane, I. (1999). *Encyclopaedia of Australian Rock and Pop*. St Leonards: Allen & Unwin.

Reid, J and Sand, R. (1987). The wood and the grove. *Journal of Mythology*, 9, p. 23-24.



Misadventure Form (10-12)

Confidential

Students are responsible for the completion of Page One of the Misadventure Form and to ensure that it is handed to the Faculty Head Teacher. It is the student's responsibility to follow upon the outcome of this application.

- If applying for misadventure due to illness or misadventure on the day of an in-class task, this form must be completed and returned to the Faculty Head Teacher within 2 school days of returning to school.
• If applying for misadventure for ongoing reasons which have affected your performance on an assessment task, this form should be submitted to your teacher 5 school days BEFORE the due date.

STEP ONE - student to complete

Form with fields: Name, Year, Course, Teacher, Task, Date Due

Reason for this application: (Tick appropriate)

- Seeking extension due to...
Absence
Non-completion
Under-achievement
Illness
Accident/Misadventure
Procedure
Special circumstances

Details:

Attach supporting documents such as medical certificates. The signature and endorsement of the Principal, DP or counsellor may be substituted for details in this part.

Dotted lines for writing details

Medical Certificate from (doctor)

Attach a copy.

Signature of student

Date

Signature of Parent/Guardian

Date



**STEP TWO – Faculty to complete**

**1. Class Teacher’s comment:**

.....

.....

.....

**2. Head Teacher’s Decision:**

<input type="checkbox"/> <b>Supported</b>
<b>Resolution Agreement:</b> <i>(Tick outcome)</i>
<input type="checkbox"/> Extension of time without penalty, OR
<input type="checkbox"/> Set a substitute task, OR
<input type="checkbox"/> Give an estimate based on the evidence, OR
<input type="checkbox"/> Modify requirements of current task
<input type="checkbox"/> Other: _____
<b>New Completion Date:</b> _____
<i>(if applicable)</i>

**OR**

<input type="checkbox"/> <b>Not Supported</b>
<input type="checkbox"/> Issue N-warning letter (task not submitted), OR
<input type="checkbox"/> Send zero-mark letter (task submitted late), OR
<input type="checkbox"/> Original due date remains (extensions not supported), OR
<input type="checkbox"/> Original mark remains (under-achievement not supported)
<input type="checkbox"/> Other: _____

**Head Teacher Comments:**

.....

.....

.....

**Signed:** \_\_\_\_\_ (Student)                      \_\_\_\_\_ (Head Teacher)                      \_\_\_\_\_ (Principal)

**Note:** This misadventure form is to be filed in the relevant Monitoring Folder and a copy placed in the students file.

**STEP THREE – APPEAL TO PRINCIPAL – Student to complete**

A student may appeal the decision in Step 2.      Outline reasons for appeal below:

.....

.....

.....

<b>Principal’s Decision</b>	<input type="checkbox"/> Supported	<input type="checkbox"/> Not Supported
-----------------------------	------------------------------------	--

**Principal Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



**Assessment appeal form  
(10-12)**

**Queanbeyan High School  
Confidential**

Students are responsible for the completion of Page One of the Appeal Form and for ensuring that it is handed to the Faculty Head Teacher. It is the student's responsibility to follow upon the outcome of this application.

**STEP ONE – student to complete**

<b>Name:</b>	<b>Year:</b>
<b>Course:</b>	<b>Teacher:</b>
<b>Task:</b>	<b>Date Due:</b>

**Reason for appeal**

- I do not believe that the marks awarded are consistent with the published marking criteria or rubric.
- There was an issue with the way the teacher administered the task. For example - inequitable processes being applied in the management of a task or student(s) gaining an unfair advantage because of prior knowledge or unauthorised time extension.
- There was an unforeseen issue with the administration of the task. For example, interruption during a class test by another student or teacher
- I believe that the task does not conform to the school's assessment processes as described in this assessment handbook - such as failing to notify that a task is assessable or not including a notified task in the assessment marks.

**Details:**

*List evidence to support your case below and attach any other documents to your application*

.....

.....

.....

.....

Signed:

Student

Date

Parent

Date





## Queanbeyan High School

Contact Information

**Phone:** (02) 6297-2088

### **PRINCIPAL**

Ms Jennifer GREEN

### **Y10 Deputy Principal**

Mrs Mel Adderley

### **Head Teachers**

ENGLISH/MUSIC/DRAMA

Mr Phillip NIMMO

MATHEMATICS

Mrs Kerrie JENKINS

SCIENCE/AGRICULTURE

Mrs Simone Norrish

HSIE/LOTE

Mr Ross MACKAY

PDHPE

Mr Kyle BRAY

TAS / VISUAL ARTS

Mr Luke WARWICK

LEARNING CENTRE

Mrs Trisha LONG

SUPPORT

?

### **Year 10 Student Advisor**

Ms Naomi Feeney

