

# CARINGBAH HIGH SCHOOL



## YEAR 10 ASSESSMENT BOOKLET

2025

## INTRODUCTION

The NSW Record of School Achievement (ROSA) is awarded by the NSW Education Standards Authority (NESA) to eligible students up until the time they choose to leave school.

The ROSA credential will:

- be a record of achievement for students who leave school prior to receiving their HSC
- report results of moderated, school-based assessment, not 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

NESA, through the Authority of the Minister of Education, controls the curriculum in schools in NSW and sets requirements which must be met through Years 7 to 10 for the award of the ROSA. NESA determines those subjects which must be taught, the areas of choice and the minimum time required for each subject. The curriculum operating at Caringbah High School meets all the requirements of NESA.

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

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

Students are awarded a grade for each of the courses they have studied in Years 9 and 10. The grades are based on a set of Course Performance Descriptors developed by NESA (see page 3). They indicate a student's full range of achievements in each course, providing a detailed report of the student's overall performance.

### **THE AWARD OF NSW RECORD OF SCHOOL ACHIEVEMENT (ROSA)**

The NSW ROSA is awarded to Year 10 students who have -

- Attended a government school, an accredited non-government school or a recognised school outside NSW
- Undertaken and completed courses of study that satisfy NESA's curriculum and assessment requirements for the NSW ROSA
- Complied with any other regulations or requirements (such as attendance) imposed by NESA and the Department of Education
- Completed Year 10

## ASSESSING AND GRADING STUDENT ACHIEVEMENT

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

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

Course Performance Descriptors are a series of statements that summarise observable and measurable features of student achievement and teachers must award grades to students based on descriptors of typical achievement from elementary to excellent. Grading student achievement is the process of assigning a letter (A, B, C, D, E or N) to summarise the level of a student's achievement in a course.

The NSW ROSA grading system is concerned with describing the student's achievement at the end of Year 10. Teachers make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Course Performance Descriptors.

### THE NSW RECORD OF SCHOOL ACHIEVEMENT GRADING SYSTEM

Grade	General Performance Descriptors
A	The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply their knowledge and skills to most new situations.
C	A grade indicating <b>substantial achievement</b> in the course. The student has demonstrated attainment of the main knowledge and skills of the subject and has achieved a sound level of competence in the processes and skills of the course.
D	The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.
E	The student has an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course
N Determination	Where 'N' appears in place of an A to E grade opposite a course, the student has failed to meet one or more of the following requirements: a) followed the course developed by NESA b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school c) achieved some or all of the course outcomes.

## STUDENT RESPONSIBILITIES

Students are expected to complete all the tasks that are part of the assessment program for each course. It is the responsibility of the student to ensure that:

- They meet all course requirements, including attendance. NESAs requires that students whose attendance is deemed to be unsatisfactory and affects the fulfilment of course requirements will not receive a ROSA
- All submitted tasks are his/her own work. Malpractice (cheating) or plagiarism (claiming someone else's ideas or work as your own) will lead to the student receiving zero marks
- All tasks are completed/submitted on time. A penalty of 20% loss of the weighted mark will be applied to assessment and course work that is submitted late. Note that weekends count as 2 days, long weekends as 3 days
- Be present for and/or hand in assessment tasks at the required time. If a student is absent on the day of an assessment task, they should present a medical certificate to the Deputy Principal on their first day back at school and complete an Illness/Misadventure application (available from the DP) within five school days of the original task. Students absent on the day a hand-in task is due should still submit the task on the due date and time via email or teams (as per instructions on the Assessment Task Notification)
- All set tasks are completed with due diligence, not only those set for assessment
- They make a serious attempt at all assessment tasks
- Their conduct in learning does not interfere with the learning progress of other students (e.g. in group work, or in the use of resources)
- They know which tasks are to be assessed, and the due date for each. If a student is absent on the day of notification of a task, the responsibility is on the student to find out about the task on their first day back at school
- Computer or printer breakdown is not an acceptable reason for failing to submit a task on time. It is the student's responsibility to use sensible work practices including making and retaining draft prints and saving files in an appropriate manner

## **MALPRACTICE POLICY**

Proven dishonesty/malpractice will result in a zero award for the assessment task. The following are examples of causes of unfair advantage:

- copying someone else's work in part or in whole, and presenting it as their own
- giving a copy of their task to another student, if that student then copies it in part or whole. In this instance both students will receive a zero mark
- providing another student with details of assessment/examination questions
- not acknowledging sources
- bringing and/or using unauthorised notes into the examination room
- buying, stealing or borrowing someone else's work and presenting it as your own
- submitting work that someone else, for example a parent, tutor or subject expert, substantially contributed to
- using someone else's words, ideas, designs or work in projects and performance tasks without mentioning their source
- paying someone to write or prepare material and presenting it as their own
- not acknowledging any work completed by others for submitted work or performances
- breaching school exam rules
- cheating in an exam
- using non-approved aids in an assessment task or exam
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice

In the case of suspected malpractice, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

## ILLNESS AND MISADVENTURE APPLICATIONS

Students should always try to complete all examinations and assessment tasks – student performance is rarely affected by minor illnesses. However, circumstances may arise that prevent students from completing an assessment task.

Illness and misadventure provisions exist to support students when their performance in an assessment task is affected by circumstances beyond their control. As assessment tasks are intended to be a measure of a student's **actual** task performance, applications must relate to illness or misadventure suffered immediately before or during the task that has affected the student's performance in the task.

Applications may be in respect of:

- **Illness or injury**, that is, illness or physical injuries suffered directly by the student which affects the student's performance in the task, on the day of the task
- **Misadventure**, that is, any other event beyond the student's control which affects the student's performance in the task (for example the recent death of a family member, or an exceptional circumstance)

Holidays, routine medical or dental appointments, driving tests, part-time work commitments, cultural events and sporting commitments are examples of grounds likely to be unsuccessful when applying for illness and misadventure.

### Illness/misadventure does not cover:

- difficulties in preparation or loss of preparation time; for example, as a result of an earlier illness or absences in the week(s) prior to an exam/assessment task
- loss of study time or facilities prior to an exam/assessment task
- alleged deficiencies in tuition
- family celebrations/commitments
- the same grounds for which a student received disability provisions, unless they experience additional difficulties during an examination
- misreading the examination timetable
- misreading of examination instructions
- long-term illness such as glandular fever, asthma and epilepsy unless there is evidence of a sudden reoccurrence during the examination period
- other commitments, such as participation in entertainment, work, cultural events, sporting events, attendance at examinations conducted by other education organisations, etc

All applications must be submitted on a Caringbah High School *Illness and Misadventure Application Form*, available from the Deputy Principal. When completing an *Illness and Misadventure Application Form*, students should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete form could jeopardise the success of applications. Each incident will be considered by the committee comprising of the Deputy Principal and the Head Teacher, Teaching and Learning. Students wishing to appeal on the grounds of illness or misadventure should

follow the procedure outlined below. Failure to follow these procedures may result in a zero mark being awarded.

### **Procedures to Follow:**

1. If a student is unable to attend on the day of a task they should:
  - **On the day** inform the school by phone – 9524 3859
  - **On the day** obtain a doctors' certificate to explain absence (if unwell) or other evidence of a misadventure
  - Complete an Illness and/or Misadventure application and submit it to the Deputy Principal on the first day back at school
  - Be prepared to do the task on the first day back at school
  
2. If a student is unable to attend on the day a 'hand-in' task is due they should:
  - **On the day** inform the school by phone – 9524 3859 and upload the task as is (even if incomplete), following submission instructions on the assessment notification
  - Complete an Illness and/or Misadventure application (with appropriate evidence {ie: doctors' certificate}) and submit it to the Deputy Principal upon return to school
  
3. **Immediately on return to school:**
  - Bring a doctors' certificate explaining the reason for their absence (if unwell) to the Deputy to support the Illness and/or Misadventure application
  - Complete an Illness and/or Misadventure application and submit it to the Deputy Principal

**Any Illness/Misadventure application must be submitted within ONE WEEK from the due date of the task**

Students will need to ensure all relevant sections of the Illness/Misadventure Application are completed and submit their appeal to the Deputy Principal who will arrange a meeting of the Appeals Committee.

### **DISABILITY PROVISIONS**

Disability provisions may be available for students with a medical condition which is an ongoing disability that will, in a normal examination situation, prevent them from reading and interpreting the examination question and/or communicating knowledge or understanding to an examiner as effectively as a student without that disability. Students should see the Deputy Principal to obtain an application for Disability Provisions.

### **REVIEW OF ASSESSMENTS**

Students can request an assessment review if they believe that the school did not follow procedures similar to those indicated in the assessment programs for that subject, did not allocate marks according to NESAs specification for each component, where clerical errors in the determination of the assessment mark have occurred or if the final school assessment ranking position assigned by the school differs significantly from student expectation, based on the information provided during the course. Students have 48 hours after results are distributed to ask for a review of an assessment.

**Please note: All dates are correct at time of printing, however, changes may be required throughout the year. Students will receive official written notification of all assessment task at least two weeks before the due date**

# ENGLISH FACULTY

In Year 10 English, students respond to and compose a comprehensive range of imaginative, factual and critical texts using different modes and technologies. They enjoy, reflect on, critically assess and articulate processes of response and composition. They respond to and compose a wide range of simple and complex texts for pleasure, critical analysis and information-gathering, varying their approach according to a text's purpose, audience and context. They focus on details of texts to analyse meaning, perspective, cultural assumptions, ideologies and language.

All classes in Year 10 will follow a common course of work, consisting of five units, four of which will be formally assessed. Students will be given a range of assessment tasks to demonstrate their achievement of the course outcomes.

## Semester 1

English	Assessment 1	Assessment 2
Assessment	Romanticism	First Nations Voices
Type	Discursive writing	Reading and responding
Weighting	25%	25%
Due Date	Term 1, Week 9	Term 2, Week 3
Syllabus outcome	EN5-URA-01, EN5-URC-01, EN5-ECA-01	EN5-RVL-01, EN5-URA-01, EN5-URB-01

## Semester 2

English	Assessment 1	Assessment 2
Assessment	The American Dream – <i>Of Mice and Men</i> and <i>The Great Gatsby</i>	<i>Romeo and Juliet</i> and ONE related text
Type	Comparative essay	Presentation
Weighting	25%	25%
Due Date	Term 3, Week 3	Term 4, Week 3
Syllabus outcome	EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01	EN5-RVL-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01

The overall yearly assessment will be used to help organise students into appropriate classes for Year 11.

# MATHEMATICS FACULTY (Year 10 5.3)

NEAS has designed the Core-Paths structure in Stage 4/5 Mathematics to encourage aspiration in students and provide the flexibility needed to enable teachers to create pathways for students working towards Stage 6. The Core outcomes provide students with the foundation for Mathematics Standard 2 in Stage 6. Pathways in Stage 5 allow students the opportunity to engage with Advanced and Extension courses.

Students at Caringbah High School are exposed to all the topics in the Core and Path: Adv, Ext course content, so that our students are well equipped to study any of the Stage 6 Mathematics courses in Year 11 and 12.

Formal assessment throughout the year will consist of three common tests, each of which will cover two or more topics, as well as a yearly examination that will cover the entirety of the course studied thus far. Students will be given adequate notice of the content and date of each task.

## Semester 1

Mathematics	Assessment 1	Assessment 2
Assessment	Common Test 1 (Area & Volume, Indices & Surds, Linear Algebra)	Common Test 2 (Trigonometry, Probability)
Type	Examination	Examination
Weighting	20%	20%
Due Date	Term 1, Week 6-7	Term 2, Week 3-4
Syllabus outcome	MA5-ARE-C-01, MA5-ARE-P-01, MA5-VOL-C-01, MA5-VOL-P-01, MA5-IND-C-01, MA5-IND-P-01, MA5-IND-P-02, MA5-MAG-C-01, MA5-NLI-C-01, MA5-NLI-C-02, MA5-EQU-P-01, MA5-EQU-P-02, MA5-LIN-C-01, MA5-LIN-C-02, MA5-LIN-P-01, MA5-FNC-P-01	MA5-TRG-C-01, MA5-TRG-C-02, MA5-TRG-P-01, MA5-TRG-P-02, MA5-PRO-C-01, MA5-PRO-P-01

## Semester 2

Mathematics	Assessment 1	Assessment 2
Assessment	Common Test 3 (Quadratic Expressions & Equations, Properties of Geometric Figures 1, Parabolas)	Yearly Examination (All previous topics and Rates of Change, Indices, Logs & Exponentials, Statistics)
Type	Examination	Examination
Weighting	20%	40%
Due Date	Term 3, Week 5-6	Term 4, Week 3-4
Syllabus outcome	MA5-ALG-P-01, MA5-ALG-P-02, MA5-EQU-P-01, MA5-EQU-P-02, MA5-GEO-C-01, MA5-GEO-P-01, MA5-GEO-P-02, MA5-NLI-C-01, MA5-NLI-C-01	MA5-RAT-P-01, MA5-RAT-P-02, MA5-MAG-C-01, MA5-ALG-P-01, MA5-IND-C-01, MA5-IND-P-01, MA5-IND-P-02, MA5-NLI-C-01, MA5-NLI-C-02, MA5-LOG-P-01, MA5-DAT-C-01, MA5-DAT-C-02, MA5-DAT-P-01, and all previous

Grades will be allocated using the assessment tasks for the final assessment and the Course Performance Descriptors published by NESAs.

The overall yearly assessment will be used to help organise students into appropriate classes for the next year, following their subject selections for Year 11.

# SCIENCE FACULTY

The Science course in Years 7 to 10 at Caringbah High School has been designed to develop students':

- interest in and enthusiasm for science, as well as an appreciation of its role in finding solutions to contemporary science-related problems and issues
- knowledge and understanding of the nature and practice of scientific inquiry, and skills in applying the processes of Working Scientifically
- scientific knowledge of and about phenomena within the natural world and the application of their understanding to new situations and events
- appreciation of the development and dynamic nature of scientific knowledge, its influence in improving understanding of the natural world and the contribution of evidence-based decisions in informing societies' use of science and technology.

We expect that students will continually develop their expertise in each of the following areas:

- Questioning and predicting
- Planning investigations
- Conducting investigations
- Processing and analysing data and information
- Problem solving
- Communicating

## Assessment

Each semester there will be an exam which assesses both Knowledge and Understanding, and the Working Scientifically skills. In addition, there will be other assessment tasks which assess a range of skills, as outlined below. All hand-in tasks must be uploaded to the relevant MS Team. The Science Faculty does not accept emailed tasks.

### Semester 1

Science	Assessment 2
Assessment	Semester 1 exam
Type	Exam
Weighting	35%
Due Date	Term 2, Week 2 - 4
Syllabus outcome	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-10PW

### Semester 2

Science	Assessment 1	Assessment 2
Assessment	Depth Study	Semester 2 Theory Exam
Type	Student Research Project	Exam
Weighting	25%	40%
Due Date	Term 3	Term 4, Week 1 - 4
Syllabus outcome	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-14LW, SC5-15LW, SC5-16LW, SC5-17CW

# HSIE FACULTY

## STAGE FIVE HISTORY MANDATORY

Students will be assessed in relation to the following components:

Historical skills, knowledge and understanding outcomes, sequencing and recalling, investigating and researching, explaining and communicating historical ideas and concepts in a variety of forms including ICT, using and analysing evidence, empathetic understanding, asking historical questions.

For assessment purposes students need to demonstrate knowledge and understanding as well as an ability to interpret, analyse, empathise, research and communicate information. Each task is designed to enable judgements to be made about student achievement of more than one outcome.

Assessment for the school report will be based on the following components: -

History	Assessment 1	Assessment 2
Assessment	Research Task	Yearly Exam
Type	In-class	In-class
Weighting	50% Yearly grade	50% Yearly Grade
Due Date	Term 2	Term 4
Syllabus outcome	HT 5.1, 5.3, 5.5, 5.6, 5.8, 5.9	5.1,5.2, 5.3, 5.4, 5.6,5.7, 5.8,5.9

Throughout this course, students will engage in periodic formative assessments designed to reinforce their understanding of key concepts. Through quizzes and topic-specific tests, these assessments allow students to gauge their progress while providing teachers with valuable insights. This feedback helps ensure an accurate grade that reflects each student's comprehension and understanding of this course.

# PERSONAL DEVELOPMENT, HEALTH PHYSICAL EDUCATION FACULTY

## PD/H/PE

Assessment of the students has an informal and a formal component. Student performance is assessed continuously on an informal basis during lessons, considering team skills, leadership, interaction, communicating and performance. Grades will be allocated using the results from the assessment tasks and the Course Performance Descriptors. The formal component is as follows:

### Semester 1

PDHPE	Assessment 1	Assessment 2
Assessment	Fit for life - theory	Fit for life - practical
Type	Topic Test	Fitness circuit presentation
Weighting	25%	25%
Due Date	Term 2, Week 3/4	Term 1, Week 7/8 in practical lesson
Syllabus outcome	PD5-8	PD5-11

### Semester 2

PDHPE	Assessment 3	Assessment 2
Assessment	Invasion games	- Healthy, safe and active communities - Responding positively to life's challenges
Type	Practical assessment	Semester 2 examination
Weighting	25%	25%
Due Date	Term 2-3, ongoing during practical lessons	Term 4, Week 3/4
Syllabus outcome	PD5-11, PD5-4	PD5-1, PD5-7

# STAGE 5 ELECTIVES

## ARCHITECTURE

The Architecture course introduces students to the principles and practices of architectural design, with a focus on graphical communication techniques and technologies used in the industry. Students explore the relationship between design concepts and technical documentation, gaining an understanding of how architectural ideas are translated into built environments through precise drawings, models, and digital representations.

Through this unit, students learn about the role of an architect, the design process, and how architectural projects are developed from initial concepts to construction-ready documents. They develop skills in using both manual and digital methods to produce architectural drawings, including floor plans, elevations, sections, and detailed construction drawings, using industry-standard software and techniques.

Semester 1 & 2

Architecture			
	Assessment 1	Assessment 2	Assessment 3
Assessment	Project 1	Test	Project 2
Type	Project Production & Folio	In-Class Test	Project Production & Folio
Weighting	40%	20%	40%
Due Date	Term 2	Term 3	Term 4
Syllabus outcome	GT5-1, GT5.3, GT5.5, GT5-6	GT5-11, GT5.12	GT5-2, GT5.4, GT5.7, GT5-8

## CHILD PSYCHOLOGY AND DEVELOPMENT

Students will be given a brief overview of issues related to the development of children and the psychology associated with their development from 0-5 years of age. We will investigate strategies required to foster positive growth and development in young children and how they interact through nurturing, safe and challenging environments.

Semester 1 & 2

Child Psychology (B)			
	Assessment 1	Assessment 2	Assessment 3
Assessment	Project 1	Project 2	Test
Type	Project production and folio	Project production and folio	In class test
Weighting	40%	40%	20%
Due Date	Term 2, Week 4	Term 3, week 3	Term 3, week 5
CS Syllabus outcome	CS5.2, CS5.7	CS5.5, CS5.9, CS5.11	CS5.1, CS5.5, CS5.6 CS5.8, CS5.9, CS5.11

## COMMERCE

Commerce enables students to develop knowledge, understanding and skills to research and develop solutions to consumer, financial, legal, business and employment issues in order to make informed and responsible decisions as individuals and as part of the community. Students are provided with a range of assessment tasks to demonstrate their achievement of the course outcomes.

Marks are awarded to students on the following basis:

### Semester 1

<b>Commerce</b>	<b>Assessment 1</b>
Assessment	Law, Society and Political Involvement Oral Presentation
Type	Group Research Task
Weighting	50% of yearly grade
Due Date	Term 2, Week 3
Syllabus outcome	COM 5.1, COM 5.2, COM 5.3, COM 5.4, COM 5.5, COM 5.8, COM 5.9

### Semester 2

<b>Commerce</b>	<b>Assessment 2</b>
Assessment	Yearly Exam
Type	Exam
Weighting	50% of yearly grade
Due Date	Term 4, Week 3
Syllabus outcome	COM5.1, COM5.2, COM5.3, COM5.4, COM5.5, COM5.6, COM5.7, COM5.8, COM 5.9

Throughout this course, students will engage in periodic formative assessments designed to reinforce their understanding of key concepts. Through quizzes and topic-specific tests, these assessments allow students to gauge their progress while providing teachers with valuable insights. This feedback helps ensure an accurate grade that reflects each student's comprehension and understanding of this course.

## COMPUTING TECHNOLOGY

The continual development of computing technologies and the expansion of that technology into daily living has resulted in a need to acquire skills and competencies in the appropriate use of computers and associated technologies, together with the knowledge about how best to choose and implement a computer-based solution.

Students will gain an understanding of computing fundamentals, structured programming and use of a variety of application programs to apply these understandings in the design of a solution to a range of problems. These analysis and problem solving skills will have a direct and immediate application in many subject areas as well as in the student's interaction in the wider community.

Computing Technology- Course A			
	Assessment 1	Assessment 2	Assessment 3
Assessment	Project 1	Project 2	Project 3
Type	Project Production & Folio	Project Production & Folio	Project Production & Folio
Weighting	30%	35%	35%
Due Date	Term 1	Term 2	Term 4
Syllabus outcome	CT5-DPM-01, CT5-COM-01, CT5-THI-01, CT5-DES-01	CT5-SAF-01, CT5-DAT-01, CT5-COM-01, CT5-DAT-02	CT5-COL-01, CT5-EVL-01, CT5-OPL-01, CT5-THI-01

## CRITICAL THINKING

Critical thinking is best assessed with open-ended, problem-solving questions where students are required to go beyond the information given and infer reasoning through the assessment of valid evidence. Students will be provided with multiple opportunities to demonstrate informed thinking and reasoning rather than the formulation of a single answer, as there may be many, or none.

Class activities such as inquiry-based research, presentations, debates, peer assessment and self-reflection are used to develop and assess critical thinking skills. A selection of these activities from each unit will be assessed.

Critical Thinking			
	Assessment 1	Assessment 2	Assessment 3
Assessment	Core 1	Core 2	Options
Type	Journal and reflection	Research Task	Case Study and Presentation
Weighting	40%	20%	40%
Due Date	Term 2, Week 4	Term 3, Week 5	Term 4, Week 3
Outcomes	CT: 5.1, 5.2, 5.3, 5.5	CT: 5.1, 5.2, 5.3, 5.4	CT: 5.4, 5.5, 5.6, 5.7

## DESIGN AND TECHNOLOGY

Students learn about the design, production and evaluation of quality designed solutions, processes and the interrelationship of design with other areas of study. They develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Students also explore ethical and responsible design, preferred futures and innovation through the study of design and the work of designers.

Students undertaking Design and Technology learn to be creative and innovative in the development and communication of solutions. Students learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They learn about Work Health and Safety to manage and safely use a range of materials, tools and technologies to aid in the development of design projects. Students critically evaluate their own work and the work of others. Individual design projects provide students with opportunities to develop their project management skills.

Semester 1 & 2

Design and Technology			
	Assessment 1	Assessment 2	Assessment 3
Assessment	Project 1	Test	Project 2
Type	Project Production & Folio	In-Class Test	Project Production & Folio
Weighting	40%	20%	40%
Due Date	Term 2	Term 3	Term 4
Syllabus outcome	DT52, DT56, DT57, DT510	DT5.3, DT5.4	DT5.1, DT5.5, DT5.7, DT5.9

## DRAMA

In Drama, students communicate in complex and powerful ways how they perceive the world. They investigate, shape and symbolically represent ideas, interests, concerns, feelings, attitudes, beliefs and their consequences. Drama reflects the external world and the inner world of thoughts and feelings through fictional contexts. Learning experiences in Drama are provided which involve the intellect, emotions, imagination and body, and engage the whole person. Self-confidence, motivation and self-esteem are developed through the devising, workshopping, rehearsing and performing of individual and collaborative works.

The Drama course is divided into Course A and course B. Each 100-hour course provides students with both experiential and theoretical knowledge of the elements of drama and dramatic forms. It is strongly recommended that students who wish to continue with Drama in stage 6 undertake both courses.

Units of work are explored through expression, observation and reflection. Topics include: play building, scripted and unscripted material across a variety of play forms, research tasks and promotional design. At the end of the course/year the students put on a performance, learning about elements of production and engaging with directorial skills.

Semester 1

<b>Drama</b>	<b>Assessment 1</b>	<b>Assessment 2</b>
Assessment	Appreciating	Performing and Making
Type	Drama Diary	Performance (playbuilding)
Weighting	20%	30%
Due Date	Term 2, Week 4	Term 2, Week 6
Syllabus outcome	5.3.2, 5.3.3	5.1.2, 5.2.1

#### Semester 2

<b>Drama</b>	<b>Assessment 1</b>	<b>Assessment 2</b>
Assessment	Performing and Making	Appreciating and Making
Type	Scripted Drama Performance	Drama Diary inc Design Project
Weighting	30%	20%
Due Date	Term 3, Week 8	Term 3, Week 10
Syllabus outcome	5.1.1, 5.1.3, 5.2.3	5.3.1, 5.3.2

## ENGINEERING

The Industrial Technology Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries.

The 100hr course develops knowledge and skills in the use of tools, materials and techniques related to Engineered Structures and Engineered Mechanisms through practical projects reflecting the nature of the Engineering focus area. This provides opportunities for students to develop specific knowledge, understanding and skills related to engineering.

An engineering report is produced for each project developing skills and demonstrating effective management, communication, decision-making and teamwork through synthesis of the various elements that are relevant to a given project.

#### Semester 1 & 2

<b>Engineering</b>			
	<b>Assessment 1</b>	<b>Assessment 2</b>	<b>Assessment 3</b>
Assessment	Project 1	Test	Project 2
Type	Project Production & Report	In-Class Test	Project Production & Report
Weighting	40%	20%	40%
Due Date	Term 2	Term 3	Term 4
Syllabus outcome	IND5.1, 5.2, 5.3, 5.5, 5.6, 5.8	IND5.1, 5.5, 5.8, 5.9, 5.10	IND5.2, 5.3, 5.4, 5.7, 5.8, 5.9, 5.10

## FOOD TECHNOLOGY

Students acquire the knowledge and understanding of food properties, processing and preparation of food and their interrelationships to produce quality food solutions. They are given the opportunity to appreciate the significant role food plays in society and how food is used to develop solutions to help address personal, social and global issues.

Assessment tasks reflect the application of these skills along with the ability to research, evaluate and communicate issues in relation to food and given design projects.

Food Technology			
	Assessment 1	Assessment 2	Assessment 3
Assessment	Project 1	Project 2	Test
Type	Project Production & Folio	Project Production & Folio	In Class Test
Weighting	40%	40%	20%
Due Date	Term 2	Term 3	Term 4
FT Syllabus outcomes	FT5.1, FT5.6, FT5.7, FT5.8	FT5.1, FT5.2, FT5.4, FT5.5, FT5.10	FT5.12, FT5.13, FT5.3, FT5.2, FT5.6

## FRENCH

### Semester 1

French	Assessment 1	Assessment 2
Assessment	Interacting and creating (listening & speaking)	Understanding and creating (reading & writing)
Type	Test	Test
Weighting	25%	25%
Due Date	Term 1, Week 9	Term 2, Week 3
Syllabus	ML5-INT-01, ML5-CRT-01	ML5-UND-01, ML5-CRT-01

### Semester 2

French	Assessment 1	Assessment 2
Assessment	Understanding and creating (reading & writing)	Interacting and creating (listening & speaking)
Type	Test	Test
Weighting	25%	25%
Due Date	Term 4, Week 4	Term 3, Week 8
Syllabus	ML5-UND-01, ML5-CRT-01	ML5-INT-01, ML5-CRT-01

## GRAPHICS

The study of Graphics Technology provides students with knowledge of the techniques and technologies used to graphically convey technical and non-technical ideas and information. Students are introduced to the significance of graphical communication as a universal language and develop the ability to read, interpret and produce graphical presentations that communicate information using a variety of techniques and media.

Students learn to design, prepare and develop graphical presentations using both instrument drawing and computer-aided design (CAD). They learn to interpret and analyse graphical images and presentations to develop an understanding of the use of graphics in industrial, commercial and domestic applications. The major emphasis of the course is on students actively planning, developing and producing quality graphics projects, including drawings, images and models.

<b>Graphic Design</b>			
	<b>Assessment 1</b>	<b>Assessment 2</b>	<b>Assessment 3</b>
Assessment	Project 1	Test	Project 2
Type	Project Production & Folio	In-Class Test	Project Production & Folio
Weighting	40%	20%	40%
Due Date	Term 2	Term 2	Term 4
GT Syllabus outcomes	GT5-1, GT5.2, GT5.5, GT5-6	GT5-11, GT5.12	GT5-3, GT5.4, GT5.7, GT5-8

## HISTORY ELECTIVE (The Modern World)

Students in elective history will be assessed in relation to the following components: -

- Historical knowledge and understanding, interpretation, analysis, empathy, oral and written communication skills.
- Historical and archaeological knowledge and understanding, historical inquiry, interpretation, causation, perspectives, empathy and written communication skills

### Semester 1

History Elective	Assessment 1
Assessment	Research Report
Type	Hand in
Weighting	50% of yearly grade
Date Due	Term 2, Week 1
Syllabus outcome	THE 5.1, 5.2, 5.3, 5.6, 5.7, 5.8, 5.9

### Semester 2

History Elective	Assessment 2
Assessment	Yearly Exam
Type	In-class
Weighting	50% of yearly grade
Date Due	Term 4, Week 2
Syllabus outcome	THE 5.1, 5.2, 5.3, 5.6, 5.7, 5.8, 5.9

Throughout this course, students will engage in periodic formative assessments designed to reinforce their understanding of key concepts. Through quizzes and topic-specific tests, these assessments allow students to gauge their progress while providing teachers with valuable insights. This feedback helps ensure an accurate grade that reflects each student's comprehension and understanding of this course.

## JAPANESE

### Semester 1

Japanese	Assessment 1	Assessment 2
Assessment	Interacting and creating (listening & speaking)	Understanding and creating (reading & writing)
Type	Role play / video	Test
Weighting	25%	25%
Date Due	Term 1, Week 9	Term 2, Week 3
Syllabus outcome	ML5-INT-01, ML5-CRT-01	ML5-UND-01, ML5-CRT-01

### Semester 2

Japanese	Assessment 1	Assessment 2
Assessment	Interacting and creating (listening & speaking)	Understanding and creating (reading & writing)
Type	Interview	Test
Weighting	25%	25%
Date Due	Term 3, Week 9	Term 4, Week 4
Syllabus outcome	ML5-INT-01, ML5-CRT-01	ML5-UND-01, ML5-CRT-01

## LATIN

Latin	Assessment 1	Assessment 2
Assessment	Latin Reading, Analysis, Translation, Vocabulary and Culture	Latin Analysis, Translation, Vocabulary and Culture
Type	Test	Submitted recording and Test
Weighting	25%	Recording (5%), Test (20%)
Due Date	Term 1, Week 5	Term 2, Week 5
Syllabus outcome	CL5-UND-01, CL5-UND-02, CL5-ICU-01	CL5-UND-01, CL5-UND-02, CL5-ICU-01

### Semester 2

Latin	Assessment 1	Assessment 2
Assessment	Latin Reading, Analysis, Translation, Vocabulary and Culture	Latin Analysis, Translation, Vocabulary and Culture
Type	Project Presentation	Test
Weighting	Presentation and Materials (25%)	25%
Due Date	Term 3, Week 8	Term 4, Week 4
Syllabus outcome	CL5-UND-01, CL5-UND-02, CL5-ICU-01	CL5-UND-01, CL5-UND-02, CL5-ICU-01

## LITERATURE LABORATORY

Literature Laboratory invites to students to develop their knowledge, understanding and skills of writing, reading, and responding, through the close study of a literary genre. By engaging with a range of texts from a specific genre, students will gain a deeper appreciation for the decisions of composers in the construction of texts, including context, purpose, audience, concepts, values, and form.

Students will learn about the traditional conventions of the selected genre, before examining the evolution and experimental side of the genre and will critically investigate why these changes occur and persist in the modern literary canon.

	Yearly Assessment Schedule		
Literature Laboratory	Assessment 1	Assessment 2	Assessment 3
Assessment	Familiar Dystopias	Breaking Illusory Utopias	Is This Our World?
Type	Discursive response	Comparative essay	Project
Weighting	30%	40%	30%
Due Date	Term 2, Week 2	Term 3, Week 5	Term 4, Week 4
Syllabus outcomes	LIT01, LIT04, LIT05	LIT01, LIT02, LIT03, LIT04, LIT05	LIT02, LIT04, LIT05

## MARINE STUDIES

Marine Studies will develop a student's capacity to design, produce, evaluate, use and sustainably manage marine and water-related environments. This course provides a scientific educational context linked to our position on the coast and the opportunity for students to develop the necessary knowledge and skills to use and protect the unique marine ecosystem, and at the same time, communicate their appreciation to the community. They will be involved in both practical and theoretical learning through project development, relating to coastal areas and other water-related environments, as well as water-related enterprises and leisure activities.

Please note: All hand-in tasks must be uploaded to the relevant Team course. The Science Faculty does not accept emailed tasks.

### Semester 1

Marine Studies	Assessment 1	Assessment 2	Assessment 3
Assessment	Core 1 Practical Water Safety and Swimming Skills	Research	Core 1 and Core 2
Type	Practical Task	Research and Presentation Skills	Quiz
Weighting	Satisfactory/Unsatisfactory	35%	15%
Due Date	Term 1, Week 5	Term 2, Week 3	Term 2, Week 4
Syllabus outcome	MAR5-1, MAR5-2, MAR5-3, MAR5-7, MAR5-9, MAR5-10, MAR5-11, MAR5-13, MAR5-14	MAR5-3, MAR5-7, MAR5-9, MAR5-10, MAR5-14	MAR5-3, MAR5-7, MAR5-9, MAR5-10, MAR5-14

### Semester 2

Marine Studies	Assessment 1	Assessment 2
Assessment	Skills Test	Semester 2 Exam
Type	Skills Task	Exam
Weighting	20%	30%
Due Date	Term 3, Week 2	Term 4, Week 2 - 3
Syllabus outcome	MAR5-2, MAR5-9, MAR5-10, MAR5-13, MAR5-14	MAR5-2, MAR5-3, MAR5-7, MAR5-8, MAR5-9, MAR5-10, MAR5-11, MAR5-13, MAR5-14

## ACCELERATED MATHEMATICS MATHEMATICS ADVANCED/EXTENSION 1

Students who have successfully demonstrated thorough knowledge and understanding of the Mathematics 5.3 Accelerated course may be offered the opportunity to study the Preliminary HSC Mathematics Advanced and Extension 1 courses in Year 10.

The Mathematics Advanced course (two units) is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The topics studied include functions, trigonometric functions, calculus, exponential and logarithmic functions, statistical analysis and financial mathematics.

The Mathematics Extension 1 course (one unit) is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics, including rigorous mathematical arguments and proofs and more extensive use of mathematical models. The topics studied include functions, trigonometric functions, calculus, combinatorics and statistical analysis.

Students will be assessed alongside the Year 11 cohort. There will be a variety of assessment tasks throughout Terms 1 to 3.

Mathematics Advanced	Assessment 1	Assessment 2	Assessment 3
Type	Examination	Investigation-style task and validation test	Examination
Weighting	30%	30%	40%
Due Date	Term 1, Week 9	Term 2, Week 7 - 8	Term 3, Week 9 - 10
Syllabus outcome	MA11-1, MA11-2, MA11-8, MA11-9	MA11-2, MA11-3, MA11-4, MA11-7, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9

Mathematics Extension 1	Assessment 1	Assessment 2	Assessment 3
Type	Examination	Investigation-style task and validation test	Examination
Weighting	30%	30%	40%
Due Date	Term 1, Week 9	Term 2, Week 7 - 8	Term 3, Week 9 - 10
Syllabus outcome	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7

## MUSIC

Year 9/10 elective Music course builds upon the foundations established during the Year 7/8 course. It encourages a development of knowledge and skills at the student's personal level and incorporates a variety of group and individual work.

The Year 9/10 course explores a wide variety of topics including Australian Music, Music for Small and Large Ensembles, encompassing Baroque to 21<sup>st</sup> Century styles and Music of a Culture. It also focuses on Music and Technology, particularly as a medium for composition and creativity. Students will develop a greater understanding of these topics through playing, listening and creative activities that fall under the areas of Performance, Composition, Aural and Musicology. Students in this course should have a main instrument that they play or sing.

### Semester 1

<b>Music</b>	<b>Assessment 1</b>	<b>Assessment 2</b>
Assessment	Composition	Performance
Type	Composition	Performance
Weighting	25%	25%
Due Date	Term 2, Week 1	Term 2, Week 6
Syllabus outcome	5.5, 5.6, 5.10	5.1, 5.2

### Semester 2

<b>Music</b>	<b>Assessment 1</b>	<b>Assessment 2</b>
Assessment	Theory Exam	Performance
Type	Listening and Musicology Exam	Performance
Weighting	25%	25%
Due Date	Term 3, Week 9	Term 4, Week 3
Syllabus outcome	5.7, 5.8, 5.9	5.1, 5.2, 5.3

## PHOTOGRAPHIC AND DIGITAL MEDIA

Assessment in Stage 5 Photographic and Digital Media is an ongoing process and is conducted at the end of each assessment task, with marks awarded and formal feedback given. When there is more than one class or teacher involved, members of the Photographic and Digital Media faculty teaching Stage 5 will participate in the moderation and grading process.

Assessment activities in each semester cover both practical tasks e.g. darkroom/wet Photography or Digital Photography / Film Making, as well as critical and historical writing and the Photographic Process Diary. The assessment procedure is designed to cater for a full range of students through learning opportunities that encourage students to develop autonomy in their practical and theoretical understanding.

Assessment tasks are fully discussed in class, with students made aware of the marking criteria and desired learning outcomes.

### Semester 1

<b>Photographic and Digital Media</b>	<b>Assessment 1</b>	<b>Assessment 2</b>
Assessment	Artmaking	Critical and Historical
Type	1: Collection of works: Analogue & Experimental Photography	2: Visual Research Task
Weighting	30%	20%
Due Date	Term 1 Week 10	Term 2 Week 5
Syllabus outcome	5.1, 5.4	5.7, 5.8

### Semester 2

<b>Photographic and Digital Media</b>	<b>Assessment 1</b>	<b>Assessment 2</b>
Assessment	Artmaking	Artmaking
Type	3: Collection of works: Digital Media and Film	4a: Independent Project 4b: VAPD
Weighting	30%	4a: 15% 4b: 5%
Due Date	Term 3 Week 6	Term 4 Week 4
Syllabus outcome	5.2, 5.3, 5.5, 5.6, 5.9	5.1, 5.4, 5.10

## PHYSICAL ACTIVITY AND SPORTS STUDIES

Assessment of the students has an informal and a formal component. Student performance is assessed continuously on an informal basis during lessons, taking into account team skills, leadership, interaction, communicating and performance. Grades will be allocated using the results from the assessment tasks and the Course Performance Descriptors. The formal component is as follows:

### Semester 1

<b>PASS (B)</b>	<b>Assessment 1</b>	<b>Assessment 2</b>
Assessment	Coaching	Coaching
Type	Semester 1 examination & class work	Practical assessment and session plan
Weighting	50% (40% exam and 10% book work)	50% (30% badminton, 20% prac coaching, 20% session plan)
Due Date	Term 2, week 3/4	Ongoing assessment during term 1
Syllabus outcome	PASS5-6, PASS5-3	PASS5-8, PASS5-9

### Semester 2

<b>PASS (B)</b>	<b>Assessment 3</b>	<b>Assessment 4</b>
Assessment	Enhancing Performance, issues in physical activity & sport	Gymnastics / Soft Crosse
Type	Semester 2 examination	Practical skills assessment
Weighting	50%	50%
Due Date	Term 4 Week 3/4	Ongoing assessment during terms 2 and 3
Syllabus outcome	PASS5-6, PASS5-1	PASS5-9, PASS5-5

## PSYCHOLOGY

Psychology provides the knowledge and understanding of human nature by asking scientific and philosophical questions and by undertaking studies into the fields of neuroscience, cognitive sciences, and social psychology. Through these studies, students

will appreciate how people perceive the world around them and how they respond to it, how human learning develops, and how they relate to others and function within society.

The aim of Stage 5 Psychology is to promote understanding and critical awareness of the nature of human behaviour and the influence of biological, cognitive and socio-cultural factors on individuals and society.

Assessment will be as follows:

#### Semester 1

<b>Psychology</b>	<b>Assessment 1</b>
Assessment	Psychology in Practice Core 1 and 2
Type	Research Task-hand in
Weighting	50% of yearly mark
Due Date	Term 2, Week 2
Syllabus outcome	PSY 5.1, 5.2, 5.4, 5.5, 5.7, 5.8

#### Semester 2

<b>Psychology</b>	<b>Assessment 2</b>
Assessment	Understanding Social Influences Option 4 and 5
Type	Research Task- hand in
Weighting	50% of yearly mark
Due Date	Term 4, week 2
Syllabus outcome	PSY 5.1, 5.6, 5.7, 5.8.

Throughout this course, students will engage in periodic formative assessments designed to reinforce their understanding of key concepts. Through quizzes and topic-specific tests, these assessments allow students to gauge their progress while providing teachers with valuable insights. This feedback helps ensure an accurate grade that reflects each student's comprehension and understanding of this course.

## VISUAL ARTS

Assessment in Stage 5 Visual Arts is an ongoing process and is conducted at the end of each assessment task, with marks awarded and formal feedback given.

Assessment activities in each semester cover at least two artmaking practices, for example, drawing, painting, design, sculpture or printmaking, as well as critical and historical writing and the Visual Arts Process Diary. The assessment procedure is designed to cater for a full range of students through learning opportunities that encourage students to develop autonomy in their practical and theoretical understanding.

Assessment tasks are fully discussed in class, with students made aware of the marking criteria and desired learning outcomes.

### Semester 1

Visual Arts	Assessment 1	Assessment 2
Assessment	Critical and Historical	Artmaking
Type	1: Research Task - Essay	2: Collection of works (ongoing in-class artmaking)
Weighting	20%	30%
Due Date	Term 1, Week 8	Term 2, Week 6
Syllabus outcome	5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.6

### Semester 2

Visual Arts	Assessment 1	Assessment 2
Assessment	Artmaking	Artmaking and Critical and Historical
Type	3: Collection of works (ongoing in-class artmaking)	4a: Independent Project (ongoing in-class artmaking) 15% 4b: Examination 20%
Weighting	15%	35%
Due Date	Term 3, Week 5	Term 4, Week 4
Syllabus outcome	5.5, 5.6	5.1, 5.4, 5.7, 5.8, 5.10