MITCHELL HS

YEAR 10 2025

ASSESSMENT HANDBOOK

NSW GOVERNMENT

A MESSAGE FROM THE PRINCIPAL

Dear Students and Parent/Carer(s),

This year will be a very important year for you as you are in Year 9. You will be studying for the NSW Record of School Achievement (RoSA).

The NSW Education Standards Authority (NESA) is responsible for granting the Record of School Achievement (RoSA) and therefore is responsible for the rules and regulations around these certificates. The RoSA is provided to students who are leaving school to enter TAFE or gain employment. It is a record of achievement for students who leave school prior to receiving their Higher School Certificate (HSC). The RoSA is not automatically provided at the completion of Year 10.

This handbook is designed to help you to plan for the assessment for your NSW Record of School Achievement (RoSA). It informs you of all the tasks, the dates due and the weighting of each task.

The new credential will:

- be a record of achievement for students who leave school prior to receiving their HSC
- report results of moderated, school-based assessment rather than external tests
- be available when a student leaves school any time after they complete Year 10
- be cumulative and recognise a student's achievements until the point they leave school
- show a result for all courses completed in Year 10 and Year 11
- be able to be reliably compared between students across NSW.

Students need to complete their courses in a satisfactory way to be eligible for a RoSA.

Remember to put all the tasks that you have due on a calendar so you do not forget when one is due.

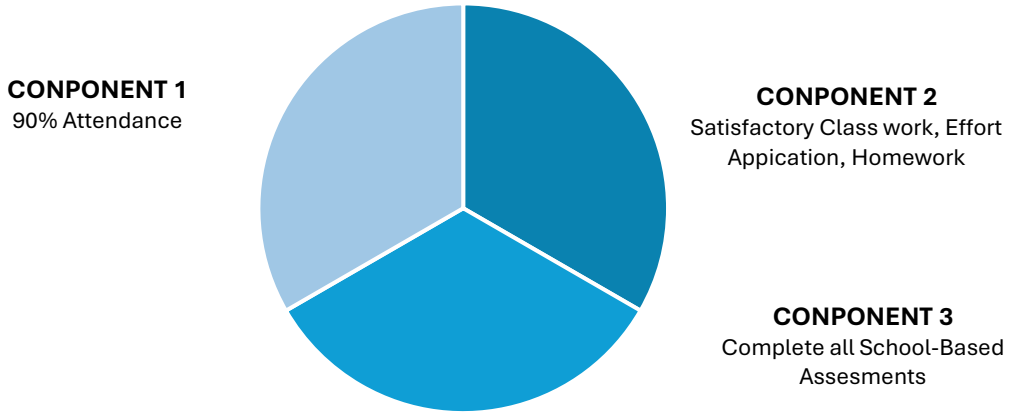
Good luck and remember good grades do not just happen. They happen because of hard work and dedication.

Sincerely

Elena Marinis

Principal
Mitchell High School

ACADEMIC REQIRMENTS FOR ALL STUDENTS AT MITCHELL HIGH SCHOOL



Component 1: Attendance

1. Students are expected to attend a minimum of 90% of all classes. Strong attendance is essential to achieve course outcomes, cover the content of each course and enable accurate assessment of effort and participation in a course.
2. Students must explain every absence from school and must apply for leave or exemption (with evidence) for absences from school of more than 5 days.
3. Students must check with all teachers regarding work missed due to absence and what they need to do to catch up. The Year Adviser can assist students and parents.

Component 2: Diligence and sustained effort

Students must study each course in Years 7-12 for the required hours and at a satisfactory level. A student will be considered unsatisfactory in a course if they fail to work with diligence and sustained effort to complete the set tasks and experiences required by the school to achieve course outcomes.
Indicators of possible failure to demonstrate 'diligence and sustained effort' or possible failure to fulfil course requirements to the school's satisfaction include:

- an excessive number of absences or lateness to school or specific classes, particularly if these are unexplained
- a recurring pattern of lateness or absences
- poor achievement in class tests, assignments or other assessment tasks caused by lack of application
- poor classroom behaviour that disrupts your own, and others' learning
- failure to submit assessment items
- failure to complete class work and homework
- proven cases of malpractice or cheating.

Component 3: Formal Assessment

1. Students are expected to complete and submit ALL assessment tasks by the due dates.
2. Some assessment tasks will involve attendance at excursions, field studies etc. Attendance is compulsory.
3. All work submitted for assessment must be the student's own work. Students are required to acknowledge all sources and provide footnotes and references for all information cited.
4. It is the student's responsibility to be aware of assessment task dates for all courses and to organise their homework schedule accordingly.

YEAR 10 ASSSESSMENT PROCEDURES GENERAL GUIDELINES

Reporting of NSW Record of School Achievement (RoSA) Results

NSW Record of School Achievement (RoSA) is issued to students by the NSW Education Standards Authority (NESA). The ROSA is a testamur document showing the student's name and school and indicating their record of achievements.

It is proposed that to qualify for the award of a Record of School Achievement (RoSA), a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW
- undertaken and completed courses of study that satisfy the NSW Education Standards Authority (NESA) curriculum and assessment requirements for the Record of School Achievement
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or NESA and
- completed Year 10.

Courses studied by candidates in 2025

Mandatory:	English, Geography, History, Mathematics, Personal Development, Health and Physical Education (PDHPE) and Science
Elective:	Commerce, Computing Technology, Drama, Food Technology, Geography Elective, Graphics Technology, High Potential Football, High Potential Volleyball, History Elective, I STEM, Industrial Technology, International Studies, Literacy, Music, Philosophy, Photographic and Digital Media, Physical Activity and Sports Studies (PASS), Sport, Textiles Technology and Visual Arts

School-Based Assessment

In every course studied, a student will be issued a grade based on **Course Performance Descriptors**. This will be reported as a grade from A - E. Assessment tasks in each course will be used to determine a student's grade in conjunction with course performance descriptors in all courses. Students are required to complete all the assessment tasks as indicated in the schedules for the award of the **RoSA**. Each course has its own course performance descriptors, but the following chart gives a general description of the student performance required for each grade. Course performance descriptors for all courses will be issued to students via their class / course teachers. Specific course related questions can be resolved through Head Teachers. A student's grade in each course will indicate the level of achievement and performance they have reached. In some subjects a weighting is given to indicate the relative contribution of each task. In other subjects, tasks assess specific subject descriptors, so weightings are not indicated.

All assessment tasks at Mitchell High School are now presented on a standardised task sheet as well as on the Millennium Portal, to ensure consistency in the way students receive information about such important tasks.

Satisfactory / Unsatisfactory Completion

For each course the Principal will need to declare that a student has:

- followed an approved course of study
- applied themselves with diligence and sustained effort
- participated in and achieved some or all of the course outcomes.

Attendance at school and in classes is critical to a student achieving course outcomes.

The Year 10 Assessment Handbook is available on the school's website and Millennium Portal

MHS Website: https://mitchell-h.schools.nsw.gov.au/learning-at-our-school/assessment-and-reporting/assessment-handbooks.html

Millennium Portal: https://millennium.education/portal/

NSW EDUCATION STANDARDS AUTHORITY (NESA) YEAR 10 GENERAL PERFORMANCE DESCRIPTORS

The following are the general course performance descriptors from NESA which are used to report on outcome achievement across a range of courses:

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

The same or equivalent tasks will be undertaken by all students in a course, regardless of which class they are in. Students must attend all timetabled lessons on the day before and the day that an assessment task is due to be handed in or on the day/time an assessment task takes place.

1. Information Provided to Students When Receiving an Assessment Task

a. At the commencement of the School year students will be provided with an assessment handbook and assessment schedule for each course studied. In this document students will find a list of all assessment tasks to be completed throughout the course, the value (weighting) of each task, including the weighting of each component, and the Term and Week in which the task is due for submission or completion. This document will also be placed on the Year 10 Google classroom and the schools website.
https://mitchell-h.schools.nsw.gov.au/learning-at-our-school/assessment-and-reporting/assessment-handbooks.html

b. Students will be given **written notification** (either through Google Classroom or in hard copy) and relevant information for each assessment task no less than 14 calendar days prior to the date the task will take place or is due to be handed in. Students will be provided with a **rubric** or **marking criteria** for every assessment task that outlines the components of an excellent response and provides criteria for each grade / mark level.

c. **Students who are absent on the day the class is notified of an assessment task are responsible for obtaining details from their teacher immediately on their return to school**. They will be expected to complete the assessment task by the set time unless they negotiate an extension of time with the teacher that is approved by the Head Teacher under the provisions as set out in this booklet.

d. **PLEASE CONSIDER:** When the class is issued with a written assessment notification students should consider whether they may need assistance with resources or completing the task. If so, students should make use of the school library and Librarian and / or the Learning Support Faculty and / or the homework centre and / or their study periods.

2. Completion and Submission of Assessment Tasks

a. All online hand-in tasks must be submitted by 9am on the due date unless an extension of time has been pre-approved by the class teacher and Head Teacher.

b. All tasks prepared in hard copy must be submitted during the allocated lesson period on the date it is due unless an extension of time has been pre-approved by the Head Teacher.

c. Assessment tasks that are received after the deadline (except as per 2a or 2b) **will receive zero** unless supported by an illness/misadventure or special consideration application that has been approved. Work submitted late (without an approved request) does not have to be marked, although it will be recorded as an attempt if the class teacher believes it to be a genuine attempt.

d. Failure to submit an assessment task will automatically result in the task being recorded as a non-attempt and awarded zero. This will be shown as an "N" in course records and an **N-Determination warning** will be issued. If the student has reason to apply for illness / misadventure to explain non-submission, this should be done immediately. (See illness/misadventure details).

3. Return of Assessment Tasks

a. Marks and the task will be returned to students during a timetabled lesson. Students will not receive their mark via Google Classroom or other online means before the lesson allocated for returning the task.
b. Students will be provided with a mark on each task, relative to the outcomes listed for assessment.
c. Tasks will be marked and returned within **TWO weeks** of submission unless there are extenuating circumstances. Marking procedures will include consultation between teachers and double marking where appropriate to ensure consistency.
d. Teachers and Head Teachers will review the mark distribution on each task to ensure procedural fairness.
e. Teachers will provide feedback to each student on each assessment task as soon as possible. If a student has concerns about a mark or grade on a particular task, they are able to discuss these concerns with the teacher during that lesson and submit an appeal against marks awarded if necessary. *(See Appeals Processes)*

4. Student Absence for a School-Based Assessment Task

a. Failure to attend a scheduled assessment task (which may be an in-class activity, test or exam) without an approved illness misadventure, will automatically result in the task being recorded as a non-attempt and awarded zero. This will be shown as an "N" in course records and a **N-Determination warning** will be issued.
b. Students who believe they have a claim for an illness / misadventure application should speak with the Head Teacher of the KLA, the Head Teacher Secondary Studies or the Deputy Principal. Information about *illness / misadventure*.

5. Extension Of Time to Submit a Task

By careful organisation and planning students should be able to submit all tasks on time. At Mitchell High School there are very few acceptable reasons for an extension of time to be granted by the Head Teacher.

These are:

a. One of the possible outcomes for an upheld appeal from an illness / misadventure application.
b. In exceptional circumstances, a group extension brought about by an extended absence of a teacher may be applied for by the Head Teacher on behalf of a class. An extension of this nature will be confirmed by the Principal.

PROCEDURES TO BE IMPLEMENTED IF AN ASSESSMENT TASK PRODUCES AN INVALID OR UNRELIABLE TASK RESULT

In exceptional circumstances, a completed task may be determined to be invalid or unreliable. This might occur when the task is found to be too easy or too hard for most students, or doesn't meet syllabus requirements, or the content or skills have not been taught previously or some extraordinary circumstance or situation results in some unforeseen disadvantage.

In the event that a task is considered to be invalid or unreliable the Head Teacher of the subject will undertake an investigation and bring their findings to the Principal. Upon receipt of this advice the Principal will convene the Assessment Review Panel comprising the Principal, Head Teacher of KLA, Head Teacher Secondary Studies, and an independent member (usually a Head Teacher of an alternate KLA).

The Assessment Review Panel may decide that the task will be:

- re-weighted and supplemented with an additional task
- redesigned and repeated
- compensated by some other means.

Where an additional task is given, both tasks will count towards the final assessment mark, but the weighting of the first task will be reduced. Students will be informed in writing if this occurs. The value of the overall task weighting, however, will not change.

Students can appeal the decision of the Assessment Review Panel in writing within 2 school days of receiving the advice. An appeal must be based on new information and will be decided by the Principal. *(See Appeals Processes.)*

DISABILITY PROVISONS
PREVIOUSLY KNOWN AS 'SPECIAL PROVISIONS'

These provisions are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know under exam conditions. Disability provisions address students' exam needs impacted by one or more of the following categories of disability – learning, medical, vision and hearing. These provisions, , need to be applied for, and are granted solely on the basis of how a student's exam performance is affected.

Students may need provisions for medically diagnosed conditions:

- a permanent condition – such as diabetes, autism, vision impairment or reading difficulty
- a temporary condition – such as a broken arm
- an intermittent condition – such as panic attacks.

NESA requires students to have supporting evidence for any application for disability provisions for the HSC. The following documents will be required to support a student's application for Disability Provisions:

- A Medical Provisions Form completed by an appropriate health professional
- Teacher Comments that outline the impact of the disability on the student's ability to complete timed examinations
- A Student Declaration Form completed by the student in support of their own application
- Writing Samples required ONLY when applying for:
    - extra time to write for any reason
    - a writer for impaired writing speed or legibility
    - a computer for impaired speed of legibility.

It is not embarrassing to apply for disability provisions – they help students to show the markers what they know and can do. At Mitchell High School, these are managed by HT Teaching and Learning and Learning Support Teachers. Students applying for Disability Provisions will be supported by these staff members to submit their application.

Sometimes an application for disability provision is declined by NESA. If that is the case students have the right to appeal the decision but must include new evidence to support the appeal. *(See Appeals Processes)*

In class, teachers at Mitchell High School make adjustments for students with a disability in course work, school-based assessment tasks and in-school tests or examinations. Adjustments are actions taken that enable a student with a disability to access syllabus outcomes and content on the same basis as their peers. The type of adjustment and support will vary according to the particular needs of the student and the requirements of the activity. Adjustments may be:

- changes to the assessment process such as additional time, rest breaks, the use of a reader and or/scribe, specific technology or separate supervision.
- changes to the assessment activity such as rephrasing questions, using simplified language or alternative formats for questions.
- alternative formats for responses such as writing in point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

PRACTICE FOR STUDENTS IN YEARS 9-12 IN RELATION TO ILLNESS AND MISADVENTURE DURING ASSESSMENT TASKS OR EXAMINATIONS

The school's misadventure and illness procedures for Years 9-12 are underpinned by the NESA guidelines for the HSC. Source: https://curriculum.nsw.edu.au/ace-rules/ace9/im-program

Individual students who are **unwell** or who **experience an accident or disruption** while they are completing a formal assessment task or when they are sitting for a test or examination that is part of the assessment process **may be eligible to ask for special consideration** through the school's illness / misadventure procedures.

Assessment marks are intended to be a measure of a student's ability and progress in a subject. Applications for illness or misadventure must relate to being sick or experiencing something beyond the student's control **immediately before** or **during** the assessment(s) that directly affected the student's assessment performance.

What does 'illness / misadventure' specifically relate to?

a) **illness or injury –** that is, illness or physical injury suffered by the student which directly impacted the student's performance in an examination or during the time the student was working on a formal assessment task. Some examples might be mental health, influenza, an asthma attack, a cut hand. Medical certification of the impact of the illness on the student's ability to undertake the examination must be provided.

b) **misadventure –** that is, an event beyond the student's control which allegedly affected the student's performance in the examination or during the time the student was working on a formal assessment task. Some examples might be: death of a friend or family member, involvement in a traffic accident, a house fire.

PROCEDURES FOR ILLNESS/MISADEVENTURE IN RELATION TO SCHOOL BASED ASSESMENTS

1. For Students:

a. The student must contact the classroom teacher / Head Teacher to advise that an illness/misadventure event has occurred on the day of the event if possible.
a. In the case of illness, the student must submit a 'medical statement' or a medical certificate which will be part of the evidence attached to the application. If a student is unwell in the 24 hours before an assessment task due date and time; and/or the day of an assessment task or examination, they must seek independent medical advice. NESA Rule (9.12)
b. The completed application must be submitted within 2 school days of the date due of the assessment task or examination.
c. Where possible, the student must complete and / or submit the task within 7 school days as evidence of a serious attempt.
d. A student who has missed an exam will be required to undertake the task on the first day of their return to school.

2. For Teachers:

a. As soon as the incidence of student illness/misadventure is known, the teacher notes this in teacher / faculty records.
b. Following advice on the outcome of the application from the Head Teacher Secondary Studies, the teacher should speak with the student and arrange for the student to complete or submit the task within 7 school days.
c. In exceptional circumstances when the task cannot be completed, an estimate based on the class average, or marks derived from a comparable task that assessed comparable outcomes may be used. This is done at the end of the course.

3. For Head Teacher (the decision maker)

a. Confirms the need for an illness / misadventure application to be completed and submitted.
b. Issues the link to the application to the student.
c. Ensures the 'medical statement', medical certificate or other evidence is submitted.
d. Ensures all other required documentation is submitted.
e. Considers the student's application and makes the final decision – upheld or declined.
f. Advises the student, the teacher, other key personnel and parents (where appropriate) of the outcome of the application.
g. Where an application is declined the student will be informed of the reason for this decision. At this time the student will be advised of their right of appeal to the Assessment Review Panel. Such an appeal will require NEW EVIDENCE to be presented. (See Appeals Processes)
h. Refers any complex requests or requests for 'multiple' applications (over the period of assessment) to the Principal for determination.

Possible Outcomes from an Illness or Misadventure Application

a. **ACCEPTED** - The student is given a substitute task to complete within a set period of time indicated in the response letter. The substitute task will be comparable, assessing comparable syllabus outcomes and making comparable demands on student time, skill and knowledge.
b. **ACCEPTED** - An extension of time is granted for the student to complete the original task.
c. **ACCEPTED** – Where it is clear that student performance on the task has been clearly impacted by the illness or misadventure, marks may be adjusted following consideration of student performance on comparable task/s with comparable knowledge and skill outcomes. This is done at the end of the course and the student is informed of their mark at this time.
d. **ACCEPTED** - In exceptional circumstances, where a student cannot complete the assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes. This should be done at the end of the course and with the approval of the Principal.
e. **DECLINED** - Zero mark is given.
f. **DECLINED** - N-Determination warning is issued.
g. **DECLINED** - Other appropriate action taken and noted.

What are UNACCEPTABLE grounds for an Illness or Misadventure Appeal?

The following are not considered to be illness / misadventure events:

- attendance at VET work placement, a sporting or cultural event, or family holiday (see maintained a satisfactory level of class attendance);
- misreading the due date of an assessment task;
- misreading an examination timetable;
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities;
- disabilities for which the school and NESA have already granted disability provisions, unless an unforeseen episode occurs during the examination (such as a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill, panic attack) or further difficulties occur.
- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a ‘flare-up’ of the condition immediately before or during the examination(s);
- matters avoidable by the student such as misinterpretation of examination questions or instructions etc.

N-DETERMINATION FOR STUDENTS IN 9-12

If it appears that a student is at risk of not meeting the school-based assessment requirements in a course, a warning will be given. When a student's work fails to meet the standard required of successful students as outlined throughout this assessment handbook and in the academic requirements for all students the following N-Determination processes will be used:

Warning 1	The teacher will interview the student, explain the reasons for the warning and advise the parent and guardian by telephone or text that an N-Determination warning will be emailed or posted home and request the acknowledgement slip be returned. At this time the student is informed of what needs to be completed to have the warning rescinded. All required work must be completed within TWO weeks and the class teacher must sign off that required work has been completed.
Warning 2	Following a further interview with the teacher, the Head Teacher will advise the parent or guardian by telephone or text that a second N-Determination warning will be emailed or posted home and request the acknowledgement slip be returned to the Head Teacher. At this time the student is informed of what needs to be completed to have the warning rescinded. All required work must be completed within TWO weeks. The class teacher or Head Teacher must sign off that the required work is complete.
Warning 3	This is the final warning. The Head Teacher Secondary Studies and Deputy Principal will interview the student with their parent/guardian. The Deputy Principal will issue the N-Determination warning and will explain what must be done to meet course requirements and avoid an N-Determination. An acknowledgement slip must be signed at the interview and all required work must be completed within TWO weeks. The class teacher must sign off that the required work has been completed.
Warning 4	The Deputy Principal and Principal will interview the student and parent /guardian and issue the N-Determination. The student and accompanying adult will be advised of the appeals process and of any ways in which outstanding course work and assignments can be completed. (See Appeals Processes) NESA will be advised. The deadlines for 'N' Determinations to be finalised are published each year by NESA. Students will be advised on this timeframe. A student who receives an N-Determination may not meet requirements for the award of the Record of School Achievement for Years 10-11, HSC (Preliminary) for Year 11 or HSC for Year 12. The course will not appear on the Record of Achievement and students will not be able to attend the graduation.

The way to avoid an N-Determination is to maintain 90% attendance, complete all class work, be an active participant in all of the learning activities prepared for the class, complete and submit all assessment tasks and make a genuine attempt at any test or examination.

Overall RoSA WARNINGS for students under the age of 17

Where a student's overall attendance, behaviour, completion of work falls below the level required, the student will be issued with the 'DP Formal Warning – Unsatisfactory Participation towards the NSW Record of School Achievement'. Students will receive TWO WARNINGS and then the RoSA will be withheld.

ACADEMIC INTEGRETY IN SCHOOL-BASED ASSESSMENTS

HONESTY IN HSC ASSESSMENT – THE STANDARD OF SCHOLARSHIP (ACE Rule 2.2 [19-21])

Students, as well as their teachers and others who guide them, must comply with NESA's requirements for upholding the integrity of HSC assessment and exams.

The honesty of students in completing assessment tasks, exams and tests, underpins the integrity of the Higher School Certificate.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice, or cheating.

Schools must record all malpractice offences in the HSC school-based assessment tasks in the Malpractice Register in Schools Online.

PRACTICES IN RELATION TO MALPRACTICE

Malpractice in any form, including plagiarism, misrepresentation, collusion and breach of assessment conditions is unacceptable. Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their ROSA. Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.

Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

Should malpractice be suspected, students will be required to demonstrate that the submitted work is entirely their own.

Plagiarism

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source. It can include:

- copying in an exam from another student or using information secretly brought into an examination room
- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, the internet or any other offline/online resources, without appropriate acknowledgement of the authors and / or source
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- using information derived from Generative AI software that is not allowed or not acknowledged through appropriate referencing.

Unauthorised Use of Generative AI is Plagiarism

The use of Generative AI will be clearly stated for each assessment task on the assessment notification. This statement **will either approve the use of AI or make clear that AI should not be used** by students in any form throughout the assessment task. AI is not to be used in conjunction with examinations or tests of any kind.
In those cases where students may be allowed to use Generative AI it will be in a limited capacity and the ways in which students can use AI will be outlined on the assessment notification. AI must be referenced appropriately in these situations.

Students will also be asked to provide a record of their original work, the prompts given to the AI and the response or modifications to the student work based on the responses of the AI. Use of AI for reasons not stated will be counted as plagiarism even if appropriate referencing has been provided.

Similarly, if the use of AI has been restricted for an assessment task and its use is detected, this will also be counted as plagiarism even if appropriate referencing has been provided.

Misrepresentation is when:

A student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information. It can include:

- making up journal entries for a project
- submitting falsified or altered documents
- referencing incorrect or non-existent sources
- contriving false explanation to explain work not handed in by the due date.

Collusion is when:

A student inappropriately collaborates with another student, groups of students, person, organisation, or entity to produce work that was meant for individual assessment. It can include:

- sharing answers to an assessment with other students
- submitting work that has been substantially contributed to by another person, such as a student, parents, coach or subject expert
- contract cheating by outsourcing work to a third party
- unauthorised use of artificial intelligence technologies.

Students have a responsibility to make sure that they understand the difference between what is honest and what is dishonest in relation to all their work.

A breach of assessment conditions is when:

A student fails to follow the instructions of the examination supervisor or deliberately ignores examination rules and procedures or disrupts other students in the examination.

School procedures in a suspected case of malpractice

1. If a student is suspected of **plagiarism**, their class teacher will request information about all unacknowledged work to check that the work is entirely that of the student. The student may need to:
   - prove and explain their work process with diaries, journals, notes, working plans, sketches or progressive drafts that show how their ideas developed.
   - answer questions about the assessment task, exam or submitted work being investigated to show their knowledge, understanding and skills.
2. If a student is suspected of **misrepresentation**, their class teacher will request the student to supply verification from an external authority or the production of documents that affirm the authenticity of the information presented.
3. If a student is suspected of collusion the class teacher may conduct an investigation involving interviewing other students, comparing the submitted work against that of other students, interrogating the student's knowledge and arguments put forward in the response submitted for marking.
4. If a student **breaches assessment conditions** they will be reported to the Head Teacher of the KLA and may receive zero for the task.
5. If the teacher believes a case for malpractice exists, they will take all information, including all documents gathered in the process to date, to the Head Teacher of the KLA.
6. If the Head Teacher of the KLA believes a case for malpractice exists, the Head Teacher Secondary Studies and the Deputy Principal will review all documentation and if necessary, conduct further investigations, seeking additional information from the class teacher, Head Teacher and students. The Deputy Principal prepares a recommendation for the Principal.

Consequence of a proven case of malpractice

Where there is evidence that a student's work contains content that has been plagiarised from an unacknowledged source a penalty will be applied. Using software available to the school to calculate the percentage of the task that has been plagiarised the teacher will apply these school-agreed procedures:

If 25% or less of the total content of the task has been found to be plagiarised, the student's mark will be reduced by that amount. If more than 25% of the task has been found to be plagiarised, the student will receive a zero mark.

Where there is evidence of malpractice involving misrepresentation or collusion, the student will face a consequence such as:

- loss of marks proportionate to the percentage of the assessment task that was found to have been misrepresented or created through collusion
- receiving zero marks
- completing a separate, additional task under strict supervision with a reduced maximum mark.

The final decision will be made by the Principal.

Where malpractice has been established, the Head Teacher Secondary Studies will issue a 'Letter of Concern for malpractice / plagiarism'.

Student appeals concerning malpractice

Once the decision is communicated to the student in writing, they will have the right to appeal. The appeal must be in writing within 2 school days of receipt of the malpractice letter. This will be considered by a meeting of the Assessment Review Panel, which will be extended to include a member of the Parents and Citizens Association (or Principal Representatives). The decision made by this group will be final. (See Appeals Processes)

The Principal will add the student's name to the NESA Malpractice Register.

At Mitchell High School students are supported to prevent malpractice in many ways such as:

- assisting Year 10 students while they complete the HSC: All My Own Work program.
- explicitly learning about the behaviours that relate to honesty and integrity.
- being given clear requirements and expectations with each assessment task in writing; teachers go over these in class.
- allocating class time for planning and drafting various stages of the task.
- using 'check-in' lessons where students share progress to date on a task and receive feedback.
- submitting notes or drafts with their final task if required.
- learning how to acknowledge sources used in a task and the preparation of a bibliography (see pages 20-22 of this handbook).

APPEALS PROCESSES

Schools and students may appeal against decisions concerning certain aspects of the assessment process. Mitchell High School has an Assessment Review Panel comprising the Principal, Head Teacher of KLA, Head Teacher Secondary Studies, and an independent member (usually a Head Teacher of an alternate KLA). At times membership will be extended to ensure transparency. The appeals processes are outlined below under the various NESA categories.

a. Student appealing marks allocated to an individual assessment task (ACE Rule 2.1. [37 & 38])

- Students have the right to appeal about marks allocated for an individual assessment task.
- Students wishing to lodge a dispute should take their written appeal to the Faculty Head Teacher or the Head Teacher Secondary Studies **within 2 school days** after the task is returned.
- The appeal must be based only on what was submitted for marking and must relate to the marking criteria.
- The school Assessment Review Panel will consider the appeal and make a decision within 14 calendar days from the task being returned.
- This decision is final.

b. Student appeals against NESA decision to withhold a course result because of a non-serious attempt

- Once notified, the student has an opportunity to formally respond to the determination.
- Student must submit a response within the timeframe provided in the NESA correspondence.
- In their response student should justify why they should receive a result in the course. Supporting documentation may be submitted for consideration in the review.
- Students who fail to respond or who provide insufficient reasons are subject to review by the NESA Examination Rules Committee (ERC). The ERC may impose penalties such as a zero or reduced marks for the exam and/or course cancellation. The student may end up being ineligible for the HSC.

c. Student appeals concerning malpractice

In the event of a student receiving a decision from the Assessment Review Panel indicating that they have been involved in a proven case of malpractice they will have the right to appeal.

- The appeal must be in writing and handed to the Principal **within 2 school days** of receipt of the malpractice letter.
- The appeal will be considered by a meeting of the Assessment Review Panel, with extended membership to include 2 School Captains (or Principal Representatives).
- The decision made by this group will be final.

d. Student appeals against an invalid or unreliable task determination

In the event of a task being deemed as invalid or unreliable a student or group of students may appeal this decision in writing to the Academic Review Panel **within 2 school days**. The decision of the panel is final.

e. Student appeals against `N' determinations for non-completion of particular courses

In the case of an 'N' determination, the student can appeal directly to the Principal and if unsuccessful, may further appeal to NESA. The student and parent / carer will be informed of this process at the meeting when the 'N' determination is applied; a relevant appeal form will be provided at this time.

f. Student appeals against school decision in relation to illness / misadventure application

If a student has further evidence to support a declined decision (such as a medical certificate or extra independent information), they can appeal the decision to the Assessment Review Panel **within 2 school days** of receiving written confirmation of the decision. Students need to provide **a statement of what they are appealing with new evidence and detail** to support the statement and attach all new documentation. This decision is final.

g. Student appeals against NESA decisions in relation to illness / misadventure application

If a student has **further evidence** to support a declined decision (such as a medical certificate or extra independent information), they can appeal the decision by emailing studentsupport@nesa.nsw.edu.au and request a review of the original decision. Students need to provide a statement of **what they are appealing with new evidence and detail** to support the statement and attach all new documentation.

h. School appeals against NESA decision in relation to disability provisions applications

In the case of a school appeal (on behalf of an individual student) to NESA in relation to a decision about a disability provision application, the Principal (or delegate) should prepare the appeal **within 14 days** of receipt of the NESA decision. The appeal must include the reason why the decision is considered unacceptable referring to evidence supplied in the original application and NEW supporting evidence.

i. Group appeals for specific incidences of illness or misadventure that impact the performance of a significant number of students

Where it is apparent that a group appeal needs to be submitted to NESA resulting from an unexpected event or occurrence, this will be coordinated and managed by the Head Teacher Secondary Studies. Special consideration (for example, impact of COVID) group applications will be coordinated by the Principal.

YEAR 10 EXAMINATION RULES AND PROCEDURES

These are the key procedures that will be applied for any exam situation at Mitchell High School.

a. It is expected that all students will:

- follow the direction and supervision of the examination supervisors when 'assembling for, undertaking, and leaving an exam or test session'.
- attend examinations in full school uniform.
- be punctual to all examinations.
- bring the correct equipment to each examination.
- attend and make a genuine attempt at every examination. Where a teacher believes a non-serious attempt has been made, the student may not satisfy course requirements and receive an "N" Determination.
- contact the school immediately if they are ill on the day of an examination or unable to get to school on time for an examination. If such a situation arises students must ensure they have relevant documentation (medical certificate, police report) to support a claim of illness or misadventure.

b. Students must not:

- **have a mobile phone, headphones, smart / electronic watch or any other electronic device on their person**. If found with one, it will be confiscated. This may place the exam in jeopardy. These devices must be **switched off** and placed in a bag which is left at the back of the examination room. If an electronic device in a bag makes a noise or vibrates, the owner will be putting their examination in jeopardy.

There are serious consequences for:

- **cheating** in an exam
- **disobeying** school and NESA rules for exam conduct
- **not making a genuine or serious attempt** across a range of questions in each exam.

Each of these offences places the student at risk of reduced marks, course cancellation or not gaining a ROSA. The decision will be made by the Principal.

RIGHTS AND RESPONSIBILITIES

School Responsibilities	Student Responsibilities

• Ensuring the assessment schedule for each course includes the full list of assessments, brief task description, the weighting of the task and the term/week the task is due.
• A meeting will be held to explain school policies and procedures, NESA requirements and assessment schedules.
• Students will be provided with a copy of the scope and sequence for each course.
• Assessment task notifications will be provided in writing to each student and will include the following information:
  ○ the components of the task and their respective weightings;
  ○ the weight value of the task in relation to the total weighted mark for the course;
  ○ The outcomes being assessed;
  ○ precise details of when the task is due or will take place;
  ○ detailed information about the task and its requirements, including means of submission.
• Assessment task notifications and associated relevant documents (such as marking rubrics or scaffolds) will be provided no later than 14 calendar days prior to the due date or when the task will take place. Class teachers retain a signed copy or register of Google Classroom acknowledgement of the task. The examination Timetable will act as notification for those courses using the exam as an assessment task.
• Wherever possible, time may be set aside for students to complete tasks in class.
• Assessment tasks will be marked and returned to students within 2 weeks after submission unless there are extenuating circumstances.
• Provide meaningful written and / or verbal feedback which is constructive, focusing on what the student did well, where the student needs to improve and what is needed for this improvement to occur.
• The school will be bound by its stated policies and procedures regarding illness, misadventure, malpractice, late submission and non-completion of assessment tasks.
• Students will be advised in writing when they are not meeting NESA course requirements. The notification will include details of what needs to be done to rectify the situation.
• Students will be informed of their rights in relation to appeals.
	• Students are required to attend the meeting where NESA and school documents are issued and signing the register of receipt to acknowledge that they have listened to an explanation of NESA requirements, school policies and procedures and assessment schedules.
	• Students are required to acknowledge receipt of assessment notification information either by signing a hard copy or by opening the electronic copy posted in the relevant Google Classroom.
	• Students absent when assessment task notification and associated documents are distributed should follow-up with their class teacher to ensure clear understanding of the task.
	• Students are required to submit tasks, as per the instructions outlined on the assessment task notification sheet, no later than 9.00am.
	• When submitting a task for marking students are required to sign the assessment task notification indicating 'This is my own work. I have not copied the work of others, nor misrepresented the work of others as my own, or colluded with others on this task. I have acknowledged all sources of information'
	• Students should use teacher feedback on assessment tasks to guide further improvement.
	• If required students are to initiate and follow the school procedures around illness, misadventure and special consideration in relation to submitting a task.
	• In the event of the issuing of an 'N' Determination warning for a course based on incomplete course work or failure to submit course work or assessment tasks, students will be required to complete the task/s listed and submit to the teacher within the designated time.
	• To seek assistance when needed. This may be in relation to:
	  ○ resources needed to complete the task (speak to the class teacher)
	  ○ understanding what is being taught (speak to the class teacher)
	  ○ completing an assessment task (seek assistance from the Learning Support Faculty)
	  ○ lodging an appeal (go to the Head Teacher).

REFERENCING

What is referencing?

It is a way to acknowledge the work/writing/ideas of others that you use within your writing. Using references shows how widely you have researched and tells the reader the evidence you have found which supports what you are writing. By acknowledging other people's research, you are also avoiding plagiarism, which is the theft of ideas.

How do you reference?

There are two main types of referencing systems that you are likely to use at Mitchell High School:

- **Author, Date system**, otherwise known as the Harvard system.
- **Footnoting**, otherwise known as the Oxford system.

Each system will achieve the same result to show who's work you have used in constructing your own piece of work. Both systems generally require two elements which are:

- an annotation in your body text (either the author's name and date or a number) to acknowledge exactly where you used someone else's idea.
- a full reference presented as detailed information about the source you are referring to such as dates, names of books or websites, URLs or publisher names.

Why should I reference?

You must reference the work of others, so you do not get accused of cheating. It is always expected that you would borrow other people's ideas or even words (in a quote) as long as you acknowledge them through a reference.

You do not need to reference ideas that are common knowledge. For example, you do not need to reference the idea that the sky is blue. You would need to reference where you found the information about Raleigh scattering, the process which causes the sky to be blue through scattering light. You need to reference this as it is specialised knowledge that was researched and not commonly known.

Examples of how to reference

Following are brief summaries on how to use each system and links to websites that have further examples for different types of information sources. You may want to double check with your teacher for each subject exactly what their expectations are likely to be. They may require more information than what is presented here.

You can always ask for help from your teachers or Librarian.

AUTHOR – DATE (Harvard)

How to do an in-text reference (citation)

You need to show in the body of your text exactly where you used the ideas of other people. This is easy to show with a quote, but when you paraphrase or talk about an idea, you need to acknowledge the source by using a citation. This is usually in the form of the author's last name and the date. This is enough information for the reader of your work to find the full reference in the list at the end of your writing.

In text citation example (from a body paragraph):

It is best practice for school staff to be anonymously surveyed about the school's approach to curriculum and assessment (Turner 2016).
OR
Turner (2016) argues that curriculum and assessment policies of a school are best analysed through anonymous staff surveys.

How to complete a reference list

Your reference list contains as much information that you can find on the source you have used, so that the reader could find it themselves.

You should list your references in alphabetical order by the author's last name.

Please remember that if you have been allowed to use Generative AI you must include a reference and other supporting material including original script, prompts and the modifications used. This may form part of your reference or as an additional appendix.

For a website you should include:

Organisation (day month year) Title of web page, Website/Organisation, accessed date.
Example:
Al Jazeera English, (7 March 2019), Mass grave discovered in Iraq's northern Kirkuk province, YouTube, accessed 15 May 2019. https://www.youtube.com/watch?v=SsZ6jtiWFEk

For a book you should include:

Author (year) Title of book: subtitle of book, edition, volume, (Editor/Reviser/Translator/Compiler), Publisher, Place of publication
example:
Friedman M (2005), Trying is not good enough, FPSI Publishing, San Bernadino.

For Generative AI you should include:

Owner, year Name of Generative AI tool (version), [Large language model], Retrieval Month, Day, Year, from Generative AI tool website.

Example:
OpenAI, 2024, ChatGPT (Version 4.0), [Large language model], Retrieved June 16, 2024, from https://openai.com/chatgpt/.

Further information:
https://www.deakin.edu.au/students/studying/study-support/referencing#tab__harvard-harvard-explained

FOOTNOTING (Oxford)

Footnoting operates in a similar way by acknowledging the use of other author's ideas in your text. This is done through a numbered system where superscript (small) numbers are used within the text instead of breaking the flow of your writing with the authors name and date, like the Harvard system.

There will be a list of these references at the bottom of the page, along with a full reference list at the end of your writing to fully acknowledge and give information about the sources.

In text citation example (from a body paragraph):

It is best practice for school staff to be anonymously surveyed about the school's approach to curriculum and assessment1. It is also the school's responsibility to ensure that teachers understand and enact existing policies2. All schools will survey staff differently and this is not a new idea3.
(footnotes at the bottom of the page will look like this for a book)
1 M. Friedman, Trying is not good enough, (San Bernadino: FPSI Publishing, 2005).

(footnotes at the bottom of the page will look like this for a website)

2 Queensland Curriculum and Assessment Authority, '8.4 Developing a school assessment policy', Queensland Curriculum and Assessment Authority (12 Dec 2021), https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications, accessed 18 Oct 2022.

(footnotes at the bottom of the page will look like this for AI)
3 OpenAI, ChatGPT (Version 4.0), (2024), https://openai.com/chatgpt/, retrieved 16 June 2024

How to complete a reference list

Your reference list contains as much information that you can find on the source you have used, so that the reader could find it themselves.

You should list your references in alphabetical order by the author's last name.

Please remember that if you have been allowed to use Generative AI you must include a reference and other supporting material including original script, prompts and the modifications used. This may form part of your reference or as an additional appendix.

For a website you should include:

Author, 'Title of Web Page', Title of Website (Day Month year), URL, accessed date.
Example:
Al Jazeera English, Mass grave discovered in Iraq's northern Kirkuk province, YouTube (7 March 2019), https://www.youtube.com/watch?v=SsZ6jtiWFEk, accessed 15 May 2019.
For a book you should include:
Author, A., Title of Book (Place: Publisher, year), page.

Example:
Friedman, F., Trying is not good enough, (San Bernadino: FPSI Publishing, 2005).
For Generative AI you should include:
Owner, Name of Generative AI tool (version), date, [Large language model], URL, Retrieved Day Month Year

Example:
OpenAI, ChatGPT (version 4.0), 2024, [Large language model], https://openai.com/chatgpt/, retrieved 16 June 2024.
Further information:
https://www.deakin.edu.au/students/studying/study-support/referencing#tab__oxford-oxford-explained

STUDENTS ONLINE

Students Online Information: https://studentsonline.nesa.nsw.edu.au/
Forgot Student Online Number: https://studentsonline.nesa.nsw.edu.au/forgot#studentid

NSW GOVERNMENT | Education Standards Authority

STUDENTS ONLINE
for NSW students in years 10 to 12

Welcome to Students Online

✓ Activate your Account!

Make sure your school has added an email to your NESA record or else you cannot activate your account.

- Go to https://studentsonline.nesa.nsw.edu.au/
- Click on – 'activate your account now'
- Write down your NESA number – you will need it to log on

✓ PERSONAL DETAILS - Check your name, address and contact details

You can add/change your address, email and phone number

ONLY your school can update your name. Your name in Students Online MUST be the same as your legal documentation (for example, birth certificate or passport).

✓ ENROLMENTS/RESULTS - Check your courses

Are you in the right courses? If not, go to your school and get that fixed.

Check the messages down the bottom of the page – Are there any errors in red? Check with your school.

✓ MESSAGES – Where all your PDF results will go that you order through Results Services AND your Minimum Standard Results can be viewed here.

✓ RESULTS SERVICES – Click here if you want to get a free PDF of your eRecord/results

Final tips:

- Get your NESA student number from your school (it is on your Confirmation of Entry) and save it somewhere you can access any time (e.g. phone)
- Once you activate your account save your NESA 6-digit PIN in a secure place
- As soon as you activate – log in – order a free eRecord to get used to using Results Services

ASSESSMENT GLOSSARY

Account	Account for: state reasons for. Report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilize, and employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection & quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgment based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summaries	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

Stage 5 Child Studies 100/200 hour Year 10 Internal Assessment Schedule			
Task Number	**Task 1**	**Task 2**	**Task 3**
Nature of Tasks	Best Start in Life	Baby's Kitchen	Yearly Examination Written Paper
Timing	Term 1 Week 10	Term 3 Week 3	Term 4 Weeks 3 & 4
Outcomes Assessed	CS5-1, CS5-2, CS5-8 CS5-11	CS5-2, CS5-5, CS5-11 CS5-12	CS5-1, CS5-2, CS5-3, CS5-4 CS5-5, CS5-6, CS5-7, CS5-8 CS5-9, CS5-10, CS5-11 CS5-12
Assessment Weighting	**35%**	**35%**	**30%**

Stage 5 Child Studies 100/200 hour Outcomes	
A student:	
CS5-1	identifies the characteristics of a child at each stage of growth and development
CS5-2	describes the factors that affect the health and wellbeing of the child
CS5-4	plans and implements engaging activities when educating and caring for young children within a safe environment
CS5-5	evaluates strategies that promote the growth and development of children
CS5-6	describes a range of parenting practices for optimal growth and development
CS5-7	discusses the importance of positive relationships on the growth and development of children
CS5-8	evaluates the role of community resources that promote and support the wellbeing of children and families
CS5-9	analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
CS5-10	demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
CS5-11	analyses and compares information from a variety of sources to develop an understanding of child growth and development
CS5-12	applies appropriate evaluation techniques when creating, discussing and assessing information related to child growth and development

Stage 5 Commerce 100/200 hour Year 10 Internal Assessment Schedule			
Task Number	**Task 1**	**Task 2**	**Task 3**
Nature of Tasks	Research	Examination	Assignment
Timing	Term 1 Week 9	Term 2 Week 10	Term 3 Week 9
Outcomes Assessed	COM5-1, COM5-5, COM5-7 COM5-8, COM5-9	COM5-1, COM5-2, COM5-4 COM5-5	COM5-2, COM5-4 COM5-7, COM5-8 COM5-9
Assessment Weighting	**30%**	**30%**	**40%**

Stage 5 Commerce 100/200 hour Outcomes	
A student:	
Knowledge and Understanding	
Student Objective	**Students develop knowledge and understanding of: consumer, financial, economic, business, legal, political and employment matters**
COM5-1	applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of context
COM5-2	analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
COM5-3	examines the role of law in society
Skills	
Student Objective	**Students develop skills in: decision-making and problem-solving in relation to consumer, financial, economic, business, legal, political and employment issues**
COM5-4	analyses key factors affecting decisions
COM5-5	evaluates options for solving problems and issues
COM5-6	develops and implements plans designed to achieve goals
Student Objective	**Students develop skills in: effective research and communication**
COM5-7	researches and assesses information using a variety of sources
COM5-8	explains information using a variety of forms
Student Objective	**Students develop skills in: working independently and collaboratively**
COM5-9	works independently and collaboratively to meet individual and collective goals within specified timeframes

Stage 5 Computing Technology 100 hour Year 10 Internal Assessment Schedule			
Task Number	**Task 1**	**Task 2**	**Task 3**
Nature of Tasks	Project 1	Project 2	Project 3
Timing	Term 2 Week 2	Term 3 Week 4	Term 4 Week 5
Outcomes Assessed	5.1.2, 5.2.2, 5.3.1, 5.5.3	5.1.1, 5.2.1, 5.2.2, 5.2.3 5.3.1	5.2.1, 5.3.2, 5.4.1, 5.5.2
Assessment Weighting	**40%**	**30%**	**30%**

Stage 5 Computing Technology 100 hour Outcomes	
A student:	
5.1.1	selects and justifies the application of appropriate software programs to a range of tasks
5.1.2	selects, maintains and appropriately uses hardware for a range of tasks
5.2.1	describes and applies problem-solving processes when creating solutions
5.2.2	designs, produces and evaluates appropriate solutions to a range of challenging problems
5.2.3	critically analyses decision-making processes in a range of information and software solutions
5.3.1	justifies responsible practices and ethical use of Computing Technology
5.3.2	acquires and manipulates data and information in an ethical manner
5.4.1	analyses the effects of past, current and emerging information and software technologies on the individual and society
5.5.1	applies collaborative work practices to complete tasks
5.5.2	communicates ideas, processes and solutions to a targeted audience
5.5.3	describes and compares key roles and responsibilities of people in the field of Computing Technology

Stage 5 Drama 100 hour Year 10 Internal Assessment Schedule				
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**
Nature of Tasks	Melodrama Performance	Play built Performance & Logbook	Scripted performance	Yearly Examination
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	Term 4 Weeks 4 & 5
Outcomes Assessed	5.1.1, 5.1.2, 5.1.3 5.2.1	5.1.2, 5.2.1, 5.2.3 5.3.2, 5.3.1, 5,3.2 5.3.3	5.1.3, 5.1.4, 5.2.1 5.2.2	5.3.1, 5.3.2, 5.3.3
Assessment Weighting	**30%**	**40%`**	**20%**	**20%**
Components				
Making	10%	20%	10%	0%
Performing	5%	10%	10%	0%
Appreciating	15%	10%	0%	20%

Stage 5 Drama 100 hour Outcomes	
A student:	
5.1.1	manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
5.1.2	contributes, selects, develops and structures ideas in improvisation and play building
5.1.3	devises, interprets and enacts drama using scripted and unscripted material or text
5.1.4	explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies
5.2.1	applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
5.2.2	selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
5.2.3	employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning
5.3.1	responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
5.3.2	analyses the contemporary and historical contexts of drama
5.3.3	analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology

Stage 5 Drama 200 hour Year 10 Internal Assessment Schedule				
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**
Nature of Tasks	Melodrama Performance	Play built Performance and Logbook	Scripted performance	Yearly Examination
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	Term 4 Weeks 4 & 5
Outcomes Assessed	5.1.1, 5.1.2, 5.1.3 5.2.1	5.1.2, 5.2.1, 5.2.3 5.3.2, 5.3.1, 5,3.2 5.3.3	5.1.3, 5.1.4, 5.2.1 5.2.2	5.3.1, 5.3.2, 5.3.3
Assessment Weighting	20%	40%`	20%	20%
Components				
Making	10%	20%	10%	0%
Performing	10%	10%	10%	0%
Appreciating	0%	10%	0%	20%

Stage 5 Drama 100 hour Outcomes	
A student:	
5.1.1	manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
5.1.2	contributes, selects, develops and structures ideas in improvisation and play building
5.1.3	devises, interprets and enacts drama using scripted and unscripted material or text
5.1.4	explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies
5.2.1	applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
5.2.2	selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
5.2.3	employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning
5.3.1	responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
5.3.2	analyses the contemporary and historical contexts of drama
5.3.3	analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology

Stage 5 English Year 10 Internal Assessment Schedule			
Task Number	**Task 1**	**Task 2**	**Task 3**
Nature of Tasks	Area of Study	Close Study of a Text	Yearly Examination
Timing	Term 1 Week 10	Term 3 Week 2	Term 4 Weeks 3 & 4
Outcomes Assessed	EN5-RVL-01, EN5-URA-01 EN5-ECB-01	EN5-URB-01, EN5-ECA-01 EN5-ECB-01	EN5-URC-01, EN5-ECB-01
Components	In-class written composition	Written Composition	Unseen Texts & Extended Response
Assessment Weighting	**30%**	**40%**	**30%**

Stage 5 English Outcomes	
A student:	
EN5-RVL-01	uses a range of personal, creative and critical strategies to interpret complex texts
EN5-URA-01	analyses how meaning is created through the use of and interpretation of increasingly complex language forms, features and structures
EN5-URB-01	evaluates how texts represent ideas, experiences and how they can affirm or challenge values and attitudes
EN5-URC-01	investigates and explains ways of valuing texts and the relationships between them
EN5-ECA-01	crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning
EN5-ECB-01	uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

Stage 5 Food Technology 100/200 hour Year 10 internal assessment schedule					
Task Number	**Task 1**		**Task 2**		**Task 3**
Nature of Tasks	Food Selection and Health Theory and Practical Task		Food Product Development Theory and Practical Task		Yearly Examination Written Paper
Timing	Term 2 Week 1	Term 2 Weeks 2 & 3	Term 3 Week 7	Term 3 Week 8 & 9	Term 4 Week 3 & 4
Outcomes Assessed	FT5-6 FT5-7, FT5-8 FT5-9	FT5-1, FT5-2 FT5-11	FT5-13	FT5-1, FT5-11	FT5-1 to FT5-13
Assessment Weighting	**35%**		**35%**		**30%**

Stage 5 Food Technology 100/200 hour Outcomes	
A student:	
FT5-1	demonstrates hygienic handling of food to ensure a safe and appealing product
FT5-2	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
FT5-3	describes the physical and chemical properties of a variety of foods
FT5-4	accounts for changes to the properties of food which occur during food processing, preparation and storage
FT5-5	applies appropriate methods of food processing, preparation and storage
FT5-6	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT5-7	justifies food choices by analysing the factors that influence eating habits
FT5-8	collects, evaluates and applies information from a variety of sources
FT5-9	communicates ideas and information using a range of media and appropriate terminology
FT5-10	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT5-11	plans, prepares, presents and evaluates food solutions for specific purposes
FT5-12	examines the relationship between food, technology and society
FT5-13	evaluates the impact of activities related to food on the individual, society and the environment

Stage 5 Geography Year 10 Internal Assessment Schedule		
Task Number	**Task 1**	**Task 2**
Nature of Tasks	Examination	Research and In-Class Task
Timing	Term 1 & 3 Week 9	Term 2 & 4 Week 5
Outcomes Assessed	GE5-1, GE5-3, GE5-4, GE5-5, GE5-6	GE5-2, GE5-3, GE5-5, GE5-7, GE5-8
Assessment Weighting	**50%**	**50%**

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

Stage 5 Geography Elective Year 10 Internal Assessment Schedule			
Task Number	**Task 1**	**Task 2**	**Task 3**
Nature of Tasks	Assignment	In-Class Essay	Yearly Examination
Timing	Term 1 Week 10	Term 3 Week 3	Term 4 Week 3 & 4
Outcomes Assessed	GEE5-1, GEE5-2, GEE5-3 GEE5-4, GEE5-5, GEE5-8 GEE5-9	GEE5-7, GEE5-8, GEE5-9	GEE5-1, GEE5-3, GEE5-5 GEE5-7, GEE5-8, GEE5-9
Assessment Weighting	**30%**	**30%**	**40%**

Stage 5 Geography Elective Outcomes	
A student:	
GEE5-1	explains the diverse features and characteristics of a range of places, environments and activities
GEE5-2	explains geographical processes and influences that form and transform places and environments
GEE5-3	analyses patterns associated with natural phenomena and human activity at a range of scales
GEE5-4	assesses the interactions and connections between people, places and environments that impact on sustainability
GEE5-5	accounts for contemporary geographical issues and events that impact on places and environments
GEE5-6	explains how perspectives of people and organisations influence a range of geographical issues
GEE5-7	analyses management strategies and the roles and responsibilities of individuals, groups and governments in response to geographical issues
GEE5-8	acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
GEE5-9	communicates geographical information to a range of audiences using a variety of strategies and geographical tools

Stage 5 German 100 hour Year 10 Internal Assessment Schedule			
Task Number	**Task 1**	**Task 2**	**Task 3**
Nature of Tasks	Half Yearly Examination	Communication and Understanding	Yearly Examination
Timing	Term 2 Week 3	Term 3 Weeks 4 & 5	Term 4 Week 3
Outcomes Assessed	ML5-UND-01, ML5-CRT-01	ML5-INT-01	ML5-UND-01, ML5-CRT-01
Assessment Weighting	**40%**	**20%**	**40%**

Stage 5 German 100 hour Outcomes	
A student:	
Focus Area	Stage 5
Interacting	ML5-INT-01 exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language
Understanding texts	ML5-UND-01 analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding
Creating texts	ML5-CRT-01 creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

Stage 5 Graphics Technology 100 hour Year 10 Internal Assessment Schedule			
Task Number	**Task 1**	**Task 2**	**Task 3**
Nature of Tasks	Portfolio	Portfolio	Yearly Examination
Timing	Term 2 Week 5	Term 3 Week 10	Term 4 Weeks 3 & 4
Outcomes Assessed	GT5-1, GT5-4, GT-6 GT5-10	GT5-2, GT5-3, GT5-5 GT5-7	GT5-8, GT5-9, GT5-11 GT5-12
Assessment Weighting	**35%**	**35%**	**30%**

Stage 5 Graphics Technology 100 hour Outcomes	
A student:	
GT5-1	communicates ideas graphically using freehand sketching and accurate drafting techniques
GT5-2	analyses the context of information and intended audience to select and develop appropriate presentations
GT5-3	designs and produces a range of graphical presentations
GT5-4	evaluates the effectiveness of different modes of graphical communications for a variety of purposes
GT5-5	identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications
GT5-6	manages the development of graphical presentations to meet project briefs and specifications
GT5-7	manipulates and produces images using digital drafting and presentation technologies
GT5-8	designs, produces and evaluates multimedia presentations
GT5-9	identifies, assesses and manages relevant WHS factors to minimise risks in the work environment
GT5-10	demonstrates responsible and safe work practices for self and others
GT5-11	demonstrates the application of graphics to a range of industrial, commercial and personal settings
GT5-12	evaluates the impact of graphics on society, industry and the environment

Stage 5 High Potential Football 100/200 hour Year 10 Internal Assessment Schedule				
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**
Nature of Tasks	Improving Performance	Movement Assessment	Laws of the Game	Movement Assessment
Timing	Term 1 Week 9	Term 2 Week 4	Term 3 Week 9	Term 4 Week 4
Outcomes Assessed	PASS5-1, PASS5.2	PASS5-5, PASS5-7 PASS5-9	PASS5-4, PASS5-7	PASS5-5, PASS5-7 PASS5-9
Assessment Weighting	**25%**	**25%**	**25%**	**25%**

Stage 5 High Performance Football 100/200 hour Outcomes	
A student:	
Knowledge and Understanding	
Student Objectives:	**develop a foundation for efficient participation and performance in physical activity and sport**
PASS5-1	discusses factors that limit and enhance the capacity to move and perform
PASS5-2	analyses the benefits of participation and performance in physical activity and sport
Student Objectives:	**develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing**
PASS5-3	discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4	analyses physical activity and sport form personal, social and cultural perspectives
Student Objectives:	**enhance the participation and performance of themselves and others in physical activity and sport**
PASS5-5	demonstrates actions and strategies that contribute to active participation and skilful performance
PASS5-6	evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
Skills	
Student Objectives:	**develop the personal skills to participate in physical activity and sport with confidence**
PASS5-7	works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8	displays management and planning skills to achieve personal and group goals
PASS5-9	performs movement skills with increasing proficiency
PASS5-10	analyses and appraises information, opinions and observations to inform physical activity and sport decisions

While schools may choose to offer a course based on this syllabus in either Stage 4 or Stage 5, the outcomes and content have been designed at a Stage 5 standard.
For some students with special education needs, teachers will need to consider relevant and appropriate adjustments to movement experiences. Achievement of outcomes should take into account individual students' capacity to demonstrate movement skills.

Stage 5 High Potential Volleyball 100/200 hour Year 10 Internal Assessment Schedule				
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**
Nature of Tasks	Game Importance	Movement Assessment	Volleyball Knowledge	Movement Assessment
Timing	Term 1 Week 8	Term 2 Week 5	Term 3 Week 7	Term 4 Week 4
Outcomes Assessed	PASS5-3, PASS5-4	PASS5-1, PASS5-2	PASS5-7, PASS5-5.8 PASS5-10	PASS5-5, PASS5-6 PASS5-9
Assessment Weighting	**25%**	**25%**	**25%**	**25%**

Stage 5 High Potential Volleyball 100/200 hour Outcomes	
A student:	
Knowledge and Understanding	
Student Objectives:	**develop a foundation for efficient participation and performance in physical activity and sport**
PASS5-1	discusses factors that limit and enhance the capacity to move and perform
PASS5-2	analyses the benefits of participation and performance in physical activity and sport
Student Objectives:	**develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing**
PASS5-3	discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4	analyses physical activity and sport form personal, social and cultural perspectives
Student Objectives:	**enhance the participation and performance of themselves and others in physical activity and sport**
PASS5-5	demonstrates actions and strategies that contribute to active participation and skilful performance
PASS5-6	evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
Skills	
Student Objectives:	**develop the personal skills to participate in physical activity and sport with confidence**
PASS5-7	works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8	displays management and planning skills to achieve personal and group goals
PASS5-9	performs movement skills with increasing proficiency
PASS5-10	analyses and appraises information, opinions and observations to inform physical activity and sport decisions
While schools may choose to offer a course based on this syllabus in either Stage 4 or Stage 5, the outcomes and content have been designed at a Stage 5 standard. For some students with special education needs, teachers will need to consider relevant and appropriate adjustments to movement experiences. Achievement of outcomes should take into account individual students' capacity to demonstrate movement skills.	

Stage 5 History Year 10 Internal Assessment Schedule		
Task Number	**Task 1**	**Task 2**
Nature of Tasks	Source Analysis Task	Yearly Examination
Timing	Term 1 and 3 Week 9	Term 2 and 4 Week 4
Outcomes Assessed	HT-5.5, HT-5.6, HT-5.7, HT-5.8, HT-5.10	HT-5.1, HT-5.2, HT-5.3, HT-5.4, HT-5.9
Assessment Weighting	**40%**	**60%**

Stage 5 History Outcomes	
A student:	
HT-5.1	explains and assesses the historical forces and factors that shaped the modern world and Australia
HT-5.2	sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
HT-5.3	explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT-5.4	explains and analyses the causes and effects of events and developments in the modern world and Australia
HT-5.5	identifies and evaluates the usefulness of sources in the historical inquiry process
HT-5.6	uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
HT-5.7	explains the different contexts, perspectives and interpretations of the modern world and Australia
HT-5.8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HT-5.9	applies a range of relevant historical terms and concepts when communicating an understanding of the past
HT-5.10	selects and uses appropriate oral, written visual and digital forms to communicate effectively about the past for different audiences

Stage 5 History Elective Year 10 Internal Assessment Schedule			
Task Number	**Task 1**	**Task 2**	**Task 3**
Nature of Tasks	Research Task	History Research Project	In Class Task
Timing	Term 1 Week 8	Term 2 Week 7	Term 3 Week 9
Outcomes Assessed	E5.1, E5.3, E5.4, E5.9, E5.10	E5.2, E5.5, E5.6, E5.7, E5.8 E5.10	E5.2, E5.3, E5.4, E5.7, E5.9
Assessment Weighting	**30%**	**40%**	**30%**

Stage 5 History Elective Outcomes	
A student:	
E5.1	applies an understanding of history, heritage, archaeology and the methods of historical inquiry
E5.2	examines the ways in which historical meanings can be constructed through a range of media
E5.3	sequences major historical events or heritage features, to show an understanding of continuity, change and causation
E5.4	explains the importance of key features of past societies or periods, including groups and personalities
E5.6	identifies and evaluates the usefulness of historical sources in an historical inquiry process
E5.7	explains different contexts, perspectives and interpretations of the past
E5.8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry
E5.9	applies a range of relevant historical terms and concepts of relevant historical terms and concepts when communicating an understanding of the process
E5.10	selects and uses appropriate oral, written and other forms, including ICT to communicate effectively about the past for different audiences

Stage 5 Industrial Technology 100 hour Year 10 Internal Assessment Schedule			
Task Number	**Task 1**	**Task 2**	**Task 3**
Nature of Tasks	Project 1 Folio and Practical	Project 2 Folio and Practical	Yearly Examination
Timing	Term 2 Week 5	Term 4 Week 1	Term 4 Weeks 3 & 4
Outcomes Assessed	IND5-1, IND5-2, IND5-5 IND5-6, IND5-7, IND5-8	IND5-3, IND5-4, IND5-9 IND5-10	IND5-1 to IND5-10
Assessment Weighting	**35%**	**35%**	**30%**

Stage 5 Industrial Technology 200 hour Outcomes	
A student:	
IND5-1	identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2	applies design principles in the modification, development and production of projects
IND5-3	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND5-4	selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5	selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND5-6	identifies and participates in collaborative work practices in the learning environment
IND5-7	applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-8	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-9	describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-10	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Stage 5 International Studies 100 hour Year 10 Internal Assessment Schedule			
Task Number	**Task 1**	**Task 2**	**Task 3**
Nature of Tasks	Investigation Report	In Class Task	Research Project
Timing	Term 1 Week 8	Term 2 Week 9	Term 3 Week 10
Outcomes Assessed	IS5-1, IS5-2, IS5-3, IS5-9 IS5-12	IS5-4, IS5-5, IS5-6, IS5-7 IS5-10	IS5-5, IS5-8, IS5-10, IS5-11 IS5-12
Assessment Weighting	**30%**	**30%**	**40%**

Stage 5 International Studies 100 hour Outcomes	
A student:	
IS5-1	analyses a variety of definitions of culture
IS5-2	descries characteristics of culture
IS5-3	examines cultural similarities and differences
IS5-4	examines cultural diversity
IS5-5	accounts for the dynamic nature of culture
IS5-6	identifies influences on cultures and their interconnectedness
IS5-7	recognises bias and stereotypes
IS5-8	analyses different contexts, perspectives and interpretations of cultural beliefs and practices
IS5-9	evaluates culturally significant issues, events and scenarios from a variety of perspectives
IS5-10	applies understanding of cultural differences when communicating across cultures
IS5-11	applies strategies to challenge stereotypes
IS5-12	select and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

Stage 5 iSTEM 100 hour Year 10 Internal Assessment Schedule				
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**
Nature of Tasks	Tower Challenge Portfolio	Marble Run Project	Bottle Rockets Project	Electrical Vehicles Research Task
Timing	Term 1 Week 10	Term 2 Week 6	Term 3 Week 10	Term 4 Week 4
Outcomes Assessed	ST5-1, ST5-2, ST5-3 ST5-4, ST5-5, ST5-6 ST6-7, ST5-8, ST5-9 ST5-10	ST5-1, ST5-2, ST5-4 ST5-5, ST5-6, ST5-8 ST5-10	ST5-1, ST5-2, ST5-3 ST5-4, ST5-5, ST5-6 ST6-7, ST5-8, ST5-9 ST5-10	ST5-1, ST5-2, ST5-3 ST5-4, ST5-5, ST5-6 ST6-7, ST5-8, ST5-9 ST5-10
Assessment Weighting	**25%**	**25%**	**25%**	**25%**

Stage 5 iSTEM 100 hour Outcomes	
A student:	
ST5-1	designs and develops creative, innovative, and enterprising solutions to a wide range of iSTEM-based problems
ST5-2	demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of iSTEM contexts
ST5-3	applies engineering design processes to address real-world iSTEM-based problems
ST5-4	works independently and collaboratively to produce practical solutions to real-world scenarios
ST5-5	analyses a range of contexts and applies iSTEM principles and processes
ST5-6	selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to iSTEM-based problems
ST5-7	selects and applies project management strategies when developing and evaluating iSTEM-based design solutions
ST5-8	uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences
ST5-9	collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions
ST5-10	analyses and evaluates the impact of iSTEM on society and describes the scope and pathways into employment.

Stage 5 iSTEM 200 hour Year 10 Internal Assessment Schedule				
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**
Nature of Tasks	Bridge Building Portfolio	Prosthetics Project	Geospatial Engineering Project	Cyber Security Project
Timing	Term 1 Week 10	Term 2 Week 6	Term 3 Week 10	Term 4 Week 4
Outcomes Assessed	ST5-1, ST5-2, ST5-3 ST5-4, ST5-5, ST5-6 ST6-7, ST5-8, ST5-9 ST5-10	ST5-1, ST5-2, ST5-4 ST5-5, ST5-6, ST5-8 ST5-10	ST5-1, ST5-2, ST5-3 ST5-4, ST5-5, ST5-6 ST6-7, ST5-8, ST5-9 ST5-10	ST5-1, ST5-2, ST5-3 ST5-4, ST5-5, ST5-6 ST6-7, ST5-8, ST5-9 ST5-10
Assessment Weighting	**25%**	**25%**	**25%**	**25%**

Stage 5 iSTEM 200 hour Outcomes	
A student:	
ST5-1	designs and develops creative, innovative, and enterprising solutions to a wide range of iSTEM-based problems
ST5-2	demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of iSTEM contexts
ST5-3	applies engineering design processes to address real-world iSTEM-based problems
ST5-4	works independently and collaboratively to produce practical solutions to real-world scenarios
ST5-5	analyses a range of contexts and applies iSTEM principles and processes
ST5-6	selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to iSTEM-based problems
ST5-7	selects and applies project management strategies when developing and evaluating iSTEM-based design solutions
ST5-8	uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences
ST5-9	collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions
ST5-10	analyses and evaluates the impact of iSTEM on society and describes the scope and pathways into employment.

Stage 5 Mathematics Standard Pathway 100 hour Year 10 Internal Assessment Schedule				
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**
Nature of Tasks	Assignment	Class Test	Class Test	Yearly Examination
Timing	Term 1 Week 7	Term 2 Week 5	Term 3 Week 6	Term 4 Week 3
Outcomes Assessed	MAO-WM-01 MA5-GEO-C-01 MA5-NET-P-01	MAO-WM-01 MA5-ALG-C-01 MA5-IND-C-01 MA5-EQU-C-01	MAO-WM-01 MA5-LIN-C-01 MA5-LIN-C-02 MA5-NLI-C-01 MA5-NLI-C-02 MA5-TRG-C-01 MA5-TRG-C-02	MAO-WM-01 MA5-FIN-C-01 MA5-FIN-C-02 MA5-DAT-C-01 MA5-DAT-C-02 MA5-PRO-C-01
Assessment Weighting	**20%**	**30%**	**25%**	**25%**

Stage 5 Mathematics Standard Pathway Outcomes				
A student:				
MAO-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly	ES1-5	Working mathematically	Core
MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money	Stage 5	Financial mathematics	Core
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation	Stage 5	Financial mathematics	Core
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions	Stage 5	Algebraic techniques	Core
MA5-IND-C-01	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases	Stage 5	Indices	Core
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction	Stage 5	Equations	Core
MA5-LIN-C-01	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools	Stage 5	Linear relationships	Core
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form	Stage 5	Linear relationships	Core
MA5-NLI-C-01	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts	Stage 5	Non-linear relationships	Core
MA5-NLI-C-02	identifies and compares features of parabolas and exponential curves in various contexts	Stage 5	Non-linear relationships	Core

MA5-MAG-C-01	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures	Stage 5	Numbers of any magnitude	Core
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems	Stage 5	Trigonometry	Core
MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression	Stage 5	Trigonometry	Core
MA5-ARE-C-01	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids	Stage 5	Area / Area and surface area	Core
MA5-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders	Stage 5	Volume	Path
MA5-NET-P-01	solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (Path: Stn)	Stage 5	Introduction to networks	Core
MA5-GEO-C-01	identifies and applies the properties of similar figures and scale drawings to solve problems	Stage 5	Properties of geometrical figures	Core
MA5-DAT-C-01	compares and analyses datasets using summary statistics and graphical representations	Stage 5	Data classification and visualisation / Data Analysis	Core
MA5-DAT-C-02	displays and interprets datasets involving bivariate data	Stage 5	Data classification and visualisation / Data Analysis	Core
MA5-PRO-C-01	solves problems involving probabilities in multistage chance experiments and simulations	Stage 5	Probability	Core

Stage 5 Mathematics Advanced/Extension Pathway 100 hour Year 10 Internal Assessment Schedule				
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**
Nature of Tasks	Class Test	Class Test	Assignment	Yearly Examination
Timing	Term 1 Week 7	Term 2 Week 5	Term 3 Week 6	Term 4 Week 3
Outcomes Assessed	MA-WM-01 MA5-ALG-C-01 MA5-ALG-P-01 MA5-ALG-P-02 MA5-IND-C-01 MA5-IND-P-01 MA5-IND-P-02 MA5-EQU-C-01 MA5-EQU-P-01 MA5-EQU-P-02 MA5-GEO-C-01 MA5-GEO-P-01 MA5-GEO-P-02 MA5-CIR-P-01	MA-WM-01 MA5-ALG–C-01 MA5-ALG-P-01 MA5-ALG-P-02 MA5-EQU-C-01 MA5-NLI-C-01 MA5-NLI-C-02 MA5-NLI-P-01 MA5-LOG-P-01	MA-WM-01 MA5-LIN-C-01 MA5-LIN-C-02 MA5-NLI-C-01 MA5-NL-C-02 MA5-RAT-P-01 MA5-RAT-P-02 MA5-LIN-P-01 MA5-FNC-P-01 MA5-NLI-P-01	MA-WM-01 MA5-DAT-C-01 MA5-DAT-C-02 MA5-DAT-P-01 MA5-PRO-C-01 MA5-PRO-P-01
Assessment Weighting	**20%**	**30%**	**25%**	**25%**

Stage 5 Mathematics Standard Pathway Outcomes				
A student:				
MAO-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly	ES1-5	Working mathematically	
MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money	Stage 5	Financial mathematics	Core
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation	Stage 5	Financial mathematics	Core
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions	Stage 5	Algebraic techniques	Core
MA5-RAT-P-01	identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)	Stage 5	Ratios and rates / Variation and rates of change	Path
MA5-RAT-P-02	analyses and constructs graphs relating to rates of change (Path: Adv)	Stage 5	Ratios and rates / Variation and rates of change	Path
MA5-ALG-P-01	simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv)	Stage 5	Algebraic techniques	Path

MA5-ALG-P-02	selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (Path: Adv)	Stage 5	Algebraic techniques	Path
MA5-IND-C-01	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases	Stage 5	Indices	Core
MA5-IND-P-01	applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv)	Stage 5	Indices	Path
MA5-IND-P-02	describes and performs operations with surds and fractional indices (Path: Adv)	Stage 5	Indices	Path
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction	Stage 5	Equations	Core
MA5-EQU-P-01	solves monic quadratic equations, linear inequalities and cubic equations of the form (Path: Adv)	Stage 5	Equations	Path
MA5-EQU-P-02	solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv)	Stage 5	Equations	Path
MA5-LIN-C-01	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools	Stage 5	Linear relationships	Core
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form	Stage 5	Linear relationships	Core
MA5-LIN-P-01	describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv)	Stage 5	Linear relationships	Path
MA5-NLI-C-01	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts	Stage 5	Non-linear relationships	Core
MA5-NLI-C-02	identifies and compares features of parabolas and exponential curves in various contexts	Stage 5	Non-linear relationships	Core
MA5-NLI-P-01	interprets and compares non-linear relationships and their transformations, both algebraically and graphically (Path: Adv)	Stage 5	Non-linear relationships	Path
MA5-POL-P-01	defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems (Path: Adv, Ext)	Stage 5	Polynomials	Path
MA5-LOG-P-01	establishes and applies the laws of logarithms to solve problems (Path: Adv)	Stage 5	Logarithms	Path
MA5-FNC-P-01	uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables (Path: Adv)	Stage 5	Functions and other graphs	Path
MA5-MAG-C-01	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures	Stage 5	Numbers of any magnitude	Core
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems	Stage 5	Trigonometry	Core
MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression	Stage 5	Trigonometry	Core

MA5-TRG-P-01	applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (Path: Stn, Adv)	Stage 5	Trigonometry	Path
MA5-TRG-P-02	establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (Path: Adv)	Stage 5	Trigonometry	Path
MA5-ARE-C-01	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids	Stage 5	Area / Area and surface area	Core
MA5-ARE-P-01	applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (Path: Stn, Adv)	Stage 5	Area / Area and surface area	Path
MA5-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders	Stage 5	Volume	Core
MA5-VOL-P-01	applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (Path: Stn, Adv)	Stage 5	Volume	Path
MA5-GEO-C-01	identifies and applies the properties of similar figures and scale drawings to solve problems	Stage 5	Properties of geometrical figures	Core
MA5-GEO-P-01	establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (Path: Ext)	Stage 5	Properties of geometrical figures	Path
MA5-GEO-P-02	constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (Path: Ext)	Stage 5	Properties of geometrical figures	Path
MA5-CIR-P-01	applies deductive reasoning to prove circle theorems and solve related problems (Path: Ext)	Stage 5	Circle geometry	Path
MA5-NET-P-01	solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (Path: Stn)	Stage 5	Introduction to networks	Path
MA5-DAT-C-01	compares and analyses datasets using summary statistics and graphical representations	Stage 5	Data classification and visualisation / Data Analysis	Core
MA5-DAT-C-02	displays and interprets datasets involving bivariate data	Stage 5	Data classification and visualisation / Data Analysis	Core
MA5-DAT-P-01	plans, conducts and reviews a statistical inquiry into a question of interest (Path: Stn, Adv)	Stage 5	Data classification and visualisation / Data Analysis	Path
MA5-PRO-C-01	solves problems involving probabilities in multistage chance experiments and simulations	Stage 5	Probability	Core
MA5-PRO-P-01	solves problems involving Venn diagrams, 2-way tables and conditional probability (Path: Adv)	Stage 5	Probability	Path

Stage 5 Music 100/200 hour Year 10 Internal Assessment Schedule					
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Task 1**
Nature of Tasks	Performance	Aural and Musicology	Composition	Performance	Aural and Musicology
Timing	Term 2 Week 4	Term 2 Week 4	Term 3 Week 10	Term 4 Week 4	Term 4 Week 4
Outcomes Assessed	5.1, 5.2, 5.3	5.7, 5.8, 5.9 5.10	5.4, 5.5, 5.6	5.1, 5.2, 5.3	5.7, 5.8, 5.9 5.10
Assessment Weighting	**15%**	**20%**	**30%**	**15%**	**20%**

Stage 5 Music 100/200 hour Outcomes	
A student:	
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 stylish 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 form different stylistic, social, cultural and historical contexts
5.8	demonstrates an understanding of musical concepts through aural identification, discrimination, memorization and notation in the music selected for study
5.9	demonstrates and understanding of musical literacy through the appropriate application of notation, terminology and the interpretation and analysis of scores used in the music selected for study
5.10	demonstrates an understanding of the influence and impact of technology on music
5.11	demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
5.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Stage 5 Personal Development, Health and Physical Education Year 10 Internal Assessment Program				
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**
Nature of Tasks	Relationships	Movement	Infinity and Beyond	Skill Assessment
Timing	Term 1 Week 8	Term 2 Week 4	Term 3 Week 9	Term 4 Week 3
Outcomes Assessed	PD5-2, PD5-3 PD5-9, PD5-10	PD5-4, PD5-5 PD5-11	PD5-1, PD5-3 PD5-9	PD5-4, PD5-5 PD5-11
Assessment Weighting	**25%**	**25%**	**25%**	**25%**

Stage 5 Personal Development, Health and Physical Education Outcomes	
A student:	
PD5-1	assesses their own and others' capacity to reflect on and respond positively to challenges
PD5-2	researches and appraises the effectiveness of health information and support services available in the community
PD5-3	analyses factors and strategies that enhance inclusivity, equality and respectful relationships
PD5-4	adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
PD5-5	appraises and justifies choices of actions when solving complex movement challenges
PD5-6	recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
PD5-7	investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
PD5-8	plans for and participates in activities that encourage health and a lifetime of physical activity
PD5-9	demonstrates self-management skills to effectively manage complex situations
PD5-10	applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
PD5-11	demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

Stage 5 Philosophy 100 Hour Year 10 Internal Assessment Program			
Task number	**Task 1**	**Task 2**	**Task3**
Nature of task	Half Yearly Examination	Research Task	Yearly Examination
Timing	Term 2 Week 2	Term 3 Week 9	Term 4 Weeks 3 & 4
Outcomes assessed	1, 3, 4, 7, 8, 9	1, 4, 5, 6, 7, 8, 9	1,2,6,7,8,9
Assessment weighting	**25%**	**40%**	**35%**

Stage 5 Philosophy 100 hour Outcomes	
A student:	
Knowledge and Skill	
PH5-1	examines key philosophical thinkers, problems and arguments
PH5-2	develops an understanding of models of ethical decision making
PH5-3	explores the role of philosophy as an agent of personal or social change
PH5-4	researches and assesses information using a variety of sources
PH5-5	identifies key factors affecting decisions
PH5-6	constructs logical arguments based on critical reasoning
PH5-7	communicates ideas effectively using a variety of modes
PH5-8	reflects on values, beliefs and assumptions
PH5-9	works independently and in communities of inquiry to explore philosophical questions

Stage 5 Physical Activity Sports Studies 100/200 hour Year 10 Internal Assessment Program				
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**
Nature of Tasks	Technology, Participation and Performance	Event Management	Coaching	Physical Activity for Health
Timing	Term 1 Week 8	Term 2 Week 4	Term 3 Week 8	Term 4 Week 3
Outcomes Assessed	PASS5-1, PASS5-2 PASS5-10	PASS5-5, PASS5-7 PASS5-8, PASS5-10	PASS5-5, PASS5-6 PASS5-7, PASS5-8 PASS5-9	PASS5-2, PASS5-5 PASS5-9, PASS5-10
Assessment Weighting	**25%**	**25%**	**25%**	**25%**

Stage 5 Physical Activity Sports Studies 100/200 hour Outcomes	
A student:	
Knowledge and Understanding	
Objective students:	**develop a foundation for efficient participation and performance in physical activity and sport**
PASS5-1	discusses factors that limit and enhance the capacity to move and perform
PASS5-2	analyses the benefits of participation and performance in physical activity and sport
Objective students:	**develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing**
PASS5-3	discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4	analyses physical activity and sport form personal, social and cultural perspectives
Objective students:	**enhance the participation and performance of themselves and others in physical activity and sport**
PASS5-5	demonstrates actions and strategies that contribute to active participation and skilful performance
PASS5-6	evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
Skills	
Objective students:	**develop the personal skills to participate in physical activity and sport with confidence**
PASS5-7	works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8	displays management and planning skills to achieve personal and group goals
PASS5-9	performs movement skills with increasing proficiency
PASS5-10	analyses and appraises information, opinions and observations to inform physical activity and sport decisions
While schools may choose to offer a course based on this syllabus in either Stage 4 or Stage 5, the outcomes and content have been designed at a Stage 5 standard. For some students with special education needs, teachers will need to consider relevant and appropriate adjustments to movement experiences. Achievement of outcomes should take into account individual students' capacity to demonstrate movement skills.	

Stage 5 Photography and Digital Media 100 Hours Year 10 Internal Assessment Program				
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**
Nature of Tasks	Case Study	Portfolio and Journal	Case Study	Portfolio and Journal
Timing	Term 1 Week 9	Term 2 Week 4	Term 3 Week 8	Term 4 Week 1
Outcomes Assessed	5.7, 5.9	5.1, 5.3, 5.4	5.8, 5.10	5.2, 5.5, 5.6
Assessment Weighting	**15%**	**30%**	**25%**	**30%**

Stage 5 Photography and Digital Media Outcomes	
A student:	
5.1	develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
5.2	makes photographic and digital works informed by their understanding of the function of and relationships between Artist–Artwork–World–Audience
5.3	makes photographic and digital works informed by an understanding of how the Frames affect meaning
5.4	investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
5.5	makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
5.6	selects appropriate procedures and techniques to make and refine photographic and digital works
5.7	applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
5.8	uses their understanding of the function of and relationships between the Artist–Artwork–World–Audience in critical and historical interpretations of photographic and digital works
5.9	uses the Frames to make different interpretations of photographic and digital works
5.10	constructs different critical and historical accounts of photographic and digital works

Stage 5 Psychology 100 Hour Year 10 Internal Assessment Program			
Task number	**Task 1**	**Task 2**	**Task3**
Nature of task	Half yearly examination	Research task	Yearly examination
Timing	Term 2 Week 4	Term 3 Week 9	Term 4 Weeks 3 & 4
Outcomes assessed	1, 3, 4, 7, 8, 9	1, 4, 5, 6, 7, 8, 9	1, 2, 6, 7, 8, 9
Assessment weighting	**25%**	**40%**	**35%**

Stage 5 Psychology 100 hour Outcomes	
A student:	
Knowledge and Skill	
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
PSY5-8	communicates psychological information and ideas using appropriate written, oral and visual forms.

Stage 5 Science Year 10 Internal Assessment Program			
Task Number	**Task 1**	**Task 2**	**Task 3**
Nature of Tasks	Research Project - SIRP	Practical Exam	Final Exam
Timing	Term 1 Week 8	Term 2 Week 5	Term 4 Weeks 3 & 4
Outcomes Assessed	SC5-4WS, SC5-5WS SC5-6WS, SC5-7WS SC5-9WS	SC5-17CW, SC5-6WS SC5-8WS	SC5-14LW, SC5-15LW SC5-10PW, SC5-16CW
Assessment Weighting	**35%**	**30%**	**35%**

Stage 5 Science Outcomes	
A student:	
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 conclusion
SC5-8WS	applies scientist 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

Stage 5 Textiles Technology 100 hour Year 10 Internal Assessment Schedule			
Task Number	**Task Number**	**Task Number**	**Task Number**
Nature of Tasks	Project 1 Folio and Practical	Project 2 Folio and Practical	Yearly Examination Written Paper
Timing	Term 2 Week 5	Term 4 Week 2	Term 4 Weeks 3 & 4
Outcomes Assessed	TEX5-4, TEX5-5, TEX5-6 TEX5-8, TEX5-9, TEX5-10 TEX5-11, TEX5-12	TEX5-4, TEX5-5, TEX5-6 TEX5-7, TEX5-8, TEX5-9 TEX5-10, TEX5-11, TEX5-12	TEX5-1 to TEX5-12
Assessment Weighting	**35%**	**35%**	**30%**

Stage 5 Textiles Technology 100 hour Outcomes	
A student:	
TEX5-1	explains the properties and performance of a range of textile items
TEX5-2	justifies the selection of textile materials for specific end uses
TEX5-3	explains the creative process of design used in the work of textile designers
TEX5-4	generates and develops textile design ideas
TEX5-5	investigates and applies methods of colouration and decoration for a range of textile items
TEX5-6	analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
TEX5-7	evaluates the impact of textiles production and use on the individual consumer and society
TEX5-8	selects and uses appropriate technology to creatively document, communicate and present design and project work
TEX5-9	critically selects and creatively manipulates a range of textile materials to produce quality textile items
TEX5-10	selects appropriate techniques and uses equipment safely in the production of quality textile projects
TEX5-11	demonstrates competence in the production of textile projects to completion
TEX5-12	evaluates textile items to determine quality in their design and construction

Stage 5 Visual Arts 100/200 hour Year 10 Internal Assessment Schedule				
Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**
Nature of Tasks	Case Study (Critical and Historical Studies)	BOW and VAPD (Artmaking)	Case Study (Critical and Historical Studies)	BOW and VAPD (Artmaking)
Timing	Term 1 Week 8	Term 2 Week 2	Term 3 Week 9	Term 4 Week 2
Outcomes Assessed	5.7, 5.9	5.4, 5.5, 5.6	5.8, 5.10	5.1, 5.2, 5.3, 5.6
Assessment Weighting	**15%**	**30%**	**25%**	**30%**

Stage 5 Visual Arts 100/200 hour Outcomes	
A student:	
5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
5.2	makes artworks informed by their understanding of the function of and relationships between Artist–Artwork–World–Audience
5.3	makes artworks informed by an understanding of how the frames affect meaning
5.4	investigates the world as a source of ideas, concepts and subject matter in the visual arts
5.5	makes informed choices to develop and extend concepts and different meanings in their artworks
5.6	demonstrates developing technical accomplishment and refinement in making artworks
5.7	applies their understanding of aspects of practice to critical and historical interpretations of art
5.8	uses their understanding of the function of and relationships between Artist–Artwork–World–Audience in critical and historical interpretations of art
5.9	demonstrates how the frames provide different interpretations of art
5.10	demonstrates how art criticism and art history construct meanings

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