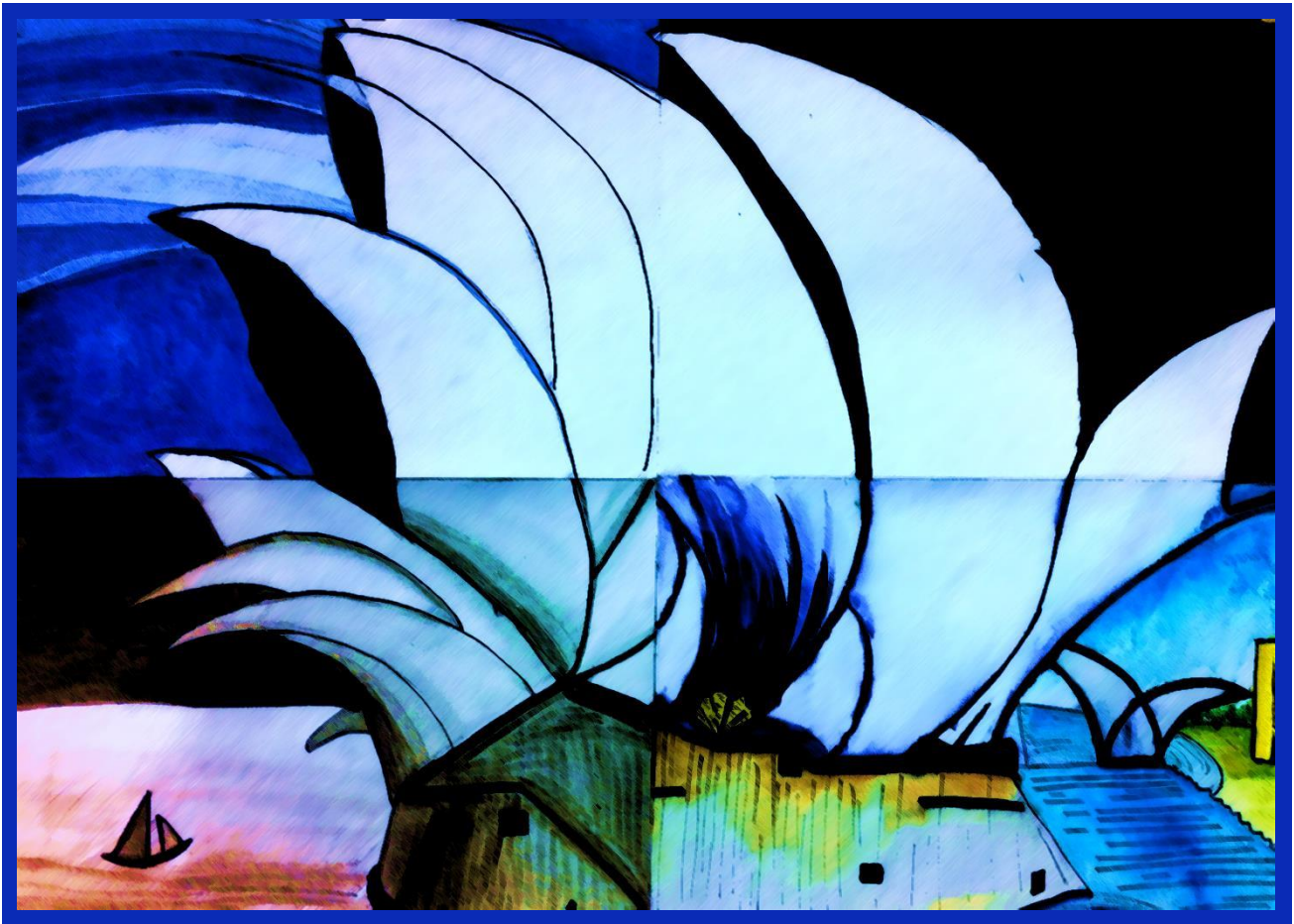




Macarthur Girls High School



Year 10 RoSA Assessment Policy 2018



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Macarthur Girls High School

YEAR 10 SCHOOL ASSESSMENT POLICY 2018

Information for Students and Parents

The assessment policy at Macarthur Girls High School reflects the values and beliefs of our school. Students are expected to reflect these values in their course work at all times.

Why do we need a school Assessment Policy?

- The school Assessment Policy is designed so that no student can be unfairly advantaged or disadvantaged by the school's system of assessment.
- Assessment at Macarthur Girls High School encourages progressive development of skills and knowledge while ensuring:
 - consistency across courses and faculties
 - fairness in marking and reporting
 - coordination of the assessment program to ease the load on students

What you need to know

To qualify for the award of the NSW Record of School Achievement (RoSA), a student must:

- Satisfactorily attend school until the final day of the school year as determined by the Department of Education and Training
- Complete Year 10
- Make a serious attempt at all tasks
- Satisfactorily complete the mandatory curriculum requirements of the Board of Studies. These are listed below:
 - English
 - Mathematics
 - Science
 - History and Geography in Years 7&8 (Stage 4)
 - Australian History Civics and Citizenship (Stage 5)
 - Australian Geography Civics and Citizenship in Years 9&10 (Stage 5)
 - LOTE: at least one language over a 13 month period in Year 7 and/or Year 8
 - Technology and Applied Science
 - Technology: mandatory syllabus in Years 7 and 8
 - Creative Arts: mandatory courses in Years 7 and 8
 - PD/H/PE: mandatory integrated course in Years 7 – 10

Macarthur Girls High School provides a wide range of additional (elective) courses that, if completed in accordance with the Board Developed or Board Endorsed syllabuses and indicative time requirements will be credentialed for the Record of School Achievement (RoSA).

Satisfactory completion of a course

A student will be considered to have satisfactorily completed a course if they have:

- followed the course developed or endorsed by the Board; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes

Attendance in relation to the satisfactory completion of a course

Where a student's attendance pattern may jeopardise the satisfactory completion of a course, the reason for absence and its likely effect on the student's course progress should be established.

The Principal will consider:

- the nature and duration of the absence;
- the standing of the student within the course at the time of the absence;
- the student's prior pattern of attendance, application and achievement; and
- the ability and commitment of the student to compensate for the classroom experiences missed.

Leave may be granted to cover absence from the school's educational program for short periods, provided that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected.

When leave is granted by the principal, such leave should not, of itself, jeopardise the student's eligibility for the Record of School Achievement (RoSA).

Absence through illness and/or physical injury

In the case of prolonged or recurring illness or injury, a medical certificate will be accepted as satisfactory evidence of legitimate absence. In many instances, school work may be undertaken while at home or in hospital. In this way, the principal may be satisfied that there is sufficient evidence for deeming that a student has met course requirements and achieved the outcomes of the course.

A student affected by long-term illness may elect to accumulate the Record of School Achievement (RoSA).

Absence on holidays

It may be possible for compensatory assignments to be negotiated, completed and posted back to school by students who are absent on holidays. This may be sufficient evidence for deeming that a student has met course requirements and achieved the outcomes of the course.

Some students may be judged able to catch up missed work upon return, in order to meet course requirements and achieve the outcomes of the course.

Absences without satisfactory explanation

Any unsatisfactorily explained absence, or series of unexplained absences, if the length or pattern is extensive, may result in a course(s) not being satisfactorily completed. In such case warning letters to the student/parent/caregiver would indicate how the absence could result in non-completion of course requirements and set out the steps necessary for the student to satisfactorily complete the course(s).

Absence prior to the final date for Year 10

It is a requirement for the award of the Record of School Achievement (RoSA) that students **attend until the final day of Year 10 as determined by the DET.**

Granting of leave

Granting of leave is a matter for the individual school principal. The principal has discretion in granting leave for legitimate purposes up to 10 days. Absences in excess of 10 days must be approved by the School Education Director.

Where the period of leave requested **exceeds one term**, the school and the parent/caregiver will determine the best educational pattern to meet the course requirements and the student's needs. Students/Families who wish to apply for extended approved leave must seek approval from the Principal prior to making any arrangements.

A note to parents/caregivers

If you are concerned about whether Disability Provisions apply for your child, you should contact the school Year Adviser or Counsellor.

'N' Determinations

Students who fail to achieve satisfactorily the course outcomes may be subject to an 'N' determination and be prohibited from getting the Reporting of School Assessment (RoSA). Students and parents/caregivers will be advised in writing and an opportunity will be given for students to redeem themselves from their current circumstance. The following flowchart outlines the 'N' determination process at Macarthur Girls High School.

SCHOOL PROCESS FOR 'N' DETERMINATIONS

Letter One

Student/Parent/Caregiver is informed by the Faculty in writing and the student is given the opportunity to redeem of their situation.



Letter Two

- 1) Student is interviewed by the class Teacher and the Head Teacher*
- 2) Parent/Caregiver is contacted by the Head Teacher or Nominee*



Letter Three

- 1) Student and parent/caregiver are interviewed by the Head Teacher and Stage 5 Leader*
- 2) Student is placed on a written contract to assist her to redeem from her current situation.*



Any Further Letters

Student and parent interviewed by the Stage 5 Leader and Principal. Resolution and feedback is given to Head Teacher, student and parent/caregiver.

The student who has failed to comply with the course completion requirements could be subject to 'N' determination. The Principal will inform the student of the 'N' determination for the Record of School Achievement (RoSA) and advise her of the process, including her right of appeal against the 'N' award determination.

Assessment of Student Achievement at the Completion of the Course

Course Performance Descriptors have been specifically developed for Years 7-10 syllabuses. They describe the main features of typical student performance at each grade measured against the syllabus objectives and outcomes for the course.

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

Grading student achievement is the process of assigning a letter (A,B,C,D,E) to summarise the level of student's achievement in a course. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3, E2).

The Record of School Achievement grading system is intended to describe the student's achievement at the end of each course in Stage 5. The final judgement of the grade deserved will be based on available assessment information and reference to the Course Performance Descriptors.

Credentialing

The Record of School Achievement shows the student's name and school and is awarded only on satisfactory completion of all mandatory courses. The Record of School Achievement is a cumulative record of all Stage 5 courses completed in the form of grades awarded by the school.

It is proposed the NSW Record of School Achievement (RoSA) will only be issued when the student leaves school and not at the end of Year 10.

Non-award of the Record of School Achievement (RoSA)

The Board will make a determination on appropriate action if a student:

- a) did not meet all mandatory curriculum requirements;
- b) left school before the final date for Year 10 (see also Section 4.3.2);
- c) did not comply with other Board requirements.

Excursions

Some subjects require students to undertake compulsory field study while some tasks may well be linked to excursions and performances. In the case of an unavoidable absence from such activities, illness and misadventure procedures must be followed.

Illness/Misadventure

Consideration is given to students who suffer illness/misadventure at the time of a task or whose performance is impaired by circumstances beyond their control. The following policy will be applied at this school to ensure that no student gains an unfair advantage over other students.

If a student is absent due to illness/misadventure on the day of an in-school assessment task or the day an assessment task is due to be submitted:

- the student must complete an application for illness/misadventure the first day of returning to school. The application is to be collected from and returned to the Stage 5 Leader of the course
- the Stage 5 Leader will assess if the student's case is valid and decide which of the following is most appropriate:
 - an extension of time
 - sit an alternative task
 - mark pending
 - zero award

Students must be aware that **each case will be assessed on its merits**. Alternative arrangements of any kind will not automatically be made on request. If the case is not deemed valid, a zero mark will be awarded.

Note:

Tasks must be submitted at the required time as a hard copy and not on a computer disk, CD or USB flash drive, unless the latter is specifically requested as part of the task. Technology problems are NOT a valid excuse for late submission.

Failure to submit tasks on time without valid documentation will result in a zero mark and a warning letter indicating to the student the work that needs to be completed in order to achieve the course outcomes.

Malpractice and breaches of rules in relation to the School assessment tasks

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

- Copying someone else's work and presenting it as their own
- Plagiarism or using material directly from books, journals, CDs, or the Internet without reference to the source
- Borrowing or stealing another person's work and presenting it as their own
- Offering false documentation or explanations in support of an appeal
- Non-serious attempt in an exam or assessment task, where work presented contains frivolous or objectionable material
- Assisting another student to engage in malpractice

Work submitted for assessment tasks must be the student's own work. Malpractice in any assessment task will render a 'zero' mark and parent/caregiver will be informed by the Head Teacher of the course in writing.

The booklet 'Guide to the Record of School Achievement (RoSA) issued by the Board of Studies to students, gives a full description of requirements and correct avenues for appeal.

Notification of Formal Assessment Tasks

Written and/or electronic notification of formal assessment tasks will be issued at least **TWO weeks** prior to assessment tasks as per assessment schedules published in this handbook.

Feedback on School Assessment Tasks

Students will be given meaningful feedback following each assessment task:

- A mark/grade and information on the outcomes achieved as indicated by the marking criteria
- Information, which assists students to improve on their performance in future tasks

Disability Provisions for the school assessments/examinations

The Disability provisions program is a arrangement designed to help students by granting justified provisions related to a physical or medical condition.

Applying for Disability Provisions

Students who wish to apply for Disability Provisions should see the Head Teacher Female Students or School Counsellor. They will be asked to provide evidence to support their application.

If all the necessary information is not provided, some requested provisions may be declined due to insufficient evidence.

A note to parents

If you are concerned about whether special examination provisions apply for your child, you should contact the school Year Adviser or Head Teacher Female Students



MGHS PROCEDURES FOR ILLNESS/MISADVENTURE

Students missing an assessment task and wishing to make application for Illness/Misadventure must follow the procedure outlined below:

Step One: Student Contacts the School

Student/Parent/Caregiver is requested to inform the school of the absence



Step Two: On first day of return

It is the student's responsibility to:

1. Report to the Stage 5 Leader
2. Complete Illness/Misadventure Application including Head Teacher, parent & student comment and signatures
3. Submit application form to Stage 5 Leader within two days of their return



Step Three: Resolution and Feedback

1. Stage 5 Leader reviews documentation
2. Copy of the Illness/Misadventure with the resolution and feedback is given to Head Teacher, student and parent/caregiver
3. Original copy in student file



Step Four: Appeal

1. Assessment Review Panel (ARP) consisting of the Stage 5 Leader, Head Teacher, and a member of the Assessment Team will meet to consider the application.
2. Resolution and feedback is given to Head Teacher, student and parent/caregiver.

Macarthur Girls High School

Year 10 Illness/Misadventure Form

This application to be obtained from the Stage 5 Leader

Name: _____ Course: _____ Roll _____

Title of the affected assessment task: _____ Weighting: _____ Due Date: _____

- ☐ Medical Certificate attached
☐ Other verification (specify)

SECTION A (To be completed by the student)

Describe in detail the nature of the issue that affected your ability to complete or submit this assessment task to your best effort.

Describe in detail how your ability to complete or submit an assessment task to your best effort was affected.

Parent/Caregiver: _____ Parent/Caregiver signature: _____ Student signature: _____

Date: _____

SECTION B (To be completed by the Head Teacher)

Head Teacher's Name _____ Faculty _____ Teacher: _____

Receipt date of Illness/Misadventure form: _____ Task submitted/completed: Yes/No (please circle)

Head Teacher recommendation:

Teacher signature: _____ Date: _____

SECTION C Result of application (To be completed by Stage 5 Leader)

Stage 5 Leader Signature:

Copy to: ☐ Stage 5 Leader

☐ Faculty File

☐ Student, Parent/Carer

☐ Student File

Date:

Macarthur Girls High School

Illness/Misadventure Appeal

You will need to complete this form if you appeal against an illness/misadventure decision. This form must be handed in with all necessary documentation to Stage 5 Leader within **two days of decision**.

Name:_____ Roll Class:_____ Subject:_____

Teacher:_____ Title of the affected assessment task :_____

Outline reasons for this application and attach all relevant documentation

Student signature _____ Parent signature_____ Date:_____

.....

Assessment Review Panel

ARP Members:

Date:

Issues discussed:

Decision reached: ☐

Refer to the Principal ☐

Resolution:

Panel members' signatures:_____ _____ _____ Date:

Inform of decision in writing to:

☐ Student/Parent/Carer

☐ Relevant HT

Copy ☐ Student file

Macarthur Girls High School

Approved Leave – Excursions, Fieldwork, School Business

Teacher making the request: Faculty:

Reason for the request:.....

Educational outcome:

Head Teacher Approved (circle one) Yes No Date:.....

Student's Name: Year/Roll:

First Day of Leave: Date:

Last day of leave: Date:

Approval given by Principal (circle one): Yes No

Upon Principal's approval the student must ensure an **alternative assessment time** has been negotiated with the class teacher and faculty Head Teacher.

Once the form below is completed forward copies to: student/parent/caregiver, faculty Head Teacher, student file.

Course(s)	Assessment Task	Due Date	New Due Date	Class Teacher	Signature	Head Teacher	Signature

Note: This approval is to be used for educational experiences that needed urgent approval by the Principal (e.g. SRC, dance, Drama, speakers etc). omit calendared events.

Macarthur Girls High School (Request for Consideration)

ATTACHMENT E: APPLICATION For Leave / Approved Leave

(Note: one form is required for each task)

Student Name:

Reason for the request:.....

First Day of Leave:

Date:

Last day of leave:

Date:

☐ Documentation (please specify)

Student's comment (Describe in detail the request for leave and why you will be unable to complete or submit an assessment task on the due date)

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

Student's signature.....

Date:

Parent's/Caregiver's support comment

.....
.....

Parent /Caregiver signature: Date:

Date request received: Approval given by Principal / Stage 5 Leader (circle one): Yes No

Tasks to be missed

Course(s)	Assessment Task	Due Date	New Due Date	Class Teacher	Signature	Head Teacher	Signature

Comment

Stage 5 Leader signature

Date Stamp

Copy to:

☐ Student / Parent/ Carer copy

☐ Student file

☐ Relevant HT informed



Macarthur Girls High School

ASSESSMENT TASK COVER SHEET

You need to complete and attach this cover sheet to every assessment task that you submit

Student name:		Roll Class:
Assessment Task Title		Date submitted
Course	Teacher	

Academic Integrity Statement

I _____ declare that this work is my own and
(Your name in block letters)

that any quotes, information or works have been properly acknowledged and cited in the bibliography.

Student signature _____ Date: _____

Warning

You are required to keep a complete soft or hard copy of this assessment task and the acknowledgement of submission in case of any unforeseen event relating to your original submission.

-----cut here-----



Assessment Receipt

Student copy

Name of student: _____ Year: _____ Course: _____

Task Title: _____ Class Teacher: _____ Date Due: _____

This task was submitted to _____ on _____
teacher's name Date

Student signature

Teacher signature

Date

Literacy and Numeracy Minimum standard

From 2018 HSC, there is also a minimum standard of literacy and numeracy. Students can demonstrate they meet the minimum standard in two ways:

- (a) Band 8 or above in Year 9 NAPLAN reading, writing and numeracy tests, or
- (b) passing online reading, writing and numeracy tests of an equivalent standard in Years 10, 11 and 12.

There will be multiple opportunities to demonstrate they meet the standard between Year 9 and the completion of the HSC.

No student will be ineligible to sit for the HSC on the basis of their Year 9 NAPLAN results. Other opportunities will be offered to all students to attain the minimum standard. Special provisions and exemption policies will be available for students as appropriate.

MGHS Literacy and Numeracy Online Enrichment Program

Macarthur Girls High School views the literacy and numeracy online enrichment program as a building block for success across all learning stages, resulting in better life options, academic success and skills for life enhancement.

MGHS students from Years 7 to 10 participate in weekly literacy and numeracy enrichment activities located on the school's online learning platform – Moodle. These activities significantly contribute to the improvement of student learning outcomes at MGHS as measured by NAPLAN results over the past years. Students will participate weekly in a range of literacy and numeracy activities to enhance and enrich their literacy and numeracy development across all subjects. It is expected that all students will complete all online enrichment activities.

Student completion rates of weekly Moodle activities will be acknowledged on their semester reports. Students who fail to complete their weekly online literacy and numeracy enrichment activities will be considered as not diligently applying themselves to their studies. Consequences for non-completion of learning activities for whole school and/or faculties are outlined in the MGHS "Non-completion of tasks" procedure located on our school website:

www.macarthurg-hschool.nsw.edu.au SRC Website/MGHS Links

How to complete the MGHS Literacy and Numeracy Online Enrichment Activities

Students are required to follow the process:

1. Log on to <http://web2.macarthurg-h.schools.nsw.edu.au/moodle/> using their personal login details
2. Click on literacy and numeracy enrichment
3. Click on the sub-category which corresponds with their grade of study
4. Complete all weekly activities in the literacy and numeracy courses
5. All activities must be completed by Sunday night each week
6. The new weekly activities open on Monday mornings
7. If login details or errors appear, student needs to see the TSO

PRIDE – MGHS Wellbeing Program

The MGHS Wellbeing Program explores and develops the school's PRIDE values. This innovative program establishes an educational foundation for young students to understand and practise the values of Participation, Respect, Integrity, Diversity and Excellence. The school believes that modelling and instilling these values in students' everyday school lives is central to forming a sense of self-efficacy, character and self-mastery. Our aim is to develop the whole person so students can take charge of their own learning and make responsible choices for their future.

Our program comprises of activities involving students, staff and guest speakers. It is designed to inform and motivate students on the importance of personal wellbeing, ethical and exemplary behaviour, building self-esteem and earning respect through achievement and service. Students will feel proud of their cultural identity and will develop caring and understanding attitudes towards other.

Each year level focuses on themes appropriate to the students' intellectual, social and emotional development. These themes emphasise issues important to identity, relationships, supporting others, making considered decisions, taking responsibility for one's actions and providing leadership based on honesty, integrity and optimism.

Year 10

In Year 10 girls are prepared for leadership in a variety of ways. Initially students deepen their understanding of personal values and intrinsic and extrinsic motivation. They then apply this deepened understanding of self to their personal choices including subject selection and career options. Students are provided with opportunities to lead, mentor and coordinate co-curricular and social activities. This in turn enables them to learn important life skills around responsibility, organisation and the care of others. Peer support program and community service continue to be significant themes in their learning.

Modules – Motivation; Navigating the Future; Opportunity; Power.

2018 Yr 10 Record of School Achievement (RoSA): English

Task No	1	2	3	4
Date of task	Term 1 Week 8	Term 2 Week 8	Term 3 Week 9	Term 4 Week 2
Type of task	Novel - Essay <i>Scaffolded Extended Response</i> (formative task)	Shakespeare Essay Analytic Essay – (summative task)	Poetry Short Answer Questions (summative task)	Proposal presentation on Wallzine (formative task)
Syllabus Component/ Modes	(Reading/Writing)	(Reading/Writing)	(Reading/Writing /Listening)	(Speaking/Viewing/ Representation/ Writing/Listening)
Visual Text				20
Poetry			30	
Close Study Text (Novel) Writing	20			
Drama - Shakespeare analysis		30		
Task Weight	20%	30%	30%	20%
Task Outcomes	1A, 2A, 3B, 5C, 7D	1A, 2A, 3B, 4B, 5C, 7D, 8D	1A, 2A, 3B, 5C, 7D, 8D	1A, 2A, 3B, 4B, 5C, 6C, 7D, 9E

*The above are indicators only – the task will be confirmed prior to due date.

Reporting: Each Report communicates the Level of Achievement for that semester's work.

Outcomes – English: Stage 5

- EN5-1A- responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN5-2A- effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
- EN5-3B- selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
- EN5-4B- effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
- EN5- 5C- thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
- EN5- 6C- investigates the relationships between and among texts
- EN5- 7D- understands and evaluates the diverse ways texts can represent personal and public worlds
- EN5- 8D- questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
- EN5-9E- purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Stage 5 Course Performance Descriptors – English

Areas for Assessment

Reading, listening, viewing ; Writing, speaking, representing ; Communicating and context; Analysing language
Interpretive, imaginative and critical thinking; Expressing views

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates some evidence of the ability to respond to a limited range of texts. with teacher support, discusses the context and perspective of texts and the relationships between and among them. with teacher support, discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts. responds in a rudimentary way to verbal and visual imagery. with teacher support, composes written, oral and visual texts using various technologies for a limited range of purposes, audiences and contexts. with teacher support, is developing an understanding of the processes of composition, as they are able to interpret ideas and apply these to new contexts. is able to identify some obvious expectations of an audience. with teacher support, is able to reflect on some aspects of their individual and collaborative skills for learning. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates some ability to respond to a range of texts. discusses the context and perspective of texts and the relationships between and among them. discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts. responds to verbal and visual imagery. composes written, oral and visual texts using various technologies for different purposes, audiences and contexts. with guidance, is developing a personal style and an understanding of the processes of composition as they are able to make some obvious inferences and interpretations, extend their imaginations in making meaning and apply ideas to new contexts. is able to identify and discuss some obvious preconceptions and expectations of an audience. with guidance, is able to reflect on their individual and collaborative skills for learning. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> through close and wide study, responds to a range of imaginative, factual and critical texts. investigates the context and perspective of texts and the relationships between and among them. analyses and discusses texts by selecting, identifying and explaining appropriate language forms and features and structures of those texts. responds imaginatively to verbal and visual imagery. displays a developing personal style, composes written, oral and visual texts using various technologies for a variety of purposes, audiences and contexts. demonstrates an understanding of the processes of composition as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts. conforms to or challenges an audience's preconceptions and expectations. with increasing independence, reflects on and uses, assesses and adapts their individual and collaborative skills for learning. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> through close and wide study, responds to demanding, imaginative, factual and critical texts. investigates with some insight the context and perspective of texts and the relationships between and among them. closely and critically analyses and evaluates texts of increasing complexity by selecting, describing and explaining appropriate language forms and features and structures of those texts. responds imaginatively and critically in an effective way to verbal and visual imagery. displays a developing personal style, composes with confidence written, oral and visual texts using various technologies for a variety of purposes, audiences and contexts. clearly demonstrates an understanding of the processes of composition, as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts. with increasing confidence, is able to conform to, or challenge, an audience's preconceptions and expectations. independently reflects on and uses, assesses and adapts their individual and collaborative skills for learning. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> through close and wide study, responds to a comprehensive range of demanding, imaginative, factual and critical texts. perceptively investigates the context and perspective of texts and the relationships between and among them. constructively and critically analyses and evaluates complex texts by selecting, describing and explaining significant language forms and features and structures of those texts. responds imaginatively and critically in a highly effective way to verbal and visual imagery. displays a distinct personal style, composes with confidence written, oral and visual texts, using various technologies for a wide variety of purposes, audiences and contexts. consistently demonstrates an understanding of the processes of composition, as they are able to infer logically, interpret clearly, extend their imaginations in composing texts and adapt ideas into new and different contexts. with confidence, is able to conform to, or challenge, an audience's preconceptions and expectations. independently reflects on and confidently uses, assesses and adapts their individual and collaborative skills for learning.

2018 Yr 10 Record of School Achievement (RoSA): Mathematics Course 1

Task No	1	2	3	4
Date of task	Term 2 Week 4	Term 4 Week 2	Term 4 Week 4	Continuous Assessment
Type of task	Half Yearly	Course Yearly	Yearly (Some Common to all year 10)	Class tests
Syllabus Components				
Knowledge	100%	100%	100%	100%
Task Weightings	30%	30%	20%	20%
Task Outcomes	MS5.1.2 NS5.1.1 MS4.2 MS5.1.1 PAS4.3 PAS4.4 PAS5.1.1	NS5.1.2 NS5.1.3 PAS4.5 PAS5.1.2 DS5.1.1 PAS5.2.5	DS5.1.1 MS5.1.1 MS5.1.2 NS5.1.1 NS5.1.2 NS5.1.3 PAS5.1.1 PAS5.1.2	DS5.1.1 MS5.1.1 MS5.1.2 NS5.1.1 NS5.1.2 NS5.1.3 PAS5.1.1 PAS5.1.2

Notes :

Typically students in this course will receive a band from E2 to C5 in the NSW Record of School Achievement (these are indicative only as students can receive a band from E2 to A10). These bands are in line with the course descriptors and are determined by comparing all students in year 10 through their performance in the End of Year Common Examination and then verified by their results in their individual course work as indicated by their topic, half yearly and yearly results.

The dates listed for each of the above tasks are approximate and have been indicated to assist your planning and study. You should refer to the assessment calendar and to task notifications for more accurate dates. The outcomes assessed in each task may vary slightly from those listed here, but will be specified in the notification provided prior to each task.

2018 Yr 10 Record of School Achievement (RoSA): Mathematics Course 2

Task No	1	2	3	4
Date of task	Term 2 Week 4	Term 4 Week 2	Term 4 Week 4	Continuous Assessment
Type of task	Half Yearly	Course Yearly	Yearly (Some Common to all year 10)	Class tests
Syllabus Components				
Knowledge	100%	100%	100%	100%
Task Weightings	30%	30%	20%	20%
Task Outcomes	MS5.2.3 SGS5.2.2 PAS5.2.2 NS5.1.2 PAS5.1.2	MS5.2.2 DS5.1.1 SGS5.2.2 PAS5.3.1 PAS5.3.3	DS5.1.1 MS5.1.1 MS5.1.2 NS5.1.1 NS5.1.2 NS5.1.3 PAS5.1.1 PAS5.1.2	DS5.1.1 MS5.1.1 MS5.1.2 NS5.1.1 NS5.1.2 NS5.1.3 PAS5.1.1 PAS5.1.2

Notes :

Typically students in this course will receive a band from D4 to B7 in the Record of School Achievement (these are indicative only as students can receive a band from E2 to A10). These bands are in line with the course descriptors and are determined by comparing all students in year 10 through their performance in the trial End of Year Common Examination and then verified by their results in their individual course work as indicated by their topic, half yearly and yearly results.

The dates listed for each of the above tasks are approximate and have been indicated to assist your planning and study. You should refer to the assessment calendar and to task notifications for more accurate dates. The outcomes assessed in each task may vary slightly from those listed here, but will be specified in the notification provided prior to each task.

2018 Yr 10 Record of School Achievement (RoSA): Mathematics Course 3

Task No	1	2	3	4
Date of task	Term 2 Week 4	Term 4 Week 2	Term 4 Week 4	Continuous Assessment
Type of task	Half Yearly	Course Yearly	Yearly (Some Common to all year 10)	Class tests
Syllabus Components				
Knowledge	100%	100%	100%	100%
Task Weightings	30%	30%	20%	20%
Task Outcomes	NS5.3.1 PAS5.2.2 DS5.2.1 PAS5.3 SGS5.3	PAS5.2.4 PAS5.2.5 MS5.3.2 PAS5.3.2 NS5.2.2 NS5.3.2 PAS5.2.5	DS5.1.1 MS5.1.1 MS5.1.2 NS5.1.1 NS5.1.2 NS5.1.3 PAS5.1.1 PAS5.1.2	DS5.1.1 MS5.1.1 MS5.1.2 NS5.1.1 NS5.1.2 NS5.1.3 PAS5.1.1 PAS5.1.2

Notes :

Typically students in this course will receive a band from A10 to B7 in the NSW Record of School Achievement (these are indicative only as students can receive a band from E2 to A10). These bands are in line with the course descriptors and are determined by comparing all students in year 10 through their performance in the End of Year Common Examination and then verified by their results in their individual course work as indicated by their topic, half yearly and yearly results.

The dates listed for each of the above tasks are approximate and have been indicated to assist your planning and study. You should refer to the assessment calendar and to task notifications for more accurate dates. The outcomes assessed in each task may vary slightly from those listed here, but will be specified in the notification provided prior to each task.

Outcomes - Mathematics

DS4.1	Constructs, reads and interprets graphs, tables, charts and statistical information (p 114)
DS4.2	Collects statistical data using either a census or a sample and analyses data using measures of location and range (p 115)
DS5.1.1	Groups data to aid analysis and constructs frequency and cumulative frequency tables and graphs (p 116)
DS5.2.1	Uses the interquartile range and standard deviation to analyse data (p 117)
MS4.1	Uses formulae and Pythagoras' theorem in calculating perimeter and area of circles and figures composed of rectangles and triangles (p 134)
MS4.2	Calculates surface area of rectangular and triangular prisms and volume of right prisms and cylinders (p 131)
MS4.3	Performs calculations of time that involve mixed units (p 138)
MS5.1.1	Uses formulae to calculate the area of quadrilaterals and finds areas and perimeters of simple composite figures (p 136)
MS5.1.2	Applies trigonometry to solve problems (diagrams given) including those involving angles of elevation and depression (p 139)
MS5.2.1	Finds areas and perimeters of composite figures (p 137)
MS5.2.2	Applies formulae to find the surface area of right cylinders and volume of right pyramids, cones and spheres and calculates the surface area and volume of composite solids (p 132)
MS5.2.3	Applies trigonometry to solve problems including those involving bearings (p 140)
MS5.3.1	Applies formulae to find the surface area of pyramids, right cones and spheres (p 133)
MS5.3.2	Applies trigonometric relationships, sine rule, cosine rule and area rule in problem solving (p 141)
NS4.1	Recognises the properties of special groups of whole numbers and applies a range of strategies to aid computation (p 56)
NS4.2	Compares, orders and calculates with integers (p 58)
NS4.3	Operates with fractions, decimals, percentages, ratios and rates (p 63)
NS4.4	Solves probability problems involving simple events (p 74)
NS5.1.1	Applies index laws to simplify and evaluate arithmetic expressions and uses scientific notation to write large and small numbers (p 65)
NS5.1.2	Solves consumer arithmetic problems involving earning and spending money (p 70)
NS5.1.3	Determines relative frequencies and theoretical probabilities (p 75)
NS5.2.1	Rounds decimals to a specified number of significant figures, expresses recurring decimals in fraction form and converts rates from one set of units to another (p 67)
NS5.2.2	Solves consumer arithmetic problems involving compound interest, depreciation and successive discounts (p 71)
NS5.3.1	Performs operations with surds and indices (p 68)
NS5.3.2	Solves probability problems involving compound events (p 76)
PAS4.1	Uses letters to represent numbers and translates between words and algebraic symbols (p 82)
PAS4.2	Creates, records, analyses and generalises number patterns using words and algebraic symbols in a variety of ways (p 83)
PAS4.3	Uses the algebraic symbol system to simplify, expand and factorise simple algebraic expressions (p 85)
PAS4.4	Uses algebraic techniques to solve linear equations and simple inequalities (p 86)

PAS4.5	Graphs and interprets linear relationships on the number plane (p 96)
PAS5.1.1	Applies the index laws to simplify algebraic expressions (p 87)
PAS5.1.2	Determines the midpoint, length and gradient of an interval joining two points on the number plane and graphs linear and simple non-linear relationships from equations (p 97)
PAS5.2.1	Simplifies, expands and factorises algebraic expressions involving fractions and negative and fractional indices (p 88)
PAS5.2.2	Solves linear and simple quadratic equations, solves linear inequalities and solves simultaneous equations using graphical and analytical methods (p 90)
PAS5.2.3	Uses formulae to find midpoint, distance and gradient and applies the gradient/intercept form to interpret and graph straight lines (p 99)
PAS5.2.4	Draws and interprets graphs including simple parabolas and hyperbolas (p 101)
PAS5.2.5	Draws and interprets graphs of physical phenomena (p 105)
PAS5.3.1	Uses algebraic techniques to simplify expressions, expand binomial products and factorise quadratic expressions (p 92)
PAS5.3.2	Solves linear, quadratic and simultaneous equations, solves and graphs inequalities, and rearranges literal equations (p 94)
PAS5.3.3	Uses various standard forms of the equation of a straight line and graphs regions on the number plane (p 102)
PAS5.3.4	Draws and interprets a variety of graphs including parabolas, cubics, exponentials and circles and applies coordinate geometry techniques to solve problems (p 103)
PAS5.3.5	Analyses and describes graphs of physical phenomena (p 106)
PAS5.3.6	Uses a variety of techniques to sketch a range of curves and describes the features of curves from the equation (p 107)
PAS5.3.7	Recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems (p 108)
PAS5.3.8	Describes, interprets and sketches functions and uses the definition of a logarithm to establish and apply the laws of logarithms (p 109)
SGS4.1	Describes and sketches three-dimensional solids including polyhedra, and classifies them in terms of their properties (p 147)
SGS4.2	Identifies and names angles formed by the intersection of straight lines, including those related to transversals on sets of parallel lines, and makes use of the relationships between them (p 153)
SGS4.3	Classifies, constructs, and determines the properties of triangles and quadrilaterals (p 154)
SGS4.4	Identifies congruent and similar two-dimensional figures stating the relevant conditions (p 156)
SGS5.2.1	Develops and applies results related to the angle sum of interior and exterior angles for any convex polygon (p 157)
SGS5.2.2	Develops and applies results for proving that triangles are congruent or similar (p 158)
SGS5.3.1	Constructs arguments to prove geometrical results (p 159)
SGS5.3.2	Determines properties of triangles and quadrilaterals using deductive reasoning (p 160)
SGS5.3.3	Constructs geometrical arguments using similarity tests for triangles (p 162)
SGS5.3.4	Applies deductive reasoning to prove circle theorems and to solve problems (p 163)

Note: All page numbers are references to the Mathematics Syllabus for years 7 to 10

Stage 5 Course Performance Descriptors – Mathematics

Grade E2	Grade D3	Grade D4	Grade C5	Grade C6
<p>A student performing at this grade uses, with guidance, standard procedures to solve simple familiar problems; identifies simple mathematical relationships.</p> <p>The student typically:</p> <ul style="list-style-type: none"> uses given diagrams, graphs and formulae to solve simple problems involving perimeter, area and volume, and coordinate geometry simplifies and substitutes into simple algebraic expressions and solves simple linear equations determines properties of triangles and quadrilaterals uses a calculator to find approximations of trigonometric ratios of given angles measured in degrees constructs frequency tables for ungrouped data. 	<p>A student performing at this grade uses standard procedures to solve simple familiar problems; communicates mathematical ideas using some mathematical language; may identify the strength/weakness of a particular strategy.</p> <p>The student typically:</p> <ul style="list-style-type: none"> solves simple consumer arithmetic problems involving earning and spending money and, given the formula, calculates simple interest completes a table of values to graph simple linear relationships applies geometrical properties to solve simple numerical problems expresses trigonometric ratios for angles in right-angled triangles in terms of an unknown side and a given side simplifies arithmetic and simple algebraic expressions involving positive integral indices. 	<p>A student performing at this grade selects and uses standard procedures to solve simple familiar problems; communicates mathematical ideas using some mathematical language, notations and diagrams; explains and verifies simple mathematical relationships.</p> <p>The student typically:</p> <ul style="list-style-type: none"> uses diagrams to solve simple coordinate geometry problems graphs simple linear and non-linear relationships by constructing a table of values and using an appropriate scale calculates probabilities for simple events using the formula finds the perimeter and area of simple composite figures and, given diagrams, uses trigonometry to find sides and angles in right-angled triangles constructs tables and graphs for grouped data. 	<p>A student performing at this grade uses appropriate strategies, often with the assistance of given diagrams and formulae, to solve simple familiar problems; explains mathematical ideas using mathematical language, notations and diagrams; uses some mathematical arguments to reach conclusions.</p> <p>The student typically:</p> <ul style="list-style-type: none"> uses given formulae to find midpoint, distance and gradient and uses given graphs to solve simple linear simultaneous equations draws and interprets simple graphs of physical phenomena calculates compound interest using repetition of the formula for simple interest applies results related to the angle sum for polygons to solve simple numerical problems solves simple word problems in trigonometry. 	<p>A student performing at this grade uses appropriate strategies to solve familiar multi-step problems; uses appropriate mathematical language, notations and diagrams; uses some appropriate mathematical arguments to reach and justify conclusions.</p> <p>The student typically:</p> <ul style="list-style-type: none"> simplifies algebraic expressions involving fractions and indices expands and factorises simple algebraic expressions and solves simple quadratic equations uses formulae to calculate the volume of pyramids, cones and spheres, and the surface area of cylinders uses simple deductive reasoning in solving numerical problems in different geometrical contexts, and applies tests for proving that triangles are congruent determines the upper and lower quartiles of a set of scores and uses a calculator to find the standard deviation of a set of scores.

Grade B7	Grade B8	Grade A9	Grade A10
<p>A student performing at this grade selects and uses appropriate strategies to solve familiar multi-step problems; uses appropriate mathematical language and notations in written, oral and/or graphical form; uses appropriate mathematical arguments to reach and justify conclusions; often requires guidance to determine the most efficient methods.</p> <p>The student typically:</p> <ul style="list-style-type: none"> • applies compound interest and depreciation formulae to consumer situations, and calculates the result of successive discounts • draws and interprets graphs including simple parabolas and hyperbolas • calculates surface area and volume of simple composite solids, and solves trigonometry problems involving bearings and angles measured in degrees and minutes • solves linear inequalities and simple simultaneous linear equations using an analytical method • analyses data using the interquartile range and standard deviation. 	<p>A student performing at this grade selects and uses appropriate strategies to solve familiar and some unfamiliar multi-step problems; uses formal definitions when explaining solutions; uses some deductive reasoning in presenting mathematical arguments; may require some guidance to determine the most efficient methods.</p> <p>The student typically:</p> <ul style="list-style-type: none"> • solves simple probability problems involving two-stage events • calculates surface area of pyramids, cones and spheres • constructs geometrical arguments to prove a general geometrical result, giving reasons • graphs simple regions, draws and interprets a variety of graphs, and applies coordinate geometry techniques to solve problems • expands binomial products and factorises quadratic expressions. 	<p>A student performing at this grade selects and uses efficient strategies to solve unfamiliar multi-step problems; uses formal definitions and generalisations when explaining solutions; uses deductive reasoning in presenting mathematical arguments and formal proofs.</p> <p>The student typically:</p> <ul style="list-style-type: none"> • performs operations with both surds and indices in numerical and algebraic contexts • uses trigonometry to solve practical problems involving non-right-angled triangles • analyses and describes graphs of physical phenomena • constructs geometrical arguments and formal proofs of geometrical relationships • uses analytical methods to solve linear, quadratic and simultaneous equations, including simultaneous equations involving a first degree equation and a second degree equation. 	<p>A student performing at this grade consistently selects efficient strategies and uses them accurately to solve unfamiliar multi-step problems; uses and interprets formal definitions and generalisations when explaining solutions; uses deductive reasoning in presenting clear and concise mathematical arguments and formal proofs; synthesises mathematical techniques, results and ideas across the course.</p> <p>The student typically:</p> <ul style="list-style-type: none"> • interprets and solves probability problems involving compound events • solves problems involving surface area of pyramids, cones and spheres, and applies similarity relationships for area and volume • uses analytical and graphical techniques to solve problems involving quadratic equations, simultaneous equations or inequalities • manipulates algebraic expressions, equations and inequalities, with consideration given to restrictions on the values of variables • applies relevant theorems and properties to deduce further geometrical relationships involving triangles and quadrilaterals.

2018 Year 10 Record of School Achievement (RoSA): Science

Task No	1. Newtons Laws & Motion	2. Chemistry & Ecology	3. Grandparents, Parents and You	4. Yearly Examination
Date of task	Term 1 Week 10	<u>Issued</u> Term 2 Week 1 <u>Due</u> Term 2 Week 6	Term 3 Week 5	Term 4 Week 2
Type of task	Written Examination	Independent Student Research Project	Investigating Current Science Applications	Written Examination
Knowledge and Understanding	15		15	10
Skills	5	15	5	10
Values and Attitudes	5	10	5	5
Task Weighting	25%	25%	25%	25%
Task Outcomes	A selection of outcomes to measure student achievement throughout Stage 5.	A selection of outcomes to measure student achievement throughout Stage 5..	A selection of outcomes to measure student achievement throughout Stage 5.	A selection of outcomes to measure student achievement throughout Stage 5.

Outcomes – Science

SC5-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them

SC5-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures

SC5-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations

SC5-4WS develops questions or hypotheses to be investigated scientifically

SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively

SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively

SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions

SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems

SC5-9WS using appropriate scientific language, conventions and representations

SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion

SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems

SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community

SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues

SC5-14LW analyses interactions between components and processes within biological systems

SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society

SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available

SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

Stage 5 Course Performance Descriptors – Science

Areas for Assessment

- develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future
- develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens
- develop knowledge, understanding of and skills in applying the processes of Working Scientifically
- develop knowledge, understanding of and skills in applying the processes of Working Scientifically

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically: <ul style="list-style-type: none"> • recalls some examples of the impact of scientific research on science, society, technology and the environment. • identifies some scientific models, theories and laws, and recalls some processes that can be used to test them. • identifies some systems and structures of the living and non-living world. • with guidance, individually and in teams, plans and undertakes elementary first-hand investigations and draws simple conclusions from selected data. • with guidance, locates information from provided resources to identify simple trends, patterns and relationships. • with guidance, communicates information to an audience. 	A student performing at this grade typically: <ul style="list-style-type: none"> • outlines some impacts of scientific research on science, society, technology and the environment. • recalls scientific models, theories and laws to outline scientific phenomena, and identifies the processes that are used to test them. • recalls some interactions within systems and structures of the living and non-living world. • individually and in teams, develops elementary plans, and undertakes first-hand investigations and, with guidance, draws relevant conclusions from selected data. • locates and extracts information from provided resources to outline trends, patterns and relationships. • communicates their scientific understanding to an audience. 	A student performing at this grade typically: <ul style="list-style-type: none"> • describes the impact of scientific research on science, society, technology and the environment. • relates models, theories and laws to scientific phenomena, and outlines the processes that are used to test and validate them. • outlines interactions within and between systems and structures of the living and non-living world. • independently and in teams, uses identified strategies and problem-solving skills to plan and conduct first-hand investigations and draw relevant conclusions from the data collected. • independently locates and summarises information from a variety of sources to describe trends, patterns and relationships. • selects a suitable way to communicate their scientific understanding to an audience. 	A student performing at this grade typically: <ul style="list-style-type: none"> • explains the impact of scientific research on science, society, technology and the environment. • describes scientific phenomena using models, theories and laws, and outlines the processes that are used to test and validate them. • describes interactions within and between systems and structures of the living and non-living world. • independently and in teams, selects strategies and problem-solving skills to plan and conduct first-hand investigations, gather and process data, and draw valid conclusions. • independently locates and processes information from a variety of sources to explain trends, patterns and relationships. • selects suitable ways to communicate their scientific understanding to an audience. 	A student performing at this grade typically: <ul style="list-style-type: none"> • evaluates the impact of scientific research on science, society, technology and the environment. • explains scientific phenomena using models, theories and laws, and describes the processes that are used to test and validate them. • explains interactions within and between systems and structures of the living and non-living world. • engages, independently and in teams, in creative problem-solving processes to plan and conduct first-hand investigations, gather and process data, and draw valid conclusions. • independently locates and processes information from a wide variety of sources to explain trends, patterns and relationships. • communicates their scientific findings, understanding and viewpoints in a variety of ways to an audience.

2018 Year 10 Record of School Achievement (ROSA): Geography

Task No	1	2
Date of task	Term 1, Week 9 or Term 3, Week 9	Term 2, Week 4 or Term 4, Week 4
Type of task	Environmental Change & Management: Research task	Geographical tools test
Knowledge & understanding	✓	
Apply geographical tools		✓
Acquire, process & communicate information	✓	✓
Fieldwork	✓	
Task Weightings	50%	50%
Outcomes	GE5.1; GE5.2; GE5.5; GE5.8	GE5.2; GE5.7; GE5.8

Please note that this is a semesterised course. Students will **only** receive **either** a Semester 1 **or** a Semester 2 report.

Outcomes - Geography

A student:

- GE5.1 explains the diverse features and characteristics of a range of places and environments
- GE5.2 explains processes and influences that form and transform places and environments
- GE5.3 analyses the 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 assess management strategies for places and environments for their sustainability
- GE5.6 analyses differences in human wellbeing and ways to improve human wellbeing
- GE5.7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- GE5.8 communicates geographical information to a range of audiences using a variety of strategies

Syllabus Outcomes	Reporting Outcomes
GE5.1; GE5.2; GE5.4	Demonstrates understanding and knowledge of geographical aspects of places and environments
GE5.2; GE5.7	Demonstrates competency in the use of a range of geographical tools
GE5.4; GE5.6	Demonstrates an awareness and appreciation of a range of environmental and/or cultural issues
GE5.1; GE5.5; GE5.7	Researches and presents geographical information from a variety of sources including ICT
GE5.6; GE5.8	Communicates geographical concepts using a variety of formats

Stage 5 Course Performance Descriptors –Geography

2018 is the first year that the new Year 10 Geography curriculum will be taught in NSW.

At the time of printing, no course performance descriptors are available from the NSW Education Standards Authority (NES)

Stage 5 Course Performance Descriptors – Australian Geography

Areas for Assessment

Communication
Geographical tools and skills
Geographical knowledge

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> displays very limited skills to select, gather, organise and communicate geographical information using a limited range of written, oral and graphic forms. exhibits very limited skills to select and apply geographical tools to some spatial and ecological dimensions of Australia. demonstrates some sense of place of Australian environments and identifies some geographical processes that form and transform them. recognises some different perspectives of geographical issues. demonstrates elementary knowledge and understanding of Australian environments and communities, some interactions of people with the environment and some factors that shape communities. identifies some aspects of civics and recognises some links between civics and citizenship. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> displays basic skills to select, gather, organise and communicate geographical information using a range of written, oral and graphic forms. exhibits some skills to select and apply geographical tools appropriate to a range of spatial and ecological dimensions of Australia. demonstrates a basic sense of place of Australian environments and some understanding of the geographical processes that form and transform them. outlines different perspectives of Australian geographical issues. demonstrates basic knowledge and understanding of Australian environments and communities, a range of interactions of people with the environment and a range of factors that shape communities. displays some knowledge of civics and identifies links between civics and citizenship. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> displays sound skills to select, gather, organise and communicate geographical information using a range of written, oral and graphic forms. exhibits sound skills to select and apply geographical tools appropriate to the spatial and ecological dimensions of Australia. demonstrates a sound sense of place of Australian environments and adequate understanding of the geographical processes that form and transform them. describes different perspectives of geographical issues. demonstrates sound knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities. displays broad knowledge of civics and describes links between civics and informed and active citizenship. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> displays high level skills to select, gather, organise and communicate complex geographical information in a broad range of written, oral and graphic forms. exhibits high level skills to select and apply geographical tools appropriate to the spatial and ecological dimensions of Australia. demonstrates a thorough sense of place of Australian environments and a thorough understanding of the geographical processes that form and transform them. explains different perspectives of geographical issues at a range of scales. demonstrates thorough knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities. displays thorough knowledge of civics and explains links between civics and informed and active citizenship in relation to geographical issues. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> displays sophisticated skills to select, gather and organise complex geographical information and uses an extensive range of written, oral and graphic forms to communicate it effectively. exhibits extensive skills to select and proficiently apply geographical tools appropriate to the spatial and ecological dimensions of Australia. demonstrates an extensive sense of place of Australian environments and an extensive understanding of the geographical processes that form and transform them. explains and analyses different perspectives of geographical issues at a range of scales. demonstrates extensive knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities. displays extensive knowledge of civics and analyses links between civics and informed and active citizenship in relation to geographical issues at a range of scales.

2018 Yr 10 Record of School Achievement (ROSA): History

Task No	1	2
Date of task	Term 1, Week 10 OR Term 3, Week 10	Term 2, Week 4 OR Term 4, Week 4
Type of task	Source Analysis Examination	Visual presentation
Historical skill focus:	<i>Perspectives</i>	<i>Empathetic Understanding and Perspectives</i>
Australians at War	30	
Depth Study: Holocaust /Hiroshima	20	
Changing Rights & Freedoms		50
Task Weightings	50%	50%
Outcomes	HT5-1, HT5-3, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10	HT5-2, HT5-3, HT5-6, HT5-8, HT5-9, HT5-10

Outcomes –Record of School Achievement - History

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

Stage 5 Course Performance Descriptors –History

Areas for Assessment	Historical knowledge Research and historical inquiry skills Communication			
Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <p>demonstrates elementary knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia</p> <p>demonstrates elementary knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia</p> <p>recounts some historical events in chronological order and identifies significant changes</p> <p>with guidance, locates information from sources to answer historical questions</p> <p>identifies some causes and effects of historical events</p> <p>recognises different perspectives within historical accounts</p> <p>communicates an understanding of the past through basic accounts of events and issues in oral, written, visual or digital forms, using simple historical terms and concepts.</p>	<p>A student performing at this grade typically:</p> <p>demonstrates basic knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia</p> <p>demonstrates basic knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia</p> <p>sequences some historical events and identifies factors contributing to continuity and change</p> <p>selects and organises relevant information from sources and summarises the main ideas to answer historical questions</p> <p>describes some causes and effects of historical events and developments</p> <p>identifies different perspectives and interpretations of the past</p> <p>communicates an understanding of the past by describing historical events and issues in appropriate oral, written, visual and digital forms, using some historical terms and concepts.</p>	<p>A student performing at this grade typically:</p> <p>demonstrates sound knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia</p> <p>demonstrates sound knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia</p> <p>sequences historical events and describes significant patterns of continuity and change</p> <p>selects and organise sources to locate relevant information to support an historical inquiry</p> <p>explains causes and effects of historical events and developments</p> <p>explains different perspectives and interpretations of the past</p> <p>communicates an understanding of the past through explanations and arguments in appropriate oral, written, visual and digital forms, using relevant historical terms and concepts.</p>	<p>A student performing at this grade typically:</p> <p>demonstrates thorough knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia</p> <p>demonstrates thorough knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia</p> <p>explains historical events based on an understanding of chronology, continuity and change</p> <p>selects and analyses a range of sources and draws conclusions about their usefulness for an historical inquiry</p> <p>explains and analyses causes and effects of historical events and developments</p> <p>explains and compares different perspectives and interpretations of the past</p> <p>communicates an understanding of the past by constructing explanations and arguments for different audiences, in appropriate oral, written, visual and digital forms, using a range of relevant historical terms and concepts.</p>	<p>A student performing at this grade typically:</p> <p>demonstrates extensive knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia</p> <p>demonstrates extensive knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia</p> <p>draws historical conclusions based on an understanding of chronology, continuity and change</p> <p>evaluates a range of sources for their usefulness and synthesises evidence from them to support an historical inquiry</p> <p>analyses and assesses the importance of the causes and effects of historical events and developments</p> <p>analyses and accounts for different perspectives and interpretations of the past</p> <p>communicates an understanding of the past by constructing sustained explanations and arguments for different audiences, in appropriate oral, written, visual and digital forms, with a sophisticated use of relevant historical terms and concepts.</p>

2018 Yr 10 Record of School Achievement (RoSA): Agricultural Technology

Task No	1	2	3	4
Date of task	Term 1 Week 5	Term 2 Week 6	Term 3 Week 8	Term 4 Week 4
Type of task	Independent Research Project	Written Examination	Plant Nursery Design (PBL)	Animal Industries Research
Task Weightings	20%	20%	30%	30%
Task Outcomes	5.5.1, 5.5.2, 5.6.2	5.1.1, 5.2.1, 5.4.1, 5.4.2	5.2.1, 5.3.3, 5.6.1	5.1.1, 5.3.4, 5.4.3

Outcomes – Agricultural Technology

- 5.1.1 explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
- 5.1.2 explains the interactions within and between agricultural enterprises and systems
- 5.2.1 explains the interactions within and between the agricultural sector and Australia's economy, culture and society
- 5.3.1 investigates and implements responsible production systems for plant and animal enterprises
- 5.3.2 investigates and applies responsible marketing principles and processes
- 5.3.3 explains and evaluates the impact of management decisions on plant production enterprises
- 5.3.4 explains and evaluates the impact of management decisions on animal production enterprises
- 5.4.1 evaluates the impact of past and current agricultural practices on agricultural sustainability
- 5.4.2 evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
- 5.4.3 implements and justifies the application of animal welfare guidelines to agricultural practices
- 5.5.1 designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts
- 5.5.2 collects and analyses agricultural data and communicates results using a range of technologies
- 5.6.1 applies Occupational Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
- 5.6.2 performs plant and animal management practices safely and in cooperation with others

2018 Yr 10 Record of School Achievement (RoSA): iStem

Task No	1	2	3
Date of task	Term 1 Week 9	Term 2 Week 7	Term 4 Week 4
Type of task	Vehicle Manufacture and Portfolio	Aeronautics Group Project and Folio	Major Project: Research Project Portfolio and Product
Task Weightings	30%	30%	40%
Task Outcomes	5.1.1, 5.1.2, 5.2.2, 5.3.2, 5.4.1, 5.4.2, 5.6.2	5.1.1, 5.1.2, 5.2.1, 5.4.1, 5.4.2, 5.6.1	5.1.1, 5.1.2, 5.2.2, 5.3.2, 5.5.1, 5.5.2, 5.6.1. 5.6.2

Outcomes – iStem

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

2018 Year 10 Record of School Achievement (ROSA): Commerce

Task No	1	2	3	4
Date of task	Term 1, Week 10 [Term 2, Week 3 10Com2 only]	Term 2, Week 9 [Term 3, Week 6 10Com2 only]	Term 3, Week 8 [Term 4, Week 2 10Com2 only]	Term 4 Week 4
Type of task	Law & Society: Topic test	Employment Issues: Research assignment	Towards Independence: Research & presentation	Running a Business: Project Based Learning
Knowledge & understanding	✓	✓		✓
Investigating & research		✓	✓	✓
Communicating		✓	✓	✓
Task Weightings	25%	25%	25%	25%
Task Outcomes	5.1; 5.2; 5.3; 5.4; 5.9	5.1; 5.2; 5.5; 5.6; 5.7; 5.8	5.1; 5.2; 5.3; 5.4; 5.7; 5.9	5.1; 5.2; 5.4; 5.6; 5.7; 5.9

Outcomes - Commerce

- 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

Syllabus Outcomes	Reporting Outcomes
5.1; 5.2	Demonstrates understanding and knowledge of commercial activities
5.2; 5.3; 5.5	Understands and applies principles of employment and/or legal issues
5.4; 5.5; 5.6; 5.7	Investigates, interprets and makes decisions and communicates commercial practices
5.8; 5.9	Communicates commercial concepts using a variety of formats, working independently and with others

Stage 5 Course Performance Descriptors – Commerce

Areas for Assessment	Knowledge of commerce Skills in commerce	Knowledge and understanding of consumer, financial, business, legal and employment matters Skills in decision-making, problem-solving, research, communication and working independently and collaboratively
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Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates elementary knowledge and understanding of aspects of consumer, financial, business, legal and employment concepts and issues. identifies some rights and responsibilities of consumers in some commercial and legal contexts. with guidance applies simple decision-making and problem-solving skills in commercial and legal contexts. undertakes limited research and recalls some basic commercial and legal information. communicates simple commercial and legal ideas and concepts using a limited range of oral and written forms. demonstrates very limited planning and organising skills when working independently and/or collaboratively. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates basic knowledge and understanding of some consumer, financial, business, legal and employment concepts and issues. describes some rights and responsibilities of consumers in commercial and legal contexts. applies some decision-making and problem-solving skills in some commercial and legal contexts. undertakes some research and interpretation of basic commercial and legal information using a limited range of sources. displays limited skills to communicate simple commercial and legal ideas and concepts using a range of oral and written forms. demonstrates some planning and organising skills when working independently and/or collaboratively. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates sound knowledge and understanding of consumer, financial, business, legal and employment concepts and issues. explains the rights and responsibilities of consumers in a range of commercial and legal contexts. applies decision-making and problem-solving skills in commercial and legal contexts. undertakes research, and interprets commercial and legal information using a variety of sources. displays sound skills to communicate commercial and legal ideas and concepts using a range of oral and written forms. demonstrates competent planning and organising skills when working independently and/or collaboratively. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates thorough knowledge and understanding of consumer, financial, business, legal and employment concepts and issues. discusses the rights and responsibilities of consumers in a broad range of commercial and legal contexts. applies well-developed decision-making and problem-solving skills in commercial and legal contexts. competently researches and assesses commercial and legal information using a variety of sources. displays proficient skills to communicate commercial and legal ideas and concepts using a wide range of oral and written forms. demonstrates well-developed planning and organising skills when working independently and/or collaboratively. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates extensive knowledge and understanding of a range of consumer, financial, business, legal and employment concepts and issues. analyses the rights and responsibilities of consumers in an extensive range of commercial and legal contexts. independently applies outstanding decision-making and problem-solving skills in a range of commercial and legal contexts. capably researches and evaluates complex commercial and legal information using a wide variety of sources. displays effective skills to communicate complex commercial and legal ideas and concepts using an extensive range of oral and written forms. demonstrates highly developed planning and organising skills when working independently and/or collaboratively.

2018 Yr 10 Record of School Achievement (ROSA): History Elective

Task No	1	2	3	4
Date of task	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9	Term 4 Week 5
Type of task	Writing/Empathy	Media Representation: Film Critique	Group research task	Historical research project and seminar
Thematic Study 1:	25			5
Constructing History		25		10
Thematic Study 2:			25	5
Thematic Study 2:				5
Task Weightings	25%	25%	25%	25%
Task Outcomes	E5.4, E5.7, E5.8, E5.9, E5.10	E5.1, E5.2, E5.4, E5.6, E5.7, E5.8, E5.10	E5.4, E5.5, E5.7, E5.8, E5.10	E5.1, E5.3, E5.4, E5.8, E5.9, E5.10

Outcomes - History Elective

- E5.1 Applies an understanding of history, heritage, archaeology and the methods of historical inquiry
- E5.2 Examines the ways in which historical meanings can be constructed through a range of media
- E5.3 Sequences major historical events or heritage features, to show an understanding of continuity, change and causation
- E5.4 Explains the importance of key features of past societies or periods, including groups and personalities
- E5.5 Evaluates the contribution of cultural groups, sites, and/or family to our shared heritage
- E5.6 Identifies, comprehends and evaluates historical sources and uses them appropriately in an historical inquiry
- E5.7 Explains different contexts, perspectives and interpretations of the past
- E5.8 Locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry
- E5.9 Uses historical terms and concepts in appropriate contexts
- E5.10 Selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences

Stage 5 Course Performance Descriptors – History (Elective)

Areas for Assessment

Historical knowledge; Research and historical inquiry skills; Communication

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <p>demonstrates elementary knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia</p> <p>demonstrates elementary knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia</p> <p>recounts some historical events in chronological order and identifies significant changes</p> <p>with guidance, locates information from sources to answer historical questions</p> <p>identifies some causes and effects of historical events</p> <p>recognises different perspectives within historical accounts</p> <p>communicates an understanding of the past through basic accounts of events and issues in oral, written, visual or digital forms, using simple historical terms and concepts.</p>	<p>A student performing at this grade typically:</p> <p>demonstrates basic knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia</p> <p>demonstrates basic knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia</p> <p>sequences some historical events and identifies factors contributing to continuity and change</p> <p>selects and organises relevant information from sources and summarises the main ideas to answer historical questions</p> <p>describes some causes and effects of historical events and developments</p> <p>identifies different perspectives and interpretations of the past</p> <p>communicates an understanding of the past by describing historical events and issues in appropriate oral, written, visual and digital forms, using some historical terms and concepts.</p>	<p>A student performing at this grade typically:</p> <p>demonstrates sound knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia</p> <p>demonstrates sound knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia</p> <p>sequences historical events and describes significant patterns of continuity and change</p> <p>selects and organise sources to locate relevant information to support an historical inquiry</p> <p>explains causes and effects of historical events and developments</p> <p>explains different perspectives and interpretations of the past</p> <p>communicates an understanding of the past through explanations and arguments in appropriate oral, written, visual and digital forms, using relevant historical terms and concepts.</p>	<p>A student performing at this grade typically:</p> <p>demonstrates thorough knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia</p> <p>demonstrates thorough knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia</p> <p>explains historical events based on an understanding of chronology, continuity and change</p> <p>selects and analyses a range of sources and draws conclusions about their usefulness for an historical inquiry</p> <p>explains and analyses causes and effects of historical events and developments</p> <p>explains and compares different perspectives and interpretations of the past</p> <p>communicates an understanding of the past by constructing explanations and arguments for different audiences, in appropriate oral, written, visual and digital forms, using a range of relevant historical terms and concepts.</p>	<p>A student performing at this grade typically:</p> <p>demonstrates extensive knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia</p> <p>demonstrates extensive knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia</p> <p>draws historical conclusions based on an understanding of chronology, continuity and change</p> <p>evaluates a range of sources for their usefulness and synthesises evidence from them to support an historical inquiry</p> <p>analyses and assesses the importance of the causes and effects of historical events and developments</p> <p>analyses and accounts for different perspectives and interpretations of the past</p> <p>communicates an understanding of the past by constructing sustained explanations and arguments for different audiences, in appropriate oral, written, visual and digital forms, with a sophisticated use of relevant historical terms and concepts.</p>

2018 Yr 10 Record of School Achievement (RoSA): International Studies

Task No	1	2	3	4
Date of task	Term 1 Week 9	Term 2 Week 10	Term 3 Week 5	Term 4 Week 5
Type of task	Topic Test	Self Interest Project	Oral Presentation	Evidence of Learning Portfolio and Reflection
Syllabus Components				
Social and Cultural World: Cross-Cultural Comparison	25			
Personal and Social Identity: Culture and Family Life		35		
Intercultural Communication: Culture and Travel			30	
Course Overview				10
Task Weightings	25%	35%	30%	10%
Task Outcomes	5.1, 5.3, 5.4, 5.5, 5.6, 5.8, 5.9, 5.10, 5.12	5.3, 5.4, 5.5, 5.6, 5.12	5.2, 5.3, 5.4, 5.6, 5.7, 5.10, 5.11, 5.12	5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12

Outcomes – International Studies

- 5.1 Analyses a variety of definitions of culture
- 5.2 Describes characteristics of culture
- 5.3 Examines cultural similarities and differences
- 5.4 Examines cultural diversity
- 5.5 Accounts for the dynamic nature of culture
- 5.6 Identifies influences on cultures and their interconnectedness
- 5.7 Recognises bias and stereotypes
- 5.8 Analyses different contexts, perspectives and interpretations of cultural beliefs and practices
- 5.9 Evaluates culturally significant issues, events and scenarios from a variety of perspectives
- 5.10 Applies understanding of cultural differences when communicating across cultures
- 5.11 Applies strategies to challenge stereotypes
- 5.12 Selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

2018 Yr 10 Record of School Achievement (RoSA): Japanese

Task No	1	2	3	4
Date of task	Term 1 Week 8	Term 2 Week 8	Term 3 Week 9	Term 4 Week 5
Type of task	Writing and speaking task: “My Typical Day” scrap book (oral presentation with digital support).	Topic Test – Reading, Writing and Listening	Research on Seasonal events/festivals in Japan and in Australia in English; Conversation with the teacher in Japanese on the research findings	Examination – Reading, Writing and Listening
Syllabus Components				
Listening		10		10
Speaking	5		20	
Reading		10		10
Writing	5	10	10	10
Task Weightings	10	30	30	30

Outcomes – Japanese

Communicating Strand

- LJA5-1C** manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
- LJA5-2C** identifies and interprets information in a range of texts
- LJA5-3C** evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
- LJA5-4C** experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences

Understanding Strand

- LJA5-5U** demonstrates how Japanese pronunciation and intonation are used to convey meaning
- LJA5-6U** demonstrates understanding of how Japanese writing conventions are used to convey meaning
- LJA5-7U** analyses the function of complex Japanese grammatical structures to extend meaning
- LJA5-8U** analyses linguistic, structural and cultural features in a range of texts
- LJA5-9U** explains and reflects on the interrelationship between language, culture and identity

2018 Yr 10 Record of School Achievement (RoSA): Dance

Task No	1	2	3	4
Date of task	Term 1 Week 6	Term 2 Week 4	Term 3 Week 5	Term 4 Week 4
Type of task	Contemporary Dance Study	Hip Hop Dance Culture	Dance on Screen/ Composition	Ballet Study
Syllabus Components				
Performance	15	10		20
Composition		10	25	
Appreciating	10		5	5
Task Weightings	20	25	25	30
Task Outcomes	5:1: 1,2,3	5:1:1,2,3 5:3: 1,2,3 5:2 1,2	5:2:1,2	5:1: 1,2,3

Assessment in Dance is continuous, cumulative and broadly based, although, in the weeks listed above the teacher will formally record the progress of each student and provide feedback on their tasks.

Outcomes - Dance

5.1.1 demonstrates an understanding of safe dance practice and appropriate dance techniques with increasing skill and complexity in the performance of combinations, sequences and dances

5.1.2 demonstrates enhanced dance technique by manipulating aspects of the elements of dance

5.1.3 demonstrates an understanding and application of aspects of performance quality and interpretation through performance

5.2.1 explores the elements of dance as a basis of the communication of ideas

5.2.2 composes dance movement that communicates an idea

5.3.1 describes and analyses dance as the communication of ideas within a context

5.3.2 identifies and analyses the link between performances and compositions and dance works of art

5.3.3 applies understandings and experiences drawn from their own work and dance works of art

5.4.1 values and appreciates their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning

Stage 5 Course Performance Descriptors – Dance

Areas for Assessment Performing Composing Appreciation

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates elementary appreciation of dance as an artform through limited engagement in the practices of performing, composing and appreciating dance. • performs dances with an elementary dance technique and with some evidence of safe dance practice and performance quality. • with guidance, applies aspects of the elements of dance to perform a limited range of dance styles. • with guidance, uses the elements of dance to create simple dance compositions that communicate ideas. • describes their own and others' dances, through some aspects of the elements of dance. • identifies some characteristics of dance styles, performance quality and interpretation. • with teacher support, participates in the practical and theoretical aspects of dance and makes elementary connections between the making and performing of the movement and the appreciation of its meaning. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates some appreciation of dance as an artform through their engagement in the interrelated practices of performing, composing and appreciating dance. • performs dances with a basic dance technique and the application of safe dance practice and performance quality. • applies aspects of the elements of dance as they perform dance styles. • uses some elements of dance to structure movement to create basic dance compositions that communicate ideas. • describes their own and others' dances, through the elements of dance. • identifies characteristics of dance styles, performance quality and interpretation. • participates in the practical and theoretical aspects of dance and makes some connections between the making and performing of the movement and the appreciation of its meaning. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates an appreciation of dance as an artform through their active engagement in the interrelated practices of performing, composing and appreciating dance. • performs dances with a sound dance technique and the application of safe dance practice and performance quality. • applies the elements of dance as they perform a variety of dance styles. • manipulates the elements of dance as they structure movement to create dance compositions that communicate ideas. • discusses their own and others' dances, through the elements of dance. • describes the characteristics of dance styles, performance quality and interpretation. • engages in the practical and theoretical aspects of dance and makes connections between the making and performing of the movement and the appreciation of its meaning. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • clearly communicates an appreciation of dance as an artform through their high level of engagement in the interrelated practices of performing, composing and appreciating dance. • performs dances with a proficient dance technique and a proficient application of safe dance practice and performance quality. • combines and applies the elements of dance to competently interpret a variety of dance styles. • structures appropriate movement to create dance compositions that communicate ideas. • analyses their own and others' dances, through the elements of dance. • discusses the characteristics of dance styles, performance quality and interpretation. • perceptively engages in the practical and theoretical aspects of dance and makes informed connections between the making and performing of the movement and the appreciation of its meaning. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • clearly and perceptively communicates an appreciation of dance as an artform through their very high level of engagement in the interrelated practices of performing, composing and appreciating dance. • capably performs dances with an accomplished dance technique and a sustained application of safe dance practice and performance quality. • effectively manipulates the elements of dance to interpret a wide variety of dance styles with a high level of competence. • consistently structures complex movement to create dance compositions that communicate ideas. • critically analyses their own and others' dances, through the elements of dance. • critically discusses the characteristics of dance styles, performance quality and interpretation. • insightfully applies their knowledge of the practical and theoretical aspects of dance and makes perceptive connections between the making and performing of the movement and the appreciation of its meaning.

2018 Yr 10 Record of School Achievement (RoSA): Drama

Task No	1	2	3	4
Date of task	Term 1 Week 6	Term 2 Week 4	Term 3 Week 5	Term 4 Week 2/4
Type of task	Written task Brecht	Brecht Playbuilding Performance	3A Script 3B Logbook	4A Written Task 4B Theatre of the Absurd Performance
Syllabus Components				
Making / performing Drama		20	30	30
Appreciating	10		5	5
Task Weightings	10%	20%	35%	35%
Task Outcomes	5.1.1, 5.1.2, 5.1.3, 5:2:1, 5:2:2, 5:2:3, 5.3.1, 5.3.3	5.1.1, 5.1.4, 5.2.1, 5.2.2, 5.3.1, 5.3.3	5.1.1, 5.1.3, 5:2:1, 5.3.1, 5.3.3	5.1.1, 5.1.3, 5:2:1, 5:2:2, 5.3.1, 5.3.3

Assessment in Drama is continuous, cumulative and broadly based, although, in the weeks listed above the teacher will formally record the progress of each student and provide feedback on their performances, research tasks and Logbook entries.

Outcomes - Drama

- 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.

Stage 5 Course Performance Descriptors – Drama

Areas for Assessment Making Performing Appreciating

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • articipates, with teacher support, in the practices of making, performing and appreciating drama. • has an elementary understanding of some elements of drama and performance skills required to create drama for an audience. • demonstrates very limited skills in improvisation, playbuilding and other dramatic forms. • uses some aspects of performance spaces and elements of production. • with guidance, conducts basic research. • recognises the contribution of some groups and individuals. • recognises aspects of the relationship between performer and audience. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates a basic understanding of the elements of drama through the practices of making, performing and appreciating drama within the context of playbuilding and some other dramatic contexts. • develops their work using basic dramatic forms and performance techniques to create drama for an audience. • demonstrates limited skills in improvisation, playbuilding and other dramatic forms. • uses aspects of performance spaces, technologies and elements of production. • conducts basic research and describes some contexts of drama. • recognises the contribution of groups and individuals, using limited drama terminology. • recognises the relationship between performer and audience. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates a sound understanding of the elements of drama through the practices of making, performing and appreciating drama within the context of playbuilding and other dramatic contexts. • develops their work, individually and collaboratively, using dramatic forms, structures, devices, acting and performance techniques to create engaging works with an intended meaning for an audience. • improvises, playbuilds, and enacts scripts, texts and other dramatic forms and performance styles. • uses performance spaces, technologies and elements of production to communicate a dramatic intention. • researches and describes the contemporary and historical contexts of drama. • describes the contribution of groups and individuals using drama terminology. • describes the relationship between performer and audience. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates a thorough understanding of the elements of drama in the integrated practices of making, performing and appreciating drama within playbuilding and other dramatic contexts. • capably develops their work, individually and collaboratively, using dramatic forms, structures, devices, acting and performance techniques to create effective and engaging works with an intended meaning for an audience. • competently improvises, playbuilds, enacts and interprets scripts, texts and other dramatic forms and performance styles. • confidently uses performance spaces, technologies and elements of production to communicate dramatic intentions. • researches and analyses the contemporary and historical contexts of drama. • assesses the contributions of groups and individuals using appropriate drama terminology. • analyses drama with an awareness of the relationship between performer and audience. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • communicates a sophisticated understanding of the elements of drama in the integrated practices of making, performing and appreciating drama within playbuilding and other dramatic contexts. • perceptively develops and refines their work, individually and collaboratively, using a range of dramatic forms, structures, devices, acting and performance techniques to create dynamic and engaging works with an intended meaning for an audience. • demonstrates excellence in improvisation, playbuilding, the enactment and interpretation of scripts, texts and other dramatic forms and performance styles. • selects and manipulates performance spaces, technologies and elements of production to communicate different dramatic intentions. • researches and critically assesses the contemporary and historical contexts of drama. • evaluates the contribution of groups and individuals, using appropriate drama terminology. • analyses and synthesises drama with a sophisticated awareness of the unique relationship between performer and audience.

2018 Yr 10 Record of School Achievement (RoSA): Music

Task No	1	2	3	4
Date of task	Term 1 Week 8	Term 2 Week 4	Term 3 Week 8	Term 4 Week 4
Type of task	1A Performance	2A Composition 2B Aural	3A Performance	4A Composition 4B Aural
Syllabus Components				
Performance	15		25	
Composition		10		20
Aural		10		20
Task Weightings	15%	20%	25%	40%
Task Outcomes	5.2, 5.3	5.5, 5.6, 5.7, 5.9	5.1, 5.3	5.4, 5.5, 5.8

Outcomes - Music

- 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
- 5.13 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Stage 5 Course Performance Descriptors – Music

Areas for Assessment

Performing:

Composing:

Listening

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically: <ul style="list-style-type: none"> demonstrates elementary understanding of music as an artform in a limited range of styles, periods and genres. with support, engages in some musical experiences demonstrating an elementary understanding of the concepts of music. with assistance, is able to perform a limited range of repertoire and engage in group music-making. with support, constructs limited musical compositions. with support, explores the capabilities of some instruments. with support, uses limited notational forms in their own work. describes aspects of style, demonstrating a limited awareness of the social, cultural and historical contexts of the music studied. 	A student performing at this grade typically: <ul style="list-style-type: none"> demonstrates a basic understanding of music as an artform in a range of styles, periods and genres and with guidance, makes some connections across a range of music. engages in a range of musical experiences demonstrating a basic understanding of the concepts of music. engages in group music-making and may perform some solo repertoire. with support, explores, improvises, and constructs basic musical compositions. with guidance, explores the capabilities of some instruments to create effects. with support, notates their own work demonstrating some understanding of notational conventions. describes aspects of style, demonstrating some awareness of the social, cultural and historical contexts of the music studied. 	A student performing at this grade typically: <ul style="list-style-type: none"> communicates an understanding of music as an artform in a range of styles, periods and genres and makes connections across a range of music. engages in a range of musical experiences demonstrating a sound understanding of the concepts of music. performs a range of repertoire in solo and group situations. explores, improvises, and constructs musical compositions. explores the capabilities of some instruments and how musical concepts can be manipulated for various effects. notates their own work, demonstrating understanding of notational conventions. discusses style and interpretation, demonstrating some awareness of the social, cultural and historical contexts of the music studied. 	A student performing at this grade typically: <ul style="list-style-type: none"> clearly communicates an understanding of music as an artform in a range of styles, periods and genres and makes connections across a range of repertoire. confidently engages in a range of musical experiences, demonstrating understanding of the concepts of music within a range of repertoire. performs a range of repertoire as a solo performer, and/or takes prominent roles within group performances. explores, improvises, and constructs coherent musical works. explores the capabilities of a range of instruments and how musical concepts can be manipulated for a range of effects. notates their own work, choosing notational forms and conventions appropriate to the style, period or genre being explored. critically discusses style and interpretation, demonstrating an awareness of the social, cultural and historical contexts of the music studied. 	A student performing at this grade typically: <ul style="list-style-type: none"> clearly and perceptively communicates an understanding of music as an artform in a comprehensive range of styles, periods and genres and is able to make connections across a range of repertoire. confidently engages in a range of sophisticated musical experiences demonstrating a perceptive understanding of the concepts of music within a broad range of repertoire. confidently performs a range of repertoire as a solo performer, and/or takes prominent roles within group performances. explores, improvises, and constructs coherent and stylistic musical works. explores the capabilities of a range of instruments and understands how musical concepts can be manipulated for a range of effects. confidently notates their own work, choosing notational forms and conventions appropriate to the style, period or genre being explored. analyses and critically discusses style and interpretation, demonstrating a clear awareness of the social, cultural and historical contexts of the music studied.

2018 Yr 10 Record of School Achievement (RoSA): Photographic & Digital Media

Task No	1	2	3	
Date of task	Term 2 Week 3	Term 3 Week 8	Term 4 Week 4	
Type of task	1A Photo Journal (documentation) 1B Photography BOW	Short answer questions using Frames, CF and Practice and study of Photography	3A Photo Journal (documentation) 3B Photography BOW	
Syllabus Components				Component Weighting
Making	25		35	60
Critical/ Historical Study		40		40
Task Weightings	25%	40%	35%	100%
Task Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	

Reporting: Reporting is based on both summative and formative tasks (classwork/coursework).

Each Report communicates your Level of Achievement for that semester's work.

Outcomes - Photographic and Digital Media

- 5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
- 5.2 makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
- 5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning
- 5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
- 5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
- 5.6 selects appropriate procedures and techniques to make and refine photographic and digital works
- 5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
- 5.8 uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works
- 5.9 uses the frames to make different interpretations of photographic and digital works
- 5.10 constructs different critical and historical accounts of photographic and digital works

Stage 5 Course Performance Descriptors – Photographic and Digital Media

Making Critical and historical interpretations

Areas for Assessment

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • makes simple photographic and digital works with an elementary understanding of the frames and the conceptual framework. • recognises that ideas, interests in the world and artistic intentions can be represented in still, interactive and/or moving forms, and demonstrates limited technical accomplishment. • makes simple interpretations about photographic and digital media, with some reference to practice, the frames and conceptual framework. • with teacher support, recognises some function of, and relationships between, some agencies of the conceptual framework, and that the frames can be used to represent a point of view. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • makes photographic and digital works, and identifies how some of the frames and agencies of the conceptual framework can be used to explore ideas and interests in the world. • represents their artistic intentions in photographic and digital works in still, interactive and/or moving forms, demonstrating some technical accomplishment. • makes limited interpretations and judgements about photographic and digital media, involving a foundational understanding of practice and the conceptual framework, and some of the frames. • recognises the function of, and relationships between, some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • makes a variety of photographic and digital works with an understanding of how the frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world. • demonstrates sound technical accomplishment in making photographic and digital works in still, interactive and/or moving forms that represent their actions, judgements and artistic intentions. • interprets, explains and makes judgements about photographic and digital media, by engaging with aspects of practice, the conceptual framework and some of the frames. • demonstrates understanding of the function of, and relationships between, some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • makes accomplished photographic and digital works with a clear understanding of how the four frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world. • demonstrates well-developed technical accomplishment and refinement to make photographic and digital works in still, interactive and/or moving forms. They experiment and reflect on their actions, judgements and artistic intentions to make photographic and digital works. • interprets, explains and makes judgements about photographic and digital media, applying an understanding of practice, the conceptual framework and the frames. • demonstrates a clear understanding of the function of, and relationships between, the agencies of the conceptual framework, and how the frames can be used to represent a point of view. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • makes sophisticated photographic and digital works with a perceptive understanding of how the four frames and conceptual framework can be used to develop meaning and represent ideas and interests in the world. • demonstrates highly developed technical accomplishment and refinement in making and resolving sophisticated photographic and digital works in still, interactive and/or moving forms. They experiment, work with autonomy, and reflect on their actions, judgements and artistic intentions to make informed choices about their photographic and digital works. • synthesises their understanding of practice, the conceptual framework and the frames to confidently interpret, explain and make judgements about photographic and digital media. • demonstrates a perceptive understanding of the function of, and relationships between, the agencies of the conceptual framework, and how the frames can be used to represent a point of view.

2018 Yr 10 Record of School Achievement (RoSA): Visual Arts

Task No	1	2	3	
Date of task	Term 2 Week 3	Term 3 Week 8	Term 4 Week 4	
Type of task	1A VAD - Artwork Exploration 1B BOW - Artmaking	Short answer questions using Frames, CF and Practice and study of Photography	3A VAD - Artwork Exploration 3B BOW - Artmaking	
Syllabus Components				Component Weighting
Making	25		35	60
Critical/ Historical Study		40		40
Task Weightings	25%	40%	35%	100%
Task Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	

Reporting: Reporting is based on both summative and formative tasks (classwork/coursework).

Each Report communicates your Level of Achievement for that semester's work.

Outcomes - Visual Arts

- 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 for artworks
- 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks
- 5.6 selects appropriate procedures and techniques to make and refine artworks
- 5.7 applies their understanding of aspects of practice to critically and historically interpret artworks
- 5.8 uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of artworks
- 5.9 uses the frames to make different interpretations of art

Stage 5 Course Performance Descriptors – Visual Arts

Areas for Assessment

Artmaking
Critical and Historical Studies

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • makes simple artworks with an elementary understanding of the frames and the conceptual framework. • recognises that ideas, interests in the world and artistic intentions can be represented in 2D, 3D and/or 4D forms, and demonstrates limited technical accomplishment. • makes simple interpretations about art, with some reference to practice, the frames and conceptual framework. • with teacher support, recognises some function of and relationships between some agencies of the conceptual framework, and that the frames can be used to represent a point of view. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • makes artworks, and identifies how some of the frames and agencies of the conceptual framework can be used to explore ideas and interests in the world. • represents their artistic intentions in 2D, 3D and/or 4D artworks, demonstrating some technical accomplishment. • makes limited interpretations and judgements about art involving a foundational understanding of practice and the conceptual framework, and some of the frames. • recognises the function of, and relationships between, some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • makes a variety of artworks with an understanding of how the frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world. • demonstrates sound technical accomplishment in making artworks in 2D, 3D and/or 4D forms that represent their actions, judgements and artistic intentions. • interprets, explains and makes judgements about art by engaging with aspects of practice, the conceptual framework and some of the frames. • demonstrates understanding of the function of and relationships between some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • makes accomplished artworks with a clear understanding of how the four frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world. • demonstrates well-developed technical accomplishment and refinement to make artworks in 2D, 3D and/or 4D forms. They experiment and reflect on their actions, judgements and artistic intentions to make artworks. • interprets, explains and makes judgements about art applying an understanding of practice, the conceptual framework and the frames. • demonstrates a clear understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • makes sophisticated artworks with a perceptive understanding of how the four frames and conceptual framework can be used to develop meaning and represent ideas and interests in the world. • demonstrates highly developed technical accomplishment and refinement in making and resolving sophisticated artworks in 2D, 3D and/or 4D forms. They experiment, work with autonomy, and reflect on their actions, judgements and artistic intentions to make informed choices about their artworks. • synthesises their understanding of practice, the conceptual framework and the frames to confidently interpret, explain and make judgements about art. • demonstrates a perceptive understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view.

2018 Yr 10 Record of School Achievement (ROSA): Child Studies

Task No	Task 1	Task 2	Task 3	Task 4
Date of task	Term 1 Week 9	Term 2 Week 7	Term 3 Week 8	Term 4 Week 4
Type of task	Child's small toy	Digital Activity	Literacy – creative task	Research Task + ICT presentation
Syllabus Components				
Toddler Taming	25			
The Digital Age		25		
Born to Read			25	
Childhood Nutrition				25
Task Weightings	25	25	25	25
Task outcomes	1.2 2.1 2.2 3.2	1.3 2.2 3.3	2.1 3.1 3.2	1.2 2.2 3.2

NOTES:

- The week above is an indicator only. Exact dates will be confirmed two weeks before the due date

Outcomes – Child Studies

- 1.1 identifies the characteristics of a child at each stage of growth and development
- 1.2 describes the factors that impact on the health and wellbeing of the child
- 1.3 analyses how the concept of childhood and parenting evolve over time
- 2.1 plans and implements engaging activities when educating and caring for young children within a safe environment
- 2.2 evaluates strategies that promote the positive growth and development of children
- 2.3 describes appropriate parenting practices for optimal growth and development
- 3.1 discusses the importance of positive relationships on the growth and development of children
- 3.2 evaluates the role of community resources that promote and support the wellbeing of children and families
- 3.3 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
- 4.1 demonstrates the ability to care for children in a positive, understanding and tolerant manner in a variety of settings and contexts
- 4.2 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 4.3 applies appropriate evaluation techniques when creating, discussing and assessing information related to child growth and development

Stage 5 Course Performance Descriptors – Child Studies

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

2018 Yr 10 Record of School Achievement (RoSA): PDHPE

Outcomes - PDHPE

Task No	1	2	3	4	5	
Date of task	Term 1 Week 5	Term 1 Week 10	Term 2 Week 6	Term 3 Week 5	Term 4 Week 2	
Type of task	Stress Management Practical Application	Taking Action Support services (theory)	Dance Practical application	Invasion Games Practical application / Peer assessment /	On the Road Creative task – take home (theory)	
Lifesaving	15					15
Taking Action		20				20
So You Think You Can Dance			15			15
Invasion Games				25		25
On the Road					25	25
Total weightings	15	20	15	25	25	100
Task outcomes	5.4 5.5 5.13 5.14	5.1 5.2 5.6 5.7 5.8 5.11 5.15	5.9 5.10 5.13 5.14	5.4 5.5 5.11 5.13 5.14 5.16	5.6 5.7 5.15	

- 5.1 analyses how they can support their own and others' sense of self
- 5.2 evaluates their capacity to reflect on and respond positively to challenges
- 5.3 ***analyses factors that contribute to positive, inclusive and satisfying relationships*
- 5.4 adapts, transfers and improvises movement skills and concepts to improve performance
- 5.5 composes, performs and appraises movement in a variety of challenging contexts
- 5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people
- 5.7 analyses influences on health decision making and develops strategies to promote health and safe behaviours
- 5.8 critically analyses health information, products and services to promote health
- 5.9 formulates goals and applies strategies to enhance participation in lifelong physical activity
- 5.10 adopts roles to enhance their own and others' enjoyment of physical activity
- 5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations
- 5.12 adapts and applies decision making processes and justifies their choices in increasingly demanding contexts
- 5.13 adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives
- 5.14 confidently uses movement to satisfy personal needs and interests
- 5.15 devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively
- 5.16 predicts potential problems and develops, justifies and evaluates solutions

*** not formally assessed this year*

Stage 5 Course Performance Descriptors – Personal Development, Health and Physical Education

Areas for Assessment		Self and relationships Movement skill and performance	Individual and community health Lifelong physical activity	
Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically: <ul style="list-style-type: none"> shows elementary knowledge, skills and understanding in relation to Stage 5 content. identifies actions that enhance well-being and their capacity to respond positively to challenges. identifies some factors and behaviours that contribute to positive, safe and inclusive relationships. recognises some of the various influences on health decision-making and predicts some consequences. identifies some appropriate strategies, information, products and services to promote health and safety. identifies some influences and barriers to engaging in physical activity and selects strategies to enhance participation and enjoyment. demonstrates some movement skills and concepts to improve performance in predictable movement situations. identifies some elements and features of composition when composing, performing and appraising movement. 	A student performing at this grade typically: <ul style="list-style-type: none"> shows basic knowledge, skills and understanding in relation to Stage 5 content. describes actions that enhance well-being and their capacity to respond positively to challenges. describes factors and behaviours that contribute to positive, safe and inclusive relationships. describes the influences on and consequences of health decision-making and displays a basic understanding of the links between them. describes appropriate strategies and accesses information, products and services to promote health and safety. describes influences and barriers to engaging in physical activity and identifies strategies to enhance participation and enjoyment. demonstrates movement skills and concepts to improve performance in a choice of movement situations. displays a basic understanding of the elements and features of composition when composing, performing and appraising movement. 	A student performing at this grade typically: <ul style="list-style-type: none"> shows sound knowledge, skills and understanding in relation to Stage 5 content. explains actions that enhance well-being and formulates plans that promote their capacity to respond positively to challenges. explains factors and behaviours that contribute to positive, safe and inclusive relationships. explains the influences on and consequences of health decision-making and displays a sound understanding of the links between them. explains appropriate strategies and accesses information, products and services to promote health and safety. explains influences and barriers to engaging in physical activity and applies strategies to enhance participation and enjoyment. demonstrates sound movement skills in a range of contexts and the capacity to transfer skills to a variety of movement situations. displays a sound understanding of the elements and features of composition when composing, performing and appraising movement. 	A student performing at this grade typically: <ul style="list-style-type: none"> shows thorough knowledge, skills and understanding in relation to Stage 5 content. analyses actions that enhance well-being and formulates plans that promote their capacity to respond positively to challenges. analyses factors and behaviours that contribute to positive, safe and inclusive relationships. analyses the influences on and consequences of health decision-making and displays a thorough understanding of the links between them. analyses strategies and accesses and prioritises information, products and services to promote health and safety. analyses influences and barriers to engaging in physical activity and applies strategies to enhance participation and enjoyment. demonstrates proficient movement skills in a range of contexts and the capacity to transfer skills to a variety of challenging movement situations. displays a thorough understanding of the elements and features of composition when composing, performing and appraising movement. 	A student performing at this grade typically: <ul style="list-style-type: none"> shows extensive knowledge, skills and understanding in relation to Stage 5 content. evaluates actions that enhance well-being and evaluates plans that promote their capacity to respond positively to challenges. evaluates factors and behaviours that contribute to positive, safe and inclusive relationships. evaluates the influences on and consequences of health decision-making and displays an extensive understanding of the links between them. evaluates strategies and accesses and appraises information, products and services to promote health and safety. evaluates influences and barriers to engaging in physical activity and applies effective strategies to enhance participation and enjoyment. demonstrates highly developed movement skills in a range of contexts and the capacity to transfer skills to a variety of challenging movement situations. displays an extensive understanding of the elements and features of composition when creatively composing, performing and appraising movement.

2018 Yr 10 Record of School Achievement (ROSA): Physical Activity and Sports Science

Task No	Task 1	Task 2	Task 3	Task 4
Date of task	Term 1 Week 9/10	Term 2 Week 8	Term 3 Week 9	Tem 4 Week 4
Type of task	Practical coaching session and lesson plan	Action Plan	Performance analysis	Research task and website creation
Syllabus Components				
Sports Coaching	30			
Everybody Active Every Day		20		
Enhancing Performance			30	
Issues in Sport				20
Task Weightings	30	20	30	20
Task outcomes	3.1 3.2 4.1 4.2	3.2 4.4	3.1 4.1 4.3 4.4	2.1 2.2 3.2 4.4

NOTES:

+ The week above is an indicator only. Exact dates will be confirmed two weeks before the due date

Outcomes – PASS

- 1.1 discusses factors that limit and enhance the capacity to move and perform
- 2.1 discusses the nature and impact of historical and contemporary issues in physical activity and sport
- 2.2 analyses physical activity and sport from personal, social and cultural perspectives
- 3.1 demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
- 3.2 evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
- 4.1 works collaboratively with others to enhance participation, enjoyment and performance
- 4.2 displays management and planning skills to achieve personal and group goals
- 4.3 performs movement skills with increasing proficiency
- 4.4 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Stage 5 Course Performance Descriptors – PASS

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

2018 Yr 10 Record of School Achievement (RoSA): Food Technology

Task No	1	2	3	4	Component Weightings
Date of task	Term 1 Week 9	Term 3 Week 6/8	Term 4 Week 1	One prac each term (TBA)	
Type of Task	Catering for an Event	Research Assignment	Yearly Exam	Practical Assessment (practical lessons)	
Syllabus Components					
Knowledge			10	10	20
Research	10	10			20
Produce	10	10		10	30
Design & Evaluate	10	10		10	30
Task Weightings	30%	30%	10%	30%	100 %
Task Outcomes	5.4.2 5.4.1	5.4.2 5.6.2	5.6.2 5.2.2	5.5.1 5.3.1 5.5.2	

Outcomes - Food Technology

- 5.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product
- 5.1.2 identifies, assesses and manages the risks of injury and OHS issues associated with the handling of food
- 5.2.1 describes the physical and chemical properties of a variety of foods
- 5.2.2 accounts for changes to the properties of food which occur during food processing, preparation and storage
- 5.2.3 applies appropriate methods of food processing, preparation and storage
- 5.3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- 5.3.2 justifies food choices by analysing the factors that influence eating habits
- 5.4.1 collects, evaluates and applies information from a variety of sources
- 5.4.2 communicates ideas and information using a range of media and appropriate terminology
- 5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- 5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes
- 5.6.1 examines the relationship between food, technology and society
- 5.6.2 evaluates the impact of activities related to food on the individual, society and the environment

Stage 5 Course Performance Descriptors – Food Technology

Areas for Assessment	Food properties and preparation; Researching and communicating;	Food, nutrition and society; Designing, producing and evaluating	Food hygiene and safety;	
Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically: <ul style="list-style-type: none"> identifies some chemical and physical properties of foods and, with assistance, identifies some changes that take place in food during preparation, processing and storage. with guidance, identifies and uses some appropriate techniques and equipment for a limited range of food-specific purposes. with guidance, demonstrates very limited technical skills in designing and producing solutions for specific food purposes. identifies some ways that food-related activities impact on the individual, society or the environment, and some influences that technology has had on food supply. identifies a limited number of factors that influence food choices and eating habits, and relates some aspects of consumption and the nutritional value of foods to health. displays very limited research skills and, with guidance, communicates simple information using a limited range of media. 	A student performing at this grade typically: <ul style="list-style-type: none"> outlines a number of chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage. identifies and uses basic techniques and equipment for a number of food-specific purposes, identifying and managing some risks associated with the safe and hygienic preparation of food. demonstrates basic technical skills in designing, producing and evaluating solutions for specific food purposes. outlines the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply. identifies factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health. displays basic research skills, and communicates information using a limited range of media. 	A student performing at this grade typically: <ul style="list-style-type: none"> describes the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage. identifies and uses appropriate techniques and equipment for a variety of food-specific purposes, identifying and managing risks associated with the safe and hygienic preparation of food. demonstrates adequate technical skills in designing, producing and evaluating solutions of sound quality for specific food purposes. describes the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply. discusses a range of factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health. displays sound research skills, and communicates information using a range of media. 	A student performing at this grade typically: <ul style="list-style-type: none"> analyses the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage. identifies and uses advanced techniques and equipment for a variety of food-specific purposes, assessing and managing risks associated with the safe and hygienic preparation of food. demonstrates high-level technical skills in designing, producing and evaluating high quality solutions for specific food purposes. analyses the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply. analyses a range of factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health. displays well-developed research skills, and communicates complex information using a range of media. 	A student performing at this grade typically: <ul style="list-style-type: none"> evaluates the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage. independently identifies and uses advanced techniques and appropriate equipment for a broad range of food-specific purposes, independently assessing and managing risks associated with safe and hygienic preparation of food. demonstrates advanced technical skills in designing, producing and evaluating solutions of excellent quality for specific food purposes. evaluates the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply. analyses a wide range of factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health. displays highly developed research skills, and communicates complex information effectively using a range of media.

2018 Yr 10 Record of School Achievement (RoSA): Information & Software Technology

Task No	1	2	3	4	Component Weightings
Date of task	Term 1 Week 7	Class01:Term2 Week 9 Class02:Term 3 Week 9	Class01:Term 3 Week 9 Class02:Term 2 Week 9	Term 4 Week 4	
Type of task	E-learning Project	Flash Animation Project	Robotics	Coding	
Syllabus Components					
Software development				15	15
Authoring & multimedia, hardware	10	20			30
Databases & Data Handling	10				10
Robotics and automated systems, People		5	25		25
Emerging technology				5	5
Project management		5	5		10
Core Content	<i>Core content is integrated into the study of option topics and is assessed through class activities and project work</i>				
Task Weightings	20%	30%	30%	20%	100%
Component Outcomes	5.1.1,5.1.2, 5.2.1 , 5.5.2	5.1.1, 5.2.2, 5.2.1, 5.3.1, 5.3.2, 5.5.3	5.1.2, 5.2.2, 5.2.3, 5.2.1, 5.5.1,	5.1.1, 5.2.1, 5.2.2,	

Outcomes - Information & Software Technology

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

Stage 5 Course Performance Descriptors – Information and Software Technology

Areas for Assessment

Computer software and hardware
Information and software technologies and society
Designing and developing software solutions
Communication and collaborative practices
Responsible and ethical practices

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates elementary knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a limited range of simple tasks. with guidance identifies effects on individuals and society of some past, current and emerging information technologies. applies elementary problem-solving or decision-making processes when designing, and producing solutions for some familiar situations. with guidance, recognises responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information. with support, communicates, using limited documentation, ideas and solutions to an audience. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates basic knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a limited range of tasks. outlines the effects on individuals and society of a limited range of past, current and emerging information technologies. applies basic problem-solving and decision-making processes when designing, producing and evaluating solutions for familiar situations. recalls responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information. communicates, using appropriate documentation, ideas and solutions to an audience. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates sound knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks. describes the effects on individuals and society of a range of past, current and emerging information technologies. applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a range of situations applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information. communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates thorough knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks. analyses the effects on individuals and society of a range of past, current and emerging information technologies. confidently applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a range of challenging situations. justifies and applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information. coherently communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates extensive knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks. perceptively analyses the effects on individuals and society of a range of past, current and emerging information technologies. is a critical thinker who insightfully and creatively applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a wide range of challenging situations. independently justifies and applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information. independently and logically communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences.

2018 Yr 10 Record of School Achievement (RoSA): Design and Technology

Task No	1	1	3	4	Component Weightings
Date of task	Term 1 Week 9	Term 2 Week 8	Term 3 Week 6	Term 4 Week 3	
Task Description	Design Project	Photography/ Magazine Project	Showcase design pitch	Marketing Challenge	
Syllabus Components					
Design Processes	20	5	20	5	50
Holistic Approach		10	5	10	25
Activity of Designers	5	10		10	25
Task Weightings	25%	25%	25%	25%	100 %
Task outcomes	5.1.1; 5.2.1, 5.6.3	5.3.1, 5.2.2, 5.2.3	5.3.1; 5.3.2; 5.1.1, 5.1.2, 5.2.1 5.5.1, 5.6.1	5.2.1, 5.5.1, 5.6.3, 5.4.1	

Outcomes – Design and Technology

- 5.1.1 analyses and applies a range of design concepts and processes
- 5.1.2 applies and justifies an appropriate process of design when developing design ideas and solutions
- 5.2.1 evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments
- 5.3.1 analyses the work and responsibilities of designers and the factors affecting their work
- 5.3.2 evaluates designed solutions that consider preferred futures, the principles of appropriate technology and ethical and responsible design
- 5.4.1 develops and evaluates innovative, enterprising and creative design ideas and solutions
- 5.5.1 uses appropriate techniques when communicating design ideas and solutions to a range of audiences
- 5.6.1 selects and applies management strategies when developing design solutions
- 5.6.3 selects and uses a range of technologies competently in the development and management of quality design solutions

Stage 5 Course Performance Descriptors – Design and Technology

Areas for Assessment

Design concepts and processes
Producing quality design solutions

Creativity, innovation and enterprise
Designers and responsible designing

Communicating, managing and producing
Design, technology and society

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates an elementary understanding of design when identifying concepts and processes and, with guidance, applies their learning in familiar contexts. with guidance, applies and manages a simple design process to develop design ideas and solutions. identifies some impacts of technologies on the individual, society and environments. identifies some factors that affect the work and responsibilities of designers when evaluating designed solutions. with direction, develops design ideas and solutions. uses a limited range of techniques to communicate designed solutions. with guidance applies risk management practices when using a limited range of technologies to produce simple designed solutions. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates a basic knowledge and understanding of design when describing concepts and processes, and is able to apply their learning in familiar contexts. applies and manages a design process to develop design ideas and solutions. describes the impacts of past, current and emerging technologies on the individual, society and environments. evaluates designed solutions, choosing appropriate factors that affect the work and responsibilities of designers. with guidance, develops and describes design ideas and solutions that are innovative, enterprising and creative. uses a range of techniques to communicate design ideas and solutions to audiences. applies basic risk management practices when selecting and safely using a limited range of technologies to produce designed solutions 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates a sound knowledge and understanding of design when analysing concepts and processes, and is able to apply their learning in new contexts. applies, justifies and manages a design process to develop design ideas and solutions. explains the impact of past, current and emerging technologies on the individual, society and environments. evaluates designed solutions, taking into account a range of factors affecting the work and responsibilities of designers. explains innovative, enterprising and creative design ideas and solutions. selects and uses a range of techniques to communicate design ideas and solutions to a range of audiences. applies risk management practices when selecting and safely using a range of technologies to produce designed solutions of sound quality. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates a thorough knowledge and understanding of design when analysing concepts and processes, and is able to apply their learning in new contexts. consistently applies, justifies and manages design processes to develop design ideas and solutions. analyses and explains the impacts of past, current and emerging technologies on the individual, society and environments. evaluates designed solutions, considering a variety of factors affecting the work and responsibilities of designers. confidently develops and evaluates innovative, enterprising and creative design ideas and solutions. selects and uses a wide range of appropriate techniques to effectively communicate design ideas and solutions to a range of audiences consistently applies risk management practices when selecting and safely using a range of technologies to produce high-quality designed solutions. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> integrates their extensive knowledge and understanding of design in critically analysing concepts and processes, and is able to apply their learning in new contexts. consistently applies, justifies and manages complex design processes to develop design ideas and solutions. evaluates and coherently explains the impacts of past, current and emerging technologies on the individual, society and environments. evaluates designed solutions, independently considering a comprehensive range of factors affecting the work and responsibilities of designers. independently develops and critically evaluates innovative, enterprising and creative design ideas and solutions. is discriminating in their selection and use of a wide range of appropriate techniques to communicate design ideas and solutions effectively to a wide variety of audiences applies risk management practices when independently selecting and safely using a wide range of technologies to produce outstanding designed.

2018 Yr 10 Record of School Achievement (RoSA): Graphics Technology

Task No	1	2	3	4	Component Weightings
Date of task	Term 1 Week 10	Term 2 Week 9	Term 3 Week 7	Term 4 Week 4	
Type of task	3D House Drawings Models	CAD 3D Printing	Graphic Design Magazines & Emoji	WHS Animation	
Syllabus Components					
Architectural Drawing	30				30
CAD		25			25
Computer Animation				20	20
Graphic Design & Communication			20	5	25
Task Weightings	30%	25%	20%	25%	100%
Task Outcomes	5.1.1, 5.2.2, 5.3.1, 5.3.2	5.1.1, 5.2.1, 5.2.2 5.3.2, 5.4.1, 5.5.2	5.1.2, 5.4.1, 5.6.2	5.4.1, 5.4.2, 5.2.2 5.3.2	

Outcomes - Graphics Technology

- 5.1.1 communicates ideas graphically using freehand sketching and accurate drafting techniques
- 5.1.2 analyses the nature of information and intended audience to select and develop appropriate presentations
- 5.2.1 designs and produces a range of graphical presentations
- 5.2.2 evaluates the effectiveness of different modes of graphical communications for a variety of purposes
- 5.3.1 identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications
- 5.3.2 manages the development of graphical presentations to meet project briefs and specifications
- 5.4.1 manipulates and produces images using computer-based drafting and presentation technologies
- 5.4.2 designs, produces and evaluates multimedia presentations
- 5.5.1 identifies, assesses and manages relevant OHS factors to minimise risks in the work environment
- 5.5.2 demonstrates responsible and safe work practices for self and others
- 5.6.1 demonstrates the application of graphics to a range of industrial, commercial and personal settings
- 5.6.2 evaluates the impact of graphics on society, industry and the environment

Stage 5 Course Performance Descriptors – Graphics Technology

Areas for Assessment

Graphics principles and techniques
Graphics Technology, industry and society

Design, planning and construction
Presentation and communication

Computer-based drafting technologies

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates elementary knowledge of graphics standards, procedures and conventions and, with guidance, uses these in the production of graphical presentations. produces presentations that demonstrate elementary knowledge and understanding of the features of effective graphical presentations. demonstrates very limited technical skill in producing simple manual and computer-based graphical presentations. with assistance, selects and uses some presentation techniques. identifies some environmental and/or societal impacts of graphics technologies. uses very limited management techniques to meet predetermined briefs and specifications. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates basic knowledge of graphics standards, procedures and conventions, and incorporates these into the production of graphical presentations. produces presentations that demonstrate basic knowledge and understanding of the features of effective graphical presentations. demonstrates limited technical skill in producing manual and computer-based graphical presentations. with assistance, uses the elementary features of CAD applications. selects and develops appropriate graphical presentations for the intended audience. recognises environmental, societal and industrial impacts of selected graphics technologies. uses some management techniques to meet predetermined briefs and specifications. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates sound knowledge of graphics standards, procedures and conventions, and incorporates these into the production of graphical presentations. produces presentations that demonstrate sound knowledge and understanding of the features of effective graphical presentations. demonstrates adequate technical skill in producing manual and computer-based graphical presentations. uses the elementary features of CAD and multimedia applications. interprets the nature of information and intended audience to select and develop appropriate graphical presentations. compares and contrasts environmental, societal and industrial impacts of selected graphics technologies. identifies and uses management techniques to meet predetermined briefs and specifications. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates thorough knowledge of graphics standards, procedures and conventions, and independently incorporates these into the production of a range of graphical presentations. produces quality presentations that demonstrate comprehensive knowledge and understanding of the features of effective graphical presentations. demonstrates high technical skill in interpreting and producing a range of quality manual and computer-based graphical presentations. uses a variety of CAD and multimedia applications. analyses the nature of information and intended audience to confidently select and develop appropriate graphical presentations. analyses environmental, societal and industrial impacts of a range of graphics technologies and outlines some actions to minimise negative impacts. independently identifies and comprehensively uses management techniques to meet predetermined briefs and specifications. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates extensive knowledge of graphics standards, procedures and conventions, and independently incorporates these into the production of a range of graphical presentations. produces high quality presentations that demonstrate extensive knowledge and understanding of the features of effective graphical presentations. demonstrates exemplary technical skill in interpreting and producing a range of high quality manual and computer-based graphical presentations. displays confidence and competence in using a range of CAD and multimedia applications. critically analyses the nature of information and intended audience to confidently select and develop a range of appropriate graphical presentations. critically analyses environmental, societal and industrial impacts of a range of graphics technologies and proposes actions to minimise negative impacts. independently identifies and extensively uses management techniques to meet predetermined briefs and specifications.

2018 Yr 10 Record of School Achievement (RoSA): Textiles Technology

Task No	1	2	3	4	Component Weightings
Date of task	Term 2 Wk 2	Term2 Wk 5	Term3 Wk 7	Term 3 Wk 9	
Task Description	Test	Practical/ Folio Art Quilt	Practical/ Folio Dress	Yearly Examination	
Syllabus Components					
Project Work		25	25		50
Design		10		10	20
Properties and Performance	5	5	5	5	20
Textiles and Society	5			5	10
Task Weightings	10%	40%	30%	20%	100 %
Task outcomes	5.2.2; 5.2.3; 5.4.1; 5.5.1; 5.5.2; 5.5.3; 5.6.1	5.3.1; 5.3.2; 5.1.1; 5.1.2;	5.3.1; 5.3.2; 5.1.1; 5.1.2;	5.2.2; 5.2.3; 5.4.1; 5.5.1; 5.5.2; 5.5.3; 5.6.1	

Outcomes - Textiles Technology

- 5.1.1 explains the properties and performance of a range of textile items
- 5.1.2 justifies the selection of textile materials for specific end uses
- 5.2.1 explains the creative process of design used in the work of textile designers
- 5.2.2 generates and develops textile design ideas
- 5.2.3 investigates and applies methods of colouration and decoration for a range of textile items
- 5.3.1 analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
- 5.3.2 evaluates the impact of textiles production and use on the individual consumer and society
- 5.4.1 selects and uses appropriate technology to creatively document, communicate and present design and project work
- 5.5.1 critically selects and creatively manipulates a range of textile materials to produce quality textile items
- 5.5.2 selects appropriate techniques and uses equipment safely in the production of quality textile projects
- 5.5.3 demonstrates competence in the production of textile projects to completion

Stage 5 Course Performance Descriptors – Textiles Technology

Areas for Assessment Properties and performance Using textiles Textiles and society Producing and evaluating textiles Designing and communicating

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates elementary knowledge and understanding of the properties and performance of textiles. with assistance, identifies a limited range of influences on textile design, construction and use from historical, cultural or contemporary perspectives. identifies some impacts of textiles production and use on the consumer and society. outlines some aspects of the creative process used in the work of textiles designers and, with guidance, follows this process when generating and developing simple textile design ideas. with guidance, selects materials, techniques and equipment to safely complete basic textile projects. with support, demonstrates an elementary understanding of the creative process of design and its application when generating ideas and evaluating textile items. communicates and presents simple ideas in graphic and verbal forms using a limited range of technologies. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates basic knowledge and understanding of the properties and performance of textiles when accounting for the selection of materials for specific end uses. describes some influences on textile design, construction and use from historical, cultural and contemporary perspectives. describes the impact of textiles production and use on the consumer and society. recognises the creative process used in the work of textile designers, and attempts to follow this process when generating and developing textile design ideas. selects and manipulates materials, techniques and equipment to safely complete basic textile projects. demonstrates a basic understanding of the creative process of design and its application when generating ideas and evaluating textile items. communicates and presents ideas in graphic and verbal forms using a limited range of technologies. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates sound knowledge and understanding of the properties and performance of textiles to provide some justification for the selection of materials for specific end uses. explains influences on textile design, construction and use from historical, cultural and contemporary perspectives. explains the impact of textiles production and use on the consumer and society. describes the creative process of design used in the work of textile designers, and applies this process when generating and developing textile design ideas. selects and manipulates appropriate materials, techniques and equipment when safely completing textile projects of sound quality. demonstrates a sound understanding of the creative process of design when designing and evaluating textile items and applying ideas in new situations. communicates and presents ideas in graphic and verbal forms using a variety of technologies. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates thorough knowledge and understanding of the properties and performance of textiles, and justifies the selection of materials for specific end uses. analyses a wide range of influences on textile design, construction and use from historical, cultural and contemporary perspectives. analyses the impact of textiles production and use on the consumer and society. explores the creative process of design used in the work of textile designers, and applies this process when generating and developing effective textile design ideas. selects and proficiently manipulates appropriate materials, techniques and equipment when safely completing textile projects of high quality. demonstrates a thorough understanding of the creative process of design when designing and evaluating textile items and, upon reflection, transfers ideas into new situations. communicates and presents ideas effectively in graphic and verbal forms using a wide variety of technologies. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> integrates their extensive knowledge and understanding of the properties and performance of textiles when justifying the selection of materials for specific end uses. analyses and evaluates influences on textile design, construction and use from historical, cultural and contemporary perspectives. independently evaluates the impact of textiles production and use on the consumer and society. analyses the creative process of design used in the work of textile designers, and creatively and independently applies this process when generating and developing innovative design ideas. selects, and creatively and proficiently manipulates, appropriate materials, techniques and equipment when safely completing textile projects of excellent quality. demonstrates an extensive understanding of the creative process of design when designing and evaluating textile items and, upon reflection, transfers ideas confidently into new situations. communicates and presents complex ideas effectively in graphic and verbal forms confidently using a wide variety of technologies.

2018 Yr 10 Record of School Achievement (RoSA): Integrated Curriculum: Careers

This course focuses on developing in students these key 'self-management skills' in alignment with their individual abilities and using a teaching structure that emphasises learning by doing.

Task No	1	2
Date of task	Term 1 Week 6	Ongoing during Term 2 Final date for submission: Term 2 Week 5
Type of task	Individual oral presentation using a personal portfolio that focuses on individual skills and abilities	Group presentation that proposes innovative solutions to address the challenges faced by an individual in developing a career pathway after completing university and/or relevant tertiary studies
Task Weightings	35%	65%
Task Outcomes	1, 2	3, 4, 5

A student:

Stage 5 Integrated Curriculum – Careers Outcomes	
1	Critically evaluate personal qualities and physical attributes as they apply to career choice and the requirements of the workplace
2	Analyse the key factors influencing the career values, aspirations and achievements of individuals and groups
3	Analyse the place and meaning of work in the life of individuals and communities
4	Describe cultural and structural features of the world of work
5	Demonstrate the application and interview skills required for entry into employment and post-secondary education and training course

2018 Yr 10 Record of School Achievement (RoSA): Integrated Curriculum: Civics and Citizenship

The MGHS Year 10 Integrated Curriculum Unit employs diverse project-based cross-curricular teaching and learning strategies that aim to educate students about their role in the society as active and informed citizens. It focuses on developing key 'self-management skills' in students that are in alignment with their individual abilities, using a teaching structure that emphasises learning by doing.

Task No	1	2
Date of task	Term 3 week 4	Ongoing during Term 4 Final date: Term 4 week 4
Type of task	Individual students complete the project DEFINE sheet on civics and citizenship	A summative presentation where students create a media campaign (a combination of social media, print/digital media, and visual media) promoting civics and citizenship to a youth audience. This presentation will be aimed at an audience outside the classroom
Task Weightings	35%	65%
Task Outcomes	5.3	5.4, 5.5, 5.10. 5.11

A student will be able to:

Stage 5 Integrated Curriculum – Civics and Citizenship Outcomes	
5.3	define and assesses the roles and responsibilities of diverse organisations within the community
5.4	examine and evaluate the relationships between diverse organisations in the community
5.5	evaluate and articulate the roles and responsibilities of individuals within the community in a range of contexts
5.10	locate, select and organise relevant information from a variety of sources
5.11	select, use and evaluate appropriate oral, written and other forms of communication effectively with a range of audiences

Assessment Planner 2018		
	Term 1	Term 2
WEEK 1		
WEEK 2		
WEEK 3		
WEEK 4		
WEEK 5		
WEEK 6		
WEEK 7		
WEEK 8		
WEEK 9		
WEEK 10		
WEEK 11		

Assessment Planner 2018		
	Term 3	Term 4
WEEK 1		
WEEK 2		
WEEK 3		
WEEK 4		
WEEK 5		
WEEK 6		
WEEK 7		
WEEK 8		
WEEK 9		
WEEK 10		