

Year  
10



*Creative and  
Performing Arts*

# Nepean Creative and Performing Arts High School Assessment Handbook

**Year 10 2025**

**ASPIRE THE HEIGHTS**

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## MESSAGE FROM THE PRINCIPAL

On behalf of everyone at Nepean Creative and Performing Arts High School I welcome all Year 10 students and their families to the 2025 academic year, where students will work towards attaining the Year 10 Record of Student Achievement (RoSA). The award of the Record of School Achievement (RoSA) by the NSW Education Standards Authority (NESA) is made on the basis of a student's performance in class and through school-based assessment tasks.

Assessment is the process of identifying, gathering and interpreting information about students' learning. At Nepean Creative and Performing Arts High School we value assessment as a learning opportunity for students, and use both formal and informal assessment activities to provide information and feedback on student achievement and progress, and most importantly to set the direction for future learning. This also includes all classwork and activities that students complete on a daily basis, which is used to support ongoing formative assessment of and feedback on student learning

It is an expectation at Nepean Creative and Performing Arts High School that all students take responsibility for their learning by actively participating in all assessment activities, and that all students will strive to continually improve the quality of the work they produce.

Each school develops an Assessment Program for every Year 10 course that measures student progress against NESA standards. The school is required to:

- inform students of assessment requirements in each course;
- set tasks that will measure student performance in each specified component of the course and focus on outcomes;
- specify the assessment weighting for each task;
- keep records of each student's performance on each task and;
- provide students with information on their progress.

This booklet contains the Assessment Procedures and Course Assessment Schedules for Year 10 2025 at Nepean Creative and Performing Arts High School. The school is required to provide an Assessment Grade (A-E) to NESA based on student achievement as measured throughout the course and will encompass performance in syllabus objectives and outcomes, except those relating to values and attitudes.

Students need to ensure that they have read and understood the requirements of the RoSA assessment program so that they are aware of their responsibilities and those of the school. This handbook is a useful guide for all students – it can assist them to effectively plan ahead and take responsibility for managing their own learning in 2025.

I encourage all students to aspire the heights, to take care in all aspects of your school work, to make the most of every opportunity at Nepean CAPA High School, and let success be your reward as you embark on Year 10 in 2025.

**Mrs Tania Irons**

**Principal**

# Our School Vision

At Nepean Creative and Performing Arts High School we aspire, in all things, to demonstrate care for ourselves, others and our community so that all feel heard, seen, valued and accepted. We aspire to grow in understanding, individual expertise and creativity, striving with courage and cooperation, to flourish now and into the future. We recognise and celebrate optimism, engagement, achievement and the pursuit of personal excellence.

In all things we aspire the heights through care, opportunity and success.

In all things we endeavour to aspire the heights through  
care, opportunity and success.



## Nepean Creative and Performing Arts High School

### School Values

#### Care

- Respect individual difference
- Use manners and appropriate language
- Respect people, property and places
- Say no to bullying, harassment and violence
- Be inclusive

**ALL People**

#### Opportunity

- Accept the challenge and 'have a go'
- Make the most of every learning opportunity
- Learn from your mistakes
- Strive for success
- Dare to dream

**ALL Places**

#### Success

- Create goals and work towards achieving them
- Be prepared
- Focus on completing quality work
- Be open to feedback
- Take pride in your work

**ALL Times**

# General requirements of students for Year 10 (ROSA)

## The School's Responsibilities

NESA requires that Nepean CAPA High School develops an assessment program for each subject course.

Schools are required to:

- Set tasks which will be used to measure student performance in each component of a course.
- Specify the mark value for each task.
- Inform students of the ROSA assessment requirements for each course.
- Keep records of each student's performance in each task.
- Provide students with information on their progress.

The assessment guidelines provided in this handbook are prepared from NESA's subject guidelines.

It is provided to give students an indication of the number and timing of assessment tasks in each subject.

Students will receive more specific information from their subject teachers concerning what will be assessed, how it will be assessed and when it will be assessed.

Students may obtain advice regarding their ROSA assessments from their subject teacher, the subject Head Teacher and/or from their Year Adviser or from the Careers Adviser.

Nepean CAPA High School reserves the right to make any changes considered necessary after this handbook has been issued. Students will be advised of any relevant changes.

## Reporting to Students and Parent/Carer(s)

Students will receive feedback on individual assessment tasks, as well as formal Reports twice per year.

Feedback on individual assessment tasks will include the mark obtained and constructive comments to assist the student guide student improvement.

Each report will provide an indication of the:

- Student's cumulative grade, which is based on the assessment tasks completed during the reporting period.

## Course Completion Requirements

To be determined to have met the requirements for completion of Year 10 ROSA Courses, students must be able to provide evidence to the Principal that they have:

<b>NESA Terminology from Assessment, Certification and Examination (ACE) Manual:</b>	<b>For Nepean Creative and Performing Arts High School students this means:</b>
“Followed the course developed or endorsed by the NSW Education Standards Authority (NESA)”	<ul style="list-style-type: none"> <li>• Follow NESA syllabus</li> <li>• Participate in all learning activities set by the teacher</li> </ul>
“Applied him or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school”	<ul style="list-style-type: none"> <li>• Attend all timetabled classes</li> <li>• Make a genuine attempt to complete the tasks set in class to the best of your ability</li> <li>• Actively participate in the learning experiences provided</li> <li>• Complete all mandatory practical activities.</li> </ul>
“Achieved some or all of the course outcomes”	<ul style="list-style-type: none"> <li>• Demonstrate in class that you have learnt concepts (as determined by your teacher in assessment tasks and other activities in the course)</li> </ul>



# Assessment

## 1. Assessment tasks

- 1.1 Each student is expected to complete and make a genuine attempt at all assessment tasks.
- 1.2 Assessment for the Year 10 Courses will begin Term 1 and finish Week 6, Term 4 in 2025.
- 1.3 Assessment tasks must be handed in personally to the class teacher or subject Head Teacher in their staffroom. Unless otherwise specified, all assessment tasks must be submitted as hard (paper) copies. Teachers may request students to submit electronically via Microsoft Teams.
- 1.4 **Feedback on Tasks-** Teachers should return marked assessment tasks typically within 3 weeks of due date and prior to the due date of any subsequent assessment task. Teachers will provide effective oral and written feedback to students, either individually or in groups, to allow monitoring and improvement of learning. Senior students will receive a mark for each component of the assessment task, a total for the task, their rank in the cohort for that task and their overall cumulative rank within the cohort.
- 1.5 **Invalidating Assessment Tasks-** An assessment task may need to be declared invalid if it can be clearly demonstrated that: either one or more students were given an unfair advantage; the task was interrupted due to disruptions like an emergency evacuation or; the task produced results that are significantly different to those expected to be produced by the cohort. Students or their parents who feel that an assessment task meets the criteria to be considered an invalid assessment need to raise the issue with their class teacher and the faculty Head Teacher within two weeks. The faculty Head Teacher will investigate the claim and in consultation with the Head Teacher Administration and Senior Executive will make a final determination on the validity of the task. In the event an assessment task is deemed invalid, all students affected will be issued a suitable replacement assessment task with a minimum of two weeks' notice for the new due date.
- 1.6 **Misplaced tasks or corruption of files-** Sometimes, but very rarely, issues arise where a student's assessment task or digital copy of the task is lost or corrupted. Students will be asked to submit another copy of their task in the appropriate format. On the rare occasion that a teacher loses an assessment if another copy cannot be provided by the student and there is a clear record demonstrating the task was submitted by due date, the student will receive an estimate for the task based on their performance on their other assessment tasks. Students are reminded to keep back up copies of their assessments until after the results for the task have been returned.



## 2. Completion of Assessment tasks

- 2.1 Work submitted late will receive a zero mark unless accompanied by a doctor's certificate and illness/misadventure application.
- 2.2 **Tasks Submitted Late-** All tasks submitted after the stated time on the assessment task will be deemed late. Late work will receive a zero mark unless a student has an approved Illness/Misadventure Application. *See Illness/Misadventure in this booklet.* Students submitting late work will receive an N-warning Letter notifying parents they have received a zero for that task and a new deadline will be set for students to satisfactorily attempt and submit the task as per NESAs rules. Failure to submit the assessment task could lead to an N Determination being granted for the course and ineligibility for the award of the ROSA certificate in the following year.
- 2.3 **Absence from an In-class Assessment Task-** If a student is absent from an in-class assessment task, the student must complete an illness/misadventure form obtained from Head Teachers or the front office, and a doctor's certificate, as proof of illness must be submitted. Students will be expected to complete the task on the first day of their return to school. The student has the responsibility of reporting to the Head Teacher of the subject concerned on their arrival at school on the day they return in order to arrange the task's completion. Incidents of misadventure leading to absence from an assessment task will be considered by the Year 10 Deputy Principal and the relevant Head Teacher.
- 2.4 **Prior Knowledge of Assessment Task-** If a student knows he or she will be absent on the day that an assessment task is due, the student must submit the assessment task before the due date unless an extension has been granted. This includes students who are involved in sporting events, excursions or work placement and elite representation. Students may not be partially absent from school on the day an assessment task is due.
- 2.5 **Assistance with Assessment Tasks-** If you need assistance completing your assessment tasks, don't hesitate to ask for help! Talk to your teacher, the Head Teacher of the subject, the Learning and Support Teachers, the Head Teacher Learning & Wellbeing or the teachers in Homework Centre. If a student has a learning difficulty or special needs that we need to be aware of they are to talk to the Learning and Support Teachers or the Head Teacher Learning & Wellbeing. We may be able to offer extra assistance in other ways through Disability or Special Provisions.
- 2.6 **Illness during an Assessment Task-** If a student is ill during an assessment task they must inform the supervising teacher immediately. The time of the student illness will be recorded and the student may be offered a period equal to the time missed due to the illness. If a student becomes ill during an assessment task the Head Teacher will decide whether an estimate or a substitute task will be given. The student must provide a doctor's certificate for illness immediately upon their return to school and complete the Illness/Misadventure Application form.

## 2. Completion of Assessment tasks continued

- 2.7 **Attendance on the day of assessment tasks-** Students must attend all classes on the day an assessment task is due. Students are not permitted to miss classes on the day an assessment task is due. Penalties will apply if students are deemed to have an unfair advantage. Students found truanting classes to work on an assessment task will receive an automatic zero for the task.
- 2.8 **Illness for Examination-** In the event of illness for an examination, students are expected to see the teacher or Head Teacher of the subject to arrange an alternative time to sit the examination. A doctor's certificate must be submitted with an Illness/Misadventure Application form. Students absent for part of the day an assessment task is due must submit an Illness/Misadventure Application form justifying their partial absence with a doctor's certificate in the event of an illness or suitable evidence in the event of a misadventure. Students suspended at the time an assessment task is due must submit their assessment to the Front Office on the day the task is due and immediately leave the premises. Students are entitled to appeal decisions to award no marks by submitting an appeal to the Principal no later than two school days after the task was returned to the student. The appeal should be raised by completing an Assessment Task Illness and Misadventure Form and describe the student's concern regarding the assessment task procedures.
- 2.9 **Genuine attempt of assessment tasks-** Students are expected to attempt all tasks set. The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks in the course.
- 2.10 **Examinations-** All students attending an examination at Nepean CAPA High School are subject to the rules of the school. This includes assembling for, undertaking and leaving the examinations. Students who do not comply with the school's examination rules for a course may have their examination paper for that course cancelled. This may render the student ineligible for the award of the ROSA certificate.

### 3. Non-Completion of Assessment tasks

- 3.1 **Non-Satisfactory Completion-** Students awarded zero marks for assessment tasks totalling 50% or more of the final course assessment marks will be certified as not having satisfactorily completed the course. This means that the student will not receive an assessment mark or an examination mark for that subject.
- 3.2 **Zero Marks-** Students and parents will be notified if a student receives a zero mark and alternative opportunities may need to be considered for the student to be able to demonstrate and therefore, meet course outcomes. Parents and students should also be aware of potential consequences of non-completion of course outcomes.
- 3.3 **Non-Serious Attempts-** Students who do not make a serious attempt at an Assessment Task may receive a zero mark for the task concerned. This may render a student ineligible for an award for the subject in the ROSA Certificate. Non-serious attempts include frivolous or objectionable material. Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded. Non-attempts include those where only multiple-choice questions are attempted. Any student identified as making a non-serious attempt or a non-attempt will need to justify to the teacher/ Head Teacher why they should receive a result for the task concerned.
- 3.4 **Appeal Requests-** A student who wishes to submit an appeal request can do so when you have sought and been denied approval for an application for either an Illness/Misadventure, an Extension for Elite Representation, zero mark for a non-serious attempt or you have been issued with a UPL Program or an N-warning letter or Final N Determination Notice. Your appeal request must be made **with 48 hours** of receiving a rejection from the relevant faculty Head Teacher or been issued an N Determination Warning. Appeal requests should only be made in circumstances where you truly believe the Head Teacher has not considered all the facts in your case. You are to complete an Assessment Appeals form and submit it to the Deputy Principal, with a copy of the Illness-Misadventure Request or Notification of Final N Determination Award. It is at the Deputy Principal's discretion whether to uphold your appeal to deny it after careful consideration of all the circumstances surrounding your appeal request.

## 4. Student Malpractice

- 4.1 **Misbehaviour-** Student malpractice includes misbehaviour during the conducting of assessment tasks and breaching school examination rules. Students who have completely plagiarised their assessment will receive a zero and an N-warning Letter (Years 9-12). Students must show ethical scholarship by learning how to summarise and write in their own words. Students who misbehave during assessment tasks, including exams, will be given an appropriate consequence for their actions. Depending on the severity of the disruption, students may receive a zero for the task. Students who are ejected from an assessment task will have their paper removed and the time they left the assessment recorded on the top of their paper, including details of the disruption. The class teacher will negotiate a suitable penalty with the course Head Teacher.
- 4.2 **Penalty for Malpractice-** Malpractice in assessment tasks and examinations will be referred to the relevant KLA Head Teacher. This may result in the student's assessment task being cancelled and receiving no marks. Claims of malpractice including plagiarism and cheating must be proven before mark reduction can occur. Students may only receive marks on their own work and the teacher will only mark the sections that have not been plagiarised and will mark according to the marking criteria.
- 4.3 **Appeals for Malpractice-** Students may appeal the decision not to award marks on the grounds of malpractice to the relevant KLA Head Teacher. If the student remains dissatisfied, a formal process may be initiated. The student lodges a formal appeal in writing to the principal clearly stating their grounds for appeal within two days from the date the assessment task was returned to the student. Appeal submissions will be recorded by the school. The Head Teacher Administration will convene an appeals panel. The panel may request the attendance of the student and teacher(s) to assist in its deliberations. If the student's appeal is rejected, the student's parent/caregiver will be informed of the assessment review panel's decision in writing. The decision of an assessment review panel is final.

## 5. N Awards

Students can receive an N-warning letter for one of three reasons:

- **Lack of Diligence and Sustained Effort:** examples include, extensive unexplained absences below 85% therefore extensive non-completion of class work, practicals and homework.
- **Unsatisfactory Completion of Assessment Tasks:** examples include non-completion of an assessment task, plagiarism, non-serious attempts at tasks, continued/deliberate avoidance of examinations and tasks.
- **Non-Completion of Work Placement:** examples: non-attendance or poor performance, or non-serious attempt at mandatory 35 hours of work placement in either the Preliminary or HSC course of accelerated subjects.

The N Award Notification letter will clearly outline: the number of times a parent has been notified of an outstanding assessment task; the details of the outstanding assessment task, class work or work placement; the weighting of the task or proportion of the course the work contributes to; the original due date and the new due date for the outstanding work. Students will be given two additional weeks to complete this outstanding work.

Each time a student receives an N-warning letter, the student's parents will be contacted by the class teacher via telephone and a formal notification letter will be issued.

Once a student has failed to complete more than 50% of assessment, missed their work placement or have completed less than 85% of course work, they will be required to meet with the Deputy Principal to commence N Determination processes.

### N Determination

Students studying a ROSA course must complete and make a genuine attempt at assessment tasks (including examinations) which contribute in excess of 50% of the total marks for the course and satisfactorily complete in excess of 85% of the course work for each subject.

Students who do not meet the minimum assessment and course work requirements of a subject will receive a Final N Determination Warning for the course, which is their last chance to meet course requirements.

Failure to meet the deadline of the N Determination Warning, will result in the issue of a Final N Determination Notification letter to the student and their parent at a formal meeting, advising the consequences of this process and the student's right to a school-based assessment appeal review and the appeal process with NESAs.

An N Determination in any subject may make a student ineligible to graduate or receive their ROSA depending on their chosen pattern of study.

# Important Information to Read

## When will assessment begin?

Nepean CAPA High School Assessment program commences at the beginning of Term 1 and concludes in Term 4 (2025).

## How much notice will be given of each task?

You will be notified in writing typically **14 calendar days** prior to the due date of Assessment Tasks. The due date and information for all Assessment Tasks will be given to you on our Assessment Task Notification Sheet which will be issued when you are notified of the task. Any variation to the published Assessment schedule must be made typically 14 days prior to the due date of the original task. Students are to sign a register acknowledging receipt of the Assessment Task Notification, as well as submission of the actual task, which is kept by the class teacher.

## What do I do if I am absent when an assessment is issued?

It is a student's responsibility to find out what work has been missed whilst they were absent and to catch up on that work. The same condition applies if a student is absent when an Assessment Task is issued. You are not entitled to any automatic extension of time for the task, if you were absent on the day a task was issued.

## What happens if I am ill or unable to complete a task for some reason?

In cases of severe illness or other exceptional circumstances, an extension to the due date of an assessment task may be possible by completing either an Extension Request or an Illness/Misadventure Application ONE week before the due date of an Assessment Task. The completed application must be signed by your class teacher and given to the Head Teacher of the faculty who will submit it to the Deputy Principal for approval. A medical certificate will be required in cases of illness. Students cannot assume their request will be granted, so they are encouraged to commence work on their assessment tasks upon receipt of them. If an extension is not granted, you must submit the task by the due date. Unless prior application for an extension has been approved *by the Principal*, the late submission of a task will result in zero marks being awarded for that task.

## What if I know in advance that I will be absent?

If a student knows he or she will be absent on the day that an assessment task is due, the student must submit the assessment task before the due date unless an extension has been granted. This includes students who are involved in sporting events, excursions or work placement.

## **What if I have been absent from school?**

Occasionally there are special circumstances where a student cannot hand an assessment task in by the set time due to unexpected illness or for an exceptional circumstance. Parents must notify the course Head Teacher in the morning of the student's absence. If illness is offered as a reason for late submission, a Doctor's Certificate must be provided to cover the dates of the absence including the day the assessment task was due. If misadventure is offered as a reason for late submission, suitable evidence must be provided to verify the reason

## **What happens if I hand in Assessment Tasks late?**

Students submitting late work will receive an N Award Warning Letter notifying parents they have received a zero for that task and a new deadline will be set for students to satisfactorily attempt and submit the task as per NESA rules.

## **What about students who get outside help or copy other people's work?**

A zero mark may be imposed for copying, plagiarism, cheating or disturbance in an examination. See the section on malpractice.

## **What if I do not make a serious attempt?**

If you do not make a serious attempt in an assessment task, or produce irrelevant or offensive material, you may receive no marks. Each case will be considered by the teacher in consultation with the Head Teacher.



# Tips for Being a Successful Student

## Be Organised

- ✓ The first step towards success at school is to be organised. This means that you know where you keep your books and equipment, know when school work is due, and being able to find things when you need them.
- ✓ If you have your own room, make sure that all your books and equipment are in one place.
- ✓ Check your timetable each evening before going to bed. Then use this information to pack your school bag. If you have a system like this, you will never forget your books or equipment.
- ✓ Your school diary is a very useful resource that can help you get organised. Your diary has a calendar and a weekly planner where you can write when homework, assignments or other school work is due. Develop a habit of regularly writing in your diary and looking up the things you write.
- ✓ Your weekly planner not only tells you when school work is due, but it can also help you plan your time by allowing you to calculate, at a glance, how much time you have left before something is due.
- ✓ Your weekly planner should be updated every week to reflect the amount of time you need to spend on different tasks.
- ✓ You should have separate exercise books for all subjects. You should use headings and subheadings for things you write and you should always date your work so it's easier to sequence.

## Prioritise Your Time and Work

- ✓ To prioritise means to decide on what is important and what needs to be done first. To help you prioritise you should have clear and manageable learning goals and know what you have to do to achieve those goals.
- ✓ Being organised, knowing when work is due and knowing how much time you have to do it, will help you set priorities and find time to do things that are urgent and important.
- ✓ Make a short list of the most urgent or most important things you have to do. This list should not be too long - five or so items at a time - and you should always complete the item at the top of the list first.
- ✓ Your **"To Do List"** will help you always feel in control and it will give you a sense of achievement. Your list should have all your urgent tasks on it to help you to remember that they have to be done. The most urgent tasks should be at the top of your list.
- ✓ Important things are not always urgent, but they have to be done - and you must find the time to do them. There is a range of important things, and these things are not just school work. However, by prioritising you will be able to find a balance between everything that is important to you.
- ✓ It is important to have learning goals. Learning goals should be realistic and manageable. For example, think about your learning goals a year from now, but also think about all the small steps that will allow you to get there. Plan on doing the small steps first, and then gradually build up. Knowing where you want to go makes getting there a lot easier. If you are not sure about your goals, talk to someone who can help you work out where you want to be and how to get there.
- ✓ School work is very important, but so are the other things you do after school. The trick is to find a balance between the different things you do after school. Use your weekly planner to help you in this process. Work out all the things you have to do that week (prioritise), then see how much time is left for other things. Finding the right balance will reduce stress and help you stay on task.

## Get Things Done

- ✓ Getting things done can be time-consuming and challenging, but if you are organised and you have your priorities right, it will make your workload easier.
- ✓ Bigger tasks should be broken down into smaller parts. Each assignment or project should be broken down into smaller, manageable components, and then time should be allocated to each component in your weekly planner. This makes big jobs easier to do and it reduces stress.
- ✓ When breaking things down, make sure that you understand all the steps that have to be completed, and then work on the first step until it is done. Only when you have completed the first step should you move on to the next step. Your study schedule should help you work out how much time you have to complete each step.
- ✓ Going over your class notes and linking them to key skills and concepts should be something you do at home during the time set aside to do homework. Even if your teacher does not set this activity explicitly for homework, you should be doing this regularly at home.
- ✓ Making study notes is the process of linking content learned in class to key skills and processes. Once you have your study notes you will find it is much easier to do assessment tasks and prepare for tests and examinations as these always ask you to link knowledge to key skills.
- ✓ You should ask for feedback from your teacher on your progress to see that you are doing the right thing and that you are on the right track. If you give yourself enough time to complete your work, you should be able to show your teacher a fairly complete draft at least several days before the work is due. This will give your teacher time to get back to you and give you time to act on the feedback you get.

## NESA Directive Verbs

Subject syllabuses, school internal assessment tasks and examination questions have key words that state what students are expected to be able to do in examinations and assessment tasks. It is important to note that examination questions for the HSC will continue to use self-explanatory terms such as 'how', or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject-based questions in examination papers.

Key Word	Definition
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, utilise, 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	Make clear or plain
Classify	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 (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/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 judgement 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
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

# Year 10 Assessment Calendar 2025

<b>TERM 1 2025</b>	
<b>WKS 1-3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	MATHEMATICS TASK 1
<b>7</b>	MARINE AND AQUACULTURE 100 HOUR TASK 1
<b>8</b>	FOOD TECHNOLOGY 100 HOUR TASK 1, HISTORY TASK 1, PSYCHOLOGY TASK 1
<b>9</b>	SCIENCE TASK 1, CHILD STUDIES TASK 1, MUSIC ADVANCED TASK 1
<b>10</b>	DRAMA TASK 1, FOOD TECHNOLOGY TASK 1, LANGUAGES BEGINNERS- FRENCH 100 HOUR TASK 1, ENGLISH TASK 1, DANCE TASK 1, PERFORMANCE SKILLS TASK 1
<b>TERM 2 2025</b>	
<b>1</b>	ISTEM 100 HOUR TASK 1
<b>2</b>	CERAMICS TASK 1,
<b>3</b>	CHILD STUDIES TASK 2, FOOD TECHNOLOGY TASK 2, MATHEMATICS TASK 2, MARINE AND AQUACULTURE 100 HOUR TASK 2, VISUAL ARTS ADVANCED TASK 1
<b>4</b>	CERAMICS TASK 2, COMMERCE TASK 1, DANCE EXTENSION TASK 1, FOOD TECHNOLOGY TASK 2, MUSIC ADVANCED TASK 2, PHOTOGRAPHY AND DIGITAL MEDIA TASK 1, VISUAL ARTS TASK 2
<b>5</b>	MUSIC ADVANCED TASK 2
<b>6</b>	LANGUAGES BEGINNERS- FRENCH 100 HOUR TASK 2, HISTORY TASK 2
<b>7</b>	
<b>8</b>	DRAMA TASK 2 A
<b>9</b>	DRAMA TASK 2 B ENGLISH TASK 2, ISTEM 100 HOUR TASK 2
<b>10</b>	DANCE TASK 2, PERFORMANCE SKILLS TASK 2

TERM 3 2025	
1	
2	COMMERCE TASK 2
3	
4	MATHEMATICS TASK 3
5	CHILD STUDIES TASK 3, PSYCHOLOGY TASK 2
6	LANGUAGES BEGINNERS- FRENCH 100 HOUR TASK 3, PHOTOGRAPHY AND DIGITAL MEDIA TASK 2, VISUAL ARTS ADVANCED TASK 3
7	VALID SCIENCE 10
8	FOOD TECHNOLOGY 100 HOUR TASK 3, VALID SCIENCE 10, CERAMICS TASK 3, GEOGRAPHY TASK 1
9	ENGLISH TASK 3, DRAMA TASK 3
10	PHOTOGRAPHY AND DIGITAL MEDIA TASK 3, DANCE TASK 3, PERFORMANCE SKILLS TASK 3

TERM 4 2025	
1	
2	MARINE AND AQUACULTURE 100 HOUR TASK 3, MUSIC ADVANCED TASK 3
3	<b>YEARLY EXAMINATION WEEK-</b> COMMERCE TASK 3, FOOD TECHNOLOGY TASK 4, MATHEMATICS TASK 4, PSYCHOLOGY TASK 3
4	CERAMICS TASK 4, CHILD STUDIES TASK 4, LANGUAGES BEGINNERS- FRENCH 100 HOUR TASK 4, VISUAL ARTS ADVANCED TASK 4, ISTEM 100 HOUR TASK 3, GEOGRAPHY TASK 2,
5	DANCE TASK 4, DANCE EXTENSION TASK 4, PERFORMANCE SKILLS TASK 4
6	
7	<b>ASSESSMENT FREE WEEK</b>
8	<b>ASSESSMENT FREE WEEK</b>
9	<b>ASSESSMENT FREE WEEK</b>
10	<b>ENGLISH PBL SHOWCASE</b>

# AGRICULTURE

## Course Outcomes:

- AG5-1 explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
- AG5-2 explains the interactions within and between agricultural enterprises and systems
- AG5-3 explains the interactions within and between the agricultural sector and Australia’s economy, culture and society
- AG5-4 investigates and implements responsible production systems for plant and animal enterprises
- AG5-6 explains and evaluates the impact of management decisions on plant production enterprises
- AG5-9 evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
- AG5-13 applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
- AG5-14 demonstrates plant and/or animal management practices safely and in collaboration with others

Task	Task Description	Outcomes	Weighting
1	<ul style="list-style-type: none"> <li>• WHS/Onguard Safety</li> <li>• Propagation techniques</li> <li>• Plant production practises</li> <li>• Plant production cycle</li> <li>• Technology and sustainability</li> <li>• Identifying hazards and control measures when working with chemicals, tools and machinery in plant production.</li> </ul>	AG5-6, AG5-8, AG 5-9, AG5-12, AG5-13, AG5-14	25%
2	<ul style="list-style-type: none"> <li>• Livestock breeding techniques</li> <li>• Nutritional requirements</li> <li>• Animal management</li> <li>• Sustainability and production</li> <li>• Animal welfare</li> <li>• Technologies for animal management</li> </ul>	AG5-7, AG5-8, AG5-9, AG5-10, AG5-12, AG5-13, AG5-14	25%
3	<ul style="list-style-type: none"> <li>• Agricultural products in a multicultural society</li> <li>• Controlled agricultural experiment</li> <li>• Market survey for agricultural products</li> <li>• Analyse how agricultural products can be promoted/marketed</li> </ul>	AG5-1, AG5-2, AG5-3, AG5-4, AG5-5, AG5-11, AG5-13, AG5-14	25%
4	<ul style="list-style-type: none"> <li>• Controlled agricultural experiment:               <ul style="list-style-type: none"> <li>- Effect of irrigation on plant production</li> <li>- Soil testing and use fertilisers for plant production</li> <li>- Compare chicken yolk colour – free range v caged chickens</li> </ul> </li> </ul>	AG5-1, AG5-2, AG5-3, AG5-4, AG5-5, AG5-11, AG5-13, AG5-14	25%
<b>Total:</b>			<b>100%</b>

## CERAMICS 100 HOUR

### Course Outcomes:

#### MAKING

- 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.

#### CRITICAL AND HISTORICAL STUDIES

- 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.

Task	Task Description	Outcomes	Due Date	Weighting
<b>1</b>	Task 1 Critical and Historical Studies Ceramic Case Study	5.7, 5.8, 5.9, 5.10	Term 2 Week 2 2025	<b>20%</b>
<b>2</b>	Task 2 Making Ceramic Works and Journal	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Term 2 Week 4 2025	<b>30%</b>
<b>3</b>	Task 3 Critical and Historical Studies Presentation	5.7, 5.8, 5.9, 5.10	Term 3 Week 8 2025	<b>20%</b>
<b>4</b>	Task 4 Making Ceramic Works and Journal	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Term 4 Week 4 2025	<b>30%</b>
<b>Total:</b>				<b>100%</b>



## CHILD STUDIES

### Course Outcomes:

- 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
- CS5-3 Analyses the evolution of childhood experiences and parenting roles over time
- 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 for 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 evaluation techniques when creating, discussing and assessing information related to child growth and development

Task	Task Description	Outcomes	Due Date	Weighting
<b>1</b>	Research Task	CS5.3, CS5.7	Term 1 Week 9 2025	<b>20%</b>
<b>2</b>	Half-Yearly Examination	CS5.2, CS5.6, CS5.8	Term 2 Week 3 2025	<b>20%</b>
<b>3</b>	Case Study	CS5.4, CS5.10	Term 3 Week 5 2025	<b>20%</b>
<b>4</b>	Portfolio	CS5.9, CS5.12	Term 4 Week 4 2025	<b>40%</b>
<b>Total:</b>				<b>100%</b>

## COMMERCE

### Course Outcomes:

- 5.1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
- 5.2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
- 5.3 examines the role of law in society
- 5.4 analyses key factors affecting commercial and legal decisions
- 5.5 evaluates options for solving commercial and legal problems and issues
- 5.6 monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues
- 5.7 researches and assesses commercial and legal information using a variety of sources
- 5.8 explains commercial and legal information using a variety of forms
- 5.9 works independently and collaboratively to meet individual and collective goals within specified timelines

Task	Task Description	Outcomes	Due Date	Weighting
<b>1</b>	Towards Independence Assessment task	COM5-1 COM5-4 COM5-6 COM5-8	Term 2 Week 4 2025	<b>30%</b>
<b>2</b>	Business and Economic Environment Research Task	COM5-1 COM5-4 COM5-7 COM5-8	Term 3 Week 2 2025	<b>30%</b>
<b>3</b>	Yearly Examination	All outcomes	Term 4 Week 3 2025	<b>40%</b>
<b>Total:</b>				<b>100%</b>

## YEAR 10 DANCE ADVANCED

### Course Outcomes:

**DA5-PER-01** demonstrates safe dance practice and dance technique in preparing the body to express and communicate an intent

**DA5-PER-02** manipulates the elements of dance to demonstrate performance quality and interpretation in context.

**DA5-COM-01** creates a movement vocabulary that communicates an idea and intent in response to different contexts.

**DA5-COM-02** creates movements using the elements of dance and structures movement to communicate a specific idea and intent.

**DA5-APP-01** investigates and explains how social, cultural and historical factors shape the development of dance.

**DA5-APP-02** evaluates dance works based on context, the elements of dance, the dancing body and theatrical element.

Task	Task Description	Outcomes	Due Date	Weighting
<b>1</b>	<b>Enhancing Dance Performance</b> A. Performance of 'Work' B. Video interview C. Dance Book	DA5-PER-01 DA5-PER-02	Term 1 Week 10 2025	<b>30%</b>
<b>2</b>	<b>Choreographer Case Study</b> A. Choreography based on Crystal Pite's work B. Video interview C. Dance Book	DA5-COM-01 DA5-COM-02	Term 2 Week 10 2025	<b>30%</b>
<b>3</b>	<b>Fine Line</b> A. Critical analysis of 'Fine Line' B. Dance Book	DA5-APP-01 DA5-APP-02	Term 3 Week 10 2025	<b>30%</b>
<b>4</b>	<b>Interpreting Line</b> A. Performance of class dance 'Work' B. Dance Book	DA5-PER-01 DA5-PER-02	Term 4 Week 5 2025	<b>10%</b>
	<b>Total:</b>			<b>100%</b>

## YEAR 9/10 EXTENSION DANCE

### Course Outcomes:

**DA5-PER-01** demonstrates safe dance practice and dance technique in preparing the body to express and communicate an intent

**DA5-PER-02** manipulates the elements of dance to demonstrate performance quality and interpretation in context.

**DA5-COM-01** creates a movement vocabulary that communicates an idea and intent in response to different contexts.

**DA5-COM-02** creates movements using the elements of dance and structures movement to communicate a specific idea and intent.

**DA5-APP-01** investigates and explains how social, cultural and historical factors shape the development of dance.

**DA5-APP-02** evaluates dance works based on context, the elements of dance, the dancing body and theatrical element.

Task	Task Description	Outcomes	Due Date	Weighting
<b>1</b>	<b>Extension Dance – Semester 1</b> A. Kicks, turns & leaps B. Tumbling C. Conditioning for Dance & Wellbeing Tools D. Choreography & improvisation E. Design in Dance: Film	DA5-PER-01 DA5-PER-02 DA5-COM-01 DA5-COM-02	Terms 1 & 2 2025	<b>50%</b>
<b>2</b>	<b>Extension Dance – Semester 2</b> A. Kicks, turns & leaps B. Tumbling C. Conditioning for Dance & Wellbeing Tools D. Choreography & improvisation E. Design in Dance: Choreographer as Inspiration	DA5-PER-01 DA5-PER-02 DA5-COM-01 DA5-COM-02	Terms 3 & 4 2025	<b>50%</b>
			<b>Total:</b>	<b>100%</b>

## DRAMA

### Course Outcomes:

- 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 playbuilding.
- 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.

Task	Task Description	Outcomes	Due Date	Weighting
<b>1</b>	<b>Playbuilding</b>  Comedy Performance	5.1.1, 5.1.2, 5.1.4, 5.2.1, 5.2.3, 5.3.1, 5.3.2, 5.3.3	Term 1 Week 10 2025	<b>40%</b>
<b>2</b>	<b>Australian Theatre</b>  A: Performance – 30%  B: Essay Reflection – 10%	5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.3.3	Term 2 A: Week 8 B: Week 9 2025	<b>40%</b>
<b>3</b>	<b>Monologue Task</b>  With Rationale	5.1.1, 5.1.2, 5.1.3	Term 3 Week 9 2025	<b>20%</b>
<b>Total:</b>				<b>100%</b>

# ENGLISH

## Course Outcomes:

### Reading, Viewing and Listening to Texts

**EN5-RVL** - Uses a range of personal, creative and critical strategies to interpret complex texts

### Understanding and Responding to Texts

**EN5-URA** - Analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures.

**EN5-URB** - Evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes.

**EN5-URC** - Investigates and explains ways of valuing texts and the relationships between them.

### Expressing Ideas and Composing Texts

**EN5-ECA** - 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** - Uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts.

Task	Task Description	Outcomes	Due Date	Weighting
1	<b>Novel Study</b> Imaginative Writing	EN5-RVL EN5-ECA EN5-ECB	Term 1 Week 10 2025	30%
2	<b>Drama Study</b> Discursive Writing	EN5-URB EN5-ECA	Term 2 Week 9 2025	35%
3	<b>Auteur Study</b> Critical Essay	EN5-URA EN5-URC	Term 3 Week 9 2025	35%
4	<b>Study of a Collection of Poetry</b> Coursework and Project-Based Learning	EN5-RVL EN5-ECB	Formative assessment of coursework and a multimodal text.	
<b>Total:</b>				<b>100%</b>

## FOOD TECHNOLOGY

### Course Outcomes:

- FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product
- FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- FT5-3 describes the physical and chemical properties of a variety of foods
- FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage
- FT5-5 applies appropriate methods of food processing, preparation and storage
- FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- FT5-7 justifies food choices by analysing the factors that influence eating habits
- FT5-8 collects, evaluates and applies information from a variety of sources
- FT5-9 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

Task	Task Description	Outcomes	Due Date	Weighting
<b>1</b>	Food Trends Research and Practical Task	FT5-1 FT5-2 FT5-5 FT5-9	Term 1 Week 10 2025	<b>20%</b>
<b>2</b>	Food for Special Occasions Practical and workbook	FT5-7 FT5-10 FT5-11 FT5-12	Term 2 Week 4 2025	<b>30%</b>
<b>3</b>	Food Service and Catering	FT5-3 FT5-4 FT5-6	Each practical lesson	<b>30%</b>  Semester 1: 15%  Semester 2: 15%
<b>4</b>	Yearly Examination	FT5-8 FT5-13 All outcomes	Term 4 Week 3 2025	<b>20%</b>
<b>Total:</b>				<b>100%</b>



## FOOD TECHNOLOGY 100 HOUR

### Course Outcomes:

- FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product
- FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- FT5-3 describes the physical and chemical properties of a variety of foods
- FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage
- FT5-5 applies appropriate methods of food processing, preparation and storage
- FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- FT5-7 justifies food choices by analysing the factors that influence eating habits
- FT5-8 collects, evaluates and applies information from a variety of sources
- FT5-9 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

Task	Task Description	Outcomes	Due Date	Weighting
<b>1</b>	Food Trends Research Project	FT5-7 FT5-12	Term 1 Week 8 2025	<b>25%</b>
<b>2</b>	Food Product Development	FT5-1 FT5-2	Term 2 Each Practical Lesson 2025	<b>25%</b>
<b>3</b>	Food for Special Occasions	FT5- 6 FT5-11	Term 3 Week 8 2025	<b>25%</b>
<b>4</b>	Food Service and Catering	FT5-6 FT5-7 FT5-11 FT5-12	Term 4 Each Practical Lesson 2025	<b>25%</b>
<b>Total:</b>				<b>100%</b>

# GEOGRAPHY

## Course Outcomes:

- GE5-1 explains the diverse features and characteristics of a range of places and environments
- GE5-2 explains processes and influences that form and transform places and environments
- GE5-3 analyses the effects 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 the environment 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

**Geography is a semesterised course. You will be completing Geography during Semester 2**

Task	Task Description	Outcomes	Due Date	Weighting
<b>1</b>	Geography Case Study Assessment	GE5-2 GE5-5 GE5-7 GE5-8	Term 3 Week 8 2025	<b>30%</b>
<b>2</b>	End of Course Examination	GE5-1 GE5-3 GE5-4 GE5-6	Term 4 Week 4 2025	<b>20%</b>
<b>Total:</b>				<b>50%</b>

# HISTORY

## Course Outcomes:

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

**History is a semesterised course. You will be completing History during Semester 1**

Task	Task Description	Outcomes	Due Date	Weighting
1	Case Study Historical Investigation	HT5-3, HT5-6, HT5-8, HT5-10	Term 1 Week 8 2025	30%
2	In-class Source Task	HT5-1, HT5-4, HT5-5, HT5-6, HT5-9, HT5-10	Term 2 Week 6 2025	20%
<b>Total:</b>				<b>50%</b>

## INDUSTRIAL TECHNOLOGY – METAL 100 HOUR

### Course Outcomes:

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

Task	Task Description	Outcomes	Evidence of Student Progress and Achievement		Weighting
1	Place and Construct Tools	IND5-1 IND5-2	These are ongoing <b>formative assessment</b> checkpoints that are assessed throughout the term for each individual project.	Checkpoints 1-5	20%
2	Written Assignment	IND5-5 IND5-9 IND5-10		Research Task submission	Term 2 Week 6 30%
3	Practical Project	IND5-3 IND5-4		Checkpoints 1-5	30%
4	Practical Project	IND5-6 IND5-7 IND5-8		Checkpoints 1-5	20%
<b>Total:</b>					<b>100%</b>

## INDUSTRIAL TECHNOLOGY - TIMBER

### Course Outcomes:

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

Task	Task Description	Outcomes	Evidence of Student Progress and Achievement		Weighting
1	Place and Construct Tools	IND5-1 IND5-2	These are ongoing <b>formative assessment</b> checkpoints that are assessed throughout the term for each individual project.	Checkpoints 1-5	20%
2	Research Assignment	IND5-5 IND5-9 IND5-10		Research Task submission	Term 2 Week 6 30%
3	Practical Project	IND5-3 IND5-4		Checkpoints 1-5	30%
4	Practical Project	IND5-6 IND5-7 IND5-8		Checkpoints 1-5	20%
<b>Total:</b>					<b>100%</b>

## ISTEM 100 HOUR

### Course Outcomes:

ST5-1 designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems

ST5-2 demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts

ST5-3 applies engineering design processes to address real-world STEM-based problems

ST5-4 works independently and collaboratively to produce practical solutions to real-world scenarios

ST5-5 analyses a range of contexts and applies STEM principles and processes

ST5-6 selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems

ST5-7 selects and applies project management strategies when developing and evaluating STEM-based design solutions

ST5-8 uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences

ST5-9 collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions

ST5-10 analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment.

Task	Task Description	Outcomes	Due Date	Weighting
<b>1</b>	Learning portfolio	ST5-1, ST5-2, ST5-3, ST5-4, ST5-6, ST5-9	Term 2 Week 1 2025	<b>30%</b>
<b>2</b>	Scientific report	ST5-2, ST5-5, ST5-8, ST5-9	Term 2 Week 9 2025	<b>30%</b>
<b>3</b>	Presentation	ST5-2, ST5-6, ST5-8	Term 4 Week 4 2025	<b>40%</b>
<b>Total:</b>				<b>100%</b>

## LANGUAGE BEGINNERS- FRENCH 100 HOURS

### Course Outcomes:

LFR5-1C	manipulates French in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
LFR5-2C	identifies and interprets information in a range of texts
LFR5-4C	experiments with linguistic patterns and structures to compose texts in French, using a range of formats for a variety of contexts, purposes and audiences
LFR5-5U	demonstrates how French pronunciation and intonation are used to convey meaning
LFR5-7U	analyses linguistic, structural and cultural features in a range of texts
LFR5-8U	explains and reflects on the interrelationship between language, culture and identity

Task	Task Description	Outcomes	Due Date	Weighting
1	Collaborative Dialogue Script and presentation	LFR5-1C, LFR5-2C, LFR5-5U, LFR5-7U LFR5-8U	Term 1 Week 10 2025	20%
2	Term 2 Checkpoint Online Quiz	LFR5-1C, LFR5-2C, LFR5-5U, LFR5-7U	Term 2 Week 6 2025	20%
3	Term 3 Checkpoint Online Quiz	LFR5-1C, LFR5-2C, LFR5-4C, LFR5-5U,	Term 3 Week 6 2025	20%
4	Research and Multi-modal Presentation	LFR5-8U	Term 4 Week 4 2025	40%
<b>Total:</b>				<b>100%</b>

## MARINE AND AQUACULTURE- 100 HOUR

### Course Outcomes:

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

Task	Task Description	Outcomes	Due Date	Weighting
1	Demonstrated Skills Matrix – Water Skills	MAR5-9, MAR5-10, MAR5-11, MAR5-14	Term 1 Week 7 2025	N/A
2	Practical Skills Examination	MAR5-4, MAR5-7, MAR5-9, MAR5-10	Term 2 Week 3 2025	50%
3	Research and Multi-modal Presentation	MAR5-1, MAR5-8, MAR5-13, MAR-14	Term 4 Week 2 2025	50%
<b>Total:</b>				<b>100%</b>



# MATHEMATICS

## CORE OUTCOMES

### Course Outcomes:

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

## PATH OUTCOMES

*The Core–Paths structure is designed to encourage aspiration in students and provide the flexibility needed to enable teachers to create pathways for students working towards Stage 6. Paths are used to progress students towards Stage 6 courses and may be implemented at any time in Stages 4 and 5 with careful consideration of the continuum of learning. Teachers also have the option of engaging with specific elements of Paths rather than the entire outcome to meet the needs of their students.*

### Course Outcomes:

- MA5-RAT-P-01 identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)
- MA5-RAT-P-02 analyses and constructs graphs relating to rates of change (Path: Adv)
- MA5-ALG-P-01 simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv)
- MA5-ALG-P-02 selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (Path: Adv)
- MA5-IND-P-01 applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv)
- MA5-IND-P-02 describes and performs operations with surds and fractional indices (Path: Adv)
- MA5-EQU-P-01 solves monic quadratic equations, linear inequalities and cubic equations of the form  $ax^3 = k$  (Path: Adv)
- MA5-EQU-P-02 solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv)
- MA5-LIN-P-01 describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv)
- MA5-NLI-P-01 interprets and compares non-linear relationships and their transformations, both algebraically and graphically (Path: Adv)

- MA5-POL-P-01 defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems (Path: Adv, Ext)
- MA5-LOG-P-01 establishes and applies the laws of logarithms to solve problems (Path: Adv)
- 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)
- 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)
- MA5-TRG-P-02 establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (Path: Adv)
- 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)
- 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)
- 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)
- MA5-GEO-P-02 constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (Path: Ext)
- MA5-CIR-P-01 applies deductive reasoning to prove circle theorems and solve related problems (Path: Ext)
- MA5-NET-P-01 solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (Path: Stn)
- MA5-DAT-P-01 plans, conducts and reviews a statistical inquiry into a question of interest (Path: Stn, Adv)
- MA5-PRO-P-01 solves problems involving Venn diagrams, 2-way tables and conditional probability (Path: Adv)

Task	Task Description	Outcomes	Due Date	Weighting
1	In-Class Test	Refer to Scope and Sequence for outcomes	Term 1 Week 6 2025	10%
2	Class Assessment	Refer to Scope and Sequence for outcomes	Term 2 Week 3 2025	30%
3	Assignment	Refer to Scope and Sequence for outcomes	Term 3 Week 4 2025	30%
4	Yearly Assessment	Refer to Scope and Sequence for outcomes	Term 4 Week 3 2025	30%
<b>Total:</b>				<b>100%</b>

## MUSIC ADVANCED

### Course Outcomes:

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.6 uses different forms of technology in the composition process
- 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
- 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
- 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
- 5.10 demonstrates an understanding of the influence and impact of technology on music
- 5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

\*The task will be assessed progressively throughout the term. The final submission is due on the date listed for the task.

Task	Task Description	Outcomes	Due Date	Weighting
<b>1</b>	Composition	5.4, 5.5, 5.6, 5.12	Term 1 Week 9-10 2025	<b>25%</b>
<b>2</b>	Aural/Musicology Exam	5.7, 5.8, 5.9, 5.10	Term 2 Weeks 5-6 2025	<b>50% (25% Aural, 25% Musicology)</b>
<b>3</b>	Performance	5.1, 5.2, 5.3, 5.4, 5.11, 5.12	Term 4 Week 2 2025	<b>25%</b>
<b>Total:</b>				<b>100%</b>

## PASS - PHYSICAL ACTIVITY AND SPORT STUDIES

### Course Outcomes:

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
PASS5-3	discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4	analyses physical activity and sport from personal, social and cultural perspectives
PASS5-5	demonstrates actions and strategies that contribute to active participation and skilful performance
PASS5-6	evaluates the characteristics of participation and quality performance in physical activity and sport
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.

### PASS is a Content Endorsed Course

Task	Task Description	Outcomes	Due Date	Weighting
1	Theory Formative Assessment Check-in Points	PASS5.1 PASS5.2 PASS5.10	Term 1 Week 6 Term 2 Week 2 2025	20%
2	Practical Formative Assessment Check-in Points	PASS5.5 PASS5.6 PASS5.8	Term 1 Week 7 Term 2 Week 4 2025	35%
3	Theory Formative Assessment Check-in Points	PASS5.1 PASS5.9	Term 3 Week 6 Term 4 Week 2 2025	25%
4	Practical Formative Assessment Check-in Points	PASS5.7 PASS5.8	Term 3 Week 7 Term 4 Week 4 2025	20%
<b>Total:</b>				<b>100%</b>

## PDHPE

### Course Outcomes:

- PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges
- PD5-2 researches and appraises the effectiveness of health information and support services available in the community
- PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships
- PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- PD5-5 appraises and justifies choices of actions when solving complex movement challenges
- PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
- PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
- PD5-9 assesses and applies self-management skills to effectively manage complex situations
- PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
- PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

Task	Task Description	Outcomes	Due Date	Weighting
<b>1</b>	Practical Formative Assessment Check-in Points	PD5.4 PD5.9 PD5.11	Term 1 Week 7 Term 2 Week 4 2025	<b>25%</b>
<b>2</b>	Theory Formative Assessment Check-in Points	PD5.3 PD5.6	Term 1 Week 6 Term 2 Week 2 2025	<b>25%</b>
<b>3</b>	Practical Formative Assessment Check-in Points	PD5.4 PD5.9	Term 3 Week 7 Term 4 Week 4 2025	<b>25%</b>
<b>4</b>	Yearly Examination	All theory outcomes covered in year 10	Term 4 Week 3 2025	<b>25%</b>
<b>Total:</b>				<b>100%</b>

## YEAR 10 PERFORMANCE SKILLS (CIRCUS ARTS)

### Course Outcomes:

**PA 5-1** identifies and explains a range of safe working practices and diverse cultural protocols associated with performing arts

**PA 5-2** experiments with ways in which space can be activated and transformed by the selection and manipulation of performance elements

**PA 5-3** controls energy and expressive skills to create performance presence

**PA 5-4** explores the skills and techniques needed to engage an audience in a collective experience

**PA 5-5** analyses the role of context and interpretation in realising artistic intention

**PA 5-6** researches, documents, and reflects on performing arts concepts, ideas and processes

**PA 5-7** responds to provocations and/or stimulus to select, develop, and produce performance material

**PA 5-8** demonstrates the commitment, collaboration, and agency required to stage a performing arts event

**PA 5-9** experiments with relevant essential performing arts concepts to new contexts

**PA 5-10** acknowledges the significance of Country, cultural protocols, and Aboriginal Peoples' perspectives and contributions in the performing arts.

Task	Task Description	Outcomes	Due Date	Weighting
1	<b>What Do You Mean By That?</b> D. Review of Gravity & Other Myths: <i>Backbone</i> . E. Circus multimodal portfolio	PA5-2, PA5-4, PA5-5, PA5-6, PA5-9	Term 1 Week 11 2025	20%
2	<b>Sum of Its Parts</b> D. Small ensemble act creation E. Circus multimodal portfolio	PA5-1, PA5-6, PA5-8, PA5-9	Term 2 Week 10 2025	20%
3	<b>Now Playing</b> A. Ensemble act creation B. Circus multimodal portfolio	PA5-2, PA5-3, PA5-7, PA5-9	Term 3 Week 10 2025	20%
4	<b>Performing Arts Event</b> C. Performing arts event D. Circus multimodal portfolio	PA5-1, PA5-4, PA5-5, PA5-6, PA5-7, PA5-8, PA5-9, PA5-10	Term 4 Week 5 2025	40%
			<b>Total:</b>	<b>100%</b>

## PHOTOGRAPHY AND DIGITAL MEDIA

### Course Outcomes:

**Making:**

- 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

**Critical and historical interpretations:**

- 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

**The Photographic and Digital Media Journal (PDMJ) is an ongoing record of the students’ participation and involvement with the program. The journal should include:**

- experiments with a range of materials and techniques.
- a record of photographic and digital works in progress
- research towards personal work and artists of interest.
- collections of photos, magazine clippings/articles.
- written evaluations and critiques of the students’ own work and that of other photographic and digital media artists.
- any and all worksheets or information distributed in class

Task	Task Description	Outcomes	Due Date	Weighting
1	<b>Making:</b> Photographic and Digital Media Portfolio (still, interactive, moving forms) <b>Critical &amp; Historical Interpretations</b> Photographic and Digital Media Journal (PDMJ)	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	Term 2 Week 4 2025	<b>40%</b> <b>20% Making</b> <b>20% CHI</b>
2	<b>Making:</b> Photographic and Digital Media Portfolio (still, interactive, moving forms)	5.1, 5.2, 5.3, 5.4, 5.5, 5.6.	Term 3 Week 6 2025	<b>40%</b> <b>Making</b>
3	<b>Critical &amp; Historical Interpretations</b>	5.7, 5.8, 5.9 5.10	Term 3 Week 10 2025	<b>20%</b> <b>CHI</b>
<b>Total:</b>				<b>100%</b>

## PSYCHOLOGY 100 HOUR

### Course Outcomes:

- PSY5-1** explains how the field of psychology provides scientific explanations for the mind and behaviour through research, theories and approaches
- PSY5-2** explains the main approaches to the study of the nature of human behaviour and the strengths and weaknesses of those approaches
- PSY5-3** describes diversity and variation on the nature of personality, disease, disorders, intelligence and creativity and their influence on human behaviour
- PSY5-4** explains a range of psychological theories and identifies the application of these theories to everyday life
- PSY5-5** demonstrates an understanding of the importance of ethics in psychology, research and the interpretation of data
- PSY5-6** recognises the applications and influence of psychology in popular culture and its importance to social factors
- PSY5-7** examines suitable research methods including procedures and critical analysis when completing action based learning
- PSY5-8** communicates psychological information and ideas using appropriate written, oral and visual forms.

Task	Task Description	Outcomes	Due Date	Weighting
<b>1</b>	What Is Psychology Task	PSY5-1, PSY5-2, PSY5-4, PSY5-6, PSY5-8	Week 8 Term 1 2025	<b>25%</b>
<b>2</b>	Intelligence and Creativity Task	PSY5-1, PSY5-2, PSY5-3, PSY5-4, PSY5-7, PSY5-8	Week 5 Term 3 2025	<b>40%</b>
<b>3</b>	Psychology of Success Task	PSY5-1, PSY5-2, PSY5-6, PSY5-8	Week 3 Term 4 2025	<b>35%</b>
<b>Total:</b>				<b>100%</b>



## SCIENCE

### Course Outcomes:

SC5-4WS	develops questions or hypotheses to be investigated scientifically
SC5-5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
SC5-6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
SC5-7WS	processes, analyses and evaluates data from firsthand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5-8WS	applies, scientific understanding and critical thinking skills to suggest possible solutions to identified problems
8C5-9WS	presented 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 applies 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

Task	Task Description	Outcomes	Due Date	Weighting
1	Student Research Project	SC5-4WS SC5-5WS SC5-7WS SC5-9WS	Term 1 Week 9	50
2	VALID 10	All outcomes	Term 3 Week 7/8	50
<b>Total:</b>				<b>100%</b>

## VISUAL ARTS ADVANCED

### Course Outcomes:

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

Task	Task Description	Outcomes	Due Date	Weighting
1	Art Historical and Critical Interpretation of Art	5.7, 5.8, 5.9, 5.10	Term 2 Week 3 2025	20%
2	Art Making Collection of Works	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Term 2 Week 4 2025	30%
3	Art Historical and Critical Presentation	5.7, 5.8, 5.9 5.10	Term 3 Week 6 2025	20%
4	Art Making Collection of Works	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Term 4 Week 4 2025	30%
<b>Total:</b>				<b>100%</b>



# APPLICATION FOR SPECIAL CONSIDERATION FOR ILLNESS-MISADVENTURE



## Nepean Creative & Performing Arts High School Illness-Misadventure Application Form

If illness or misadventure prevents a student from completing an Assessment Task on or before the due date the school must be advised immediately the situation is known (before the due date if possible) and submitted to the Head Teacher on the day of returning to school.

### Section A (To be completed by the student before completion by teachers)

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

Course: \_\_\_\_\_ Faculty: \_\_\_\_\_

Class Teacher: \_\_\_\_\_ Head Teacher: \_\_\_\_\_

Assessment Task Name: \_\_\_\_\_

Task No: \_\_\_\_\_ Date Issued: \_\_\_\_\_ Due Date: \_\_\_\_\_ Weighting: \_\_\_\_\_

Nature of Task: (please circle)

Assignment	Examination	Field Work	Listening Task	Major Work
Performance	Portfolio	Practical Task	Research Activity	Speaking Task
Viewing Task	Written Task	Other (please specify):		

Date school advised of misadventure: \_\_\_\_\_ Person advised: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/caregiver signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please attach supporting documentation (e.g. Medical certificates, supporting statements, etc.)  
In case of an application on medical grounds a medical certificate **MUST** accompany the application.

### Section B (To be completed by the class teacher BEFORE the application is submitted to Head Teacher)

I recommend the misadventure be upheld   
I recommend the misadventure not be upheld

Reason/s for this recommendation (attach extended statement or documentation as necessary):  
.....  
.....  
.....

Class teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Section C (OFFICIAL USE ONLY: Decision of Head Teacher/Deputy Principal)

Illness-Misadventure decision: Accepted / Rejected Extension of time granted until: \_\_\_\_\_

Student required to complete alternate task.  Yes  No

Zero mark to be awarded for late submission with task to be completed.:  Yes  No

Task is a non-serious effort  Yes  No

Faculty Head Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

Deputy Principal signature: \_\_\_\_\_ Date: \_\_\_\_\_

Copy to: Parent, Student, Class Teacher, Head Teacher Secondary Studies, and Student file

# APPLICATION FOR ASSESSMENT TASK EXTENSION



## Nepean Creative & Performing Arts High School Assessment Task Extension Application Form

### Section A (To be completed by the student)

Student Name: ..... Year: .....

Course: ..... Faculty: .....

Class Teacher: ..... Head Teacher: .....

Assessment Task Name: .....

Task No: ..... Date Issued: ..... Due Date: ..... Weighting: .....

Nature of Task: (please circle)

Assignment	Examination	Field Work	Listening Task	Major Work
Performance	Portfolio	Practical Task	Research Activity	Speaking Task
Viewing Task	Written Task	Other (please specify): .....		

### Section B (To be completed by the student)

Reason/s for this application for extension (attach extended statement or documentation as necessary):  
.....  
.....  
.....

Student signature: ..... Date: .....

Parent/caregiver signature: ..... Date: .....

### Section C (OFFICIAL USE ONLY: To be completed by the relevant Faculty Head Teacher)

Resolution decision: Accepted / Rejected Date of rescheduled task: .....

Student issued rescheduled notification:  Yes  No  
Head Teacher Secondary Studies notified:  Yes  No  
Class Teacher notified:  Yes  No

Comment:  
.....  
.....  
.....

Faculty Head Teacher signature: ..... Date: .....

Copy to: Parent, Student, Class Teacher, Head Teacher Secondary Studies, and Student File



*Creative and  
Performing Arts*

115-119 Great Western Highway

Emu Plains NSW 2750