

*- Safe, Respectful, Responsible -*

# PARKES HIGH SCHOOL



## YEAR 10

### 2022 ASSESSMENT POLICY, GUIDELINES and SCHEDULE

*- Safe, Respectful, Responsible -*

**Parkes High School  
Year 10  
ASSESSMENT SCHEDULE 2022**

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**Parkes High School  
Year 10  
ASSESSMENT SCHEDULE 2022**

**Mission Statement and Introduction**

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**Mission Statement:**

At Parkes High School we are dedicated to providing a safe, stimulating and diverse environment where we are passionately committed to providing each student with the opportunities to acquire the skills to become successful learners, confident and creative individuals, active and informed citizens and future leaders.

**Introduction:**

This assessment handbook provides information to parents and students about the curriculum and a range of assessment and reporting matters such as:

- Subjects taught.
- The structure of classes.
- The scheduling and weighting of formal assessment tasks to be conducted in each subject in Year 10 over the duration of the 2022 school year.
- Standards-Referenced Assessment and how grades are determined.
- Rules and regulations regarding the completion of assessment tasks.
- Details of Reporting.
- Other relevant information about assessment and reporting.
- Record of School Achievement (RoSA) and eligibility requirements.
- HSC Minimum Standards testing.

**Parkes High School  
Year 10  
ASSESSMENT SCHEDULE 2022**

**Principal's Introduction**

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Dear Parents/Carers and Students,

In today's educational environment, 'assessment' cannot be separated from 'learning'. If assessment is appropriately connected to what we are learning then we can clearly understand if learning is really taking place and to what level of success. It is said by many educational leaders that 'assessment drives learning'. Knowing where students are at with their learning assists the class teacher in their planning.

This Assessment Schedule along with the necessary Policies and guideline Handbook is a valuable resource for you throughout 2022. The Handbook should be used in conjunction with the Assessment Schedules and Course Performance Descriptors (Stage 5) to determine what grade you are working towards as they provide detailed information about the courses, both mandatory and the elective options, offered in Stage 5. The purpose of this document is to provide you with detailed information regarding assessment throughout the year, course expectations and policy. You are notified of the various assessment tasks and when they will go ahead. Additional specific course and assessment task requirements may be issued by individual teachers and the Head Teachers to the nature, timing and weighting of each task.

It is each student's responsibility to become familiar with all the requirements for assessment and with the requirements of each course being undertaken. Successful learners are conscious of workloads and manage their time to ensure they complete all assessment tasks to the best of their ability by the due date. A balanced approach to homework and study is vital to the wellbeing and success of all students. Despite our best intentions in putting together this assessment program, changes may occur. Any change, if it does occur, is expected to be minor and ample forward notice will be given to the relevant students.

I wish all students every success over the course of the year

Best wishes in your studies,

Mrs S Carter  
Principal  
Parkes High School

**Parkes High School  
Year 10  
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**List of School Contacts**

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Questions relating to this Assessment Information Booklet should be directed to personnel listed below:

**Senior School Executive**

<b>Principal</b> .....	Mrs S Carter
<b>Deputy Principal (8 &amp; 11)</b> .....	Mrs D Slack-Smith
<b>Deputy Principal (9 &amp; 12)</b> .....	Mr A Currey
<b>Deputy Principal (7 &amp; 10)</b> .....	Ms F Ward
<b>Deputy Principal Inclusion</b> .....	Ms L Tolley
<b>Year 10 Year Advisor</b> .....	Mr A Rogers
<b>School Counsellor</b> .....	Mr M Ranger
<b>Careers Advisor</b> .....	Mrs J Morrissey

**Head Teachers**

<b>English</b> .....	Ms H Back
<b>Mathematics</b> .....	Ms L Walker
<b>Science</b> .....	Mr A Pigram
<b>Human Society and its Environment (HSIE)</b> .....	Mr P Luck
<b>Personal Development, Health and Physical Education (PDHPE)</b> .....	Mr J Spicer
<b>Technical &amp; Applied Studies (TAS)</b> .....	Mrs S Hinks
<b>Creative &amp; Performing Arts (CAPA)</b> .....	Ms R Mills
<b>Special Education</b> .....	Mrs C Quigg

**Parkes High School  
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**Assessment Requirement Outline**

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This formal assessment program has been prepared in accordance with each NESA syllabus and course specific assessment and reporting materials which specify the components of the course to be assessed and their weightings. Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. They may include tests, written assignments, practical activities, fieldwork, and projects.

**The Purpose of School Assessment:**

Assessment is the process of identifying, gathering and interpreting information about student achievement. In the context of the Year 10 Course, a school-based assessment program is required to provide a summative measure of a student's achievement in relation to course outcomes based on:

- a wider range of syllabus outcomes than may be measured by examinations alone; and
- multiple measures and observations made throughout the course rather than a single assessment event and
- The final assessment in a course will measure a student's achievement relative to other students' achievements
- The assessment submitted by the school will reflect the knowledge and skills objectives of each course and related outcomes.
- Values and attitudes are not assessed.

Assessment tasks are conducted throughout Year 10 and each has a weighting determined by the school within requirements provided by NESA. Each formal task enables teachers to collect information about the students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance, highlighting their strengths and where they could make improvements.

All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills in a subject. School-based assessment involves a range of informal (formative) assessment and formal (summative) assessment to provide information about student achievement of syllabus outcomes. Informal and formal assessment assists teachers to make judgements about student progress. A range of assessment activities and tasks provide opportunities for students to demonstrate achievement of syllabus outcomes in different ways.

**Student Organisation:**

It is a student's responsibility to organise study and preparation time to ensure that assessment tasks are submitted by the due date.

Students should start tasks early, break them into a series of small steps and set deadlines for completing each step. Students should back up all work prepared on computer as the failure of technology is not generally an acceptable excuse for the late submission of work. Students are advised to keep a copy of all written work that is submitted

### Principles for Assessment:

- When students receive the assessment task schedule, they should be aware of the due dates for each task, the nature of the tasks and whether there are a number of tasks due close together. If there are problems students should discuss them with their teachers well in advance of the due dates for tasks.
- Assessment tasks should be completed in a way that ensures no student gains an unfair advantage over other students.
- Students who follow the school routines and submit tasks on time will not be placed at a disadvantage by students who try to “bend the rules” or find ways around the policy.
- The procedures outlined in this document will be applied consistently across the school.
- If students are absent from class, it is their responsibility to check what work was completed, what handouts were distributed and whether any assessment task details were given. If an assessment task was issued, *it is the student's responsibility to obtain* a copy of the task from the classroom teacher. Receiving a task late cannot be used as an excuse for an extension under these circumstances.
- Where absences are *known in advance* (eg sport representation, family holiday, work placement) students *must* submit the Sickness/Absence form *before* the absence. This includes negotiating the time when the task will be completed. These should be completed at least three days before the absence occurs. Students should note that work placement commitments do not automatically entitle you to an extension.
- In certain circumstances (eg. prolonged illness or the integrity and security of an exam paper) an estimate or substitute task may be set at the discretion of the faculty concerned.
- If a pattern of absences emerges, students may be required to supply medical certificates or written records for all future absences. In these circumstances, parents will be notified in writing of the requirements. After this, zero marks may be given for tasks that are not completed or submitted by the due date. These procedures will apply to all forms of absences (eg sport, debating, illness, etc.)

### Assessment Program:

At the commencement of year 10 course each student will receive a copy of this document as well as an overall program of assessment for each subject. The school will provide each student with a copy of the assessment program in each course which shows:

- The type of assessment that will be set.
- The nature of each assessment task (eg research project, practical task, exam, presentation, performance, etc.)
- The weighting of each task in relation to the total number of assessment marks for the course; and
- A due date for each assessment task

**It is expected all students will complete all assessment tasks.**

## Parkes High School Year 10 ASSESSMENT SCHEDULE 2022

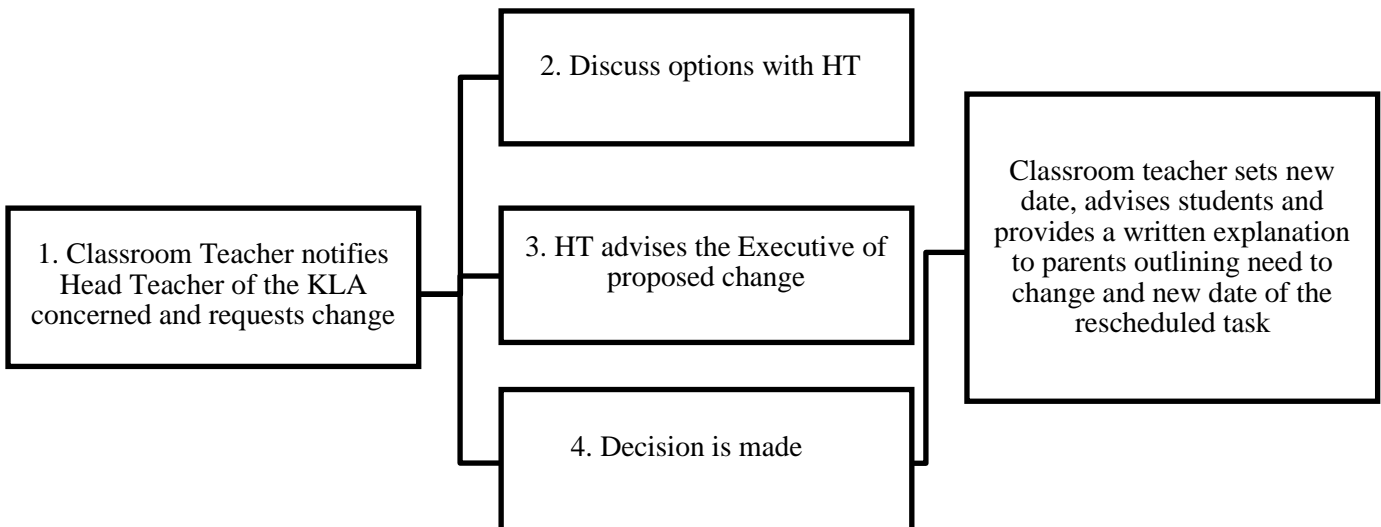
### Assessment Policy, Processes and Procedures

The internal formal assessment program has been designed to ensure a broad range of tasks (eg examinations, research tasks, depth studies, performance pieces, etc) are completed to best support the outcomes prescribed by each NESA syllabus. Each task is designed to assess knowledge skills and understanding of the curriculum across a broad range of outcomes whilst ensuring fairness to all candidates.

#### Assessment Schedules:

At Parkes High School:

- Students will be issued with assessment schedules for all courses;
- Students will be given a minimum of two weeks' written notification of the due date of an assessment task;
- Students may have more than one assessment task due at the same time;
- If an assessment schedule needs to be altered, students will be advised in writing after the following process has been undertaken:



The timing of assessment tasks has been coordinated across subject areas to ensure that students do not have too many assessment tasks scheduled in any given week. This is to ensure that the workload for all students is manageable.

If an exam is scheduled, an assessment free block of time for that subject has been included immediately prior to the End of Year Examination period. This is to ensure that the workload for all students is manageable across the year and to provide every possible opportunity for students to achieve the best results possible.



### **Formal Assessment Notification:**

For each formal assessment task students will be provided with:

- Adequate written notification in advance of the task (minimum, two weeks);
- The format of the notification must be in the agreed school proforma and include:
  - Task number;
  - Task weighting;
  - Timing;
  - Outcomes assessed;
  - Description of the nature of the task;
  - Assessment criteria; and
  - Where appropriate, detailed marking guidelines should be provided at the time of the written notification.
  - Feedback to be provided 2 weeks following the submission of the assessment tasks

The task number, weighting, timing and outcomes must reflect the assessment schedule for a course. The nature of the task should clearly describe for students the requirements and expectations of the task. The assessment criteria for the task should outline for students what will be assessed in relation to the outcomes.

Faculty Head Teachers are required to validate each task prior to its distribution to students.

Written feedback will be provided to students relating to their performance in the task that provides meaningful and useful information relative to the achievement of outcomes.

### **Notice of Due Dates:**

Students will be given a minimum of two weeks' notice in writing for each Preliminary Course Assessment Task. Students will have to sign for receipt and submission of tasks on a Task Register kept by the Class Teachers and stored.

Students will be given as much notice as possible. **It is the responsibility of students who are absent from class to obtain copies of assessment tasks.** Often teachers will upload a copy of assessment tasks to Google Classroom after they have been issued. There will be no extension of the due dates unless an Appeal for Illness/Misadventure Form is completed and upheld. Schedules contained in this booklet indicate the week in which assessment tasks are due.

It is common for students to be given assessment tasks well in advance of the due date. Students are strongly advised to plan their work schedule carefully and to start work on assessment tasks as they are handed out. This planning will alleviate pressure when more than one assessment task is due in the same week.

### **How to submit Assessment Tasks:**

Assessment tasks not completed in class or during examinations must be handed to the teacher concerned, or the Head Teacher in the case of the teacher's absence. A Submission Task Register must be signed by the teacher and student. **Do not leave the task on a teacher's desk.**

### **Penalty for Late Work:**

Students are expected to submit assessment tasks by the due date and time/period.

In fairness to students who hand in assessment tasks on time, **students who fail to complete or submit a task prior to a specified time eg. 3:20pm on or before the due date and time will automatically receive a mark of ZERO.**

### **Procedures for Prior known Absence when an Assessment is due:**

If students know they will be absent from school on the date an assessment task is due (e.g. representing the school in sport, performing arts, school excursion, work placement) **they must notify the Head Teacher immediately.** The student will be required to arrange to submit the work on the due date or submit it early.

If students know they will be absent from school on the date a test or examination will be held they must make arrangements with the relevant Head Teacher **before** the examination date to do the test/examination at an alternate time.

Students who fail to complete the task on or before the due date and do not make arrangements for its completion on a specified date **MUST** complete an **Illness and Misadventure form.**

### **Attendance on the Day a Task is due:**

Students must be at school and attend all timetabled classes on the day an assessment task is due or to be conducted otherwise a zero mark will be awarded.

If a student fails to meet this requirement, he/she must provide independent evidence of the reasons, detailing why the circumstances prevented them from being at school, or why they could not attend lessons on time. Students who appeal on the grounds of illness and must provide a medical certificate.

If proof of illness or leave is not approved, then the student will be awarded a **zero** mark for the task.

A student who suffers an illness/misadventure on the day of an assessment task may submit an **Illness and Misadventure Application** for consideration.

## **Examination and Assessment Task Rules and Procedures:**

In many subjects the End of Course examinations form part of the assessment program.

No other assessment tasks will be due in the week leading up to the End of Course examination period for the assessed subject areas.

Students must follow the day-to-day rules of the school including

- no talking during exams or assessment tasks,
- no communication with other students once they enter the Hall or room,
- remaining in their allocated seat and
- not disturbing other students.

Students must follow the supervising teacher's instructions at all times and must behave in a polite and courteous manner towards the staff and other students.

Students must not:

- take a mobile phone into the examination or assessment room;
- take any electronic device into the examination room unless approved by NESAs;
- speak to any person other than a supervisor during an examination or assessment task;
- behave in any way likely to disturb the work of any other student or upset the conduct of the examination or assessment task;
- attend an examination or assessment task under the influence of alcohol or illegal drugs;
- take into the examination or assessment task room any books, notes, the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable or on the assessment task;
- smoke/vape in the examination room or assessment task;
- eat in the examination room or assessment task except as approved by the presiding officer;
- take any examination booklets, whether used or not, from the examination room.

No responsibility will be taken for the safe-keeping of any unauthorised material or equipment surrendered to supervisors before or during examinations or assessment tasks.

Students will be given a copy of the Examination Rules and Procedures with the timetable for the Examinations.

## **Procedures for reviewing the policy:**

The policy is reviewed annually to ensure:

- the continued implementation of procedures which satisfy the requirements of the Stage 5 studies; &
- it meets NESAs requirements including the prescribed areas of study, electives and texts and current assessment requirements, components and weightings.

The review includes:

- Assessment Policy
- Assessment Schedules
- Annual Faculty review and feedback from individual Tasks

## **Assessment of submitted works and practical performances:**

In subjects that require a submitted work and/or a practical performance to be submitted the Head Teacher or Principal all certify that the work or performance was developed under the teacher's supervision, was the student's own work and was completed by the due date.

It is therefore required that students work on their projects at school and any work that is done at home is negotiated with their teacher.

### **Invalidity of Assessment Tasks:**

Where invalid or unreliable results have been produced by an assessment task the Head Teacher should be notified. This may be where a task does not function as required, or where there are problems in the administration of the task.

The Head Teacher will ascertain the reasons for the unreliable or invalid results and implement one or more of the following processes as appropriate:

- Negotiation with all students affected;
- Implement an alternate task supplied for the whole or part of the original task;
- Mark adjustment to discount the invalid part of the test; or
- Other, as determined by the Head Teacher.

An investigation will be undertaken by the Deputy Principal and Head Teacher of the faculty involved.

### **Marking of Assessment Tasks:**

Students will receive information on the quality of each task submitted and their individual progress within two weeks of submission.

- There will be written comments on the school reports issued at the mid-point of the course and following the End of Course Tasks or Examinations
- Individual students can enquire about their performance in assessment tasks.

Teachers must assess the student's actual performance, not potential performance. Assessment marks cannot be modified to take into account the possible effects of domestic situations or illness.

### **Documenting and Storing Student Marks:**

Marks for individual assessment tasks, and records of competency, will be recorded by the teacher responsible for marking the task. The marks will be stored electronically in Sentral Markbooks and a printed copy will be added to Preliminary Course Monitoring Folders (after the completion of each task). All marks need to be available so that the computations determining the final assessment mark can be checked in the case of a school review of assessments.

### **Technology and Assessment Tasks:**

Most students now use some form of technology to produce their hand-in assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time.

To minimise problems in relation to technology, students should adhere to the following protocols:

- Continually back up all work onto an external portable storage device (USB drive) or a Cloud storage (such as Google Docs)
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school;
  - Check the compatibility of your home software with the school's technology
  - Sound files should be saved as an MP3, and Video/Digital Media should be saved as MP4 files
  - Save a copy of the final version of your task to your email address that can be accessed at school, as well as bringing it to school on a USB

To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers/printers. If you are unable to print your work at home, download the task onto a USB drive and bring it to school for printing (this must be completed before the submission time).

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## **Malpractice and Unsatisfactory Progress**

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### **Malpractice:**

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately.

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others.

Malpractice, including plagiarism, could lead to a mark of zero and a non-award in the Stage 5 Course. Malpractice includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own, including using material directly from books, journals, CDs or the internet without reference to the source;
- building on the ideas of another person without reference to the source;
- buying, stealing or borrowing another person's work and presenting it as your own;
- submitting work to which another person such as a parent, tutor or subject expert has contributed substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;
- breaching school examination rules or using non-approved aides during an assessment task;
- contriving false explanations to explain work not handed in by the due date; or
- assisting another student to engage in malpractice.

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

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

When malpractice has been proven in a school-based assessment task the case will be reviewed by a panel consisting of a member of the senior executive, a head teacher and a classroom teacher. The panel will review each case of malpractice on its merits, considering all the issues, in order to arrive at a fair conclusion and make recommendations to the Principal. Proven malpractice will limit a student's mark or result in a zero mark being given and it will impact on their overall final assessment mark and rank. Proven malpractice must be detailed in the relevant Stage 5 Course subject area files for future access.

One or more of the following consequences may be applied to proven malpractice:

- reduced marks for all or part of the assessment task;
- zero marks for all or part of the assessment task;
- an N Warning letter issued; or
- the student may be required to sit a substitute task with significantly different supervision.

The penalty applied will be appropriate to the seriousness of the offence.

### **Non-Completion/ Non-Attempt, Non-Serious Attempt or Non-Submission of Tasks:**

Students are expected to complete all assessment tasks set. Where the teacher determines that there is no valid reason for non-completion of an assessment task, including truancy from class or school, a zero mark will be recorded for that task.

A student must still complete and submit a task even if it is to receive a zero mark.

### **Zero Mark Awarded:**

A student will be given a zero mark if the student:

- has not made a serious attempt to do the task, including work that is trivial, frivolous or offensive;
- is absent from a task without a valid reason;
- has been involved in extensive malpractice; or
- if, in the teacher's judgement, the work is worth zero.

Parents will be advised in writing.

### **Notification to Parents:**

Breaches of the policy on malpractice, non-serious attempts and non-completion of tasks will result in parents being informed in writing.

### **Issuing an N Award:**

Students studying a Stage 5 course must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark.

An N Determination warning letter is issued to students who fail to complete assessment tasks, are not completing course work, or for poor attendance which is having an adverse effect on their progress. An N Determination Warning Letter will also be issued to students who do not apply themselves with diligence and sustained effort to set tasks and experiences provided in the course by the school.

If a student does not subsequently meet course requirements as detailed in the N Award Warning Letter(s), then an N Award may be given for the course by the Principal. This means that the student will receive no result in that course. For students to be deemed unsatisfactory, they will be given a minimum of two official N Award Warning Letters.

Students undertaking a Stage 5 Life Skills course can be issued with N Awards.

The issuing of a second N Determination Warning Letter in any course at Parkes High School will result in the student being placed in the Reconnect Program to address outstanding class work and/or assessment tasks.

A student who is given an 'N' determination in a Stage 5 mandatory course will not be eligible for a Record of School Achievement. Transcripts of Study will list the mandatory course(s) in which an 'N' determination has been awarded in Stage 5. The document will carry the statement 'Not Eligible for the Record of School Achievement.' A student who is given an 'N' determination in an additional course in Stage 5 retains eligibility for the RoSA provided that all other requirements are met.

**Appeals:**

Students have the right to appeal if they feel that the process used does not comply with the set rules (see relevant form which is contained in this booklet). Appeal forms must be lodged within one calendar week of the return of the task. Students should note that an appeal cannot be considered if it is based on the actual marks obtained. A student can only appeal on the basis of process.

**Enquiries:**

Students should direct any enquiries about assessment marks or tasks directly to their class teacher.

Concerns or complaints about any issue not resolved following discussion with the class teacher and/or the Head Teacher may be referred by either the parents or the student to the Principal or Deputy Principal. The school asks parents and students to submit significant complaints in writing. The school is committed to act on and resolve complaints to the satisfaction of all parties.



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**Alternate Study Pathways**

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**Adjustments for Students with Special Education Needs:**

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that students with special education needs can access and participate in education on the same basis as other students.

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. These may include:

- Adjustments to the assessment process. Some examples include additional time, rest breaks, the use of a reader and/or writer or specific technology;
- Adjustments to assessment activities. Some examples include rephrasing questions, using simplified language or alternative formats for questions;
- Alternative formats for responses. Some examples include writing in point form instead of essays, scaffolded responses, short objective questions or multimedia presentations.

Schools are responsible for any decisions about adjustments to course work and formal school-based assessment tasks throughout Year 10. Decisions regarding adjustments should be made in the context of collaborative curriculum planning.

Providing adjustments does not restrict a student's access to the full range of grades or marks.

**Life Skills Studies:**

Students undertaking Life Skills courses will study selected outcomes and content informed by a collaborative curriculum planning process. Assessment should provide opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments. Students undertaking Life Skills courses are not required to complete formal assessment tasks. Teachers are best able to determine the progress of the student.

Students may demonstrate achievement in relation to Life Skills outcomes independently, with adjustments or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

**Parkes High School  
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ASSESSMENT SCHEDULE 2022**

**Awarding of Marks and Grades**

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**Satisfactory Completion of a Course:**

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

- Followed the course developed or endorsed by the Board;
- 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.

NESA does not set a minimum attendance for the satisfactory completion of a course. The principal may determine that, as a result of absence, the above course completion criteria might not be met. Clearly, such absences are serious and principals must give students early written warning of the consequences of non-completion of course requirements. The warning must relate the student's absence to the non-completion of the course requirements.

Students can best meet these requirements if they:

- Attend all timetabled lessons and minimise absences from class for any reason;
- Complete all activities set during class time;
- Complete homework set by the teacher;
- Regularly revise all work and implement a regular study timetable; and

Complete all assessment tasks to maximise their marks.

**Awarding Grades:**

Schools are responsible for awarding a grade for each student who completes a Stage 5 course (except Life Skills and VET courses) to represent their achievement. Teachers make professional, on-balance judgements about a student's performance in relation to the Course Performance Descriptors (for Board Developed Courses) or the Common Grade Scale (for Content Endorsed Courses). Teachers determine which grade best matches the standards their students have demonstrated by the end of the course. Teachers are required to ensure that the grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW. To ensure judgements are consistent with state-wide standards, teachers compare their student's work with work samples on the NESA website that are aligned to the A to E grade scale. The grade is reported on the student's Record of School Achievement.

At Parkes High School the process of determining grades requires Head Teachers and teachers to:

- Devise and administer assessment tasks that address the outcomes of the syllabus;
- Observe and record assessment judgements (marks, comments and grades);
- Use all available assessment information to make a summative judgement of each student's overall level of achievement at the end of the course;
- Refer to the Course Performance Descriptors or Common Grade Scale to award a grade that most appropriately describes a student's achievement; and
- Follow a process of moderation to ensure that grades awarded are consistent with published standards.

The course grade is based on the student's performance on each of the formal internal assessment tasks scheduled for completion during the course and on performance in tasks given in class. Thus, performance over the entire year of study is used to calculate the final grade in each course.

Teachers will interpret the Course Performance Descriptors in terms of achievement that can be demonstrated by Stage 5 students within the bounds of the syllabus. All syllabus outcomes have been taken into account in designing the teaching and learning and assessment programs in each course.

The same Course Performance Descriptors or Common Grade Scale applies to 100-hour and 200-hour courses. This relates to courses studied across Years 9 and 10, and to courses studied exclusively in either Year 9 or Year 10. Schools must allocate grades to all students for any 100-hour or 200-hour course completed during Stage 5. Schools must maintain a record of grades awarded for courses completed in Year 9.

Where a school wishes to assign an 'N' for a student's achievement in a Board Developed Course, a Grade should still be submitted so that, if the student appeals successfully to NESAs, the grade can be reinstated.

### **Procedures for providing Assessment Marks and Grades for students who transfer into the school after the commencement of stage 5 courses.**

#### **i. Students from Another School**

Students who transfer to Parkes High School in Term 3 or 4 of Year 10 will have their grades decided and submitted to NESAs by their previous school. Grades must be supplied for any 100 hours of study satisfactorily completed in any Board Developed or Board Endorsed Course. In the case of English, Mathematics, Science, PDHPE and any mandatory course in the HSIE key learning area, the principal may deem that the equivalent of the first 100 hours in each of these courses has been completed before enrolment. The student should then continue study of these courses throughout Stage 5.

Students who enrol at Parkes High School before the end of Term 2, in Year 10 will have an assessment mark and grade determined at the completion of the course based on the performance of the student in all formal assessment tasks and classwork completed in common with their new course cohort. It will always be the first preference of PHS that students complete common assessment tasks with their cohort. If it is determined by the Head Teacher of a faculty that this is NOT possible then a student's final mark may be achieved by:

- Providing the student with an alternative task that measures the same outcomes;
- Providing an estimated mark for a missed task that maintains the student's overall rank order and relative difference between them and the student below and above them in the course.

Grades will be awarded by Parkes High School by following the same process as is used to award grades to all other students. (See earlier section).

If students are unable to continue with the same additional courses as they were studying at their previous school they will receive a grade from that previous school for 100 hours of these courses and a grade from PHS for the 100 hours of the alternative course which is being studied.

#### **ii. Students from Interstate or overseas**

Where the principal determines that a student arriving from overseas or interstate could meet the requirements for the Record of School Achievement, the student should be entered for Stage 5 courses via Schools Online and a grade determined as above.

**Procedures for dealing with the Assessment of accelerants and Accumulants:**

Students may accelerate in single courses or in all courses (grade advancement). Accelerants should complete all assessment tasks, or their equivalent, as students completing requirements in the normal time frame. However, there may need to be some flexibility in the order and timing of assessment tasks.

Students may accumulate courses towards the Record of School Achievement. Grades will be awarded for each course in the year in which it is completed.

**Assessment Marks:**

Finalised assessment marks are sent to NESAs following the end of the assessment period at a predetermined date. These assessments provide the rank order of students and the relative differences between their performances in each course based on their performances in the school assessment tasks.

Assessment marks submitted for year 10 students from this school will be moderated against a common scale on a state-wide basis. The RoSA (Record of School Achievement) grade awarded by the school is school based and determined by respective subject area band descriptors.

*The school is not permitted to reveal a student's school assessment mark.*

**Parkes High School  
Year 10  
ASSESSMENT SCHEDULE 2022**

**Record of School Achievement (RoSA)**

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**The Record of School Achievement (RoSA):**

- The Record of School Achievement (RoSA) is the credential for all students to recognise school achievement before receiving their Higher School Certificate (HSC);
- It is a cumulative credential which recognises all student academic achievements. The RoSA will show a student's Year 10 grades, as well as any grades for Year 11 courses completed after that. If a student commences a course but leaves school before completing it, the RoSA will show evidence of enrolment;
- The RoSA will also show results of any VET or Life Skills courses which students complete in Year 10 and/or Year 11;
- The RoSA will be awarded to all eligible students when they leave school. Students are able to request a RoSA through their school when they talk to the Principal about leaving (at any time after completing Year 10);
- Life Skills students will receive their Profile of Student Achievement at the same time as they receive their RoSA;
- While there will be no external tests at the end of Year 10 or Year 11, schools will still need to provide grades for each course at the end of the year. (At the end of Year 10 and again at the end of Year 11);
- Students entering Year 10 in 2022 are eligible for the credential as long as they have completed Stage 5;
- Students who are planning to leave school will be able to sit optional online Literacy and Numeracy tests;
- Teachers will use Subject Specific Course Performance Descriptors to determine grades for all Board Developed courses. The Common Grade Scale will be used to evaluate performance in all Board Endorsed Courses. The grade descriptions are derived from the knowledge, skills and understandings developed in Stage 5 syllabuses and provide a general description of typical performance at each grade level, A to E

At Parkes High School the process of determining grades requires Head Teachers and teachers to:

- devise and administer assessment tasks that address the outcomes of the syllabus;
- observe and record assessment judgements (marks, comments and grades);
- use assessment information to make a summative judgement of each student's overall level of achievement at the end of the course;
- refer to the Common Grade Scale for individual Year 10 Courses to award a grade that most appropriately describes a student's achievement; and
- follow a process of moderation to ensure that grades awarded are consistent with published standards.

Teachers will interpret the Common Grade Scale for Year 10 Courses in terms of achievement that can be demonstrated within the bounds of the syllabus at the end of the year 10. All syllabus outcomes have been taken into account in designing the teaching and learning and assessment programs in each course.

### **Eligibility Requirements for the Year 10 2022 RoSA**

To qualify for the award of the RoSA, a student must have:

- Attended a government or accredited non-government school;
- Undertaken and completed courses of study that satisfies NESAs curriculum and assessment requirements for the Record of School Achievement;
- Complied with other requirements (such as attendance) imposed by the Minister or the Board; and
- Completed Year 10

### **NESA Mandatory Curriculum Requirements for the Award of the RoSA**

English	Board Developed syllabus to be studied throughout Years 7 – 10. 400 hours to be completed by the end of Year 10.
Mathematics	Board Developed syllabus to be studied throughout Years 7-10. 400 hours to be completed by the end of Year 10.
Science	Board Developed syllabus to be studied throughout Years 7-10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	Board Developed syllabuses are to be studied throughout Years 7-10. 400 hours to be completed by the end of Year 10, including 200 hours each of History and Geography in Stages 4 and 5.
Languages Other than English	100 hours to be completed on one Board Developed syllabus of Board Endorsed language course over one continuous 12-month period.
Technological and Applied Studies	Board Developed Technology (Mandatory) syllabus to be studied for 200 hours in Years 7-8.
Creative Arts	200 hours to be completed consisting of the Board Developed 100-hour mandatory courses in each of Visual Arts and Music.
Personal Development, Health and Physical Education	Board Developed mandatory 400-hour integrated syllabus in Personal Development, Health and Physical Education to be studied in Years 7-10.

Schools are not required to offer additional studies. However, additional Board Developed Courses and Content Endorsed Courses can be credentialed on the RoSA if they are taught during Stage 5 and in accordance with syllabus and indicative time requirements. In the TAS and CAPA KLA students must complete the mandatory course before they can commence study of the additional course.

### **Grade Scale for Year 10 Courses:**

The Grade Scale shown below should be used to report student achievement in Year 10 in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels and applies to most subject areas

<b>A</b>	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
<b>B</b>	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
<b>C</b>	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
<b>D</b>	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
<b>E</b>	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

### **RoSA Credentials**

The Record of School Achievement (RoSA) is a cumulative credential for students who leave school before completing their Higher School Certificate.

The RoSA lists all mandatory and additional Stage 5 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed, and the date of leaving school. The NSW Education Standards Authority (NESA) issue the formal RoSA credential to students who satisfy the eligibility requirements when they leave school and are nominated as a RoSA school leaver.

Nominated school leavers who are not eligible for the RoSA will receive a Transcript of Study.

Sample RoSA Certificate, Stage 5 Courses:



Education Standards Authority

# RECORD OF SCHOOL ACHIEVEMENT

This is to certify that  
Sample Student

of  
Sample High School

has met the requirements of the Record of School Achievement  
and has received the results shown below.

## STAGE 5 COURSES

Year	Course	Result
2018	English	B
	Mathematics	C5
	Science	C
	Geography	B
	History	C
	Work Education	B
	Dance	C
	Personal Development, Health and P.E.	A

## Years 7 to 10 Mandatory Curriculum Requirements

English	Completed
Mathematics	Completed
Science	Completed
Human Society and its Environment	Completed
Languages	Completed
Technology	Completed
Music	Completed
Visual Arts	Completed
Personal Development, Health and P.E.	Completed



123456789

Student Number: 93292223

Issued by NESA without alteration or erasure on 17 November 2020 at Sydney,  
NSW, Australia

Chief Executive Officer  
NSW Education Standards Authority



Sample RoSA Certificate, Stage 5 Courses with Life Skills



Education Standards Authority

# RECORD OF SCHOOL ACHIEVEMENT

This is to certify that  
**Sample Student**

of  
**Sample High School**

has met the requirements of the Record of School Achievement  
and has received the results shown below.

## STAGE 5 COURSES

Year	Course	Result
2018	English Life Skills	Refer to Profile of Student Achievement
	Mathematics Life Skills	Refer to Profile of Student Achievement
	Science Life Skills	Refer to Profile of Student Achievement
	Geography Life Skills	Refer to Profile of Student Achievement
	History Life Skills	Refer to Profile of Student Achievement
	Work Education Life Skills	Refer to Profile of Student Achievement
	Music Life Skills	Refer to Profile of Student Achievement
	Personal Development, Health and P.E. (Life Skills)	Refer to Profile of Student Achievement

## Years 7 to 10 Mandatory Curriculum Requirements

English	Completed
Mathematics	Completed
Science	Completed
Human Society and its Environment	Completed
Languages	Completed
Technology	Completed
Music	Completed
Visual Arts	Completed
Personal Development, Health and P.E.	Completed



123456789

Student Number: 52492223

Issued by NESA without alteration or erasure on 17 November 2020 at Sydney,  
NSW, Australia

Chief Executive Officer  
NSW Education Standards Authority

**Parkes High School  
Year 10  
Assessment Policy 2022**

**HSC Minimum Standards**

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**HSC Minimum Standards:**

Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students. The HSC minimum standard is set at Level 3 of the Australian Core Skills Framework (ACSF). ACSF is a nationally agreed set of standards, endorsed by federal and state education ministers.

From 2020, students in NSW need to achieve Level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday life in order to receive the HSC. It is a standard most students are expected to achieve by the end of Year 12 when they sit their HSC.

Provisions for the minimum standard tests are available for some students with disability. Some students with disability studying Life Skills courses may be exempt from meeting the minimum standard to receive their HSC credential.

Students will have several opportunities to meet the HSC minimum standard. This includes four opportunities each year from Year 10 up to five years after starting their first HSC course. At least 30 calendar days are required before reattempting a test in the same domain. Students must meet the HSC minimum standard in reading, writing and numeracy only once.

There are three 45-minute online tests:

- an adaptive, multiple choice reading test
- an adaptive, multiple choice numeracy test
- a test for writing based on a written or visual prompt

Parkes High School will administer these online tests and help students decide when they are ready. Students do not need to meet the HSC minimum standard to:

- study HSC courses
- sit HSC exams
- receive HSC assessment and exam results
- receive an ATAR
- receive a Record of School Achievement

Only students who meet the HSC minimum standard will receive a Higher School Certificate testamur.

For more information on the HSC Minimum Standards please visit

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hscminimum-standard> or speak to the Year 10 Year Advisor, Mr A Rogers, the Deputy of year 10, DP Mrs F Ward or Specific Respective head teachers.

**Parkes High School  
Year 10  
Assessment Policy 2022**

**NESA and Additional DoE Expectations**

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**NESA Requirements:**

To be eligible for entry into the Higher School Certificate in each course, the student must have satisfactorily completed the Year 10 and Year 11 Courses. This occurs when, in the Principal's view, there is sufficient evidence that the student has:

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

**Additional DoE Requirements:**

- all students must complete "All My Own Work" prior to the start of year 11;

Students can best meet these requirements if they:

- attend all timetabled lessons and minimise absences from class for any reason;
- complete all activities set during class time;
- complete homework set by the teacher;
- regularly revise all work and implement a regular study timetable;
- complete past papers; and

complete all assessment tasks to maximise their marks

**Parkes High School  
Year 10  
Assessment Policy 2022**

**Stage 5 Types of Courses**

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NESA (NSW Education Standards Authority) supports student interest and need with a variety of courses in diverse learning areas.

There are two broad categories of courses:

- Board Developed Courses and
- Board Endorsed Courses.

**Board Developed Courses:**

The majority of courses in NSW, including Life Skills courses and VET Industry Curriculum Frameworks, are Board Developed Courses. Life Skills outcomes and content are included in the syllabuses for all Board Developed Courses with Years 7–10 outcomes and content.

Schools must use the current syllabus for any Board Developed Preliminary (Year 11) or HSC (Year 12) course they teach.

**Content Endorsed Courses (CEC):**

Content Endorsed Courses cater to the learning needs of students in specific areas of need not served by Board Developed Courses. These NESA developed courses are delivered by schools in Years 7–12.

**School Developed Board Endorsed Courses (SDBEC):**

Schools submit SDBECs for endorsement in:

- Stage 5 for RoSA or
- Stage 6 as Year 11 or Year 12 units.
- SDBECs are not developed by NESA.

**Parkes High School  
Year 10  
Assessment Policy 2022**

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**Stage 5 Core Course Performance Descriptors**

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Schools are responsible for awarding each student a grade (A, B, C, D, or E) to summarise the student's achievement in any 100 hour or 200 hour course completed in Stage 5. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2). The grade awarded is reported on the student's Record of School Achievement (RoSA) and is based on performance descriptors determined by the completion of tasks in all subject areas. These Course performance descriptors describe achievement from Elementary (E) to excellent (A)

Teachers will use these Stage 5 course performance descriptors to determine Stage 5 grades. The descriptors have been developed from the Board's general performance descriptors, and provide a more complete description of typical performance in this course at each grade level.

Students are expected to complete the following Core studies plus 2 Electives choices in their studies at Parkes High School to achieve the RoSA.

The Parkes High School Curriculum in Year 10 is designed to provide foundational experience in courses of study which develop a systematic and self-directed approach essential for academic success in Years 11 and 12, as well as establishing secure foundations in the knowledge, skills and understanding expected in the major subject areas offered in the Preliminary (Year 11) and HSC (Year 12) courses. Students cannot proceed to Preliminary Courses without having completed Stage 5 satisfactorily.

All Year 10 students at Parkes High School in 2022 are required to study English, Mathematics, Science, HSIE (both Mandatory History and Mandatory Geography), and Personal Development, Health and Physical Education. In addition, two elective subjects must be chosen in Year 10.

The following courses are the core study areas expected for all year 10 students.

**English:**

**Mathematics:**

**Science:**

**HSIE:**

- Geography
- History

**PDHPE:**

**Work based Studies:**

- Careers - 10

## Stage 5 English – Course Performance Descriptors

Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• demonstrates some evidence of the ability to respond to a limited range of texts.</li> <li>• with teacher support, discusses the context and perspective of texts and the relationships between and among them</li> <li>• with teacher support, discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts.</li> <li>• responds in a rudimentary way to verbal and visual imagery.</li> <li>• with teacher support, composes spoken, written, visual multimodal and digital texts for a limited range of purposes, audiences and contexts</li> <li>• is able to generalise at times from engaging with texts to present a limited view of the world</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• demonstrates some ability to respond to a range of texts.</li> <li>• discusses the context and perspective of texts and the relationships between and among them.</li> <li>• discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts.</li> <li>• responds to verbal and visual imagery.</li> <li>• composes spoken, written, visual, multimodal and digital texts for different purposes, audiences and contexts</li> <li>• is able to generalise at times from engaging with texts to present some differing views of the world.</li> <li>• 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.</li> <li>• is able to identify and discuss some obvious preconceptions and expectations of an audience.</li> <li>• with guidance, is able to reflect on their individual and collaborative skills for learning.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• through close and wide study, responds to a range of imaginative, factual and critical texts.</li> <li>• investigates the context and perspective of texts and the relationships between and among them.</li> <li>• analyses and discusses texts by selecting, identifying and explaining appropriate language forms and features and structures of those texts.</li> <li>• responds imaginatively to verbal and visual imagery.</li> <li>• displays a developing personal style, composes spoken, written, visual, multimodal and digital texts for a variety of purposes, audiences and contexts</li> <li>• is able to generalise from engaging with texts to present differing views of the world.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• through close and wide study, responds to demanding, imaginative, factual and critical texts.</li> <li>• investigates with some insight the context and perspective of texts and the relationships between and among them.</li> <li>• 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.</li> <li>• responds imaginatively and critically in an effective way to verbal and visual imagery.</li> <li>• displays a developing personal style, composes with confidence, spoken, written, visual, multimodal and digital texts for a variety of purposes, audiences and contexts.</li> <li>• is able to generalise from engaging with texts to present a range of views of the world.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• through close and wide study, responds to a comprehensive range of demanding, imaginative, factual and critical texts.</li> <li>• perceptively investigates the context and perspective of texts and the relationships between and among them.</li> <li>• constructively and critically analyses and evaluates complex texts by selecting, describing and explaining significant language forms and features and structures of those texts.</li> <li>• responds imaginatively and critically in a highly effective way to verbal and visual imagery.</li> <li>• displays a distinct personal style, composes with confidence, spoken, written, visual, multimodal and digital texts, for a wide variety of purposes, audiences and contexts</li> <li>• is able to generalise confidently from engaging with texts to present a wide variety of views of the world.</li> <li>• 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.</li> <li>• 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.</li> </ul>

### **Areas for Stage 5 English Assessment include:**

- Reading, listening, viewing
- Writing, speaking, representing
- Communication and context
- Analysing Language
- Interpretive, imaginative and critical thinking
- Expressing views

### **Course Description:**

The study of English in Years 7–10 aims to develop students' knowledge, understanding, appreciation and enjoyment of the English language and to develop their skills as effective communicators.

Students develop their control of language by reading and viewing a range of texts and by writing imaginative, interpretive and critical texts with clarity and accuracy for a range of purposes and audiences. Students engage with and explore literature of past and contemporary societies, as well as a range of spoken, visual, media and multimedia texts.

The English Years 7–10 course includes Life Skills outcomes and content for students with disability.

### **Further Reference:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/cpd>

## Stage 5 Mathematics – Course Performance Descriptors

Grade E2	Grade D3	Grade D4	Grade C5	Grade C6
<p><i>A student performing at this grade uses some mathematical terminology in mathematical contexts; uses, with guidance, standard strategies to solve simple familiar problems; provides some reasoning in identifying a simple mathematical relationship.</i></p>	<p><i>A student performing at this grade uses mathematical terminology, diagrams and symbols in mathematical contexts; uses appropriate standard strategies to solve simple familiar problems; provides some reasoning to support conclusions.</i></p>	<p><i>A student performing at this grade uses appropriate mathematical terminology, diagrams and symbols in mathematical contexts; selects and uses appropriate standard strategies to solve simple familiar problems; provides some reasoning to support conclusions that are appropriate to the context.</i></p>	<p><i>A student performing at this grade uses mathematical language, notations and diagrams to communicate mathematical ideas; applies appropriate strategies, often with the assistance of given diagrams and formulae, to solve simple familiar problems; constructs some mathematical arguments to obtain results</i></p>	<p><i>A student performing at this grade uses appropriate mathematical language, notations and diagrams to communicate mathematical ideas and solutions; applies appropriate strategies to solve familiar multi-step problems; constructs some appropriate mathematical arguments to obtain and justify results.</i></p>
<p><b>The student typically:</b></p> <ul style="list-style-type: none"> <li>• solves simple financial mathematics problems involving earning money; simplifies simple algebraic expressions involving positive integral indices</li> <li>• uses given diagrams and formulae to solve simple problems involving area and surface area; uses a calculator to find approximations of trigonometric ratios of given angles measured in degrees; constructs simple scale drawings</li> <li>• determines the mean and range for a set of data</li> </ul>	<p><b>The student typically:</b></p> <ul style="list-style-type: none"> <li>• solves simple financial mathematics problems involving earning and spending money and, given the formula, calculates simple interest; completes a table of values to graph simple linear relationships</li> <li>• expresses trigonometric ratios for angles in right-angled triangles in terms of an unknown side; uses the scale factor to find unknown sides in similar triangles</li> <li>• calculates the mean, median and range to compare two sets of numerical data; uses data from Venn diagrams and two-way tables to calculate simple probabilities</li> </ul>	<p><b>The student typically:</b></p> <ul style="list-style-type: none"> <li>• graphs simple linear and non-linear relationships by constructing a table of values; uses diagrams to solve simple coordinate geometry problems</li> <li>• finds the area of simple composite figures; given diagrams, uses trigonometry to find sides and angles in right-angled triangles</li> <li>• interprets back-to-back stem-and-leaf plots, and statistical claims made in the media; calculates relative frequencies to estimate probabilities of simple and compound events</li> </ul>	<p><b>The student typically:</b></p> <ul style="list-style-type: none"> <li>• uses conversion graphs to convert from one unit to another and given graphs to solve simple linear simultaneous equations; finds and graphs the equations of straight lines given the gradient and y-intercept</li> <li>• solves simple word problems in trigonometry; applies results related to the angle sum for polygons to solve simple numerical problems</li> <li>• solves simple word problems in trigonometry; applies results related to the angle sum for polygons to solve simple numerical problems</li> </ul>	<p><b>The student typically:</b></p> <ul style="list-style-type: none"> <li>• expands and factorises simple algebraic expressions and simplifies algebraic expressions involving fractions and positive, negative and zero indices; solves simple quadratic equations</li> <li>• uses formulae to calculate the surface area and volume of right prisms and cylinders; uses simple deductive reasoning in solving numerical problems in different geometrical contexts, and applies tests for proving that triangles are congruent</li> <li>• determines the quartiles and interquartile range for a set of data; constructs and interprets displays of bivariate numerical data; calculates probabilities and interprets the results for multi-step chance experiments</li> </ul>



## Stage 5 Mathematics – Course Performance Descriptors

Grade B7	Grade B8	Grade A9	Grade A10
<p><i>A student performing at this grade selects and uses appropriate mathematical language, notations and conventions to communicate mathematical ideas and solutions; systematically applies appropriate strategies to solve familiar multi-step problems; constructs appropriate mathematical arguments to prove and justify results; often requires guidance to determine the most efficient methods.</i></p>	<p><i>A student performing at this grade uses formal definitions when explaining solutions; selects and uses efficient strategies to solve familiar and some unfamiliar multi-step problems; uses some deductive reasoning in presenting mathematical arguments; may require some guidance to determine the most efficient methods.</i></p>	<p><i>A student performing at this grade uses formal definitions and generalisations when explaining solutions; generalises mathematical ideas and techniques and selects and uses efficient strategies to solve unfamiliar multi-step problems; uses deductive reasoning in presenting mathematical arguments and formal proofs.</i></p>	<p><i>A student performing at this grade uses and interprets formal definitions and generalisations when explaining solutions; generalises mathematical ideas and techniques and selects and uses efficient strategies consistently and accurately to solve unfamiliar multi-step problems; uses deductive reasoning in presenting clear and concise mathematical arguments and formal proofs; synthesizes mathematical techniques, results and ideas across the course.</i></p>
<p><b>The student typically:</b></p> <ul style="list-style-type: none"> <li>• applies the compound interest formula to solve financial mathematics problems; including those involving depreciation; solves simultaneous linear equations using an algebraic or graphical method; draws and interprets graphs of simple parabolas, circles and exponentials</li> <li>• calculates the surface area and volume of simple composite solids; solves trigonometry problems involving bearings, angles of elevation and depression, and angles measured in degrees and minutes</li> <li>• determines and uses quartiles and the interquartile range to compare sets of data; evaluates sources of data in media reports and elsewhere; evaluates conditional statements in chance situations</li> </ul>	<p><b>The student typically:</b></p> <ul style="list-style-type: none"> <li>• applies special products to expand binomial products and factorises a variety of quadratic expressions; draws and interprets a variety of graphs, and applies coordinate geometry techniques to solve problems</li> <li>• calculates the surface area and volume of right pyramids, right cones, spheres, and related composite solids; constructs geometrical arguments to prove a general geometrical result; giving reasons</li> <li>• calculates and uses standard deviation to analyse data; interprets the relationship between numerical variables using lines of best fit</li> </ul>	<p><b>The student typically:</b></p> <ul style="list-style-type: none"> <li>• performs operations with surds and indices in numerical and algebraic contexts; analyses and describes graphs of physical phenomena; uses analytical methods to solve complex linear, quadratic, simple cubic, and simultaneous equations, including simultaneous equations where one equation is non-linear</li> <li>• uses trigonometry to solve practical problems involving non-right-angled triangles; constructs geometrical arguments and formal proofs of geometrical relationships</li> <li>• uses the mean and standard deviation to make comparisons between data sets; evaluates the use of data to inform decision-making processes.</li> </ul>	<p><b>The student typically:</b></p> <ul style="list-style-type: none"> <li>• uses graphical techniques and a variety of analytical methods to solve problems involving quadratic equations and simultaneous equations; manipulates algebraic expressions and equations with consideration given to restrictions on the values of variables</li> <li>• solves problems involving surface area and volume of right pyramids, right cones, spheres, and related composite solids, and applies similarity relationships for area and volume; applies deductive reasoning to prove properties of isosceles and equilateral triangles, and special quadrilaterals</li> <li>• uses and interprets the mean and standard deviation to make comparisons between data sets; critically evaluates the processes of planning, collecting, analysing and reporting studies in the media and elsewhere</li> </ul>

## **Areas for Stage 5 Mathematics Assessment include:**

Areas of knowledge and understanding:

- Working mathematically: develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques and reasoning
- Numbers and Algebra: develop efficient strategies for numerical calculation, recognize patterns, describe relationships and apply algebraic techniques and generalization
- Measurement and Geometry: identify, visualize and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems
- Statistics and probability: collect, represent, analyse, interpret and evaluate data, assign and use probabilities and make sound judgements

## **Course Description:**

Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond mathematics. Mathematical ideas are constantly developing, and mathematics is integral to scientific and technological advances in many fields of endeavour. Digital technologies provide access to new tools for continuing mathematical exploration and invention. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

Mathematics in Years 7–10 focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

The Mathematics Years 7–10 course includes Life Skills outcomes and content for students with disability.

## **Further Reference:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/cpd>

## Stage 5 Science – Course Performance Descriptors

Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• demonstrates elementary knowledge and understanding of some scientific principles, and about some uses of science</li> <li>• , Asks questions and attempts prediction</li> <li>• Performs safe, ethical first-hand scientific investigations with guidance</li> <li>• Recounts conclusions</li> <li>• Uses information provided and, with assistance, participates in problem-solving activities</li> <li>• With guidance, communicates elementary scientific information to an audience</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• demonstrates basic knowledge and understanding of scientific models, theories and laws, and about the use and influence of science</li> <li>• Asks questions and makes some predictions</li> <li>• Performs safe, ethical first-hand scientific investigations</li> <li>• Describes trends, patterns and draws some conclusions</li> <li>• Uses first-hand and secondary sourced data and information, and appropriate digital technologies, to assist in the problem-solving process</li> <li>• Communicates basic scientific understanding to an audience</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates sound knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science</li> <li>• Identifies and proposes related hypotheses, asks questions and makes predictions</li> <li>• Plans and performs safe, ethical first-hand scientific investigations</li> <li>• Explains trends, patterns and relationships to draw scientific conclusions</li> <li>• Gathers and selects first-hand and secondary sourced data and information to identify issues and participate in problem-solving using appropriate digital technologies</li> <li>• Communicates sound understanding of scientific ideas to an audience</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>● Applies thorough knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science.</li> <li>● Identifies and proposes coherent hypotheses, asks questions and makes logical predictions</li> <li>● Plans and organises appropriate, risk-assessed, safe, and ethical first-hand scientific investigations</li> <li>● Uses critical thinking skills to explain trends, patterns and relationships to draw scientific conclusions</li> <li>● Systematically gathers, selects, organises and processes first-hand and secondary sourced data and information to explain issues and inform problem-solving using appropriate digital technologies</li> <li>● Communicates a well-developed understanding of scientific ideas to an audience using scientific units and language conventions</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>● Applies extensive knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science.</li> <li>● Identifies and proposes valid scientific hypotheses, asks questions and makes evidence based predictions</li> <li>● Creates, plans and organises appropriate risk-assessed, safe, and ethical first-hand scientific investigations both individually and collaboratively</li> <li>● Uses critical thinking skills to evaluate trends, patterns and relationships to draw evidence-based scientific conclusions</li> <li>● Effectively gathers, selects, organises and processes first-hand and secondary sources data and information to evaluate issues and inform creative solutions using appropriate digital technologies</li> <li>● Communicates comprehensive understanding of scientific ideas, and related evidence for a particular purpose and audience using scientific units, language conventions and text types</li> </ul>

**Areas for Stage 5 Science Assessment include:**

- Knowledge and understanding
- Questioning and predicting
- Planning and conducting investigations
- Processing and analysing data and information
- Problem solving
- Communicating

**Course Description:**

Science develops students' skills, knowledge and understanding in explaining and making sense of the biological, physical and technological world. Through applying the processes of Working Scientifically students develop understanding of the importance of scientific evidence in enabling them as individuals and as part of the community to make informed, responsible decisions about the use and influence of science and technology on their lives.

The Science Years 7–10 course includes Life Skills outcomes and content for students with disability.

**Further Reference:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/cpd>

## Stage 5 Geography – Course Performance Descriptors

Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrates some knowledge of places and environments and identifies some geographical processes that form and transform them</li> <li>▪ demonstrates elementary knowledge and understanding of some interactions and connections between people, places and environments</li> <li>▪ recognises some different perspectives of geographical issues</li> <li>▪ identifies some aspects of human wellbeing and the management of places and environments</li> <li>▪ exhibits elementary skills to select and apply geographical concepts and tools to the investigation</li> <li>▪ displays elementary skills to select, acquire, process and communicate geographical information using a limited range of strategies.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrates a basic knowledge of places and environments and some understanding of the geographical processes that form and transform them</li> <li>▪ demonstrates basic knowledge and understanding of the interactions and connections between people, places and environments</li> <li>▪ outlines different perspectives of geographical issues</li> <li>▪ displays some knowledge of human wellbeing and the management of places and environments for their sustainability</li> <li>▪ exhibits some skills to select and apply geographical concepts and tools appropriate to the investigation</li> <li>▪ displays basic skills to select, acquire, process and communicate geographical information using a range of strategies.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrates a sound knowledge and understanding of places and environments, and the geographical processes that form and transform them</li> <li>▪ demonstrates sound knowledge and understanding of the interactions and connections between people, places and environments</li> <li>▪ describes different perspectives of geographical issues</li> <li>▪ displays broad knowledge and understanding of human wellbeing and the management of places and environments for their sustainability</li> <li>▪ exhibits sound skills to select and apply geographical concepts and tools appropriate to the investigation</li> <li>▪ displays sound skills to select, acquire, process and communicate geographical information using a range of strategies.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrates a thorough knowledge and understanding of places and environments, and the geographical processes that form and transform them</li> <li>▪ demonstrates thorough knowledge and understanding of the interactions and connections between people, places and environments</li> <li>▪ explains different perspectives of geographical issues across a range of scales</li> <li>▪ displays thorough knowledge and understanding of human wellbeing and the management of places and environments for their sustainability in relation to geographical issues</li> <li>▪ exhibits high level skills to select and apply geographical concepts and tools appropriate and relevant to the investigation</li> <li>▪ displays high level skills to select, acquire, process and communicate complex geographical information using a broad range of strategies.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrates an extensive knowledge and understanding of places and environments, and the geographical processes that form and transform them</li> <li>▪ demonstrates extensive knowledge and understanding of the interactions and connections between people, places and environments</li> <li>▪ explains and analyses different perspectives of geographical issues across a range of scales</li> <li>▪ displays extensive knowledge and understanding of human wellbeing and the management of places and environments for their sustainability in relation to geographical issues across a range of scales</li> <li>▪ exhibits extensive skills to select and proficiently apply geographical concepts and tools appropriate and relevant to the investigation</li> <li>▪ displays sophisticated skills to select, acquire and process complex geographical information and uses an extensive range of strategies to communicate effectively.</li> </ul>

**Areas for Stage 5 Geography Assessment include:**

- Communication
- Geographical tools and skills
- Geographical knowledge

**Course Description:**

Geography enables young people to develop an interest in and engagement with the world. Geography Elective provides opportunities to develop a broader understanding of the discipline of Geography, including physical, social, cultural, economic and political influences on people, places and environments, from local to global scales.

The Geography Elective Years 7–10 course includes Life Skills outcomes and content for students with disability.

**Further Reference:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/course-performance-descriptors>

## Stage 5 History – Course Performance Descriptors

Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrates elementary knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia</li> <li>▪ 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</li> <li>▪ recounts some historical events in chronological order and identifies significant changes</li> <li>▪ with guidance, locates information from sources to answer historical questions</li> <li>▪ identifies some causes and effects of historical events</li> <li>▪ recognises different perspectives within historical accounts</li> <li>▪ 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.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrates basic knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia</li> <li>▪ 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</li> <li>▪ sequences some historical events and identifies factors contributing to continuity and change</li> <li>▪ selects and organises relevant information from sources and summarises the main ideas to answer historical questions</li> <li>▪ describes some causes and effects of historical events and developments</li> <li>▪ identifies different perspectives and interpretations of the past</li> <li>▪ 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.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrates sound knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia</li> <li>▪ 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</li> <li>▪ sequences historical events and describes significant patterns of continuity and change</li> <li>▪ selects and organise sources to locate relevant information to support an historical inquiry</li> <li>▪ explains causes and effects of historical events and developments</li> <li>▪ explains different perspectives and interpretations of the past</li> <li>▪ communicates an understanding of the past through explanations and arguments in appropriate oral, written, visual and digital forms, using relevant historical terms and concepts</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrates thorough knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia</li> <li>▪ 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</li> <li>▪ explains historical events based on an understanding of chronology, continuity and change</li> <li>▪ selects and analyses a range of sources and draws conclusions about their usefulness for an historical inquiry</li> <li>▪ explains and analyses causes and effects of historical events and developments</li> <li>▪ explains and compares different perspectives and interpretations of the past</li> <li>▪ 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.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrates extensive knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia</li> <li>▪ 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</li> <li>▪ draws historical conclusions based on an understanding of chronology, continuity and change</li> <li>▪ evaluates a range of sources for their usefulness and synthesises evidence from them to support an historical inquiry</li> <li>▪ analyses and assesses the importance of the causes and effects of historical events and developments</li> <li>▪ analyses and accounts for different perspectives and interpretations of the past</li> <li>▪ 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</li> </ul>

## **Areas for Stage 5 History Assessment include:**

- Historical Knowledge
- Research and historical Inquiry skills
- Communication

## **Course Description:**

### **The Making of the Modern World – Overview:**

The overview is approximately 10% of teaching time of The Making of the Modern World. The content from the overview may be used as an overall introduction to Depth Studies 1–3 or may be integrated with these depth studies.

For Stage 5, the two (2) overviews and four (4) of the six (6) Depth Studies must be studied. Depth Study 3 and Depth Study 4 are Core Studies, to be studied by all students.

### **The Making of the Modern World – Overview:**

The overview is approximately 10% of teaching time of The Making of the Modern World. The content from the overview may be used as an overall introduction to Depth Studies 1–3 or may be integrated with these depth studies.

For Stage 5, the two (2) overviews and four (4) of the six (6) Depth Studies must be studied. Depth Study 3 and Depth Study 4 are Core Studies, to be studied by all students.

### **Life Skills:**

For some students with special education needs, particularly those students with an intellectual disability, it may be determined that the Stage 4 and Stage 5 outcomes and content are not appropriate. For these students, Life Skills outcomes and content can provide a relevant and meaningful program. Refer to the Introduction for further information about curriculum options for students with special education needs. Years 7–10 Life Skills outcomes and content are in the Life Skills section of the syllabus.

## **Further Reference:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10/course-performance-descriptors>



## Stage 5 PDHPE – Course Performance Descriptors

Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ identifies strategies and/or skills that assist them and others to respond to challenges and manage situations</li> <li>▪ demonstrates very limited skills to inquire into and/or recalls health information and support services in the community</li> <li>▪ uses elementary knowledge and understanding of contextual factors to identify interpersonal skills for interacting effectively with others to build and maintain respectful relationships</li> <li>▪ demonstrates very limited movement skills in physical activity contexts</li> <li>▪ identifies very limited solutions to movement challenges to enhance their health and participation in a lifetime of physical activity</li> <li>▪ demonstrates elementary knowledge and understanding of contextual factors to enact strategies to strengthen health, safety, wellbeing and participation in physical activity for themselves and/or others.</li> </ul>	<p><b>A student at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ describes strategies and/or skills that assist them and others to respond positively to challenges and manage situations</li> <li>▪ demonstrates limited skills to inquire into and/or outlines health information and support services in the community</li> <li>▪ uses basic knowledge and understanding of contextual factors to demonstrate and describe interpersonal skills for interacting effectively with others to build and maintain respectful relationships</li> <li>▪ demonstrates limited movement skills in physical activity contexts</li> <li>▪ applies and/or describes solutions to movement challenges to enhance their health and participation in a lifetime of physical activity</li> <li>▪ uses basic knowledge and understanding of contextual factors to plan and/or enact strategies to strengthen health, safety, wellbeing and participation in physical activity for themselves and others.</li> </ul>	<p><b>A student at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ applies and explains strategies and skills that assist them and others to respond positively to challenges and manage situations</li> <li>▪ demonstrates adequate skills to inquire into and evaluate health information and support services in the community</li> <li>▪ uses sound knowledge and understanding of contextual factors to demonstrate and explain interpersonal skills for interacting effectively with others to build and maintain respectful relationships</li> <li>▪ plans, refines and applies adequate movement skills in physical activity contexts</li> <li>▪ applies and justifies solutions to movement challenges to enhance their health and participation in a lifetime of physical activity</li> <li>▪ uses sound knowledge and understanding of contextual factors to plan, enact and explain strategies to strengthen health, safety, wellbeing and participation in physical activity for themselves and others.</li> </ul>	<p><b>A student at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ applies and discusses strategies and skills that assist them and others to respond positively to challenges and effectively manage complex situations</li> <li>▪ demonstrates high level skills to inquire into and evaluate health information and support services in the community</li> <li>▪ uses thorough knowledge and understanding of contextual factors to demonstrate and assess interpersonal skills for interacting effectively with others to build and maintain respectful relationships</li> <li>▪ plans, refines and applies proficient movement skills across a range of physical activity contexts</li> <li>▪ applies and discusses well developed solutions to movement challenges to enhance their health and participation in a lifetime of physical activity</li> <li>▪ uses thorough knowledge and understanding of contextual factors to plan, enact and assess strategies to strengthen health, safety, wellbeing and participation in physical activity for themselves and others.</li> </ul>	<p><b>A student at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ applies and assesses strategies and skills that assist them and others to respond positively to challenges and effectively manage complex situations</li> <li>▪ demonstrates sophisticated skills to inquire into and evaluate health information and support services in the community</li> <li>▪ uses extensive knowledge and understanding of contextual factors to demonstrate and evaluate interpersonal skills for interacting effectively with others to build and maintain respectful relationships</li> <li>▪ plans, refines and applies highly developed creative movement skills across a range of physical activity contexts</li> <li>▪ applies and justifies sophisticated solutions to movement challenges to enhance their health and participation in a lifetime of physical activity</li> <li>▪ uses extensive knowledge and understanding of contextual factors to plan, enact and critique strategies to strengthen health, safety, wellbeing and participation in physical activity for themselves and others.</li> </ul>

## **Areas for Stage 5 PDHPE (Personal Development, Health and Physical Education)**

### **Assessment include:**

- Self and relationships
- Movement skill and performance
- Individual and community health
- Lifelong physical Activity

### **Course Description:**

The Personal Development, Health and Physical Education (PDHPE) K–10 syllabus provides a strengths-based approach towards developing the knowledge, understanding and skills students need to enhance their own and others' health, safety, wellbeing and participation in physical activity in varied and changing contexts. The syllabus provides opportunities for students to develop self-management, interpersonal and movement skills to help students become empowered, self-confident and socially responsible citizens.

The PDHPE Years 7–10 Syllabus includes Life Skills outcomes and content for students with disability.

### **Further Reference:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018/course-performance-descriptors>

**Parkes High School  
Year 10  
Assessment Policy 2022**

**Stage 5 Elective Course Performance Descriptors**

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**Technologies:**

- Agricultural Technology 7-10
- Food Technology 7-10
- Industrial Technology 7-10 (Metal)
- Industrial Technology 7-10 (Timber)

**Creative Arts:**

- Music 7-10
- Photographic and Digital Media 7-10
- Visual Arts 7-10

**PDHPE:**

- Child Studies 7-10 (CEC)
- Physical Activity and Sports Studies 7-10 (CEC)

## Stage 5 Agricultural Technology – Course Performance Descriptors

Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrates an elementary knowledge of the interactions between agricultural enterprises and systems, outlining some reasons for the use of identified species and breeds in Australian agriculture</li> <li>▪ identify local and global interactions within and between the agricultural sector and the Australian economy, culture and society</li> <li>▪ displays very limited knowledge and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines</li> <li>▪ lists impacts of ethical management and/or marketing practices on productive, profitable and sustainable agriculture</li> <li>▪ displays very limited research and communication skills to investigate, collect, interpret and present simple agricultural data</li> </ul>	<p><b>A student at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrates basic knowledge of the interactions within and between agricultural enterprises and systems, outlining the reasons for the use of identified species and breeds in Australian agriculture</li> <li>▪ outlines local and global interactions within and between the agricultural sector and the Australian economy, culture and society</li> <li>▪ displays basic knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines</li> <li>▪ outlines the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture</li> <li>▪ displays basic research skills and uses communication technologies to investigate, collect, interpret and present basic agricultural data.</li> </ul>	<p><b>A student at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrates sound knowledge of the interactions within and between agricultural enterprises and systems, explaining the reasons for the use of identified species and breeds in Australian agriculture</li> <li>▪ explains local and global interactions within and between the agricultural sector and the Australian economy, culture and society</li> <li>▪ displays sound knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines</li> <li>▪ explains the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture</li> <li>▪ displays sound research skills and uses a variety of communication technologies to investigate, collect, analyse and present agricultural data</li> </ul>	<p><b>A student at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrates thorough knowledge of agriculture and the interactions within and between agricultural enterprises and systems, analysing the reasons for the use of identified species and breeds in Australian agriculture</li> <li>▪ analyses local and global interactions within and between the agricultural sector and the Australian economy, culture and society</li> <li>▪ displays thorough knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines</li> <li>▪ analyses the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture</li> <li>▪ displays well-developed research skills and uses a variety of communication technologies to effectively investigate, collect, analyse and present agricultural data</li> </ul>	<p><b>A student at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrates extensive knowledge of agriculture and the interactions within and between agricultural enterprises and systems, evaluating the reasons for the use of identified species and breeds in Australian agriculture</li> <li>▪ assesses local and global interactions within and between the agricultural sector and the Australian economy, culture and society</li> <li>▪ displays extensive knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines</li> <li>▪ evaluates the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture</li> <li>▪ displays highly developed research skills and independently uses a variety of communication technologies to effectively investigate, collect, analyse and present agricultural data.</li> </ul>

**Areas for Stage 5 Agricultural Technology Assessment include:**

- Agricultural enterprises and systems
- Interaction of agriculture and society
- Production and marketing
- Safe, ethical and sustainable practices
- Problem solving and communicating

**Course Description:**

The study of Agricultural Technology provides students with opportunities to experience aspects of an agricultural lifestyle through direct contact with plants and animals. The study of a variety of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.

Students explore career opportunities in agriculture and related service industries and investigate the viability of Australian agriculture through management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption.

The Agricultural Technology Years 7–10 course includes Life Skills outcomes and content for students with disability.

**Further Reference:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/agricultural-technology-2019/course-performance-descriptors>

## Stage 5 Food Technology – Course Performance Descriptors

Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ identifies very limited chemical and/or physical properties of foods, and identifies few changes that take place in food during preparation, processing or storage</li> <li>▪ identifies and uses very limited techniques and few items of appropriate equipment for food-specific purposes</li> <li>▪ demonstrates very limited skills in designing and/or producing solutions for specific food purposes</li> <li>▪ demonstrates elementary understanding of how food-related activities or tasks impact on the individual, society or the environment</li> <li>▪ demonstrates elementary understanding of the influence that technology has on food supply</li> <li>▪ demonstrates a very limited understanding of the factors that influence food choices and/or eating habits</li> <li>▪ demonstrates an elementary understanding of the relationship between consumption and the nutritional value of foods and health</li> <li>▪ displays very limited research and communication skills.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ outlines some chemical and/or physical properties of foods, and describes some changes that take place in food during preparation, processing and/or storage</li> <li>▪ identifies and uses basic techniques and some appropriate equipment for food-specific purposes</li> <li>▪ demonstrates a limited level of competence in identifying and managing risks associated with the safe and hygienic preparation of food</li> <li>▪ demonstrates basic technical skills in designing, producing and evaluating solutions for specific food purposes</li> <li>▪ outlines some impacts of food-related activities or tasks on the individual, society and environment</li> <li>▪ outlines some influences that technology has on food supply</li> <li>▪ describes some factors that influence food choices and eating habits</li> <li>▪ demonstrates a basic understanding of the relationship between consumption, the nutritional value of foods and individual and/or community health</li> <li>▪ displays basic research skills, and communicates information using a limited range of techniques.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ describes the chemical and physical properties of a variety of foods, and explains the changes that take place in food during preparation, processing and storage</li> <li>▪ identifies and uses techniques and equipment for a variety of food-specific purposes</li> <li>▪ demonstrates an adequate level of competence in identifying and managing risks associated with the safe and hygienic preparation of food</li> <li>▪ demonstrates adequate technical skills in designing, producing and evaluating solutions of sound quality for specific food purposes</li> <li>▪ explains the impact of food-related activities or tasks on the individual, society and environment</li> <li>▪ describes the influences that technology has on food supply</li> <li>▪ discusses factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health</li> <li>▪ displays sound research skills, and communicates information using a range of techniques.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ analyses the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage</li> <li>▪ identifies and uses advanced techniques and appropriate equipment for a range of food-specific purposes</li> <li>▪ demonstrates a high level of competence in assessing and managing risks associated with the safe and hygienic preparation of food</li> <li>▪ demonstrates high-level technical skills in designing, producing and evaluating solutions for specific food purposes</li> <li>▪ analyses the impact of food-related activities or tasks on the individual, society and environment</li> <li>▪ analyses the influences that technology has on food supply</li> <li>▪ 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</li> <li>▪ displays well-developed research skills, and communicates complex information using a range of techniques.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ evaluates the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage</li> <li>▪ identifies and uses advanced techniques and appropriate equipment for a broad range of food-specific purposes</li> <li>▪ demonstrates a very high level of competence in assessing and managing risks associated with safe and hygienic preparation of food</li> <li>▪ demonstrates advanced technical skills in designing, producing and evaluating solutions of high quality for specific food purposes</li> <li>▪ evaluates the impact of food-related activities or tasks on the individual, society and environment</li> <li>▪ evaluates the influences that technology has on food supply</li> <li>▪ 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</li> <li>▪ displays very high-level research skills, and communicates complex information effectively using a range of techniques.</li> </ul>

**Areas for Stage 5 Food Technology Assessment include:**

- Food properties and preparation
- Food, nutrition and society
- Food hygiene and safety
- Researching and communicating
- Designing, producing and evaluating

**Course Description:**

The study of Food Technology provides students with a broad knowledge of food properties, processing, preparation, nutritional considerations and consumption patterns. It addresses the importance of hygiene, safe working practices and legislation in relation to the production of food. Students develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. The course also provides students with contexts through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

The Food Technology Years 7–10 course includes Life Skills outcomes and content for students with disability.

**Further Reference:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/food-technology-2019>

## Stage 5 Industrial Technology – Course Performance Descriptors

Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrates elementary knowledge and understanding of at least one technology in the field of study</li> <li>▪ identifies a very limited range of social, cultural and/or environmental impacts</li> <li>▪ displays elementary skills in identifying and using appropriate materials and hand and machine tools to produce practical projects</li> <li>▪ demonstrates a very limited level of competence in identifying and managing risks, and applying safe work practices</li> <li>▪ identifies some properties of materials that make them suitable for specific applications, and identifies very limited aspects of products and commercial products</li> <li>▪ produces very limited sketches related to practical projects</li> <li>▪ uses elementary terms to describe production processes</li> <li>▪ applies very limited skills to the production or modification of projects.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrates basic knowledge and understanding of technologies in the field of study</li> <li>▪ outlines some social, cultural and/or environmental impacts of technology</li> <li>▪ displays basic technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects</li> <li>▪ demonstrates a limited level of competence in identifying and managing risks, and applying safe work practices</li> <li>▪ outlines properties of materials that make them suitable for specific applications, and identifies functional, aesthetic, environmental and/or economic aspects of products and commercial products</li> <li>▪ produces basic drawings for practical projects</li> <li>▪ uses general terms to describe production processes to an audience</li> <li>▪ applies limited skills and design principles to the development, production or modification of projects.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrates sound knowledge and understanding of traditional, current, new and emerging technologies in the field of study</li> <li>▪ explains the social, cultural and environmental impacts of different technologies</li> <li>▪ displays adequate skills in identifying and using appropriate materials and hand and machine tools to produce practical projects of sound quality</li> <li>▪ demonstrates an adequate level of competence in identifying and managing risks and applying safe work practices</li> <li>▪ describes the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products</li> <li>▪ produces adequate drawings to illustrate practical projects</li> <li>▪ uses accurate technical terms to describe production processes to a range of audiences</li> <li>▪ applies sound skills and design principles to the development and production or modification of projects.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrates thorough knowledge and understanding of traditional, current, new and emerging technologies in the field of study</li> <li>▪ analyses the social, cultural and environmental impacts of a range of technologies</li> <li>▪ displays high-level skills in identifying and using appropriate materials and hand and machine tools to produce high-quality practical projects</li> <li>▪ demonstrates a high level of competence in assessing and managing risks and applying safe work practices</li> <li>▪ analyses the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products</li> <li>▪ uses a range of technologies to illustrate practical projects</li> <li>▪ uses technical terminology to discuss production processes with a range of audiences</li> <li>▪ consistently applies high level skills and design principles to the development, modification and production of projects.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrates extensive knowledge and understanding of traditional, current, new and emerging technologies in the field of study</li> <li>▪ evaluates the social, cultural and environmental impacts of a wide range of technologies</li> <li>▪ displays advanced skills in identifying and using appropriate materials and hand and machine tools to produce practical projects of excellent quality</li> <li>▪ demonstrates a very high level of competence in assessing and managing risks and consistently applying safe work practices</li> <li>▪ evaluates the suitability of materials for specific applications and the functional, aesthetic, environmental and economic aspects of projects and commercial products</li> <li>▪ selects and uses a wide range of appropriate technologies to illustrate practical projects</li> <li>▪ confidently uses technical terminology to communicate production processes with a range of audiences</li> <li>▪ consistently applies very high level skills and design principles to the development, modification and production of projects.</li> </ul>



**Areas for Stage 5 Industrial Technology (timber and metal) Assessment include:**

- OHS and risk management
- Properties and applications of materials
- Industrial Technology and society
- Designing, communicating and evaluating
- Producing quality projects

**Course Description:**

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. This may include study in the focus areas of:

- Metal
- Timber

They develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

The Industrial Technology Years 7–10 course includes Life Skills outcomes and content for students with disability.

**Further Reference:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019/course-performance-descriptors>

## Stage 5 Music – Course Performance Descriptors

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

**Areas for Stage 5 Music Assessment include:**

- Performing
- Composing
- Listening

**Course Description:**

The study of music's forms, styles and ideas enables young people to develop an interest in appreciation and enjoyment of music. Through critical reflection and acquiring understanding, knowledge and skills, students respond by creatively developing their own musical ideas, compositions and performances.

The Music Years 7–10 syllabus includes Life Skills outcomes and content for students with special education needs.

**Further Reference:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10/cpd>

## Stage 5 Photographic & Digital Media – Course Performance Descriptors

Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ makes simple photographic and digital works with an elementary understanding of the frames and the conceptual framework.</li> <li>▪ 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.</li> <li>▪ makes simple interpretations about photographic and digital media, with some reference to practice, the frames and conceptual framework.</li> <li>▪ 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.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ represents their artistic intentions in photographic and digital works in still, interactive and/or moving forms, demonstrating some technical accomplishment.</li> <li>▪ 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.</li> <li>▪ 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.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ interprets, explains and makes judgements about photographic and digital media, by engaging with aspects of practice, the conceptual framework and some of the frames.</li> <li>▪ 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.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ interprets, explains and makes judgements about photographic and digital media, applying an understanding of practice, the conceptual framework and the frames.</li> <li>▪ 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.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ synthesises their understanding of practice, the conceptual framework and the frames to confidently interpret, explain and make judgements about photographic and digital media.</li> <li>▪ 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.</li> </ul>

**Areas for Stage 5 Photographic and Digital Media Assessment include:**

- Making
- Critical and historical interpretations

**Course Description:**

Photographic and digital media powerfully communicates ideas, identity, values and culture through images. The study of photographic and digital media enables young people to develop an interest in and enjoyment of investigating the rapidly evolving ideas, practices and technologies of this art form. Through critical reflection and acquiring understanding, knowledge and skills, students respond to the ideas, art and arts practice of others, through creatively developing their own ideas and photographic and digital artworks.

The Photographic and Digital Media Years 7–10 syllabus includes Life Skills outcomes and content for students with special education needs.

**Further Reference:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/photographic-and-digital-media-7-10/cpd>

## Stage 5 Visual Arts – Course Performance Descriptors

Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ makes simple artworks with an elementary understanding of the frames and the conceptual framework.</li> <li>▪ 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.</li> <li>▪ makes simple interpretations about art, with some reference to practice, the frames and conceptual framework.</li> <li>▪ 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.</li> </ul>	<p><b>A student at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• represents their artistic intentions in 2D, 3D and/or 4D artworks, demonstrating some technical accomplishment.</li> <li>• makes limited interpretations and judgements about art involving a foundational understanding of practice and the conceptual framework, and some of the frames.</li> <li>• 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.</li> </ul>	<p><b>A student at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ demonstrates sound technical accomplishment in making artworks in 2D, 3D and/or 4D forms that represent their actions, judgements and artistic intentions.</li> <li>▪ interprets, explains and makes judgements about art by engaging with aspects of practice, the conceptual framework and some of the frames.</li> <li>▪ 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.</li> </ul>	<p><b>A student at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ interprets, explains and makes judgements about art applying an understanding of practice, the conceptual framework and the frames.</li> <li>▪ 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.</li> </ul>	<p><b>A student at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ synthesises their understanding of practice, the conceptual framework and the frames to confidently interpret, explain and make judgements about art.</li> <li>▪ 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.</li> </ul>

**Areas for Stage 5 Visual Arts Assessment include:**

- Artmaking
- Critical and historical studies

**Course Description:**

The study of visual arts enables young people to develop an interest in and enjoyment of investigating the world through the ideas, aesthetic and contexts of artists and their work in a broad range of forms, media and styles. Through critical reflection and acquiring understanding, knowledge and skills, students respond by creatively developing their own ideas and artworks.

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

The Visual Arts Years 7–10 syllabus includes Life Skills outcomes and content for students with special education needs.

**Further Reference:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10/cpd>

## Stage 5 PASS – Course Performance Descriptors

Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"><li>▪ 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.</li></ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"><li>• has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.</li></ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"><li>▪ 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.</li></ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"><li>▪ 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.</li></ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"><li>▪ .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.</li></ul>



**Areas for Stage 5 PASS (Physical Activity and Sports Studies) Assessment include:**

- Being Active and Healthy
- Fundamentals of Movement and Skill Development
- Australia's Sporting Identity
- Physical activities for Health
- Physical Fitness
- Historical Perspectives
- Participating Perspectives
- Participating with Skill

**Course Description:**

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

The *Physical Activity and Sports Studies CEC Years 7–10* course includes Life Skills outcomes and content for students with disability.

**Further Reference:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/physical-activity-sports-studies-7-10-2019>

## Stage 5 Child Studies – Course Performance Descriptors

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student at this grade typically:</p> <ul style="list-style-type: none"><li>▪ The student has an elementary knowledge and understanding in few areas of the child development from preconception to and including early years and has achieved very limited competence in some of the processes and skills in researching, communicating, and evaluating issues related to child development.</li></ul>	<p>A student at this grade typically:</p> <p>The student has a basic knowledge and understanding of child development from preconception to and including early years and has achieved a limited level of competence in the processes and skills in researching, communicating, and evaluating issues related to child development.</p>	<p>A student at this grade typically:</p> <ul style="list-style-type: none"><li>• The student has a sound knowledge and understanding of the main areas of child development from preconception to and including early years and has achieved an adequate level of competence in the processes and skills in researching, communicating, and evaluating issues related to child development.</li></ul>	<p>A student at this grade typically:</p> <ul style="list-style-type: none"><li>• The student has a thorough knowledge and understanding of child development from preconception to and including early years and a high level of competence in the processes and skills in researching, communicating, and evaluating issues related to child development. In addition, the student is able to apply this knowledge and these skills to most situations.</li></ul>	<p>A student at this grade typically:</p> <ul style="list-style-type: none"><li>• The student has an extensive knowledge and understanding of child development from preconception to and including early years and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills in researching, communicating and evaluating issues related to child development and can apply these skills to new situations.</li></ul>

**Areas for Stage 5 Child Studies Assessment include:**

- OHS and risk management
- Properties and app

**Course Description:**

Child Studies aims to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years in a range of settings and contexts.

The Child Studies CEC Years 7–10 course includes Life Skills outcomes and content for students with disability.

**Further Reference:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/child-studies-7-10-2019>

Parkes High School  
Year 10  
**ASSESSMENT SCHEDULE 2022**

**Illness/Misadventure Process**

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If a student attempts an assessment, the mark obtained in that task will stand. If a student does not attempt an assessment, he/she must contact a Deputy Principal and the respective Head Teacher of the subject as soon as possible if he/she wishes to be considered for an illness and misadventure claim. Application forms are available at the back of this booklet, from the Deputy Principals and on the school website.

**It is the student's responsibility to initiate this procedure and supply the relevant supporting documentation to the Principal on the first day they return to school and a copy to the respective Head teacher.**

- *The application form asks students to provide independent evidence of illness or misadventure.*
- *The student must return that documentation (e.g. Parkes High School illness/misadventure form filled out and/or medical certificate completed by a doctor) to the Principal or a representative Deputy Principal on the first day of their return to school.*
- *The Principal and a Deputy Principal will determine the validity of each illness/misadventure application.*

Please note the following terminology:

- **Illness or injury** – refers to illness or physical injuries suffered directly by the student which allegedly affected their performance in the assessment task (eg influenza, an asthma attack, a cut hand);
- **Misadventure** – refers to any event beyond the student's control which allegedly has affected their performance in the assessment task (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

If the illness or misadventure is accepted by the school Principal, a new time for an alternative task must be arranged by the student through the head teacher or teacher of the course. **Every student is expected to sit for every assessment task.** Alternative tasks must be arranged as soon as possible after the student has returned to school.

Only in exceptional circumstances will a student be granted an estimate rather than completing an alternative task. In this circumstance the Principal will determine if, after consultation with the Head Teacher, the Principal believes the student is unable to complete another appropriate task. The Head Teacher will provide a mark that supports the student's current rank in that subject. In general, administering a substitute task is preferable to providing an estimate mark. An estimate will only be applied after all other tasks have been undertaken providing that a student has completed more than 50% of the assessment program.

Illness/misadventure protocols apply to all assessment tasks including oral presentations, viva voces, exams, individual and group performances.

Where no prior arrangements have been made, or no valid reason exists, a zero mark will be awarded. Should a task be submitted late, without first gaining an extension from the Principal, then a mark of **zero** will be awarded. If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** (and only after approval from the Principal).

### Illness or Misadventure Checklist:

If a student has a valid reason for not submitting an assessment task on the due date he/she should:

- *notify the school on or before the due date in writing / in person and go to the doctor for a doctor's certificate*

**OR**

- *phone/email the school and leave a message for the Head Teacher of the subject or a Deputy Principal*

**AND**

Provide the following information:

- your name, assessment task/s details (including subject) and details of the illness/misadventure and possible return date.

### Valid Reasoning:

Illness of the student, death or serious illness or family problem in the immediate family are valid reasons if supported by documentation (copy of a doctor's certificate or statutory declaration). Attendance at a school approved excursion or sporting visit, may also be a valid reason if the excursion is for a period greater than two days. **It is the student's responsibility to notify the teacher prior to the absence and complete an Appeal for Illness/Misadventure Form.** The Principal may grant an extension to the due date but will consider the impact of the absence on the student's chance to complete the task. An extension will not automatically be given.

It is the student's responsibility to initiate any Appeal for Illness or Misadventure and this must be done immediately on their return to school.



- Safe, Respectful, Responsible -

### Parkes High School School based Assessment Illness/Misadventure Form for Assessments and Examinations

Name: \_\_\_\_\_ Date: \_\_\_\_\_

*This form must be submitted if you (1) know you will be absent from an assessment task with a valid reason or (2) had an illness or a misadventure that **prevented** you from doing the task or examination, or that **impacted** on your performance during the examination. This form must be submitted on the day or the first day you return to school to the Head Teacher of that subject (who will inform the Principal).*

I, \_\_\_\_\_ hereby apply on consideration of the following factor(s) which affected my performance in this assessment task.

- Only list the examinations/assessment tasks that you are appealing
- Do not list the examination/assessment tasks in which you were not affected by illness or misadventure

<input type="checkbox"/> Year 10	<input type="checkbox"/> Year 11	<input type="checkbox"/> Higher School Certificate
Assessment Task:		Teacher:
Scheduled date:		
Outline of Reason/s for misadventure/illness:		
Request and date for proposed completion (if applicable)		
Extension <u>with</u> Penalty <input type="checkbox"/>		Extension <u>without</u> Penalty <input type="checkbox"/>

*Note: Documentary evidence from Parent/Doctor must be provided, except in exceptional circumstances.*

**Independent evidence of illness/misadventure:**

- Doctor's Certificate supplied: Yes/No
- Statutory Declaration by parent/guardian supplied: Yes/No
- 

*Statutory Declaration must include date of illness/incident, nature of incident (e.g. death of family member, car accident, etc); all relevant details of the incident; and contact details of parent/guardian.*

I consider that my examination/assessment task performance was affected by illness/unforeseen misadventure which occurred immediately before/during the examination/misadventure as set out in this form.

I declare that all the information I have supplied is true:

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

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

<u>Recommendation and Decision</u>	
<input type="checkbox"/> Extension granted – <b>new date</b> _____	
<input type="checkbox"/> Penalty applied	<input type="checkbox"/> No penalty
Signatures: _____ <div style="display: flex; justify-content: space-around; font-size: small;"><span>Head Teacher</span><span>Class Teacher</span></div>	
Principal's Signature: _____	
Head Teacher Informs student of Decision	Date _____
Signatures: _____ <div style="display: flex; justify-content: space-around; font-size: small;"><span>Head Teacher</span><span>Student</span></div>	
<input type="checkbox"/> Photocopy given to student	



- Safe, Respectful, Responsible -

## Parkes High School Assessment Mark/Grade Appeal Form

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Appeal forms must be lodged with the Principal within one calendar week of the return of the task. You may seek advice from your class teacher, Year Advisor or Deputy Principal before you complete this form. If the Principal deems there are grounds for appeal, then this form will be forwarded to the Appeals Committee which will consist of two independent teachers plus a teacher from the faculty involved.

Students have the right to appeal an assessment mark or grade. Appeals can only be made on the grounds that due process was not followed by the school. An appeal cannot be submitted on the basis of:

- The marks or grades given, unless due process was not followed;
- Difficulties in preparation or loss of preparation time;
- Alleged deficiencies in tuition;
- Long term illness;
- The same grounds for which special provisions were received;
- Misreading the timetable; or
- Other commitments such as sporting, cultural or work commitments.

Course Name: \_\_\_\_\_

Task Number: \_\_\_\_\_ Task Description: \_\_\_\_\_

Details of your appeal:

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Supporting documentation (list the documents that you are attaching to this appeal).

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*Office Use Only*

**Outcome of Appeal:** Declined / Upheld

Reason/s:

Name: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

*- Safe, Respectful, Responsible -*

**Parkes High School  
Year 10  
ASSESSMENT SCHEDULE 2022**

**Itemised Assessment Schedules**

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All Assessment schedules listed feature course components to be assessed, weightings and the tasks used to assess the components in alphabetical order.

Numbers are used for outcomes being assessed and when students receive their written tasks the outcomes will be detailed by all faculties



## Year 10 English and HPGE English – Syllabus Outcomes

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

### Further Reference:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10>

## Year 10 English – Assessment Schedule

<b>Component:</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Nature of Task:</b>	<b>Analytical Response</b>	<b>Speech</b>	<b>Imaginative Response with Reflection Statement</b>	<b>Yearly Examination</b>	
<b>Timing:</b>	Term 1, Week 10	Term 2, Week 7	Term 3, Week 7	Term 4 Week 3 Per Exam timetable	
<b>Outcomes Assessed:</b>	EN5-5C EN5-6C EN5-8D	EN5-1A EN5-3B EN5-5C	EN5-2A EN5-7D EN5-9E	EN5-4B EN5-6C EN5-8D	
<b>Belonging</b>	25				25
<b>Dystopian Novel Study</b>		25			25
<b>Shakespeare: Macbeth</b>			25		25
<b>Representation</b>				25	25
<b>% Total:</b>	25	25	25	25	100

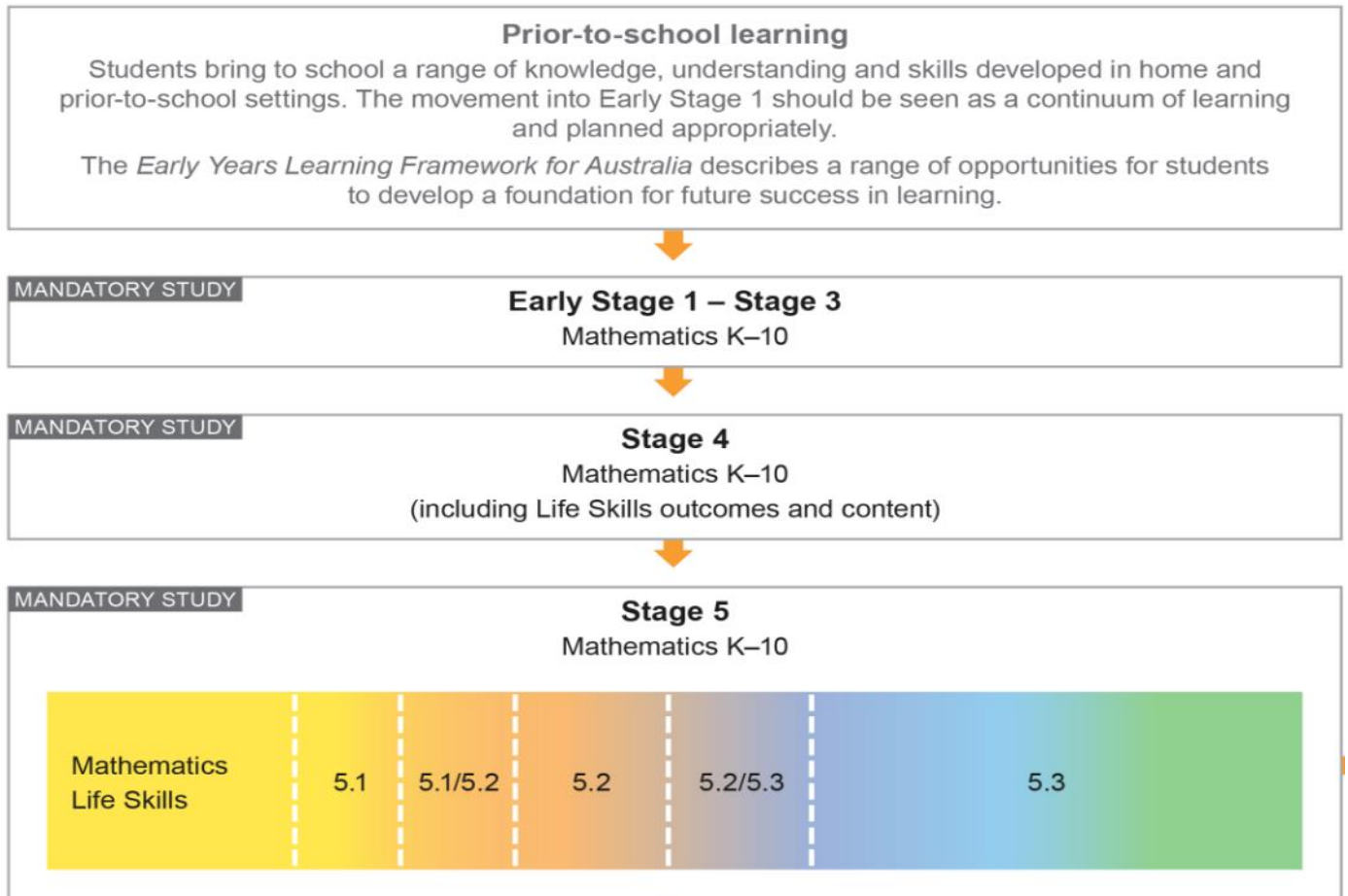
### Year 10 HPGE English – Assessment Schedule

<b>Component:</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Nature of Task:</b>	<b>Multimodal Presentation: Speech and one visual Text</b>	<b>Analytical Response</b>	<b>Imaginative Response with Reflection Statement</b>	<b>Yearly Examination</b>	
<b>Timing:</b>	Term 1, Week 10	Term 2, Week 7	Term 3, Week 7	Term 4 Week 3 Per Exam timetable	
<b>Outcomes Assessed:</b>	EN5-2A EN5-4B EN5-7D	EN5-1A EN5-6C EN5-8D	EN5-3B EN5-5C EN5-9E	EN5-2A EN5-7D EN5-9E	
<b>Modern Texts</b>	25				25
<b>Gothic Literature</b>		25			25
<b>Shakespeare: Corruption and Power</b>			25		25
<b>Film Study</b>				25	25
<b>% Total:</b>	25	25	25	25	100

## Year 10 Mathematics Stage 5 Study options Explained

The *Mathematics K–10 Syllabus* describes a continuum of mathematics learning from Kindergarten to Year 10.

The diagram on the following page represents available pathways of learning in Mathematics from Early Stage 1 to Stage 5.



Source: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-k-10>

Students exhibit a wide range of mathematical skills, levels of competence, and aspirations. Some students may be aiming to develop the mathematical skills necessary to function in daily life and various work contexts. Other students may seek to address more challenging mathematics to prepare them for the highest-level courses in Year 11 and Year 12.

For this reason, Stage 5 of the K–10 Mathematics curriculum has been expressed in terms of the three substages, Stage 5.1, Stage 5.2 and Stage 5.3 (the most challenging level). These substages are not designed as prescribed courses, and many different ‘endpoints’ are possible.

As well as studying the Stage 5.1 content, the majority of students will study some or all of the Stage 5.2 content. Similarly, as well as studying the Stage 5.2 content, many students will study some or all of the Stage 5.3 content.

The Mathematics Life Skills outcomes and content are designed to provide a relevant and meaningful program of study for a small percentage of students with disability, for whom the Stage 4 and/or Stage 5 outcomes and content of the *Mathematics K–10 Syllabus* are not appropriate.

## Year 10 Mathematics Stage 5.3 – Syllabus Outcomes

### SYLLABUS OUTCOMES

MA5.3-1WM	A student uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
MA5.3-2WM	A student generalizes mathematical ideas and techniques to analyse and solve problems efficiently
MA5.3-3WM	A student uses deductive reasoning in representing arguments and formal proofs
MA5.3-4NA	A student draws, interprets and analyses graphs of physical phenomena
MA5.3-5NA	A student selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3-6NA	A student performs operations with surds and indices
MA5.3-7NA	A student solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.3-8NA	A student uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
MA5.3-9NA	A student sketches and interprets a variety of non-linear relationships
MA5.3-10NA	A student recognizes, describes and sketches polynomial, and applies the factor and remainder theorems to solve problems
MA5.3-11NA	A student uses the definitions of a logarithm to establish and apply the laws of logarithms
MA5.3-12NA	A student uses function notation to describe and sketch functions
MA5.3-13MG	A student applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
MA5.3-14MG	A student applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
MA5.3-15MG	A student applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
MA5.3-16MG	A student proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
MA5.3-17MG	A student applies deductive reasoning to prove circle theorems and to solve related problems
MA5.3-18SP	A student uses standard deviation to analyse data
MA5.3-19SP	A student investigates the relationship between numerical variables using lines of best fit, and explores how data is to inform decision-making processes

## Year 10 Mathematics Stage 5.2 – Syllabus Outcomes

### SYLLABUS OUTCOMES

MA5.2-1WM	A <b>student</b> selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM	A <b>student</b> interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2-3WM	A <b>student</b> constructs arguments to prove and justify results
MA5.2-4NA	A <b>student</b> solves financial problems involving compound interest
MA5.2-5NA	A <b>student</b> recognizes direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA	A <b>student</b> simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA	A <b>student</b> applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA	A <b>student</b> solves linear and simple quadratic equations, linear simultaneous equations, using analytical and graphical techniques
MA5.2-9NA	A <b>student</b> uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-10NA	A <b>student</b> connects algebraic and graphical representations of simple non-linear relationships
MA5.2-11MG	A <b>student</b> calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG	A <b>student</b> applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-13MG	A <b>student</b> applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG	A <b>student</b> calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.2-15SP	A <b>student</b> uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP	A <b>student</b> investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP	A <b>student</b> describes and calculates probabilities in multistep chance experiments

## Year 10 Mathematics Stage 5.1 – Syllabus Outcomes

SYLLABUS OUTCOMES	
MA5.1-1WM	A student uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.1-2WM	A student selects and uses appropriate strategies to solve problems
MA5.1-3WM	A student provides reasoning to support conclusions that are appropriate to the context
MA5.1-4NA	A student solves financial problems involving earning, spending and investing money
MA5.1-5NA	A student operates with algebraic expressions involving positive integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-6NA	A student determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-7NA	A student graphs simple non-linear relationships
MA5.1-8MG	A student calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG	A student interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-10MG	A student applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-11MG	A student describes and applies the properties of similar figures and scale drawings
MA5.1-12SP	A student uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP	A student calculates relative frequencies to estimate probabilities of simple and compound events

### Further Reference:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-k-10>

### Year 10 Mathematics Stage 5 – Assessment Schedule

<b>Component:</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Nature of Task:</b>	<b>Skills Assessment</b>	<b>Skills Assessment</b>	<b>Investigation</b>	<b>Skills Assessment</b>	
<b>Timing:</b>	Term 1, Week 9	Term 2, Week 5	Term 3, Week 4	Term 4 Week 3 Per Exam timetable	
<b>Outcomes Assessed:</b>	MA5.1-4NA MA5.1-2WM MA5.2-4NA MA5.2-2WM MA5.3-13MG MA5.3-6NA MA5.3-2WM	MA5.1-12SP MA4-8NA MA5.1-2WM MA5.2-15SP MA5.2-6NA MA5.2-2WM MA5.3-19SP MA5.3-5NA MA5.3-2WM	MA5.1-13SP MA5.1-1WM MA5.2-17SP MA5.2-1WM MA5.3-16MG MA5.3-15MG MA5.3-1WM	MA4-16MG MA5.1-10MG MA5.1-2WM MA5.2-13MG MA5.2-2WM MA5.3-7NA MA5.3-2WM	
<b>Mathematical Knowledge</b>	15	15	5	15	
<b>Working Mathematically</b>	10	10	20	10	<b>50</b>
<b>% Total:</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

**Further Reference:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-k-10>



## Year 10 Science Stage 5 – Syllabus Outcomes

### SYLLABUS OUTCOMES

SC5-4WS	<b>A student</b> develops questions or hypotheses to be investigated scientifically
SC5-5WS	<b>A student</b> produces a plan to investigate identified question, hypotheses or problems, individually and collaboratively
SC5-6WS	<b>A student</b> undertakes first-hand investigation to collect valid and reliable data and information, individually and collaboratively
SC5-7WS	<b>A student</b> processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5-8WS	<b>A student</b> applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5-9WS	<b>A student</b> presents science ideas and evidence for a particular purpose and to a specific language, conventions and representations
SC5-10PW	<b>A student</b> applies models, theories and laws to explain situations involving energy, force and motion
SC5-11PW	<b>A student</b> explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5-12ES	<b>A student</b> 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	<b>A student</b> 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	<b>A student</b> analyses interactions between components and processes within biological systems
SC5-15LW	<b>A student</b> explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16CW	<b>A student</b> explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17Cw	<b>A student</b> 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

#### Further Reference:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science>

### Year 10 Science Stage 5 – Assessment Schedule

<b>Component:</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Nature of Task:</b>	<b>Student Research Project</b>	<b>Data Processing Skills Task</b>	<b>Periodic Table Research Task</b>	<b>Yearly Examination</b> Per exam timetable	
<b>Timing:</b>	Term 1, Week 8	Term 2, Week 7	Term 3, Week 2	Term 4 Week 3 Per Exam timetable	
<b>Outcomes Assessed:</b>	SC5-4WS SC5-5WS SC5-6WS SC5-9WS	SC5-7WS SC5-9WS SC5-10PW SC5-14LW	SC5-7WS SC5-9WS SC5-16CW	SC5-10PW SC5-11PW SC5-12ES SC5-13ES SC5-14LW SC5-15LW SC5-16CW SC5-17CW	
<b>Knowledge and Understanding</b>	5		10	10	<b>25</b>
<b>Questioning and Predicting</b>		5		5	<b>10</b>
<b>Planning and Conducting Investigations</b>	10				<b>10</b>
<b>Processing and Analysing Data and Information</b>	10	5	5	5	<b>25</b>
<b>Problem Solving</b>	5	10		5	<b>20</b>
<b>Communicating</b>			10		<b>10</b>
<b>% Total:</b>	<b>30</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Year 10 Geography Stage 5 – Syllabus Outcomes

### SYLLABUS OUTCOMES

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

#### Further Reference:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10>

## Year 10 History Stage 5 – Syllabus Outcomes

### SYLLABUS OUTCOMES

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

### Further Reference:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10>

## Year 10 Geography & History Stage 5– Assessment Schedule

<b>Component:</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Geography Tasks</b>		<b>History Tasks</b>		
<b>Nature of Task:</b>	<b>Stimulus Based Responses: Environmental Change and Management</b>	<b>In Class Task: Human Wellbeing</b>	<b>Source-based Responses: Changing Rights and Freedoms</b>	<b>Semester Examination</b>	
<b>Timing:</b>	Term 1, Week 10	Term 2, Week 4	Term 3, Week 9	Term 4 Week 3 Per Exam timetable	
<b>Outcomes Assessed:</b>	GE5-2 GE5-3 GE5-4 GE5-5 GE5-7 GE5-8	GE5-1 GE5-2 GE5-5 GE5-6 GE5-8	HT5-2 HT5-3 HT5-6 HT5-8 HT5-9 HT5-10	HT5-1 HT5-3 HT5-5 HT5-7 HT5-9	
<b>Knowledge and Understanding of Course content</b>	10	10	10	10	<b>40</b>
<b>Source interpretation and Analysis / Skills</b>	5	5	5	5	<b>20</b>
<b>Inquiry and Research</b>	5	5	5	5	<b>20</b>
<b>Communication of Ideas</b>	5	5	5	5	<b>20</b>
<b>% Total:</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Year 10 PDHPE Stage 5 – Syllabus Outcomes

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

### Further Reference:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe>

### Year 10 PDHPE Stage 5 - Assessment Schedule

<b>Component:</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>	<b>Weighting %</b>
<b>Nature of Task:</b>	<b>My Mind Matters Task</b>	<b>Keeping Myself and Others Safe</b>	<b>Modified Games Task</b>	<b>Practical Assessment</b>	<b>Yearly Examination</b>	
<b>Timing:</b>	Term 1, Week 10	Term 2, Week 9	Term 3, Week 10	Terms 4 Weeks 1	Term 4 Week 3 Per Exam timetable	
<b>Outcomes Assessed:</b>	PD5-2	PD5-1 PD5-7	PD5-4 PD5-6	PD5-4 PD5-5 PD5-8 PD5-11	PD5-1 PD5-2 PD5-3 PD5-4 PD5-5 PD5-6 PD5-7 PD5-8 PD5-9 PD5-10 PD5-11	
<b>Health, Wellbeing and relationships</b>	10				15	
<b>Movement Skills and Performance</b>			10	40		<b>50</b>
<b>Healthy, Safe and Active Lifestyle</b>		10			15	<b>25</b>
<b>% Total:</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Year 10 Work Based Studies: Careers – Syllabus Outcomes

### SYLLABUS OUTCOMES

4.1	<b>A student</b> discovers lifelong learning and its contribution to life and work
4.2	<b>A student</b> links lifelong learning to personal career aspirations
4.3	<b>A student</b> links lifelong learning to the career-building process
4.4	<b>A student</b> participates in continuous learning supportive of career goals
5.1	<b>A student</b> understands the nature of career information
5.2	<b>A student</b> locates and uses career information
5.3	<b>A student</b> locates and evaluates a range of career information sources
5.4	<b>A student</b> uses career information effectively in the management of your career
6.1	<b>A student</b> discovers how work contributes to individuals' lives
6.2	<b>A student</b> understands how work contributes to the community
6.3	<b>A student</b> understands how societal needs and economic conditions influence the nature and structure of work
6.4	<b>A student</b> incorporates understanding of changing economic, social and employment conditions into your career planning
7.1	<b>A student</b> Explores effective ways of working
7.2	<b>A student</b> develops qualities to seek and obtain/create work
7.3	<b>A student</b> develops abilities to seek, obtain/create and maintain work
7.4	<b>A student</b> improves on abilities to seek, obtain/create and maintain work
8.1	<b>A student</b> explores and improves decision making
8.2	<b>A student</b> links decision making to career building
8.3	<b>A student</b> engages in career decision making
8.4	<b>A student</b> incorporates realism into your career decision making

#### Further Reference:

<https://www.dese.gov.au/school-work-transitions/resources/australian-blueprint-career-development>



### Year 10 Work Based Studies: – Careers Assessment Schedule

<b>Component:</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task</b>	<b>Weighting %</b>
<b>Nature of Task:</b>	<b>Work Ready Task</b>	<b>Portfolio Submission 1</b>	<b>Portfolio Submission 2</b>	
<b>Timing:</b>	Term 2, Week 2	Term 2, Week 10	Term 4, Week 4	
<b>Outcomes Assessed:</b>	5.1 5.2 5.4	4.2 4.3 4.4 5.3 6.1	4.4 8.1 8.2 8.3 8.4	
<b>Knowledge and Understanding</b>	40	5	5	<b>50</b>
<b>Practical Skills for the Workplace</b>	10	15	10	<b>35</b>
<b>Communication Skills</b>		5	10	<b>15</b>
<b>% Total:</b>	<b>50</b>	<b>25</b>	<b>25</b>	<b>100</b>

**Parkes High School  
Year 10  
ASSESSMENT SCHEDULE 2022**

**Itemised Elective Assessment Schedules**

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All Assessment schedules listed feature course components to be assessed, weightings and the tasks used to assess the components in alphabetical order.

Numbers are used for outcomes being assessed and when students receive their written tasks the outcomes will be detailed by all faculties

**Technologies:**

- Agricultural Technology 7-10
- Food Technology 7-10
- Industrial Technology 7-10 (Metal)
- Industrial Technology 7-10 (Timber)

**Creative Arts:**

- Music 7-10
- Photographic and Digital Media 7-10
- Visual Arts 7-10

**PDHPE:**

- Child Studies 7-10 (CEC)
- Physical Activity and Sports Studies 7-10 (CEC)

## Year 10 Technologies: Agriculture – Stage 5 Syllabus Outcomes

### SYLLABUS OUTCOMES

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

### Further Reference:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/agricultural-technology-2019>

## Year 10 Technologies: Agriculture – Stage 5 Assessment Schedule

<b>Component:</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Nature of Task:</b>	<b>Research Task</b>	<b>Experiment</b>	<b>Research Task</b>	<b>Yearly Examination</b>	
<b>Timing:</b>	Term 1, Week 6	Term 2, Week 5	Term 3, Week 5	Term 4 Week 3 Per Exam timetable	
<b>Outcomes Assessed:</b>	AG5-3 AG5-12	AG5-4 AG5-6 AG5-11 AG5-12	AG5-1 AG5-2 AG5-5 AG5-7 AG5-12	AG5-13 AG5-14	
<b>Knowledge and Understanding</b>	10	5	5	5	<b>25</b>
<b>Practical Application Skills</b>	10	15	10	15	<b>50</b>
<b>Communication of Understanding in Appropriate forms</b>	5	5	10	5	<b>25</b>
<b>% Total:</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Year 10 Technologies: Food Technology – Stage 5 Syllabus Outcomes

### SYLLABUS OUTCOMES

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

### Further Reference:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/food-technology-2019>

### Year 10 Technologies: Food Technology – Stage 5 Assessment Schedule

<b>Component:</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
<b>Nature of Task:</b>	<b>Food Service and Catering</b>	<b>Food for Special Occasions</b>	<b>Food Trends</b>	
<b>Timing:</b>	Term 1, Week 8	Term 2, Week 8	Term 4, Week 4	
<b>Outcomes Assessed:</b>	FT5-1 FT5-9 FT5-10 FT5-11	FT5-1 FT5-2 FT5-5 FT5-10	FT5-1 FT5-9 FT5-12	
<b>Food properties and preparation</b>		10	10	<b>20</b>
<b>Food, nutrition and society</b>	5			<b>5</b>
<b>Food hygiene and safety</b>		15	15	<b>30</b>
<b>Research and communicating</b>		5	5	<b>10</b>
<b>Designing producing and evaluating</b>	15	10	10	<b>35</b>
<b>% Total:</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## Year 10 Technologies: Industrial Technology (Metal and Timber) – Stage 5 Syllabus Outcomes

### SYLLABUS OUTCOMES

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

### Further Reference:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019>

**Year 10 Technologies: Industrial Technology (Metal) – Stage 5 Assessment Schedule**

<b>Component:</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
<b>Nature of Task:</b>	<b>Research Task &amp; Project 1</b>	<b>Design Folio</b>	<b>Design Folio &amp; Project 2</b>	
<b>Timing:</b>	Term 1, Week 10	Term 3, Week 2	Term 4, Week 2	
<b>Outcomes Assessed:</b>	IND5-1 IND5-2 IND5-3 IND5-7	IND5-2 IND5-5 IND5-6 IND5-9	IND5-3 IND5-5 IND5-7 IND5-9	
<b>Traditional current and emerging Technologies</b>		5		5
<b>Social, cultural and Environmental Impacts of Technology</b>		5		5
<b>Producing projects of excellent Quality</b>	10	15	15	45
<b>Assessing and managing risks and applying safe work practices</b>	5	5	5	15
<b>Suitability of Materials</b>	5	5	5	15
<b>Communicating production processes</b>		5	10	15
<b>Designing and modifying projects</b>			5	5
<b>% Total:</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>



**Year 10 Technologies: Industrial Technology (Timber) – Stage 5 Assessment Schedule**

<b>Component:</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
<b>Nature of Task:</b>	<b>Practical / Folio Assessment &amp; Project 1</b>	<b>Half Yearly Examination</b>	<b>Practical Folio Assessment &amp; Project 2</b>	
<b>Timing:</b>	Term 2, Week 4	Term 3, Week 1	Term 4, Week 5	
<b>Outcomes Assessed:</b>	IND5-1 IND5-4 IND5-9 IND5-10	IND5-1 IND5-3 IND5-4 IND5-5	IND5-3 IND5-5 IND5-7 IND5-9	
<b>WHS and Risk Management</b>		10		<b>10</b>
<b>Properties and Applications of Materials</b>	5	5	5	<b>15</b>
<b>Industrial Technology and Society</b>	5	5	5	<b>15</b>
<b>Designing, Communicating and Evaluating</b>	10	10	10	<b>30</b>
<b>Producing Quality Products</b>	10		20	<b>30</b>
<b>% Total:</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Year 10 Creative Arts: Music (7-10) – Stage 5 Syllabus Outcomes

### SYLLABUS OUTCOMES

5.1	<b>A student</b> performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
5.2	<b>A student</b> performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
5.3	<b>A student</b> performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
5.4	<b>A student</b> demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
5.5	<b>A student</b> notates own compositions, applying forms of notation appropriate to the music selected for study
5.6	<b>A student</b> uses different forms of technology in the composition process
5.7	<b>A student</b> 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	<b>A student</b> demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
5.9	<b>A student</b> 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	<b>A student</b> demonstrates an understanding of the influence and impact of technology on music
5.11	<b>A student</b> demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
5.12	<b>A student</b> demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

#### Further Reference:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10>

### Year 10 Creative Arts: Music (7-10) – Stage 5 Assessment Schedule

<b>Component:</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Nature of Task:</b>	<b>Listening (Aural) Task</b>	<b>Composition Task</b>	<b>Performance Task</b>	<b>Final performance Task</b>	
<b>Timing:</b>	Term 1, Week 10	Term 2, Week 4	Term 3, Week 6	Term 4 Week 3	
<b>Outcomes Assessed:</b>	5.7 5.8 5.9	5.4 5.5 5.6 5.10	5.1 5.2 5.3	5.1 5.2 5.3	
<b>Performing</b>	30				<b>30</b>
<b>Composing</b>		30			<b>30</b>
<b>Listening</b>			15	25	<b>40</b>
<b>% Total:</b>	<b>30</b>	<b>30</b>	<b>15</b>	<b>25</b>	<b>100</b>

## Year 10 Creative Arts: Photography and Digital Media (7-10) – Stage 5 Syllabus Outcomes

### SYLLABUS OUTCOMES

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

### Further Reference:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/photographic-and-digital-media-7-10>

## Year 10 Creative Arts: Photography and Digital Media (7-10) – Stage 5 Assessment Schedule

<b>Component:</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Nature of Task:</b>	<b>Photographic and Digital Media Journal, Portfolio of photographs</b>	<b>Critical/ Historical Task Response PDM Journal</b>	<b>Critical and Historical Task</b>	<b>Photographic and Digital Media Journal Practical Task</b>	
<b>Timing:</b>	Term 1, Week 8	Term 2, Week 4	Term 3, Week 9	Term 4 Week 2	
<b>Outcomes Assessed:</b>	5.1 5.2 5.4 5.9 5.10	5.1 5.3 5.6 5.7 5.8	5.7 5.8 5.9 5.10	5.1 5.2 5.3 5.4 5.5 5.6	
<b>Making</b>	20	10		40	<b>70</b>
<b>Critical and historical Interpretations</b>	5	5	20		<b>30</b>
<b>% Total:</b>	<b>25</b>	<b>15</b>	<b>20</b>	<b>40</b>	<b>100</b>

## Year 10 Creative Arts: Visual Arts (7-10) – Stage 5 Syllabus Outcomes

### SYLLABUS OUTCOMES

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

#### Further Reference:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10>

**Year 10 Creative Arts: Visual Arts (7-10) – Stage 5 Assessment Schedule**

<b>Component:</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Nature of Task:</b>	<b>Exploration of materials and techniques recorded in VAD</b>	<b>Making Images and Objects informed by Frames and Conceptual Framework</b>	<b>Critical and Historical investigations of Artworks Describing &amp; evaluating artworks using the Frames and Conceptual Framework</b>	<b>Final Portfolio of Frames and the Conceptual Framework</b>	
<b>Timing:</b>	Term 1, Week 9	Term 2 Week 6	Term 3 Week 9	Term 4, Week 4	
<b>Outcomes Assessed:</b>	5.1 5.2 5.3 5.4 5.5 5.6	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	
<b>Artmaking</b>	10	20		30	<b>60</b>
<b>Critical and Historical Studies</b>			40		<b>40</b>
<b>% Total:</b>	<b>10</b>	<b>20</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Year 10 PDHPE: Child Studies (7-10, CEC) – Stage 5 Syllabus Outcomes

### SYLLABUS OUTCOMES

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

#### Further Reference:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/child-studies-7-10-2019>



**Year 10 PDHPE: Child Studies (7-10, CEC) – Stage 5 Assessment Schedule**

<b>Component:</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Nature of Task:</b>	<b>Media Task</b>	<b>Safety Task</b>	<b>Culture Task</b>	<b>Yearly Examination</b>	
<b>Timing:</b>	Term 1, Week 9	Term 2, Week 9	Term 3 Week 9	Term 4, Week 3 Per Exam timetable	
<b>Outcomes Assessed:</b>	CS5-4 CS5-5 CS5-9	CS5-6 CS5-11	CS5-2 CS5-8	CS5-7 CS5-9 CS5-10	
<b>Media and Technology in Childhood</b>	25			5	<b>30</b>
<b>Health and Safety in Childhood</b>		25		5	<b>30</b>
<b>Children and Culture</b>			25	5	<b>30</b>
<b>Childcare and Services and Career Options</b>				10	<b>10</b>
<b>% Total:</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Year 10 PDHPE: Physical Activity and Sports Studies (7-10, CEC) – Stage 5 Syllabus Outcomes

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

### Further Reference:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/physical-activity-sports-studies-7-10-2019>

**Year 10 PDHPE: Physical Activity and Sports Studies (7-10, CEC) – Stage 5  
Assessment Schedule**

<b>Component:</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Nature of Task:</b>	<b>Coaching Task</b>	<b>Nutrition Task</b>	<b>Practical Assessment</b>	<b>Yearly Examination</b>	
<b>Timing:</b>	Term 2, Week 2	Term 3, Week 3	Term 4, Week 1	Term 4 Week 3 Per exam timetable	
<b>Outcomes Assessed:</b>	PASS5-5 PASS5-7 PASS5-8	PASS5-4	PASS5-7 PASS5-9	PASS5-1 PASS5-2 PASS5-3 PASS5-4	
<b>Foundations of Physical Activity</b>		20	10	10	<b>40</b>
<b>Physical Activity and Sport in Society</b>	20			10	<b>30</b>
<b>Enhancing Participation and Performance</b>			20	10	<b>30</b>
<b>% Total:</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## YEAR 10 ASSESSMENT CALENDAR 2022

### TERM 1

WEEK	SUBJECT	TASK	WEIGHT
5	Visual Arts	Exploration of materials and Techniques	10
6	Agriculture	Research Task	25
8	Food Technology	Food Service and Catering	30
8	Photography and Digital Media	Photographic and Digital Media Journal, Portfolio of Photographs	25
8	Science	Student Research Project	30
9	Mathematics 5.1/5.2/5.3	Skills Assessment	25
9	Child Studies	Media Task	25
9	Visual Arts	Exploration of Materials & techniques Recorded in VAD	10
10	English	Analytical Response	25
10	HPGE English	Multimodal Presentation: Speech & one Visual Text	25
10	Geography	Stimulus Based Responses: Environmental Change and Management	25
10	Music	Listening (Aural) Task	30
10	PDHPE	My Mind Matters Task	10
10	Industrial Technology - Metal	Research Task and Project 1	20

## YEAR 10 ASSESSMENT CALENDAR 2022

### TERM 2

WEEK	SUBJECT	TASK	WEIGHT
2	Careers	Work Ready Task	50
2	Child Studies	Safety Task	25
2	PASS	Coaching Task	20
4	Mathematics 5.1/5.2/5.3	Skills Assessment	25
4	Geography	In Class Task: Human Wellbeing	25
4	Music	Composition Task	30
4	Photography and Digital Media	Critical/Historical Task Response PDM Journal	15
5	Agriculture	Experiment	25
5	Industrial Technology – Timber	Practical / Folio Assessment & Project 1	30
6	Visual Art	Making Images and Objects informed by Frames and Conceptual Framework	20
7	English	Speech	25
7	HPGE English	Analytical Response	25
7	Science	Data Processing Skills Task	20
8	Food Technology	Food for special Occasions	25
9	PDHPE	Keeping Myself and Others Safe	10
9	Child Studies	Culture Task	25
10	Career	Portfolio Submission 1	25
10	Industrial Technology – Timber	Half Yearly Examination	30

## YEAR 10 ASSESSMENT CALENDAR 2022

### TERM 3

WEEK	SUBJECT	TASK	WEIGHT
2	Industrial Technology – Metal	Design Folio	40
3	Science	Periodic Table Research Task	25
3	PASS	Nutrition Task	25
4	Mathematics 5.1/5.2/5.3	Investigation	25
5	Agriculture	Research Task	25
6	Music	Performance Task	15
7	English	Imaginative Response with Reflection Statement	25
7	HPGE English	Imaginative Response with Reflection Statement	25
9	History	Source-Based Responses: Changing Rights and Freedoms	25
9	Photography and Digital Media	Critical and Historical Task	20
9	Child Studies	Culture Task	25
9	Visual Arts	Critical and Historical Investigations of Artworks Describing and Evaluating Artworks using the Frames and Conceptual Framework	40
10	PDHPE	Modified Games Task	10

## YEAR 10 ASSESSMENT CALENDAR 2022

### TERM 4

WEEK	SUBJECT	TASK	WEIGHT
2	Industrial Technology – Metal	Design Folio and Project 2	40
2	Music	Final Performance Task	25
2	Photography and Digital Media	Photographic and Digital Media Journal Practical Task	40
3	English	Yearly Examination	25
3	HPGE English	Yearly Examination	25
3	Mathematics 5.1/5.2/5.3	Skills Assessment	30
3	Science	Yearly Examination (stage 5)	25
3	PDHPE	Yearly Examination	30
3	Agriculture	Yearly Examination	25
3	Child Studies	Yearly Examination	25
3	History	Semester Examination	25
3	PASS	Yearly Examination	25
4	Careers	Portfolio Submission 2	25
4	PASS	Practical Assessment	25
4	Visual Arts	Final Portfolio of Frames and Conceptual Framework	30
4	Food Technology	Food Trends	40
5	Industrial Technology – Timber	Practical Folio Assessment & Project 2	40



**I acknowledge that I have received the  
2022 Year 10 Assessment Information Booklet and Assessment Schedule**

Student First and Last Name:.....

Roll Call:..... Roll Call Teacher:.....

Student Signature:.....

Date:.....

**Please also sign the roll class register once you have received the 2022 year 10 Assessment schedule.**



*- Safe, Respectful, Responsible -*