



# TAMWORTH HIGH SCHOOL

## 2023 Year 10 ASSESSMENT SCHEDULE

*Tamworth High School is an inclusive centre of innovation, creativity, and excellence.*

Tamworth High School

2023 Year 10 Assessment Schedule  
Last Updated 02 January 2023

## Why do we have an Assessment Schedule?

This Assessment Schedule is used to determine overall cohort grades in subjects. Teachers may use additional criteria to assess a student's class performance and level of outcome achievement. It also **helps you to know what tasks are going to be given to you and when they are due.**

## What happens if you don't hand a task in on time?

- You must hand in all tasks on time
- A letter will be sent to your parent or carer telling them that you have not submitted a compulsory task.
- You may be asked to do the task in a lunch detention

## What is my responsibility?

- You are expected to **perform the tasks** which are part of the Assessment Program at the set time.
- **Hand in the tasks on the date due.** Some tasks must be completed in class.
- **If absent for an in- class task, it is your responsibility to get a note from your parents/carers saying why you were away.** There must be a good reason for not completing the task on the day required. Notes must be handed to the faculty Head Teacher. If approved you may undertake the task or alternate task, or receive an estimate for the task. Appeals will be decided by the Appeals committee convened by the Year Deputy Principal.
- **If you know that you will be away in advance you are required to apply before your absence to the faculty Head Teacher in writing.** The faculty Head Teacher will make the decision. If you are not in attendance on the day the task is due it must be submitted to the classroom teacher by **10.00am on the next day.**
- You **do not** have permission to complete assessment tasks during class time. It is your responsibility to have assessment tasks completed by the due date.

### **The following work skills are required from students for every subject**

1. Is respectful and courteous.
2. Works well in group situations.
3. Works well on individual tasks.
4. Actively participates in lessons.
5. Completes all homework & assignments.
6. Has all equipment and is ready for the lesson.

## Record of School Achievement

The Record of School Achievement (RoSA) is a new credential for all students, beginning with Year 10 in 2012, to recognise school achievement before receiving their Higher School Certificate (HSC).

### A cumulative credential – recognising all your academic achievements

Instead of just showing what your results were at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC complete some Year 11 courses.

- The RoSA will show your Year 10 grades, as well as any grades for Year 11 (Preliminary) courses completed after that. If you start a course but leave school before completing it, your RoSA will show evidence of your enrolment.
- Your RoSA will also show results of any VET or Life Skills courses you complete in Year 10 and/or Year 11.

### A credential for school leavers

The RoSA will be awarded to all eligible students when they leave school.

- If you transfer from one school to another at the end of Year 10 you will not receive a formal RoSA credential at that time.
- To receive a RoSA you will need to meet your school's attendance requirements.
- You will be able to request a RoSA through your school when you talk to your teachers or principal about leaving.
- If you have completed any Life Skills courses you will receive your Life Skills Profile of Student Achievement at the same time as your RoSA.

### Fair grades for everyone

Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgement.

- Grades for all your courses in Years 10 and 11 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school.
- The RoSA credential will report on your achievements in Stage 5 courses, using A to E grades
- Teachers are very experienced already in determining grades based on your assessments. As part of introducing the RoSA, the Board will provide further support and resources to make sure grades are given fairly and consistently from school to school.

## Life Skills

Courses based on Life Skills outcomes and content satisfy the mandatory curriculum requirements for award of the RoSA.

- If you are undertaking one or more courses based on Life Skills outcomes and content you will be eligible to receive a Profile of Student Achievement which will outline the Life Skills outcomes you achieve in each course.
- From 2012, the Profile of Student Achievement will be printed and issued by the Board of Studies to students at the same time as their RoSA (or if ineligible for the RoSA, with the Transcript of Study). Students can also access a record of outcomes achieved via Students Online.
- If you want to access your Profile of Student Achievement before leaving school you will be able to download an electronic record of it from Students Online. To access Students Online you will need a PIN number and school email address.
- Life Skills outcomes will be shown on the profile as:
  - Achieved – for outcomes that have been achieved independently
  - Achieved with support – for outcomes that have been achieved with additional support.

# Contents

## Assessment Schedule

Calendar.....

### Mandatory Subjects

English .....

HSIE .....

Mathematics .....

Personal Development, Health, and Physical Education .....

Science .....

### Elective Subjects

Aboriginal Studies – Aboriginal Culture .....

Agriculture Technology – A .....

Child Studies – A .....

Commerce – Individual and Society .....

Dance Industry .....

Design and Technology – A .....

Drama – Creating .....

Elective History – Historical Studies .....

Engineering – A .....

Food Technology - A .....

Food Technology – B.....

Forensics .....

Industrial Technology Metal - A .....

Industrial Technology Timber – B .....

Music -Performance.....

PASS – General + PASS – Rugby League .....

PASS – Rugby League .....

Photography – Commercial .....

Photography – Creation .....

STEM - A .....

Visual Arts – Drawing, Painting and Printing .....

Visual Arts – Sculpture, Ceramics and Architecture.....

Work Education – Preparing for Work .....

### Mandatory Subjects

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
1					PDHPE (Practical)		Mathematics  HSIE (History)	Science	PDHPE (Theory)	PDHPE (Practical)  HSIE (History)  English	

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
2			English	HSIE (History)	Mathematics  PDHPE (Practical)  Science				PDHPE (Theory)  English	PDHPE (Practical)

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
3			Science		PDHPE (Practical)	Mathematics  HSIE (Geography)		English	English  PDHPE (Theory)  HSIE (Geography)	PDHPE (Practical)

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
4			HSIE (Geography)	Mathematics  Science	PDHPE (Practical)				PDHPE (Theory)	PDHPE (Practical)

## Elective Subjects

### Semester 1

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
1					Commerce  PASS (Practical)  Work Education	Aboriginal Studies  Metal  Timber  PASS (Practical)	PASS (Practical)	Child Studies  Drama  Food Technology A+B  PASS (Practical)	Dance  Engineering  STEM	Design and Technology  PASS (Theory)  Photo – Commercial  Visual Arts – Drawing  Visual Arts - Sculpture	

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
2		Forensics			Child Studies  Food Technology A+B  Metal  Timber  PASS (Practical)  Photo – Commercial  Visual Arts – Drawing  Visual Arts - Sculpture		Aboriginal Studies  Commerce  Work Education	Drama  Music  PASS (Practical)  STEM	Dance  Engineering	PASS (Theory)

## Elective Subjects

### Semester 2

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
3		Forensics	Design and Technology  Metal  Timber		Aboriginal Studies  PASS (Practical)	Commerce  Work Education	PASS (Practical)	Child Studies  Drama  Food Technology A+B	Dance  Engineering  STEM	Forensics  PASS (Theory)  Photo – Commercial  Visual Arts – Drawing  Visual Arts - Sculpture

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
4				Music	Child Studies  Food Technology A+B  PASS (Theory)  PASS (Practical)  Photo – Commercial  STEM  Visual Arts - Sculpture  Visual Arts - Drawing	Forensics		Design and Technology  Metal  Timber	Engineering	PASS (Practical)





# Mandatory Subjects

**OVERVIEW OF COURSE CONTENT:**

**Term 1: Representation and Text**

Students develop an understanding of the concept of representation through a study of different ways an event, person or situation has been represented (eg: the Holocaust, Shakespeare, Memory, Gandhi, the Triumph of the Human Spirit, etc). Students closely analyse different types of texts and their unique language features, forms, mediums and structures in order to develop an understanding of the variety of ways something or someone can be represented.

**Assessment: Representing and Speaking**

**Term 2: Close Study of a Text**

Students will engage in a close study of a novel and respond to it through the composition of a variety of texts (emphasis on discursive and analytical). The focus for this unit is the understanding of purpose, audience, context and values as explored by the author in the text. Through responding to texts, students also develop sophistication in their own writing and develop their style and voice.

Assessment: Reading and Analytical Writing

**Term 3: Long Live Shakespeare**

In this unit student explore the themes and values addressed in Shakespeare's plays. Through close engagement with the chosen text, students reflect on the universal themes and gain an appreciation for the relevance Shakespeare has in the modern world. This unit also has a drama focus and dramatic conventions need to be addressed.

Assessment: Discursive Writing

**Term 4: Close Study of a Literary Period or Poet**

The focus of this unit is the continued development of students' abilities to closely and actively read texts, with the view to better preparing them for Senior English They will focus on the purpose and effect of various language features and forms, and structures of texts, to then develop analytical, discursive and persuasive responses.

	Unit Title	Focus Outcomes	Assessment and mode	Assessment Total	Date Due
<b>Term I</b>	Representation and Text	EN5-1A EN5-6C	Speaking & Representing (Multimodal Presentation)	20	T1 W10
<b>Term II</b>	English Skills	EN5-2A EN5-4B	Viewing and Listening	30	T2 W3
	Close study of a Text	EN5-3B EN5-8D	Reading & Analytical Writing	30	T2 W9
<b>Term III</b>	Long Live Shakespeare!	EN5-5C EN5-7D EN5-9E	Discursive Writing	20	T3 W8
<b>Assessment Total</b>				100	

## Assessment Task Notification

<b>Course</b>	Year 10 English
<b>Task Number</b>	1 – Representation and Texts
<b>Task Weight</b>	20%
<b>Date of Notification</b>	Term 1 2023
<b>Due Date</b>	Term 1 2023

## Outcomes Assessed

A student –

EN5-1: responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN5-6: investigates the relationships between and among texts

## Task Description

1 – You are to choose two (2) texts based on the representation that you have explored in class this term and create a Pecha Kucha that answers the following question:

Which text do you think is the more effective in its representation of the topic and why?

You will have four (4) lessons in class to work with your teacher. **The rest of the task MUST be completed in your own time.**

2 – You must be ready to present your Pecha Kucha on the due date. Names will be drawn at random, so everyone must be ready to present on the first day. You must attend all lessons, in case your name is called.

As per NESA requirements, all presentations will be filmed. **NO ONE** but the teacher marking the task will see the filmed version of any presentation.

## Assessment Criteria

You will be assessed on your ability to:

- Create an effective Pecha Kucha presentation
- Meet the parameters of a Pecha Kucha
- Answer the question in detail and with supporting evidence

## Marking Guidelines –

Grade	Success Criteria	What does it mean? You:
<p><b>A</b> 17 - 20 Skilful</p>	<ul style="list-style-type: none"> <li>• Pecha Kucha presentation is highly effective and engaging:               <ul style="list-style-type: none"> <li>- Audience attention is maintained throughout</li> <li>- Voice (clarity and expression), eye-contact and stance are used skilfully throughout</li> <li>- Highly appropriate and effective images are used</li> </ul> </li> <li>• All parameters of a Pecha Kucha are met – correct number of slides, timed to 20 seconds each, speech is effective and appropriate to each slide, timing is spot on</li> <li>• Set question is skilfully answered, with highly appropriate and effective supporting evidence used from both chosen texts</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain the audience’s attention throughout the Pecha Kucha by using sustained eye contact with the audience, your voice is clear and easily heard, with no fidgeting.</li> <li>• You have chosen images that reflect your representation perfectly and match what you are talking about.</li> <li>• Have the correct number of slides timed at 20 seconds each and your speech is timed to your slides.</li> <li>• Your response is detailed with well thought out have well thought out images that are highly effective in representing your chosen texts and concept.</li> </ul>
<p><b>B</b> 13 - 16 Well-developed</p>	<ul style="list-style-type: none"> <li>• Pecha Kucha presentation is well-developed and engaging:               <ul style="list-style-type: none"> <li>- Audience attention is maintained</li> <li>- Voice (clarity and expression), eye-contact and stance are well-developed</li> <li>- Appropriate and effective images are used</li> </ul> </li> <li>• Parameters of a Pecha Kucha are met – correct number of slides, timed to 20 seconds each, speech is well-developed and appropriate to each slide</li> <li>• Set question is well answered, with appropriate and effective supporting evidence used from both chosen texts</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain the audience’s attention throughout the Pecha Kucha by using consistent eye contact, clear speech, and minimal fidgeting.</li> <li>• Your images reflect your representation and match what you are talking about.</li> <li>• Have the correct number of slides timed at 20 seconds each and your speech is timed to your slides.</li> <li>• Your response is well thought out and have chosen effective images that represent your chosen texts and concept.</li> </ul>
<p><b>C</b> 9 - 12 Sound</p>	<ul style="list-style-type: none"> <li>• Pecha Kucha presentation is sound:               <ul style="list-style-type: none"> <li>- Effort to gain and maintain audience attention is made</li> <li>- Voice (clarity and expression), eye-contact and stance are satisfactory</li> <li>- Appropriate images are used</li> </ul> </li> <li>• Some parameters of a Pecha Kucha are met</li> <li>• Set question is satisfactorily answered, some appropriate supporting evidence used from both chosen texts</li> <li>• Attempts to compare texts</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain the audience’s attention throughout most of the Pecha Kucha by using eye contact, clear speech, and minimal fidgeting.</li> <li>• Your images have a connection to your representation OR match what you are talking about.</li> <li>• Have the correct number of slides, your timing is either 20 seconds OR less per slide, your speech is mostly timed to your slides.</li> <li>• Have attempted to answer the question with images that represent your chosen texts and concept.</li> </ul>

<p><b>D</b> 5 - 8 Basic</p>	<ul style="list-style-type: none"> <li>• Pecha Kucha presentation is basic: <ul style="list-style-type: none"> <li>- Attempts to gain and maintain audience attention</li> <li>- Voice (clarity and expression), eye-contact and/or stance need work</li> <li>- Some appropriate images are used</li> </ul> </li> <li>• A couple of Pecha Kucha parameters are met</li> <li>• Attempts to set question, using a couple of pieces of evidence from one or both texts</li> <li>• Little to no comparison of texts</li> </ul>	<ul style="list-style-type: none"> <li>• Are unable to maintain audience engagement throughout the Pecha Kucha, you have limited eye contact, your speech is not clear, with a lot of fidgeting.</li> <li>• You have used images that link to your text OR link with your representation OR match what you are talking about.</li> <li>• Do not have the correct number of slides and timing OR your speech does not match the slides.</li> <li>• Have attempted to answer the question. Your images represent your chosen texts OR the concept.</li> </ul>
<p><b>E</b> 1 - 4 Elementary</p>	<ul style="list-style-type: none"> <li>• Pecha Kucha presentation is elementary: <ul style="list-style-type: none"> <li>- Little to no attempt to gain audience attention</li> <li>- Voice (clarity and expression), eye-contact and/or stance need a lot of work</li> <li>- A couple of images are used</li> </ul> </li> <li>• Pecha Kucha parameters are not met</li> <li>• Little to no attempt to answer set question</li> <li>• No comparison of texts</li> </ul>	<ul style="list-style-type: none"> <li>• Are unable to maintain audience engagement throughout the Pecha Kucha, you do not look at the audience, your speech is not clear (talking to the presentation), with a lot of fidgeting.</li> <li>• You have attempted to use images.</li> <li>• Have incorrect number of slides OR incorrect timing OR speech does not match the slides.</li> <li>• Have not answered the question. Your images do not match your chosen texts OR the concept.</li> </ul>

## Assessment Task Notification

<b>Course</b>	English – Year 10
<b>Task Number</b>	Task 2
<b>Task Weight</b>	30%
<b>Date of Notification</b>	Term 2, Week 3
<b>Due Date</b>	Term 2, Week 5

## Outcomes Assessed

A student –

EN5-2A: effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies

EN5-4B: effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

## Task Description

You are to complete, **in class**, a viewing and listening task based on an unseen text. You will view a segment of a text twice, with five (5) minutes between each viewing. In that time, you may make notes to help you answer the associated questions. After the second viewing, you may answer the questions on the paper provided.

Your responses are to be handed in at the end of the lesson.

**This task is to be completed under exam conditions:**

- **Working in silence**
- **Completing own work**
- **Raising hand to ask for help**
- **Staying silent or reading something quietly if you finish early and others are still working**

## Assessment Criteria

You will be assessed on your ability to:

- Answer the questions clearly, accurately and in detail
- Use appropriate textual evidence to support your responses

## Assessment Task Notification

<b>Course</b>	Year 10 English
<b>Task Number</b>	Task 3 – Close Study of Novel
<b>Task Weight</b>	30%
<b>Date of Notification</b>	Term 2 2023
<b>Due Date</b>	Term 2 2023

## Outcomes Assessed

A student –

EN5-3B: selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning

EN5-8D: questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

## Task Description

### Part A: Reading (18 marks)

You are to complete a reading assessment in class. You will be given one (1) lesson in class to complete this task. You will read one short text and then answer the associated questions. You are expected to answer all questions. Marks allocated for each question will be clearly shown next to each question. You must hand in your responses at the end of the lesson.

### Part B: Analytical Writing (15 marks)

You are to compose an analytical response to the provided question or statement.

In your response, make detailed reference to the text.

If you *choose* to type your response, you must use Times Roman OR Arial size 12 font. Handwritten pieces are acceptable. Your response must be between 800-1000 words in length (+/- 10%)

You will have **THREE** lessons to work on your response. If required, all other work must be completed in your own time.

**Plagiarism, in any form, cannot be tolerated.**

## Assessment Criteria

You will be assessed on your ability to:

### Part A:

- Answer the questions clearly, accurately and in detail
- Use appropriate textual evidence to support your responses

### Part B:

- Answer the question, with detailed reference to language techniques and appropriate supporting textual evidence
- Explain and evaluate the effect of techniques and how they influence meaning
- Organise, develop and express ideas using language appropriate to audience, purpose and context

Grade	Success Criteria	What does it mean? You:
<b>A</b> 13 – 15 Skilful	<ul style="list-style-type: none"> <li>▪ Answers the question in a sophisticated way</li> <li>▪ Skilfully analyses techniques and structures of texts</li> <li>▪ Skilfully explains and evaluates the effect of techniques and how they influence meaning</li> <li>▪ Organises, develops and expresses sophisticated ideas using language highly appropriate to audience, purpose and context</li> </ul>	<ul style="list-style-type: none"> <li>▪ You answer the question clearly, in detail and depth, using excellent quotes/examples</li> <li>▪ You examine, in detail, highly relevant techniques (used across the whole text) and the structure of the text, integrating key information on context, to skilfully interpret the purpose of each technique</li> <li>▪ You make a clear personal judgement on the effectiveness of the techniques</li> <li>▪ You write very well, using key terms, concepts and metalanguage. The structure of your response is tight and well-integrated</li> </ul>
<b>B</b> 10 – 12 Well-developed	<ul style="list-style-type: none"> <li>▪ Answers the question in a well-developed way</li> <li>▪ Analyses techniques and structures of texts in a well-developed way</li> <li>▪ Explains and evaluates, in a well-developed way, the effect of techniques and how they influence meaning</li> <li>▪ Organises, develops and expresses well-developed ideas using language appropriate to audience, purpose and context</li> </ul>	<ul style="list-style-type: none"> <li>▪ You answer the question clearly, in some detail and depth, using good quotes/examples</li> <li>▪ You examine, in some detail, relevant techniques (across the whole text) and the structure of the text, drawing in appropriate information on context, to interpret the purpose of each technique in the text in a well-developed way</li> <li>▪ You make a personal judgement on the effectiveness of some techniques</li> <li>▪ You write well, using some key terms, concepts and metalanguage. The structure of your response is tight</li> </ul>
<b>C</b> 7 – 9 Sound	<ul style="list-style-type: none"> <li>▪ Answers the question soundly</li> <li>▪ Analyses language techniques and structures of texts</li> <li>▪ Soundly explains the effect of techniques and/or how they influence meaning</li> <li>▪ Organises, develops and expresses ideas using some language appropriate to audience, purpose and context</li> </ul>	<ul style="list-style-type: none"> <li>▪ You answer the question, using quotes/examples from the text</li> <li>▪ You examine relevant techniques and/or the structure of the text, drawing in some appropriate information on context</li> <li>▪ You explain the effectiveness of some techniques used</li> <li>▪ You write reasonably well, using some terms, concepts and/or metalanguage. The structure of your response is logical, but needs to be tighter</li> </ul>
<b>D</b> 4 – 6 Basic	<ul style="list-style-type: none"> <li>▪ Answers the question in a basic way</li> <li>▪ Explains some language techniques and structures of texts</li> <li>▪ Attempts to explain the effect of techniques and/or how they influence meaning</li> <li>▪ Organises and expresses ideas using basic language and structure</li> </ul>	<ul style="list-style-type: none"> <li>▪ You answer the question, using some quotes/examples from the text</li> <li>▪ You describe some techniques and/or the structure of the text</li> <li>▪ You describe the effectiveness of some techniques used</li> <li>▪ Your writing lacks some structure and there are some issues with spelling, grammar and/or punctuation. You use some of key terms or concepts or metalanguage. The structure of your response needs work</li> </ul>
<b>E</b> 1 – 3 Elementary	<ul style="list-style-type: none"> <li>▪ Attempts to answer the question</li> <li>▪ Describes a couple of language techniques and/or structures of texts</li> <li>▪ Attempts to describe the effect of techniques and/or how they influence meaning</li> <li>▪ Attempts to organise and express some ideas</li> </ul>	<ul style="list-style-type: none"> <li>▪ You attempt to answer the question</li> <li>▪ You identify one or two techniques and/or the structure of the text</li> <li>▪ Your writing lacks structure and there are issues with spelling, grammar and/or punctuation. You use a couple of terms or concepts or metalanguage. The structure of your response needs a lot of work</li> </ul>



## Assessment Task Notification

<b>Course</b>	Year 10 English
<b>Task Number</b>	4 – Long Live Shakespeare (Discursive Writing)
<b>Task Weight</b>	20%
<b>Date of Notification</b>	Term 3 2023
<b>Due Date</b>	Term 3 2023

## Outcomes Assessed

A student –

EN5-5C: Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts.

EN5-7D: Understands and evaluates the diverse ways texts can represent personal and public works.

EN5-9E: Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.

## Task Description

### Discursive Writing

You are to write a discursive response to a statement or question provided with careful reference to your set text.

If you *choose* to type your response, you must use Times Roman OR Arial size 12 font. Hand written pieces are acceptable. Your response must be between 600-800 words in length (+/- 10%)

You will have **THREE** lessons to work on your response. If required, all other work must be completed in your own time.

- **Plagiarism, in any form, cannot be tolerated.**

## Assessment Criteria

You will be assessed on your ability to:

- Respond to the statement, with detailed use of language techniques and appropriate supporting evidence.
- Explains and evaluates the question.
- Organise, develop, and express ideas using language appropriate to audience, purpose, and context.

## Marking Guidelines - Part A: Discursive Writing

Grade	Success Criteria	What does it mean? You:
<b>A</b> 17 - 20 Skilful	<ul style="list-style-type: none"> <li>▪ Composes a highly engaging and sustained discursive piece of writing that skilfully answers the question.</li> <li>▪ Crafts language skilfully to examine the relevance of Shakespeare in today's society.</li> <li>▪ Demonstrates skilful control of language and structure appropriate to audience, purpose and context.</li> </ul>	<ul style="list-style-type: none"> <li>▪ You respond to the question with a detailed and focused response using relevant quotes/examples from your set text.</li> <li>▪ You examine in detail, using highly relevant evidence with relevance to the question.</li> <li>▪ Your response flows easily, using clear punctuation, grammar, and sentence/paragraph structure.</li> </ul>
<b>B</b> 12 - 16 Well-developed	<ul style="list-style-type: none"> <li>▪ Composes an engaging piece of writing that effectively answers the question.</li> <li>▪ Crafts language effectively to examine the relevance of Shakespeare in today's society.</li> <li>▪ Demonstrates effective control of language and structure appropriate to audience, purpose, and context.</li> </ul>	<ul style="list-style-type: none"> <li>▪ You respond to the question with a detailed response using relevant quotes/examples from your set text.</li> <li>▪ You examine in some detail, using relevant evidence with relevance to the question.</li> <li>▪ Your response flows, using clear punctuation, grammar, and sentence/paragraph structure.</li> </ul>
<b>C</b> 8 - 11 Sound	<ul style="list-style-type: none"> <li>▪ Composes a piece of writing that soundly answers the question.</li> <li>▪ Crafts language soundly to convey an idea about Shakespeare's relevance to today's society.</li> <li>▪ Demonstrates sound control of language and structure appropriate to audience, purpose, and context.</li> </ul>	<ul style="list-style-type: none"> <li>▪ You respond to the question with some detail. You attempt to use quotes or examples from your set text.</li> <li>▪ You describe using some evidence relevant to the question.</li> <li>▪ Your response is structure with minimal flow. Some errors in punctuation, grammar, and sentence/paragraph structure.</li> </ul>
<b>D</b> 4 - 7 Basic	<ul style="list-style-type: none"> <li>▪ Composes a response linked to the question.</li> <li>▪ Attempts to craft language to convey an idea about Shakespeare's relevance to today's society.</li> <li>▪ Demonstrates variable control of language.</li> </ul>	<ul style="list-style-type: none"> <li>▪ You have attempted to create a response to the question.</li> <li>▪ You attempted to structure your response correct to form. Errors in punctuation, grammar, and sentence/paragraph structure.</li> </ul>
<b>E</b> 1 – 3 Elementary	<ul style="list-style-type: none"> <li>▪ Attempts to write a response.</li> <li>▪ Attempts to explain Shakespeare's relevance in today's society.</li> <li>▪ Demonstrates limited control of language.</li> </ul>	<ul style="list-style-type: none"> <li>▪ You attempted to write a response.</li> <li>▪ You used basic language. A lot of errors in punctuation, grammar, and sentence/paragraph structure.</li> </ul>

## Human Society and Its Environment Year 10 - 2023

### OVERVIEW OF COURSE CONTENT:

Students learn to apply the skills of investigating history, including analysing sources and evidence and sequencing major historical events to show an understanding of historical concepts including change and continuity, causation, contestability and significance. Students develop research and communication skills, and examine different perspectives to develop an empathetic understanding of a wide variety of viewpoints. Students also learn to construct logical historical arguments supported by relevant evidence and to communicate effectively about the past for different audiences and different purposes. During Semester One Year 10 students learn of significant developments in the making of the modern world and Australia. Mandatory studies include, Rights and Freedoms of Aboriginal and Torres Strait Islander Peoples, Popular Culture 1945-Present and The Holocaust.

Students learn how to undertake geographical inquiry and fieldwork to build and extend knowledge and understanding about people, places and environments. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students learn to apply geographical concepts including place, space, environment, interconnection, scale, sustainability and change to identify questions and guide their investigations. The study of Geography also provides opportunities for students to learn to use a wide range of geographical tools including maps, fieldwork, graphs and statistics, spatial technologies and visual representations. During Semester Two Year 10 explore areas surrounding Environmental Change and Management and Human Wellbeing.

HISTORY				
DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	7	Research	HT5-2, HT5-3, HT5-6, HT5-8, HT5-9, HT5-10	35%
1	10	Source Test	HT5-1, HT5-4, HT5-7, HT5-9, HT5-10	35%
2	4	In Class Exam	HT5-1, HT5-2 HT5-3, HT5-5, HT5-6, HT5-7, HT5-8, HT5-10	30%

GEOGRAPHY				
DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	6	Research	GE5-1, GE5-6, GE5-7, GE5-8	35%
3	9	Fieldwork	GE5-1, GE5-2, GE5-5, GE5-7, GE5-8	35%
4	3	In Class Exam	GE5-2, GE5-6, GE5-8	30%

## Assessment Task Notification

<b>Course</b>	History Changing Rights and Freedoms
<b>Task Number</b>	1
<b>Task Weight</b>	35%
<b>Date of Notification</b>	Term 1, Week 5
<b>Due Date</b>	Term 1, Week 7

## Outcomes Assessed

A student –

HT5-1: Explains and assesses the historical forces and factors that shaped the modern world and Australia.

HT5-3: Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia.

HT5-4: Explains and analyses the causes and effects of events and developments in the modern world and Australia.

HT5-6: Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia.

HT5-8: Selects and analyses a range of historical sources to locate information relevant to an historical inquiry.

HT5-9: Applies a range of relevant historical terms and concepts when communicating an understanding of the past.

HT5-10: Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

## Task Description

Each student will be expected to attempt and complete the TWO (2) parts to this assessment. You will be given 2 periods in class to complete this assessment task. Your Teacher will allocate the 2 periods, please make sure you are in class for optimal support. (Please note, you will be expected to complete this assessment in your own time as well.)

Part A: Source analysis (15marks)

Part B: Extended Writing (presented as an essay), you will need to complete research to develop an extended response to question provided (20 marks)

### Part A:

Refer to the following sources and complete the questions. Answers must be submitted typed or handwritten in full sentences:

Source 1: Protest outside Moree Spa Baths

When we got down to the pool I said, 'I want a ticket for myself and these ten Aboriginal kids behind me. Here's the money. 'Sorry, darkies not allowed in,' replied the baths manager ...We decided to block up the gate: 'Nobody gets through unless we get through with all the Aboriginal kids!' And the crowd came ... The mayor ordered the police to have us removed from the gate entrance. They took hold of my arm and the struggle started. There was a lot of pushing and shoving and spitting. Rotten tomatoes, fruit and eggs began to fly, then the stones were coming over and bottles too. It was very hot and nobody was able to get in for a swim. They just could not get past us at all. The mayor again

ordered the police to remove us. As soon as they got one student or Aborigine off the rails, another one would take his place ...The police then said, 'Right, we'll let them in.' They let the kids in for a swim and we went in with them. We had broken the ban! Everybody came in! We saw the kids into the pool first and we had a swim with them. The Aboriginal kids had broken the ban for the first time

in the history of Moree ...Before we left we said to the Aborigines, 'If you are banned again, we'll be back.' We also told that to the mayor and the police.

Perkins, C. A Bastard Like Me, Ure Smith, Sydney, 1975, pg. 88-91

Source 2: Extract from a Freedom Riders Diary

Angry discussion broke out everywhere. I have never met such hostile, hate-filled people. The hostility seemed to be directed at us as university student intruders rather than to the aborigines. The aboriginal children told us that they had been called "scabby black -----niggers". One child had been knocked down. The poor kids were very frightened.

Curthoys, A. Diary entries from 1965

<http://www.aiatsis.gov.au/collections/exhibitions/freedomride/transcripts.htm> (accessed 4 June 2014)

#### Questions:

1. In source 1, Charles Perkins says "We had broken the ban". Identify how was this achieved? (2 marks)
2. From source 1: "If you are banned again we'll be back". Identify why might Charles Perkins have been concerned that the ban would be re-instated. (2 marks)
3. Using sources 1 and 2: What do you learn about the attitudes of many Moree residents to Aboriginal people during that time? You must refer explicitly to the sources in your answer. (4 marks)
4. Using your own knowledge and research (sources) answer the following question: What did Charles Perkins succeed in achieving from the Freedom Rides? (7 marks)

#### Part B.

Choose one of the following individuals:

- Nelson Mandela (South Africa)
- Rosa Parks (USA)
- Martin Luther King Jnr (USA)

Assess the impact of a civil rights activist on their role in achieving change in their own country.

In your answer you must assess:

- Why Civil rights movement was needed & what its aim was (specific to the country of your person of choice)
- What the person chosen's role was in the Civil Rights movement (specific to the country of your person of choice).
- What they achieved / what was their impact? (Specific to the country of your person of choice).

You must also include a bibliography in APA style.

You will be provided with a scaffold to support you writing the essay, however, if you only hand in the scaffold for part B, you will be restricting your marks to no higher than a C.

## Assessment Criteria

You will be assessed on how well you:

- Develop a structured response to the provided question
- Understand the significance of historical primary sources and integrate source information into your response

- Use your own knowledge of significant historical events in your response
- Assess the impact of civil rights activism and its impact of Indigenous Australians and other minority/ Indigenous groups around the world.

Question 1:

<input type="checkbox"/> Referred to source <input type="checkbox"/> Identified how the ban was lifted <input type="checkbox"/> Presents a logical and cohesive response, using appropriate language and grammatical features	2
<input type="checkbox"/> Identified how the ban was lifted	1
<input type="checkbox"/> No attempt	0

Question 2:

<input type="checkbox"/> Referred to source <input type="checkbox"/> Identified why he may be concerned <input type="checkbox"/> Presents a logical and cohesive response, using appropriate language and grammatical features	2
<input type="checkbox"/> Identified why he may be concerned	1
<input type="checkbox"/> No attempt	0

Question 3:

<input type="checkbox"/> Explicitly refers to both sources <input type="checkbox"/> Identified attitude of Moree resident at that time <input type="checkbox"/> Presents a logical and cohesive response, using appropriate language and grammatical features	3-4
<input type="checkbox"/> May only refer to one source <input type="checkbox"/> Identified attitude of Moree resident at that time	1-2
<input type="checkbox"/> No attempt	0

Question 4:

<input type="checkbox"/> Addresses what Charles Perkins achieved (or contributed to beginning) because of the Freedom Rides <input type="checkbox"/> Uses at least two sources <input type="checkbox"/> Communicates ideas and information using historical terms and concepts <input type="checkbox"/> Response is logical and cohesive, using appropriate language and grammatical features	6-7
<input type="checkbox"/> Identifies what the Freedom rides or Charles Perkins achieved <input type="checkbox"/> Refers to at least one source <input type="checkbox"/> Communicates some ideas and information <input type="checkbox"/> Attempted to write a logical and cohesive response	4-5
<input type="checkbox"/> Lists achievements <input type="checkbox"/> May refer to a source	1-3
<input type="checkbox"/> No attempt	0

Part B – Essay	Mark
<ul style="list-style-type: none"> <li>● Extensively assesses why Civil rights movement was needed &amp; what its aim was (specific to the country of your person of choice).</li> <li>● Extensively explains what the person chosen’s role was in the Civil Rights movement (specific to the country of your person of choice).</li> <li>● Extensively assesses what they achieved / what was their impact? (Specific to the country of your person of choice).</li> <li>● Integrates at least three sources</li> <li>● Communicates ideas and information using appropriate historical terms and concepts</li> <li>● Presents a sustained, logical and cohesive response, using appropriate language and grammatical features</li> <li>● Bibliography using APA style</li> </ul>	A (Extensive)  16-20
<ul style="list-style-type: none"> <li>● Thoroughly assesses why Civil rights movement was needed &amp; what its aim was (specific to the country of your person of choice).</li> <li>● Thoroughly explains what the person chosen’s role was in the Civil Rights movement (specific to the country of your person of choice).</li> <li>● Thoroughly assesses what they achieved / what was their impact? (Specific to the country of your person of choice).</li> <li>● Uses at least two sources</li> <li>● Communicates ideas and information using historical terms and concepts</li> <li>● Response is logical and cohesive, using appropriate language and grammatical features</li> <li>● Bibliography using APA style</li> </ul>	B (Thoroughly ) 11-15
<ul style="list-style-type: none"> <li>● Assesses in some detail why Civil rights movement was needed &amp; what its aim</li> </ul>	C



<p>was (specific to the country of your person of choice).</p> <ul style="list-style-type: none"> <li>● Explains in some detail what the person chosen's role was in the Civil Rights movement (specific to the country of your person of choice).</li> <li>● Assesses in some detail what they achieved / what was their impact? (Specific to the country of your person of choice).</li> <li>● Uses the two sources</li> <li>● Communicates ideas and information using some historical terms and concepts</li> <li>● Response is logical and cohesive, using appropriate language and grammatical features</li> <li>● Bibliography</li> <li>● Submits a completed scaffold which teacher provided and not in a completed essay</li> </ul>	<p>(Sound) 8-11</p>
<ul style="list-style-type: none"> <li>● Provides a limited explanation of why it was needed &amp; what its aim was (specific to the country of your person of choice).</li> <li>● Provides a limited explanation of what the person chosen's role was in the Civil Rights movement (specific to the country of your person of choice).</li> <li>● Provides a limited explanation of what they achieved / what was their impact?</li> <li>● May refer to sources</li> <li>● Uses some historical terms and concepts</li> <li>● Response is logical but may be brief, using limited language and grammatical features</li> <li>● Submits an incomplete scaffold</li> </ul>	<p>D (Basic) 4-8</p>
<ul style="list-style-type: none"> <li>● Presents a limited response on the impact of civil rights activism in achieving change</li> <li>● Provides limited historical information</li> <li>● No reference to sources</li> <li>● Limited work completed on scaffold</li> </ul>	<p>E (Limited) 1-4</p>

## Assessment Task Notification

<b>Course</b>	History Popular Culture
<b>Task Number</b>	2
<b>Task Weight</b>	35%
<b>Date of Notification</b>	Term 1, Week 8
<b>Due Date</b>	Term 1, Week 10

## Outcomes Assessed

A student –

HT5-2: Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

HT5-4: Explains and analyses the causes and effects of events and developments in the modern world and Australia.

HT5-5: Identifies and evaluates the usefulness of sources in the historical inquiry process

HT5-6: Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia.

HT5-9: Applies a range of relevant historical terms and concepts when communicating and understanding of the past

## Task Description

You are to complete a source-based exam that will cover the content you have learnt in the topic: 'The Globalising World - Popular Culture 1945-present'.

The test will be made up of:

- source based short answer questions
- extended response question

You will have:

- 50 minutes to complete this task. You are expected to be quiet during the whole assessment.
- please attempt all questions
- ensure you have all the correct equipment in order to complete the task
- all questions are to be completed in the booklet

## Assessment Criteria

You will be assessed on your ability to:

- analyse a variety of historical sources
- explain and recount historical facts about Popular Culture in the 1950s and 60s around the world and in Australia
- use of historical evidence to support extended response questions

## Assessment Task Notification

<b>Course</b>	HSIE
<b>Task Number</b>	3
<b>Task Weight</b>	30%
<b>Date of Notification</b>	Term 2, Week 2
<b>Due Date</b>	Term 2, Week 4

### Outcomes Assessed

A student –

HT5-1: Explains and assesses the historical forces and factors that shaped the modern world and Australia

HT5-4: Explains and analyses the causes and effects of events and developments in the modern world and Australia

HT5-9: Applies a range of relevant historical terms and concepts when communicating an understanding of the past

### Task Description

You will complete an online test in class, on Rights and Freedoms, Pop Culture and the Holocaust. The questions will be multiple choice and short answer responses.

You will have one lesson to complete this task on the following date:

### Assessment Criteria

You will be assessed on your ability to:

- use historical terms appropriately
- use sources to gather information about the Boxer Rebellion
- use historically accurate information
- present logical, coherent and well-structured answers to the questions

## Assessment Task Notification

<b>Course</b>	Geography – Environmental Change and Management
<b>Task Number</b>	1
<b>Task Weight</b>	35%
<b>Date of Notification</b>	Term 3, Week 4
<b>Due Date</b>	Term 3, Week 6

## Outcomes Assessed

A student –

GE5-1 explains the diverse features and characteristics of a range of places and environments

GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing

GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

GE5-8 communicates geographical information to a range of audiences using a variety of strategies

## Task Description

***Investigate the cause, extent and consequences of an international wetland that has undergone change over a period of time.***

Some suggestions include:

- Mekong River, Cambodia
- Loktak Lake, India
- The Florida Everglades, USA
- Okavango Delta, Botswana
- Hunter Wetlands, Newcastle, Australia
- Sydney Park Wetlands, Australia

**To successfully complete this task and address the investigation, you are expected to:**

1. Construct a site using Google sites (new)
2. Address the following questions:
  - Where is the wetland area? Include a map
  - What has caused it to change, both human and physical?
  - To what extent has it changed and how?
  - What are the short- and long-term consequences of these changes to the wetland?
  - How could/do individuals achieve environmental sustainability for the wetland investigated?
  - Compare your chosen wetland to another wetland in the list above. How does the treatment of that wetland compare to yours in relation to sustainability options?

**Note:** You **MUST** reference at least **TWO** sources in your response

## Assessment Criteria

See Attached

Marking Criteria	Marks
<ul style="list-style-type: none"> <li>● Uses Geographical terms &amp; concepts extensively.</li> <li>● Extensively explains what the chosen wetland is and provides a detailed map.</li> <li>● Extensively explains to what extent it has changed and how.</li> <li>● Extensively explains what has caused the wetland to change, both human and physical.</li> <li>● Extensively explains the long- and short-term consequences of the changes to the wetland.</li> <li>● Extensively explains how individuals can achieve environmental sustainability</li> <li>● Extensively compares the environmental sustainability of their chosen wetland with another wetland.</li> <li>● Uses at least two sources in their response</li> <li>● Little evidence of spelling and grammatical errors</li> </ul>	28-35
<ul style="list-style-type: none"> <li>● Uses Geographical terms &amp; concepts thoroughly.</li> <li>● Thoroughly explains what the chosen wetland is and provides a detailed map.</li> <li>● Thoroughly explains to what extent it has changed and how.</li> <li>● Thoroughly explains what has caused the wetland to change, both human and physical.</li> <li>● Thoroughly explains the long- and short-term consequences of the changes to the wetland.</li> <li>● Thoroughly explains how individuals can achieve environmental sustainability</li> <li>● Thoroughly compares the environmental sustainability of their chosen wetland with another wetland.</li> <li>● Uses at least two sources in their response</li> <li>● Little evidence of spelling and grammatical errors</li> </ul>	21-28
<ul style="list-style-type: none"> <li>● Uses a range of Geographical terms &amp; concepts.</li> <li>● Explains in some detail what the chosen wetland is and provides a detailed map.</li> <li>● Explains in some detail to what extent it has changed and how.</li> <li>● Explains in some detail what has caused the wetland to change, both human and physical.</li> <li>● Explains in some detail the long- and short-term consequences of the changes to the wetland.</li> <li>● Explains in some detail how individuals can achieve environmental sustainability</li> <li>● Explains in some detail the environmental sustainability of their chosen wetland with another wetland.</li> <li>● Uses at least one source in their response</li> <li>● Some evidence of spelling and grammatical errors</li> </ul>	14-21
<ul style="list-style-type: none"> <li>● Uses a limited number of Geographical terms &amp; concepts.</li> <li>● Provides a limited explanation of what the chosen wetland is and provides a detailed map.</li> <li>● Provides a limited explanation of what extent it has changed and how.</li> <li>● Provides a limited explanation of explains what has caused the wetland to change, both human and physical.</li> <li>● Provides a limited explanation of the long- and short-term consequences of the changes to the wetland.</li> <li>● Provides a limited explanation of how individuals can achieve environmental sustainability</li> <li>● Provides a limited comparison of the environmental sustainability of their chosen wetland with another wetland.</li> <li>● Presents a limited response containing a few features of the topic.</li> <li>● Less than one source used in response</li> <li>● Evidence of spelling and grammatical errors</li> </ul>	7-14
<ul style="list-style-type: none"> <li>● Uses ONE or TWO examples of appropriate terms &amp; concepts.</li> <li>● Explains ONE or TWO pieces of information on the chosen wetland</li> <li>● Explains ONE or TWO pieces of information on what has caused the wetland to change</li> <li>● Explains ONE or TWO pieces of information on what extent it has changed and how</li> <li>● Explains ONE or TWO pieces of information on the long- and short-term consequences of the changes to the wetland</li> <li>● Explains ONE or TWO pieces of information on how individuals can achieve environmental sustainability</li> <li>● Presents a limited outline of the comparison between two wetlands</li> <li>● Uses none to limited sources</li> <li>● Numerous spelling and grammatical errors.</li> </ul>	1-7

## Assessment Task Notification

<b>Course</b>	GEOGRAPHY – Environmental Change and Management
<b>Task Number</b>	2
<b>Task Weight</b>	35%
<b>Date of Notification</b>	Term 3, Week7
<b>Due Date</b>	Term 3, Week 9

### Outcomes Assessed

A student –

GE5-1 explains the diverse features and characteristics of a range of places and environments

GE5-2 explains processes and influences that form and transform places and environments

GE5-5 assesses management strategies for places and environments for their sustainability

GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

GE5-8 communicates geographical information to a range of audiences using a variety of strategies

### Task Description

#### **Fieldwork**

Students will be participating in a fieldwork excursion. During this excursion students will be conducting research on the surrounding environment and drawing conclusions using their findings. **This is a compulsory component of the Stage 5 Geography Syllabus.**

Students will be provided with a workbook/worksheets to complete a geographical survey of a chosen area. Students will need to bring pens, pencils, ruler and eraser with them on the day. Clip boards and other resources will be provided to assist students complete the task. Workbook/worksheets will be collected at the end of the fieldtrip.

### Assessment Criteria

You will be assessed on your ability to:

- Use geographical tools/skills to complete a geographical survey of a chosen area
- Assess management strategies for chosen area
- Explain processes that transform a chosen area
- Communicate geographical information gathered

## Assessment Task Notification

<b>Course</b>	GEOGRAPHY
<b>Task Number</b>	3
<b>Task Weight</b>	30%
<b>Date of Notification</b>	Term 4, Week 3
<b>Due Date</b>	Term 4, Week 5

## Outcomes Assessed

A student –

GE5-1 explains the diverse features and characteristics of a range of places and environments

GE5-2 explains processes and influences that form and transform places and environments

GE5-3 analyses the effect of interactions and connections between people, places and environments

GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing

## Task Description

You will complete an online test in class, on Environmental Change and Management and Human Wellbeing. The questions will be multiple choice and short answer responses.

You will have one lesson to complete this task on the following date:

## Assessment Criteria

You will be assessed on your ability to:

- Complete all the questions
- Use sources of information to make informed decisions
- Use geographical terminology

## Maths Year 10 - 2023

### OVERVIEW OF COURSE CONTENT:

In Term 1 students will be studying Financial Mathematics and Algebraic Expressions and Indices.

In Term 2

5.3 students will be studying Trigonometry, Non-linear Relationships, Functions & Their Graphs and Probability.

5.1/5.2 students will be studying Trigonometry, Linear Relationships and Probability.

In Term 3 students will be studying Measurement and Single Variable and Bivariate Statistics (with an emphasis on Bivariate Statistics).

In Term 4,

5.3 students will be studying Equations, Formulae and Inequalities, Surds, Logarithms and Polynomials.

5.1/5.2 students will be studying Equations, Formulae and Inequalities, Quadratic Expressions and Equations and Non-linear Relationships and Properties of Geometrical Figures.

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK	(No. and or Title)		
1	7	Assignment Financial Mathematics	MA5.1-4NA, MA5.2-4NA, MA5.3-2WM	25%
2	5	In class test Trigonometry	MA5.1-10MG, MA5.2- 13MG, MA5.3-15MG	25%
3	6	Assignment Measurement	MA5.1-1WM, MA5.1-2WM, MA5.1-8MG, MA5.2-1WM, MA5.2-2WM, MA5.2-11MG, MA5.2-12MG, MA5.3-1WM, MA5.3-2WM, MA5.3-13MG, MA5.3-14MG	25%
4	4	In class test Equations, Formulae & Inequalities	MA4-10NA, MA5.2-8NA, MA5.3-7NA	25%



## Assessment Task Notification

<b>Course</b>	Year 10 Mathematics
<b>Task Number</b>	One – Financial Mathematics
<b>Task Weight</b>	25%
<b>Date of Notification</b>	Week 2, Term 1 2023
<b>Due Date</b>	Week 7, Term 1 2023

### Outcomes Assessed

A student –

MA5.1-4NA Solves financial problems involving earning, spending and investing money

MA5.2-4NA Solves financial problems involving compound interest

MA5.3-2WM Generalises mathematics ideas and techniques to analyse and solve problems efficiently

### Task Description

#### ***Take home Assignment***

#### *Financial Mathematics*

*This assignment is grade based, against the NESAs Mathematics grades.*

*The grades are A10, A9, B8, B7, C6, C5, D4, D3, E2*

*On the top of each page of the assignment you will find the grade descriptor for that page.*

- Students will complete a take-home assignment on the provided booklet.
- Students are to write using black pen, diagrams should be completed using a ruler and pencil, then traced with the black pen.
- In extended response questions show relevant mathematical reasoning and/or calculations. When sketching show all relevant key pieces of information
- Board-approved scientific calculators may be used.

### Assessment Criteria

You will be assessed on your ability to:

**A10**

Generalises mathematical ideas and techniques and selects and uses efficient strategies consistently and accurately to solve unfamiliar multi-step problems. Synthesises mathematical techniques, results and ideas across the course. Compares and contrasts applying simple and/or compound interest over various time periods using generalised expressions.

**A9**

Generalises mathematical ideas and techniques and selects and uses efficient strategies to solve unfamiliar multi-step problems. Solves problems for  $r$  and  $n$  using the compound interest formula.

**B8**

Selects and uses efficient strategies to solve familiar and some unfamiliar multi-step problems in financial mathematics, using the compound interest formula for various compounding periods.

Compares and contrasts applying simple and/or compound interest over various time periods using numerical expressions.

B7

Systematically applies appropriate strategies to solve familiar multi-step problems, including tax tables. Applies the compound interest formula to solve financial mathematics problems, including those involving depreciation

C6

Applies appropriate strategies to solve familiar multi-step problems involving holiday loading. Solves for  $P$ ,  $r$ ,  $n$  in simple interest formula and begins to apply compound interest formula for some other compounding periods

C5

Applies appropriate strategies, often with the assistance of given diagrams and formulae, to solve simple familiar problems involving commission and overtime. Uses the compound interest and depreciation formulas to solve word problems (compounded annually only).

D4

Selects and uses appropriate standard strategies to solve simple familiar problems. May use the given compound interest and depreciation formulas to solve simple problems.

D3

Solves simple financial mathematics problems involving earning money and spending money, and, given the formula, calculates simple interest

E2

Solves simple financial mathematics problems involving earning money

Tamworth High School

**2023**

Year 10  
MATHEMATICS

Assessment Task 1

Financial Mathematics  
Assignment  
25%



Student Name:

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Teacher Name:

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**SHOW WORKING OUT**

**Outcomes:**

MA5.1-4NA Solves financial problems involving earning, spending and investing money

MA5.2-4NA Solves financial problems involving compound interest

MA5.3-2WM Generalises mathematics ideas and techniques to analyse and solve problems efficiently

**Issue date:**

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**Due date:**

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	Marks received	Out of a possible
Page number 2		<b>9</b>
Page number 3		<b>7</b>
Page number 4		<b>5</b>
Page number 5		<b>9</b>
Page number 6		<b>8</b>
Page number 7		<b>7</b>
Page number 8		<b>6</b>
Page number 9		<b>11</b>
Page number 10		<b>10</b>
<b>Total marks received</b>		<b>72</b>

*Solves simple financial mathematics problems involving earning money*

	<b>Marks</b>
1. Select a career / position / job that you might like to do after school, note your choice below.	<b>1</b>
<hr/>	
2. Use the website <a href="https://au.talent.com/salary">https://au.talent.com/salary</a> to search the average <u>annual salary</u> for your choice in question 1. Note the salary below.	<b>1</b>
<hr/>	
3. <u>Calculate</u> the weekly gross pay for the salary in question 2, show your calculations.	<b>1</b>
<hr/>	
4. Use this <a href="#">link</a> to the <a href="#">Weekly Tax Table</a> , using the “with tax-free threshold” column:	<b>1</b>
a) Note how much <u>tax</u> should be withheld from your pay each week.	
b) <u>Using your answer from 4a calculate how much tax you will pay each year</u>	<b>1</b>
<hr/>	
5. <u>Calculate</u> your weekly <u>net</u> pay, show your calculations.	<b>1</b>
<hr/>	
6. Your friend Amy has just started a new job and is confused about what time-and-a-half is on her payslip. Explain how time-and-a-half is calculated and give two (2) possibilities for how she may have earned it.	<b>3</b>
<hr/>	

Page total

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*Solves simple financial mathematics problems involving earning money and spending money, and, given the formula, calculates simple interest*

- |   | <b>Marks</b> |
|---|--------------|
| <p><b>7.</b> Thinking of the job that you wrote for Q1 and using a google search and/or this link <a href="https://www.ato.gov.au/Individuals/Income-and-deductions/Occupation-and-industry-specific-guides/">https://www.ato.gov.au/Individuals/Income-and-deductions/Occupation-and-industry-specific-guides/</a><br/>State three (3) things you can claim as a tax deduction each year. Also note the estimated cost of each deduction.</p> <hr/> <hr/> <hr/>                        | <b>3</b>     |
| <p><b>8.</b> Your employer has asked you to purchase a small \$20 item for work, when you give your employer the receipt and ask for the money back, their response is “you can just claim it back on tax”. If you are too tired to argue that day, will you receive the full \$20 back at tax time? Using one sentence explain your answer.</p> <hr/> <hr/> <hr/>  | <b>1</b>     |
| <p><b>9.</b> A distant relative asks you to help with their lawn mowing business one weekend. They offer to pay you \$20 per lawn that you mow.<br/>What type of income is this <u>and</u> how much will you earn if you mow 4 lawns?</p> <hr/> <hr/>   | <b>2</b>     |
| <p><b>10.</b> The same relative now has a great financial proposition for you. They suggest you invest all your mowing earnings (from question 9) in their new business venture – “The chicken whisperer”. They will repay back the money after 3 weeks (21 days), with a <u>simple interest</u> rate of 4% per day.<br/>Calculate the <u>interest</u> you will earn if you accept their offer.<br/>The simple interest formula is <math>I = P \times r \times n</math></p> <hr/> <hr/> | <b>1</b>     |

Page total

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Selects and uses appropriate standard strategies to solve simple familiar problems. May use the given compound interest and depreciation formulas to solve simple problems.

**Marks**

- 11.** You are thinking of creating a savings account and have been told that a good savings habit is to put away 10% of your earnings. Using your weekly net pay from question 5:

**a)** Calculate how much you will save each week **1**

---

**b)** Calculate how much you will have saved after 1 year **1**

---

- 12.** You then decide to invest this savings into a term investment. The bank offers a term deposit for 3 years at an interest rate of 1.05%p.a compounding annually. **2**

Using the compound interest formula:  $A = P(1 + r)^n$

Calculate the total amount in your account at the end of the term.

---

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- 13.** The depreciation formula is an adaptation of the compound interest formula, the depreciation form is  $S = V_o(1 - r)^n$  **1**  
Find **S** if  $V_o = \$15\,000$ ,  $r = 7\%$  and  $n = 2$

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Page total

*Applies appropriate strategies, often with the assistance of given diagrams and formulae, to solve simple familiar problems involving commission and overtime. Uses the compound interest and depreciation formulas to solve word problems (compounded annually only).*

**Marks**

- 14.** For the job that you picked in Question 1, use <https://au.talent.com/salary> to find the median hourly rate. Note it below. **1**

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- 15.** Complete the below timesheet using your answer from Question 14. **4**

Description	Number of hours	Rate (hint from Q14)	Amount (\$)
Normal hours	38		
Time-and-a-half hours	4		
Double time hours	3		
Total Gross Income:			

- 16.** Stacey has a savings account earning 0.95% p.a. compounding annually. She deposits the same amount of money in her account as you calculated in Question 11b, calculate her total balance if she does not touch the account for 4 years. **2**

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- 17.** Terrence buys a laptop for \$3297, it depreciates in value for 25% each year. Using the depreciation formula calculate its value after two years. **2**

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**Page total**

*Applies appropriate strategies to solve familiar multi-step problems involving holiday loading.  
Solves for  $P$ ,  $r$ ,  $n$  in simple interest formula and begins to apply compound interest formula for some other compounding periods*

	<b>Marks</b>
<b>18.</b> You are planning a 4 week holiday, using your answer from Question 3:	
<b>a)</b> Calculate 4 weeks pay.	<b>1</b>
_____	
<b>b)</b> Calculate the holiday loading (17.5%) for 4 weeks pay.	<b>2</b>
_____	
<b>c)</b> Find the total amount of pay (gross pay) for the holiday period.	<b>1</b>
_____	
<b>19.</b> Josey invests her money in an account earning 0.12% per month, compounding monthly. Calculate the total after 3 years if you invest your answer from Question 11 b in the same account. (Hint: how many months in 3 years)	<b>2</b>
_____	
_____	
<b>20.</b> Derryl pays \$840 interest on an amount of money that he borrowed at 7% p.a. <u>simple interest</u> over 8 years. How much money did he borrow?	<b>2</b>
_____	
_____	
_____	
<b>Page total</b>	



*Systematically applies appropriate strategies to solve familiar multi-step problems, including tax tables. Applies the compound interest formula to solve financial mathematics problems, including those involving depreciation*

**Marks**

- 21.** Using your answer from Question 2, calculate the annual tax payable on this income using the below table. Show working. **2**

**Resident tax rates 2022–23**

Taxable income	Tax on this income
0 – \$18,200	Nil
\$18,201 – \$45,000	19 cents for each \$1 over \$18,200
\$45,001 – \$120,000	\$5,092 plus 32.5 cents for each \$1 over \$45,000
\$120,001 – \$180,000	\$29,467 plus 37 cents for each \$1 over \$120,000
\$180,001 and over	\$51,667 plus 45 cents for each \$1 over \$180,000

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- 22.** Christi invests the same amount as what you calculated to Question 11 b in an account earning 1.08% p.a. compounding monthly for 2.5 years.

- a)** Calculate the amount in Christi’s account at the end of the 2.5 years. **2**

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- b)** Compare your answer to Question 22 a to your answer to Question 12. **3**

Which account would you rather invest money in, why?

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**Page total**

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Selects and uses efficient strategies to solve familiar and some unfamiliar multi-step problems in financial mathematics, using the compound interest formula for various compounding periods. Compares and contrasts applying simple and/or compound interest over various time periods using numerical expressions.

**Marks**

**23.** It's becoming difficult for you to get to and from work. You decide to purchase a scooter from a local motorcycle dealer. You end up going for a shiny new bike at a price of \$13,086.

The finance team offer you three options, but you forget the exact repayments they said. Something like it will cost the equivalent of 2 coffees a day.

**Option 1:**

Deposit: none

Interest rate: 9.95% p.a  
compounding annually.

Term: 60 Months

**Option 2:**

Deposit: \$2400

Interest rate: 8.95% p.a compounding  
annually.

Term: 60 Months

**Option 3:**

Deposit: \$1200

Interest rate: 9.2% p.a compounding  
annually.

Term: 48 Months

You can part with your savings and put a deposit down if needed, but the no deposit option seems attractive. The interest rates seem very similar but your reminded of how compound interest makes a large difference.

Using the compound interest formula:

**a)** calculate the amount of interest you will pay for each of the three options. **3**

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**b)** Which option would you choose and why? Justify your choice using your predicted weekly payments and your answers from **part a**. **3**

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<b>Page total</b>	
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Generalises mathematical ideas and techniques and selects and uses efficient strategies to solve unfamiliar multi-step problems. Solves problems for  $r$  and  $n$  using the compound interest formula.

	<b>Marks</b>
<b>24.</b> Taking your answer from Question 14. How many hours do you need to work in a week to earn \$1800?	<b>1</b>
<hr/>	
<b>25.</b> Convert your final answer from Question 15 convert your weekly pay to a monthly amount.	<b>2</b>
<hr/>	
<hr/>	
<b>26.</b> Brenton invests \$35 000 for $2\frac{1}{2}$ years. Calculate the simple interest rate (as a percentage) needed for him to earn \$5000 within this timeframe.	<b>3</b>
<hr/>	
<hr/>	
<hr/>	
<b>27.</b> \$9300 is invested for 6 years and grew to a future value of \$11 468.56. If the interest is compounded annually, find the interest rate per annum.	<b>5</b>
<hr/>	
<hr/>	
<hr/>	
<hr/>	
<hr/>	

**Page total**

*Generalises mathematical ideas and techniques and selects and uses efficient strategies consistently and accurately to solve unfamiliar multi-step problems. Synthesises mathematical techniques, results and ideas across the course. Compares and contrasts applying simple and/or compound interest over various time periods using generalised expressions.*

**Marks**

- 28.** Zan worked 39 hours at the normal rate and 3 hours at time-and-a-half, earning a total of \$452.40. Find his normal rate of pay per hour. Show working (hint: create an algebraic equation to solve). **3**

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- 29.** Meghan makes a monthly salary of \$2500 plus commission. The commission is calculated as follows: **4**

*8% commission on sales up to \$5000 and 10% on the sales she makes after that.*

If Meghan's salary was \$7000 this month, how much did she sell to the nearest dollar?

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- 30.** Outline the minimum monthly payments, and which strategy needed to get a savings account with a balance of \$20,000 in 2 years. You can choose between two savings accounts. **3**  
Basic Investor: has an interest rate of 0.15% compounding monthly  
Smart Saver: has an interest rate of 0.5% compounding annually

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**Page total**

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## Assessment Task Notification

<b>Course</b>	Year 10 Mathematics
<b>Task Number</b>	Two – Trigonometry in-class test
<b>Task Weight</b>	25%
<b>Date of Notification</b>	Week 2, Term 1 2023
<b>Due Date</b>	Week 5, Term 2 2023

### Outcomes Assessed

A student –

MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression

MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings  
MA5.3-15MG applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions

### Task Description

#### In-class Test

##### *Trigonometry*

*This assessment is grade based, against the NESA Mathematics grades.*

*The grades are A10, A9, B8, B7, C6, C5, D4, D3, E2*

- Students will complete this assessment task in class within the 60-minute period.
- Students are to write using black pen, diagrams should be completed using a ruler and pencil, then traced with the black pen.
- In extended response questions show relevant mathematical reasoning and/or calculations. When sketching show all relevant key pieces of information
- Board-approved scientific calculators may be used.
- Students will be provided with a formula sheet.

## Assessment Criteria

You will be assessed on your ability to:

A10

Solving unknown problems using a wide variety of previously developed skills not necessarily covered in trigonometry unit.

Solve bearing problems with non-right-angled triangles.

A9

Finding the area of a triangle, angle, or side length using area rule.

B8

Finding a side or an angle using sine rule.

Finding a side or an angle using cosine rule.

Calculating the area of a triangle using trigonometry.

B7

Finding true bearings.

Using true bearings to solve SOHCAHTOA problems.

C6

Changing angles from decimals into degrees and minutes.

Using degrees and minutes to find side.

Solving problems involving angle of elevation or depression.

C5

Finding side, hypotenuse, and angle using provided diagram.

Solving word problems with a diagram.

Solving basic problems involving angle of elevation or depression.

D4

Calculating the size of angles in right-angled triangles.

Finding the side of a right-angled triangle.

Writing ratios from a diagram.

D3

Identifying ratios.

Selecting ratios.

E2

Using calculator to find trigonometric values.

Labelling sides.

## Assessment Task Notification

<b>Course</b>	Year 10 Mathematics
<b>Task Number</b>	Three – Measurement take home assignment
<b>Task Weight</b>	25%
<b>Date of Notification</b>	Week 2, Term 1 2023
<b>Due Date</b>	Week 6, Term 3 2023

## Outcomes Assessed

A student –

### 5.1 Outcomes

MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts

MA5.1-2WM selects and uses appropriate strategies to solve problems

MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms

### 5.2 Outcomes

MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions

MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems

MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids

MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders

### 5.3 Outcomes

MA5.3-1WM uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures

MA5.3-2WM generalises mathematical ideas and techniques to analyse and solve problems efficiently

MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids

MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids

## Task Description

### ***Take home Assignment***

#### *Measurement*

*This assignment is grade based, against the NESMA Mathematics grades.*

*The grades are A10, A9, B8, B7, C6, C5, D4, D3, E2*

There are four sections to the task:

Section A – The Floor plan (Grade E2 to C5). Everyone should attempt this section.

Section B – The Sheds (Grade C6 to B7). Everyone is encouraged to attempt this section.

It is designed at a 5.2 level.

Sections C & D – Outdoor Entertainment & The Garden (Grade B8 to A10). Everyone is encouraged to attempt this section. It is designed at a 5.3 level.

- Students will complete a take-home assignment on the provided booklet.
- Students are to write using black pen, diagrams should be completed using a ruler and pencil, then traced with the black pen.

- In extended response questions show relevant mathematical reasoning and/or calculations. When sketching show all relevant key pieces of information
- Board-approved scientific calculators may be used

### Assessment Criteria

You will be assessed on your ability to:

A10

Generalises mathematical ideas and techniques to solve unfamiliar multi-step problems.  
Finds dimensions for a solid given surface area.

A9

Solves multi-step problems to calculate the surface area and volume of composite solids (including pyramids, cones and spheres).

B8

Solves some unfamiliar multi-step problems to calculate the surface area and volume of right pyramids, right cones and spheres.

B7

Solves familiar multi-step problems to calculate surface area and volume of simple composite solids.

C6

Solves familiar multi-step problems to calculate surface area and volume of right prisms and cylinders.

C5

Applies simple area and surface area formulas to solve real-life problems in familiar contexts (often with given diagrams and formulas).

D4

Finds the area of simple composite figures.

D3

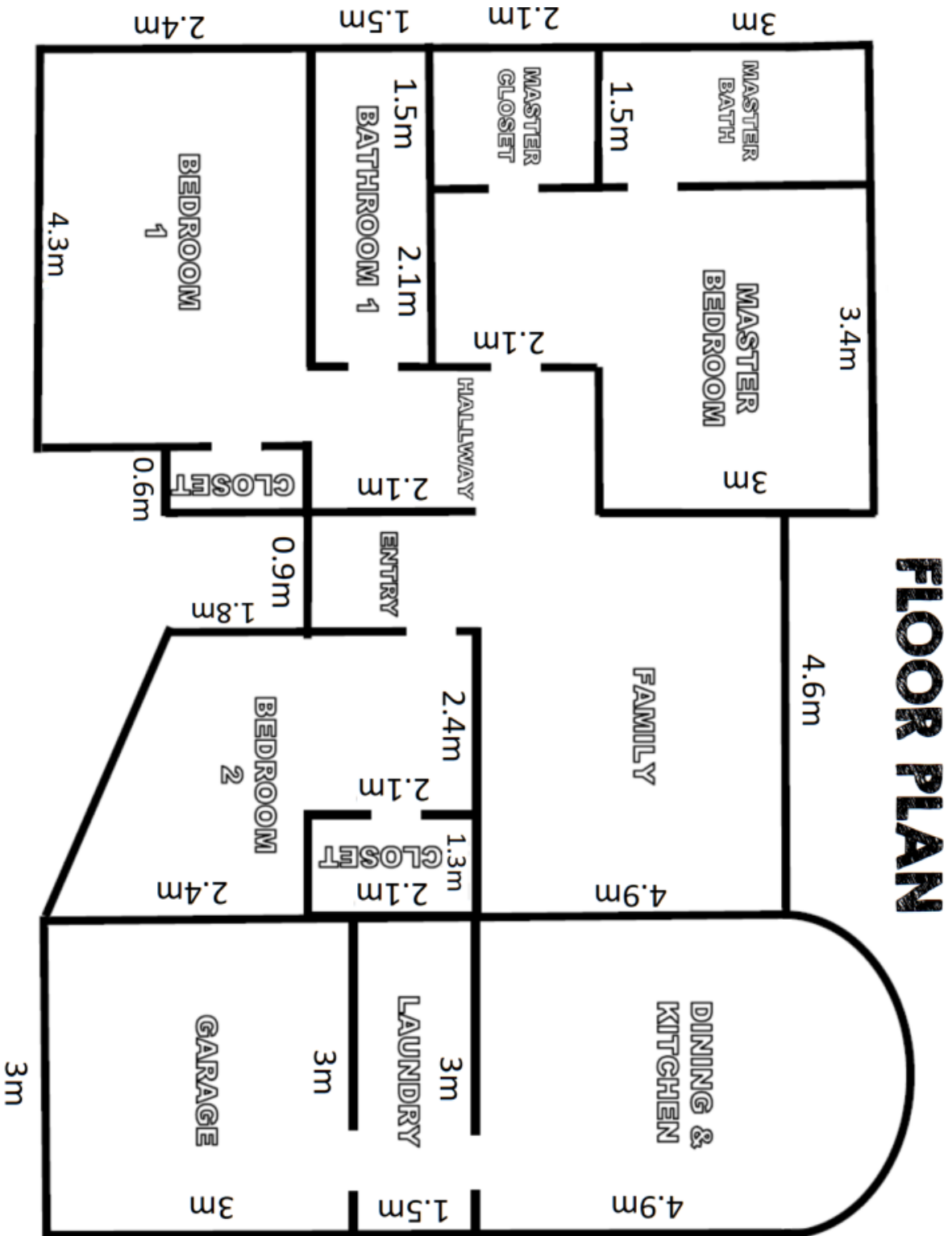
Use appropriate strategies to solve simple familiar problems in area and surface area.

E2

Solve simple problems involving area given diagrams.



Use the floor plan below to complete Section A.



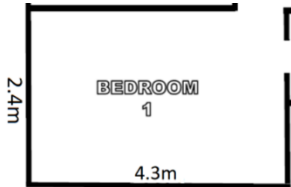
Solve simple problems involving given diagrams

**Section A – The Floor Plan (27 marks)**

Find the area of each room below using the floor plan on page \_\_. You must include working out to receive full marks.

1. a. What is the shape of BEDROOM 1?  
 .....

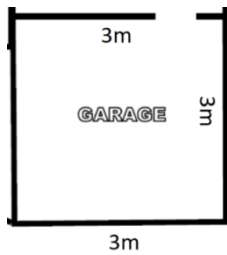
- b. What is the area of BEDROOM 1? /2



<i>Working out space:</i>
<i>BEDROOM 1</i> = _____ × _____ =
<i>Answer:</i> <div style="text-align: right; margin-right: 50px;">_____ m<sup>2</sup></div>

2. a. What is the shape of the GARAGE?  
 .....

- b. What is the area of the GARAGE? /2



<i>Working out space:</i>
<i>GARAGE</i> = _____ × _____ =
<i>Answer:</i> <div style="text-align: right; margin-right: 50px;">_____ m<sup>2</sup></div>

3. What is the area of the LAUNDRY? /2



<i>Working out space:</i>
<i>LAUNDRY</i> = _____
<i>Answer:</i> <div style="text-align: right; margin-right: 50px;">_____ m<sup>2</sup></div>

Use appropriate strategies to solve simple familiar problems in area and surface area.

**Section A continued**

4. Continue finding the area of each room listed below. You must include units of measurement to receive full marks.

/1

Room	Working out space	Answer
MASTER BATH		
MASTER CLOSET		
BATHROOM 1		
CLOSET (in bedroom 1)		
CLOSET (in bedroom 2)		

/1

/1

/1

/1

/1

5. a. Lightly shade in or highlight the rooms you have found the area so far on the floor plan on page 3.
- b. What is the total area of the floor plan that you have found so far?

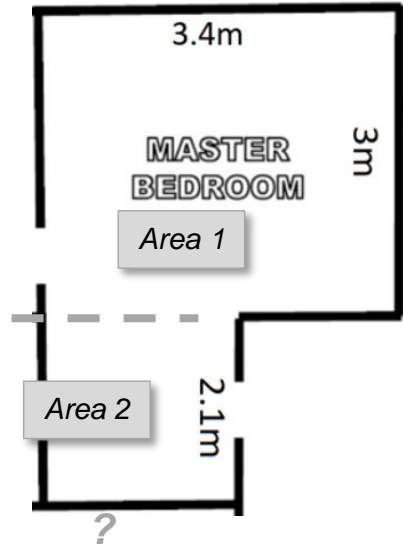
/2

<i>Working out space:</i>
<i>Answer:</i>  _____ m <sup>2</sup>

Finds the area of simple composite figures.

**Section A continued**

6. Find the total area of the MASTER BEDROOM by following the steps below.



- a. What is the area of the rectangle Area 1?

/1

<i>Working out space:</i>	
<i>Answer:</i>	Area 1 = _____ m <sup>2</sup>

- b. Calculate Area 2.

HINT: Look back at the original floor plan to find the missing length, ?.

/1

<i>Working out space:</i>	
<i>Answer:</i>	Area 2 = _____ m <sup>2</sup>

c. What is the total area of the MASTER BEDROOM?

/1

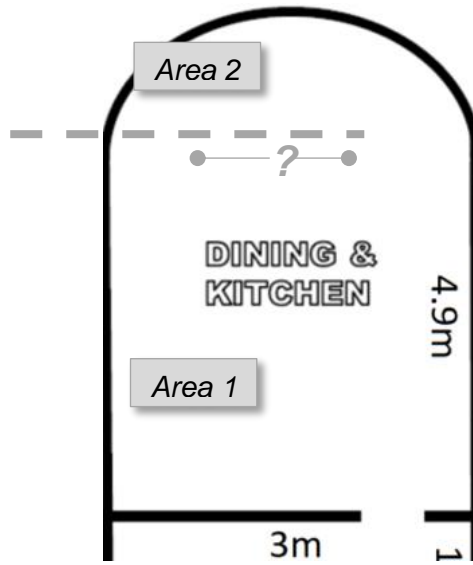
*Working out space:*

*Answer:*

*Total area = \_\_\_\_\_ m<sup>2</sup>*

**Section A continued**

7. Find the total area of the DINING & KITCHEN by following the steps below.



- a. What is the area of the rectangle *Area 1*?

/1

<i>Working out space:</i>
<i>Answer:</i>
<i>Area 1</i> = _____ m <sup>2</sup>

- b. What is the area of the semi-circle *Area 2*?  
HINT: Find the radius length before calculating the area, ?.

/1

<i>Working out space:</i>
<i>Radius (r)</i> = _____
<i>Area 2</i> = $\frac{1}{2} \times \pi \times r^2$
= _____
<i>Answer:</i>
<i>Area 2</i> = _____ m <sup>2</sup>

c. What is the total area of the DINING & KITCHEN?

/1

<i>Working out space:</i>
<i>Answer:</i> <span style="margin-left: 150px;"><i>Total area = _____ m<sup>2</sup></i></span>

Applies simple area and surface area formulas to solve real-life problems in familiar contexts (often with given diagrams and formulas).

**Section A continued**

8. Find the area of all remaining rooms.

*HINT: It may be useful to draw the shapes in the working out space below and find all missing sides before calculating the area.*

Room	Working out space	Answer
ENTRY		
FAMILY ROOM		

/1

/1

HALLWAY			<i>/1</i>
BEDROOM 2			<i>/2</i>



**Section A continued**

9. You have decided to lay tiles in all spaces **except for the garage, bedrooms and closets**. Find how much it will cost to tile this area.

a. Using a magazine or google search choose a tile for your house.

Tile name: \_\_\_\_\_

Can be bought from: \_\_\_\_\_

Cost per square metre: \_\_\_\_\_

b. Find the total area being tiled.

<i>Working out space:</i>
<i>Answer:</i> <span style="margin-left: 150px;"><i>Total area = _____</i></span>

c. Using your answer in question 9, find the cost of tiling the area.

<i>Working out space:</i>
<i>Answer:</i> <span style="margin-left: 150px;"><i>Cost for tiling = _____</i></span>

-Section A completed-

C6 - Solves familiar multi-step problems to calculate surface area and volume of right prisms and cylinders.

**Section B – The Sheds (13 Marks)**

You want to start working on the landscaping around your new house but decide it would be best to build a garden shed first to store your tools.



Source: <https://www.stratco.com.au/au/sheds--garages/garden-sheds/handi-mate-garden-sheds/>

10. You have decided to build a small garden shed with a flat roof. You are drawing inspiration from the image above.
- a. Decide on appropriate width and depth for the garden shed so that the volume is between  $2.1 \text{ m}^3$  and  $6 \text{ m}^3$ , as you know this will fit all your tools. The height will be 2 m.

Height = 2 m

Width = \_\_\_\_\_

Depth = \_\_\_\_\_

*Volume check:*

$$V = \text{_____} = \text{_____} \text{ m}^3$$

You are going to pour a concrete slab to place the garden shed on. The dimensions will be the width and depth you choose above. The slab will be 0.1 m high.

/1

- b. Find the volume of the concrete slab.

<i>Working out space:</i>
<i>Answer:</i> $\text{Volume of concrete slab} = \underline{\hspace{2cm}}$

- c. If a 20kg bag of concrete mix covers approximately  $0.009 \text{ m}^3$ , how many bags will you need to buy to complete the slab?

/1

<i>Working out space:</i>
<i>Answer:</i> $\text{Number of bags} = \underline{\hspace{2cm}}$

You have completed your slab and built the frame for your garden shed. Next you need to buy the sheet metal to fill in the walls, door and roof.

- d. Calculate the surface area of your rectangular prism garden shed that is to be covered in sheet metal.

/2

Note: Remember the floor is concreted.

<i>Working out space:</i>
<i>Answer:</i> $\text{Surface area of garden shed} = \underline{\hspace{2cm}}$

- e. One sheet covers an area of  $1.6 \text{ m}^2$  and costs \$36.80. How many sheets will you need to buy to cover your shed and how much will it cost you?

/2

<i>Working out space:</i>
<i>Answer:</i> $\text{Number of sheets} = \underline{\hspace{2cm}}$ $\text{Total cost} = \underline{\hspace{2cm}}$

Solves familiar multi-step problems to calculate surface area and volume of simple composite solids.  
Section B continued

After a successful build of your garden shed, you decide to make a larger shed to house your ride-on lawn mower, a trailer and provide some more storage space. The shed is designed to look like the image below.



The source: <https://www.theshedcompany.com.au/projects/baby-blue-in-bundy/>

11. The concrete slab will be  $6\text{m} \times 7\text{m} \times 0.1\text{m}$ .

/2

Find the volume of a concrete slab and how many 20kg bags of concrete mix you will need to buy. Hint: Price can be obtained for question 10c.

*Working out space:*

*Answer:*

*Volume of concrete slab = \_\_\_\_\_*

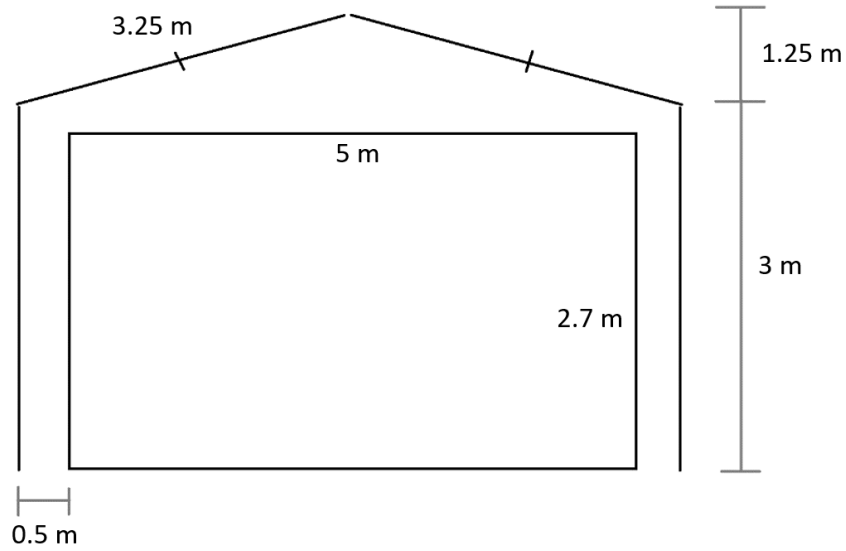
*Number of bags = \_\_\_\_\_*

**Section B continued**

12. Find the surface area of shed covered in sheet metal. You may wish to draw each part of the shed and add the dimensions before finding its area. The front and side A have been drawn for you (not to scale). The shed is 7m deep.

/5

**Front:** The garage door is not to be included.

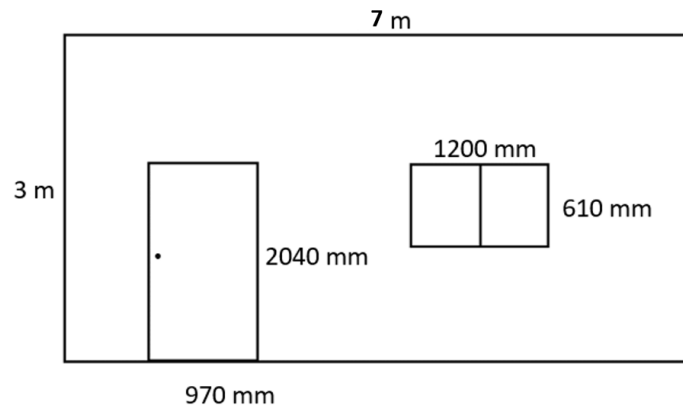


*Working out space:*

**Back:**

*Working out space:*

Side A: The door and window are not to be included.



*Working out space:*

Side B:

*Working out space:*

Roof A:

*Working out space:*

**Roof B:**

*Working out space:*

**Total:**

*Working out space:*

*Answer:*                      *Surface area = \_\_\_\_\_*

-Section B completed-

Solves some unfamiliar multi-step problems to calculate the surface area and volume of right pyramids, right cones and spheres.

**Section C – Outdoor Entertainment (7 marks)**

You start working on creating some outdoor entertainment areas. You want to create a Balinese hut with a cone shaped roof like the image below.



Source: <https://www.coolthatch.com.au/bali-huts-perth-gallery/>

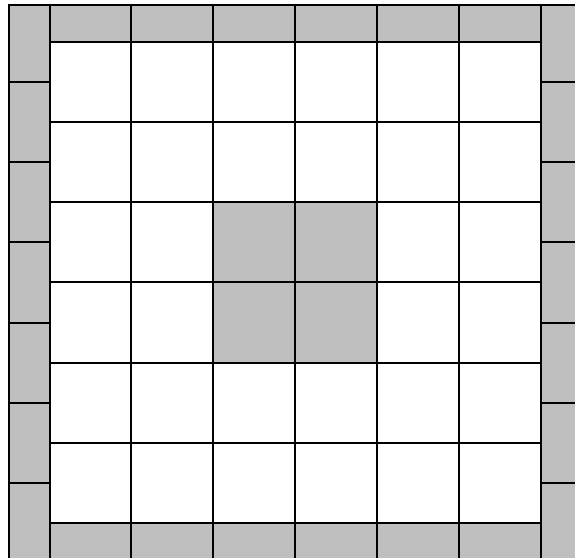


Source: <http://www.yorktown-windmill.org/html/public/cap.html>



**Section C continued**

You have created a square paved area that has an area of  $7.84 \text{ m}^2$  to create an even surface for the hut. The paving design is shown below.



- a. What are the dimensions of the of the paved area in metres?

/1

<p><i>Working out space:</i></p>
<p><i>Answer:</i></p> <p style="text-align: center;"><i>Dimensions = _____ by _____ m</i></p>

You bought two size pavers; rectangular pavers for the border and square ones to fill in the middle.

- b. What are the dimensions of each paver in centimetres (not including the thickness)?

/2

<p><i>Working out space:</i></p>
<p><i>Answer:</i></p> <p style="text-align: center;"><i>Rectangular paver dimensions = _____ cm by _____ cm</i></p> <p style="text-align: center;"><i>Square paver dimensions = _____ cm by _____ cm</i></p>

**Section C continued**

14. The circular base of the roof has a 5 cm overhang on all sides of the paved area. The roof has a perpendicular height of 108.75 cm.

- a. To create the frame, you first need to calculate the circumference of the base of the roof. This will determine the minimum amount of wood needed for the circular base. Calculate to 1 decimal place.

**/1**

<i>Working out space:</i>
<i>Answer:</i> $C = \text{_____} \text{ cm}$

- b. Next you need to determine the length of the slanted wood needed to form the cone shape. Use Pythagoras' theorem to calculate the length from the peak to the circular base.

**/2**

<i>Working out space:</i>
<i>Answer:</i> <i>Length of slanted wood = _____ cm</i>

- c. Calculate the surface area of the cone roof to ensure you buy enough straw to cover the entire roof, in square centimetres.

**/1**

<i>Working out space:</i>
<i>Answer:</i> <i>Surface area = _____ cm<sup>2</sup></i>

Solves multi-step problems to calculate the surface area and volume of composite solids (including pyramids, cones and spheres).

**Section C continued**

The next entertainment area you wish to build is a rectangular sunken seating and semi-spherical fire pit area, like below.



Source: <https://www.pinterest.com.au/pin/283515739019416292/>

15. The soil from this entertainment area is being donated to a neighbour. Calculate the volume of the hole being dug for your sunken seating area and fire pit to determine how much soil you can offer your neighbour for his project. /4

You have drawn up a plan with the following information:

- The fire pit is semi-spherical with a diameter of 0.7m.
- The whole seating area has a width of 2.6 m, length of 4.2m and depth of 1m.
- The seat is 0.4m by 0.6m (as shown on the image above).

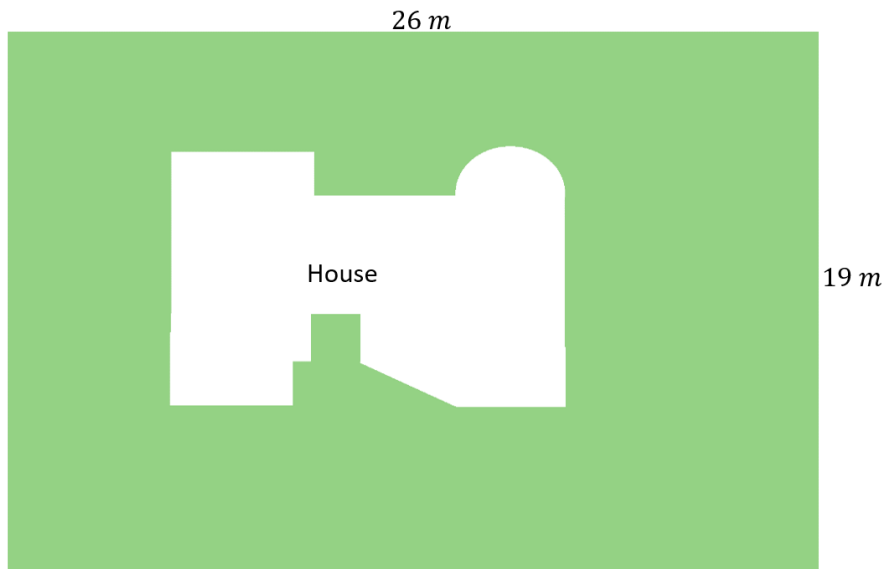
*Working out space:*

*Answer:*

*Volume of soil = \_\_\_\_\_ m<sup>3</sup>*

**Section C continued**

- 16 Before digging the hole, you need to check you have enough room on your property for the sunken seating area. Use the sketch of the property below to assist. Note: Drawing is not to scale. Don't forget you have completed a few other builds already. /2



Will you have enough room for the sunken seating area? Justify your response with appropriate calculations.

<i>Working out space:</i>
<i>Answer:</i>

-Section C completed-

Generalises mathematical ideas and techniques to solve unfamiliar multi-step problems. Finds dimensions for a solid given surface area.

**Section D – The garden (6 marks)**



Source: <https://hartley-botanic.com/magazine/new-hartley-grange-greenhouse/>

17. You are designing a greenhouse for a relative to look like the image above. /3
- These are your measurements:
- The base is 3.2 m by 4.6 m.
  - The full height of the walls is 2.5 m tall.
  - The brick wall is 0.7m tall.
  - The roof has a perpendicular height of 1.9 m.

Calculate the surface area that is covered in glass (ignoring the frames).

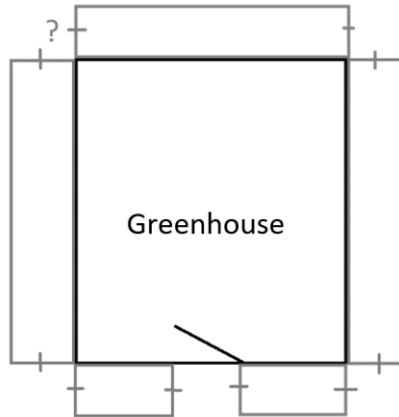
*Working out space:*

*Answer:*

Surface area of glass = \_\_\_\_\_  $m^2$

**Section D continued**

18. You are building separate raised garden beds along each wall of the greenhouse following the brick work but only half the height. This means the only place there is no raised garden bed is in front on the door. The door is 0.9 m wide along the shortest side. See image below. /3



You have soil that you wish to use from digging a flat surface for your sheds and Balinese hut. You wish to use all the soil that is leftover. You estimate there is approximately  $2.3 \text{ m}^3$  of soil. You know the height and length of the garden bed and are making the beds all the same width.

What width, in metres to 1 decimal place, should your design be so there is no more than 5 cm from the top of the soil to the top of the garden bed? Justify your answer with appropriate calculations.

*Working out space:*

*Answer:*

*Width = \_\_\_\_\_ m*

-Section D completed-  
-End of assessment task-

	TASK GRID					
	Knowing 3 points	Understanding 4 points	Applying 5 points	Analysing 6 points	Creating 7 points	Evaluating 8 points
<b>Verbal</b> I enjoy reading, writing & speaking	Write a text message conversation with a friend describing mean, median, mode and range	Use the terminology of Data to make a crossword. Include the solution. You can use <a href="http://www.puzzlemaker.com">www.puzzlemaker.com</a>	Write a set of instructions to create a frequency table, use the SUM and AVERAGE function and create a histogram or column graph in Excel.	Make a survey question, administer the survey, make at least 4 statistical displays. Then find the mean, median, mode, range and state the data type.  11 points	Write a short script for a TV or radio advertisement of a 'fake' toothpaste that uses statistics to persuade you to buy or do something.	Find out who said "Lies, Damn Lies and Statistics" and explain what is meant by it (1/2 page)
<b>Mathematical</b> I enjoy working with numbers & science	Make an A4 poster that describes how to calculate mean, mode and median (Use an example to assist).  8 points		Make a display of 4 different graphs after conducting a short experiment with coins or dice, include the relative frequency.		Given the following Mean=10, Mode=12, Median=9 and Range=10 Construct a data set for these results and describe an experiment to obtain the data	Use the ABS website <a href="http://ausstats.abs.gov.au">ausstats.abs.gov.au</a> to evaluate the change in Life Expectancy in Australia. Show the historical trend by constructing a line graph of the data
<b>Visual/Spatial</b> I enjoy painting, drawing & visualising					Use a mind map or other graphic organiser to make an effective summary for types of statistical displays.	
<b>Kinaesthetic</b> I enjoy doing hands-on activities, sports & dance	Throw a die 100 times and record the results in a frequency distribution table, include the relative frequency.  ★	By doing 10 trials find the average length of time (or number of attempts) for a particular physical activity eg. Running 100m, hacky-sack bouncing.	Do a reaction time experiment using a 30 cm ruler. Record your results in a stem-and-leaf plot. What was your average?	Can you predict if a football team will win the premiership by its position at the middle of the competition? Give reasons supporting your answer.	Design a device that will theoretically achieve the following probabilities. Red: $\frac{1}{6}$ , blue: $\frac{1}{2}$ , yellow: remainder	By the use of an experiment or trial, decide if it is more likely for a total of 7 to be rolled on 2 dice or for a double on the two dice.
<b>Musical</b> I enjoy making & listening to music	Find a table showing a top 10,50 or 100 hits.	Explain how popular record or song charts are devised	Using a piece of sheet music, make a statistical display of the distribution of the different notes.		Create a rap that involves how to calculate the measures of central tendency (work in a pair, ensure you acknowledge the work of each person)	Can the composer of a piece of music be identified by the frequency of different notes? Explain your findings
<b>Interpersonal</b> I enjoy working with others	By interviewing the class, find their most popular TV program for each night of the week.	Play a game with a friend, tossing 2 coins (at least 200 throws) and graph the results.	Using your data from knowing/kinaesthetic (★), combine your data with a fellow Year 10 student (or two). Discuss how this affects the difference between experimental and theoretical data.	Where would a few good places be to get an unbiased survey on people's political views before the elections? What might be some questions you should ask?	8 points	Interview 17 friends to find how long it takes each to travel to school. Construct a Box and Whisker Plot of the data stating the range and median.
<b>Intrapersonal</b> I enjoy working by myself	From "Guinness Book of Records" and find 2 bizarre records.	Using your data from knowing/kinaesthetic (★), compare your results to the theoretical probability of achieving each number.	Find three statistical displays used incorrectly in the media. How is each display misleading?	Chose two sportspeople and by comparing performance statistics, decide who was the best Eg. Bradman vs Lee		

**-- Marking Rubric --**

	<b>-- Marking Rubric --</b>					
	<b>Knowing - 3pts</b>	<b>Understanding - 4pts</b>	<b>Applying - 5pts</b>	<b>Analysing - 6pts</b>	<b>Creating - 7pts</b>	<b>Evaluating - 8pts</b>
<b>Verbal</b> <b>I enjoy reading, writing &amp; speaking</b>	1: In a text message conversation format. 2: Correctly describes mean, median, mode and range.	1: Appropriate Terminology word choices. 2: Appropriate clues given. 1: Solution provided	1: Correct instruction for the frequency table in Excel. 1: Correct instructions for sum and average function. 2: Correct instructions for graph (including how to edit the axes and column width)	1: Appropriate survey question.  1: Record of raw data.  4: 1 mark per statistical display.	1: Coming up with a fake toothpaste company name. 2: Creating an engaging dialogue. 2: Clear format 2: Good use of statistics for persuasion.	1: Stating who said the quote. 1: Stating the source where the information was found (i.e. the website) 5: Clear explanation in their own words. 1: Correct length
<b>Mathematical</b> <b>I enjoy working with numbers &amp; science</b>	4: Correct description (1 marks for each)  4: Correct use of an example including solution (1 marks for each)			5: For the correct mean, median, mode, range, data type (1 mark each)	2: The data set matches the mean. 3: The same data set matches the mode, median, range (1 mark each). 2: A correct experiment has been given to obtain this data set.	2: Screenshots provided of data used from ABS website. 2: Correct data chosen. 3: Data correctly graphs. 1: Historical trend is shown.
<b>Visual</b> <b>I enjoy painting, drawing &amp; visualising</b>			1: Raw data submitted. 4: One mark for each display		3: Clear and neat display. 4: Effective and thorough summary	
<b>Kinaesthetic</b> <b>I enjoy doing hands-on activities, sports &amp; dance</b>	1: Dice rolled 100 times. 2: Results recorded correctly in a frequency table, including relative frequency.	1: Choosing an appropriate physical activity. 1: Raw data submitted. 2: Correctly calculating the average.	1: raw data submitted 1: Experiment conducted at least 10 times. 2: Correct stem-and-leaf plot. 1: Correct average.	1: Giving an answer. 4: Sound argument 1: About ½ a page in length.	3: Probabilities on device are correct 2: Clear and neat display with all probabilities shown 1: Calculation of yellow's probability included 1: Device can be utilised	1: An appropriate experiment is chosen. 1: Raw data of experiment submitted. 4: All calculations and working provided that was used. 2: Decision clearly and correctly stated.
<b>Musical</b> <b>I enjoy making &amp; listening to music</b>	2: Table showing real top hits provided. 1: Source provided (website, ...).	3: Correctly explain how charts our devised. 1: A full paragraph to ½ page in length explanation.	1: Sheet music provided. 1: Raw data collected around different notes. 3: Appropriate and correct statistical display of different notes.		2: Creatively incorporates mean and how to calculate it. 2: Creatively incorporates median and how to calculate it. 2: Creatively incorporates mode and how to calculate it.	6: Clear explanation of findings. 1: Clear answer to the question. 1: sources used are provided (websites, ...)
<b>Interpersonal</b> <b>I enjoy working with others</b>	1: Raw data submitted. 2: Correct answer provided.	1: raw data provided 1: Appropriate draw chosen. 2: Correctly graphed.	1: Your raw data submitted. 1: Your friend's raw data submitted. 3: Analysis of the affect more trials has on the experimental probabilities in relation to the theoretical probabilities	3: Providing 3 or more places. 3: Providing 3 or more appropriate questions.	1: Incorporates features and techniques suitable for a rap. 1: At least ½ a page in length.	1: Raw data submitted. 2: Five-number summary provided. 3: Box plot correctly drawn. 1: Correct range stated. 1: Correct median stated.
<b>Intrapersonal</b> <b>I enjoy working by myself</b>	2: 2 bizarre records. 1: Source provided.	1: Raw data submitted 1: Experimental probabilities calculated 1: Theoretical probabilities stated 1: Comparison of experimental to theoretical made	1: Sources provided. 2: Three misleading displays provided. 2: The correct reason for why they are misleading.	2: Names and statistics for each sports man is provided. 2: Comparison calculations provided. 2: Correct answer provided with a reason.		1: Source provided. 5: Clearly stated more than one effect. 2: ½ page or more in length.



## Assessment Task Notification

<b>Course</b>	Year 10 Mathematics
<b>Task Number</b>	Four – Equations, Formulae and Inequalities
<b>Task Weight</b>	25%
<b>Date of Notification</b>	Week 2, Term 1 2023
<b>Due Date</b>	Week 4, Term 4 2023

### Outcomes Assessed

A student –

MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations

MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques

MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations

### Task Description

#### In-class Test

*Equations, Formulae and Inequalities*

*This assessment is grade based, against the NESA Mathematics grades.*

*The grades are A10, A9, B8, B7, C6, C5, D4, D3, E2*

- Students will complete this assessment task in class within the 60-minute period.
- Students are to write using black pen, diagrams should be completed using a ruler and pencil, then traced with the black pen.
- In extended response questions show relevant mathematical reasoning and/or calculations. When sketching show all relevant key pieces of information
- Board-approved scientific calculators may be used.

### Assessment Criteria

You will be assessed on your ability to:

**A10**

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.

**A9**

Uses analytical methods to solve complex linear, quadratic, simple cubic, and simultaneous equations, including simultaneous equations where one equation is non-linear.

**B8**

Selects and uses efficient strategies to solve familiar and some unfamiliar multi-step problems.

Solves simple linear simultaneous equations.

Factorises a variety of quadratic expressions to solve quadratic equations.

B7

Systematically applies appropriate strategies to solve familiar multi-step problems.

Solves linear inequalities.

Uses linear equations to solve problems.

Factorises monic quadratic trinomials to solve simple quadratic equations.

C6

Applies appropriate strategies to solve familiar multi-step problems.

Solves simple quadratic equations.

Solves simple inequalities and plots them on a number line.

C5

Applies appropriate strategies, often with the assistance of given diagrams and formulae, to solve simple familiar problems.

Solves linear equations involving fractions.

Solves linear equations with pronumerals on both sides.

D4

Selects and uses appropriate standard strategies to solve simple familiar problems.

Solves simple equations involving three steps, including simple expansions.

Plots simple inequalities on a number line.

D3

Uses appropriate standard strategies to solve simple familiar problems.

Solves simple equations involving two steps.

Simplifies and substitutes into simple algebraic expressions.

E2

Uses, with guidance, standard strategies to solve simple familiar problems.

Simplifies expressions using simple substitution.

Solves simple one step equations.

## PDHPE YEAR 10 - 2023

### OVERVIEW OF COURSE CONTENT:

In Term One, students will learn about mental health and strategies to seek help and improve their overall wellbeing. Students will also learn skills to support others who are going through a rough time and the importance of a support network. In a practical setting they will develop their skills in oztag and touch football.

In Term Two, students will learn about the dangers of online relationships and the consequences of negative online behaviour. Additionally, they will explore the digital age we live in and the importance of safety online and how to create a positive online image. In the practical setting they will work on refining their skills in a range of athletic events.

In Term Three, students will learn about the responsibilities of a driver of a motor vehicle, road rules, safe driving practices, car maintenance and consequences of poor choices behind the wheel. This will be achieved through reviewing government driving initiatives and statistics on road accidents and behaviours. In the practical setting they will develop their skills in aussie rules football.

In Term Four, students design and implement actions to enhance and support their own and others' health, safety and wellbeing. They will also critically evaluate a broad range of key health issues and factors that have the potential to have an impact on young people's decision making. In the practical setting they will develop their skills and understanding of flag footy which is a modified game of grid iron.

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	5	Oztag/Touch	5.4, 5.5	5%
1	9	Mind Matters	5.2, 5.7, 5.8	15%
1	10	Dance Camp 2	5.4, 5.11	5%
2	5	Athletics	5.4, 5.11	5%
2	9	CyberSmart	5.3, 5.7, 5.9, 5.10	15%
2	10	Hockey/Sofcrosse	5.4, 5.5	5%

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	5	AFL	5.4, 5.5	5%
3	9	Driver Education	5.1, 5.2, 5.6, 5.9	15%
3	10	Fitness	5.7, 5.8	5%
4	5	Flag Footy	5.4, 5.5	5%
4	7	SNAP	5.3, 5.6, 5.7, 5.8	15%
4	10	Dodgeball	5.4, 5.5	5%

## Assessment Task Notification

<b>Course</b>	Year 10 PDHPE
<b>Task Number</b>	1
<b>Task Weight</b>	15%
<b>Date of Notification</b>	Week 6
<b>Due Date</b>	Week 9

## Outcomes Assessed

A student –

A student:

5.1 – assess their own and others' capacity to reflect on and respond positively to challenges.

5.2 – researches and appraises the effectiveness of health information and support services available in the community.

5.7 – plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities.

5.8 – designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity

## Task Description

Poster (20 Marks)

Students are to design a mental health poster that could be used to display around the school. The aim of this poster is to raise awareness about mental health and provide strategies/organisations for people who are struggling with their own mental health. Students need to consider the following aspects when designing their poster:

- A description of ONE mental illness.
- Include the signs and symptoms.
- A catchy slogan to promote seeking health for mental health.
- Create TWO strategies on how to seek assistance for mental health.
- Identify TWO support services that can be accessed for mental health and include information about the services they can provide and their contact details.
- Make the poster visually appealing.

The poster can be hand drawn/written or be typed and published using ICT. You can use a tool such as Canva. Students are to use A3 paper or for the poster to be printed on A3.

## Assessment Criteria

See attached

Grade	Marking Criteria	Mark
<b>A</b>	<ul style="list-style-type: none"> <li>Devises a clear and concise poster that seeks to raise awareness of mental health illnesses that will effectively target young people</li> <li>The concept of ONE mental illness is clearly defined with inclusion of signs and symptoms.</li> <li>All components are included and are comprehensively addressed.</li> <li>Poster is presented in a clear and effective manner that captures the audience's attention.</li> <li>Student uses ICT to present a professionally designed poster.</li> </ul>	<b>20</b>
		<b>19</b>
		<b>18</b>
		<b>17</b>
<b>B</b>	<ul style="list-style-type: none"> <li>Devises a thorough poster that seeks to raise awareness of mental health illnesses that will target young people.</li> <li>The concept of ONE mental illness is defined and provides signs and symptoms.</li> <li>All components are included and thoroughly addressed.</li> <li>Poster is presented in an effective manner that captures the audience's attention and shows attention to detail.</li> </ul>	<b>16</b>
		<b>15</b>
		<b>14</b>
		<b>13</b>
<b>C</b>	<ul style="list-style-type: none"> <li>Devises a sound poster that seeks to raise awareness of mental health illnesses that will target young people.</li> <li>The concept of ONE mental illness is partially defined and the signs and symptoms are identified.</li> <li>All components are included and soundly addressed.</li> <li>Poster is presented in a manner that captures the audience's attention with minimal errors.</li> </ul>	<b>12</b>
		<b>11</b>
		<b>10</b>
		<b>9</b>
<b>D</b>	<ul style="list-style-type: none"> <li>Devises a basic poster that partly seeks to raise awareness of mental health illnesses that will target young people.</li> <li>The concept of ONE mental illness and the signs and symptoms are identified.</li> <li>Some components are missing.</li> <li>Poster is presented in a manner that partly captures the audience's attention with some errors.</li> </ul>	<b>8</b>
		<b>7</b>
		<b>6</b>
		<b>5</b>
<b>E</b>	<ul style="list-style-type: none"> <li>Devises an elementary poster that partly seeks to raise awareness of mental health illnesses that will target young people.</li> <li>The concept of mental health is identified.</li> <li>Most components are missing.</li> <li>Poster is presented in a manner that does not capture the audience's attention.</li> </ul>	<b>4</b>
		<b>3</b>
		<b>2</b>
		<b>1</b>
<b>No Grade</b>	<ul style="list-style-type: none"> <li>Student has made no attempt to answer the question.</li> </ul>	<b>0</b>

## Assessment Task Notification

<b>Course</b>	Stage 5 – Year 10 - PDHPE
<b>Task Number</b>	2
<b>Task Weight</b>	15%
<b>Date of Notification</b>	Week 7
<b>Due Date</b>	Week 9

## Outcomes Assessed

A student –

PD5-3: Analyses factors and strategies that enhance inclusivity, equality and respectful relationships

PD5-9: Assesses and applies self-management skills to effectively manage complex situations

PD5-10: Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

## Task Description

Cyber Safety Quiz and Media Case Study

This assessment has 3 sections:

Section 1: Media Case Study and short response (10 Marks)

Section 2: Multiple Choice (9 Marks)

Section 3: Short Answer (11 Marks)

## Assessment Criteria

You will be assessed on your ability to:

- Interpret the video analysis and construct written responses using the video as a stimulus.
- Answer questions within the quiz to demonstrate understanding of concepts learnt within the Cyber Safety unit.

## Assessment Task Notification

<b>Course</b>	Year 10 PDHPE
<b>Task Number</b>	3
<b>Task Weight</b>	15%
<b>Date of Notification</b>	Week 7
<b>Due Date</b>	Week 9

### Outcomes Assessed

A student –

PD5-2 researches and appraises the effectiveness of health information and support services available in the community

PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

PD5-9 assesses and applies self-management skills to effectively manage complex situations

### Task Description

Students are to consider the three leading causes of death and injury on NSW roads – speeding, driving under the influence of alcohol and drugs, and driver fatigue.

In week 9, students will have a theory lesson in class to respond to a long response question for one of the causes listed above. All material to complete the long response question will be provided in the assessment lesson. Two pages of notes will be permitted into the room and submitted with the written response.

Students will have the opportunity to scaffold the question for one of the causes above using an ALARM Scaffold.

**The long response question:**

**“Critically evaluate a chosen road safety initiative and determine the effectiveness in reducing the selected cause of death and injury on NSW roads”**

### Assessment Criteria

Students will be assessed on their ability to:

- Prepare detailed extended responses to given questions.
- Apply the skills of critical thinking and analysis.
- Illustrate your answers with relevant examples.
- Present ideas in a clear and logical way in a timed, in class assessment.

Marking Criteria	Marks	Grade
<ul style="list-style-type: none"> <li>• Makes a judgement with exceptional depth of knowledge and understanding that determines the effectiveness of the selected road safety initiative</li> <li>• Determines the value of the initiative with explicit reference to trend data to show a change in mortality or morbidity on NSW roads based on the selected cause</li> <li>• Accurately analyses specific groups or populations that are targeted in the road safety initiative and determines how their wellbeing on NSW roads has changed</li> <li>• Critiques with depth of knowledge and understanding the range of strategies that are used in the initiative to promote health, safety and wellbeing on NSW roads</li> <li>• Responds with a range of relevant examples, in a clear and logical evaluation</li> </ul>	11 - 12	A
<ul style="list-style-type: none"> <li>• Makes a judgement on how effective the selected road safety initiative is, applied to the trends for the cause of death and injury on NSW roads</li> <li>• Considers specific groups that are addressed in the road safety initiative and draws conclusions on the impact on their wellbeing on NSW roads</li> <li>• Shows a highly developed understanding of how a range of strategies will promote health, safety and wellbeing on NSW roads</li> <li>• Uses relevant examples to support their response</li> </ul>	9 – 10	B
<ul style="list-style-type: none"> <li>• Analyses the selected road safety initiative and makes reference to trend data for the selected cause of death and injury on NSW roads</li> <li>• Identifies groups who are addressed in the road safety initiative and explains how the messages may change behaviours</li> <li>• Considers the strategies in the initiative that may promote health and safety on NSW roads</li> <li>• Provides an example relevant to road safety</li> </ul>	7 – 8	C
<ul style="list-style-type: none"> <li>• Describes a road safety initiative with reference to the selected cause of death and injury on NSW roads</li> <li>• Outlines the features of the initiative and may identify target audience or a strategy to promote wellbeing on NSW roads</li> </ul>	4 – 6	D
<ul style="list-style-type: none"> <li>• Identifies a health promotion initiative based on road safety</li> <li>• Describes the purpose of road safety initiatives</li> <li>• Identifies some information regarding the outcome of the initiative</li> </ul>	1 - 3	E
<ul style="list-style-type: none"> <li>• No relevant information / not submitted / significant plagiarism</li> </ul>	0	N



## Assessment Task Notification

<b>Course</b>	Year 10 PDHPE
<b>Task Number</b>	4
<b>Task Weight</b>	15%
<b>Date of Notification</b>	Week 5
<b>Due Date</b>	Week 9

### Outcomes Assessed

A student –

PD5-6 - Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

PD5-7 - Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

PD5-8 - Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity.

### Task Description

Students are to **select ONE health issue that they feel is relevant to young people**. Some issues relevant to young people could include; binge drinking, poor dietary habits, Illicit drug use, road safety, obesity, low physical activity levels, mental health, sexual behaviours, cyberbullying, and gambling. Include a reference to current national and state statistics.

**Your work must include the following sections;**

- 1) **Define** the health issue you have chosen. Explain why you have chosen this issue and **justify** the need for health promotion within the community.
- 2) Include the **risk factors and statistics** associated with the chosen priority health area. Include a plan for **harm minimisation**.
- 3) **Describe** a health promotion campaign that is relevant to your chosen issue. Outline areas of **support** that can be used as resources available within the community, state and federal jurisdictions. Include community networks and resources.
- 4) Provide **three strategies** that you could use as an **individual** to enhance the promotion of your chosen health area. Provide examples.
- 5) 2-3 minute class oral presentation required.

The use of ICT is necessary to complete this task.

Sections 1-4 may be presented using the following formats:

Microsoft Powerpoint, Word, Publisher, oneNote, Poster

### Assessment Criteria

- See Attached

Section	CRITERIA	Marks	Marks Achieved
1	<ul style="list-style-type: none"> <li>• Clear definition of Health issue</li> <li>• Explanation and justification of choosing this health issue</li> <li>• Evidence of statistics to support chosen health issue</li> </ul>	5	
2	<ul style="list-style-type: none"> <li>• List of risk factors associated with chosen health priority area.</li> <li>• Relevant statistics used and interpreted correctly</li> <li>• Outlined plan for harm minimisation.</li> </ul>	5	
3	<ul style="list-style-type: none"> <li>• Describes a health promotion campaign that is relevant to your chosen issue.</li> <li>• Use of at least 3 support networks needed to implement the chosen health promotion</li> <li>• Include involvement of community resources</li> </ul>	5	
4	<ul style="list-style-type: none"> <li>• Outline of at least <u>three</u> strategies that would enhance the promotion of selected health issue</li> <li>• Use relevant examples of how these strategies will be organised.</li> </ul>	5	
5	<ul style="list-style-type: none"> <li>• Coherent and relevant information provided including examples</li> <li>• Effective use of language and context to communicate with audience</li> </ul>	5	

**Science**  
**Year 10 - 2023**

**OVERVIEW OF COURSE CONTENT:**

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**SEMESTER ONE**

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			

## Assessment Task Notification

<b>Course</b>	Year 10 Science
<b>Task Number</b>	1
<b>Task Weight</b>	20%
<b>Date of Notification</b>	Week 6, Term 1 2023
<b>Due Date</b>	Week 9, Term 1 2023

### Outcomes Assessed

Students will be assessed on the following outcomes;

5.7 relates properties of elements, compounds and mixtures to scientific models, theories and laws  
5.14 undertakes first-hand investigations independently with safety and competence  
5.15 gathers first hand information accurately  
5.19 uses critical thinking skills in evaluating information and drawing conclusions  
5.21 uses creativity and imagination in the analysis of problems and the development of possible solutions

### Task Description

Chemistry Practical Test

Students will be required to carry out a first-hand investigation, record, analyse and present the data and draw conclusions.

### Assessment Criteria

You will be assessed on your ability to:

- follow a procedure to perform an investigation
- process the information gathered from an investigation
- use cause and effect relationships to explain ideas
- predict outcomes relating to the observations made and draw conclusions
- apply information and critical thinking to solving problems.

## Assessment Task Notification

<b>Course</b>	Year 10 Science
<b>Task Number</b>	2
<b>Task Weight</b>	25%
<b>Date of Notification</b>	Week 7, Term 2 2023
<b>Due Date</b>	Week 10, Term 2 2023

## Outcomes Assessed

Students will be assessed on the following outcomes;

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

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

SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations

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

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

## Task Description

Research task – Genetically Modified Organisms

- This task requires you to answer a number of questions on the safety of eating genetically modified food.
- You must use the website provided below.
- You cannot use the words as written. You must put them into your own words.
- You need to show an understanding of the concepts in the article.
- You may need to use other sites to enhance your answers but they cannot contradict the information contained in the site provided. Include at least 2 additional references in your research using the “Harvard THS Style” criteria for each reference.

Website

<http://www.webmd.com/food-recipes/features/are-biotech-foods-safe-to-eat>

1. Write a sentence or two which clearly indicates your understanding of what genetic engineering is (2 marks)
2. The article lists three (3) reasons why genetically engineered food is a beneficial resource. For each idea explain why you think this would provide a benefit in food production. (2 marks each point answered)

In your answer you should consider – the impact of a lack of water, the presence of diseases and/or predators on the growth rate and yield of crops. Just as some cattle and sheep breeds are larger and supply more meat some plants can produce more useable food.

3. The article lists five (5) reasons why genetically engineered food could pose a risk in the environment. Choose three (3) of these reasons and explain what you believe the potential consequences of each of the listed risks could be.  
(2 marks each point answered)

In your answer you should consider – the addition of specific genes in crops could increase the production of allergen type chemicals in foods, cross fertilisation of GM and non-GM food could occur, some organisms can incorporate new genes into their structure producing altered crops which were never intended and could produce plants with a detrimental impact on the environment or animal life.

4. The article indicates that Monsanto has a 90% share of the genetically engineered crops and that the Monsanto Company tells the regulator (the FDA) whether the food is safe. Do you think that this process produces a 'fair test' situation? Explain why you have said yes or no.  
(2 marks)

5. The article indicates that labelling laws don't require genetically engineered foods to be identified. Further it suggests that some companies, who indicate they will not sell genetically engineered food, are selling these foods. Should there be compulsory labelling of foods? Explain your position. (2 marks)

6. Using your information contained in questions 2 and questions 3, decide whether you would be happy to have genetically engineered food sold in Australia. You should evaluate the importance of the information in your answers to identify why you have come to your point of view. (3 marks)

Consider (in your answer) – whether you believe the 'possible benefits or the possible problems are the biggest concern in GM use. You must provide a reason why you believe this to be the case!

Bibliography (4 marks)

### Assessment Criteria

You will be assessed on your ability to:

- Processing and Analysing Data and Information
- Problem Solving
- Communicating

Question	Marking Scheme	Marks
1.	2 marks- Well written statements about genetic engineering 1 mark – Statement about genetic engineering	<b>2</b>
2.	6 marks – three reasons and explanations about GM food is a beneficial resource. 4 marks – two reasons and two explanations GM food is a beneficial resource 2 marks – one reason and one explanation GM food is a beneficial resource	<b>6</b>
3	6 marks – three reasons and explanations about GM food pose risks in the environment 4 marks – two reasons and explanations about GM food pose risks in the environment 2 marks – one reason and one explanation GM food pose risks in the environment	<b>6</b>
4	2 marks – Information that clearly states the ‘fair test’ situation 1 mark – Information states the ‘fair test’ situation	<b>2</b>
5	2 marks – well written explanation about labelling of food 1 mark – main purpose of labelling of food stated	<b>2</b>
6	3 marks – Information that clearly states why GM food sold in Australia 2 marks – Information states why GM food sold in Australia 1 mark - vague sentence that does not state GM food sold in Australia	<b>3</b>
Bibliography	4 marks – 2 references and 2 correct referencing style 2 marks – 1 reference and 1 correct referencing style	<b>4</b>
Quiz	5 marks – Post-assessment task quiz	<b>5</b>
<b>Total</b>		<b>30</b>

## Assessment Task Notification

<b>Course</b>	Year 10 Science
<b>Task Number</b>	3
<b>Task Weight</b>	30%
<b>Date of Notification</b>	Week 1, Term 3 2023
<b>Due Date</b>	Part A Week 4, Term 3 2023

### Outcomes Assessed

Students will be assessed on the following outcomes;

5.13 identifies a problem and independently produces an appropriate investigation plan

5.15 gathers first-hand data accurately

5.17 explains trends, patterns and relationships in data and/or information from a variety of sources

5.18 selects and uses appropriate forms of communication to present information to an audience

5.19 uses critical thinking skills in evaluating information and drawing conclusions

### Task Description

Student Research Project

Students select and research a topic. They develop a hypothesis and plan a controlled investigation to test it. A scaffold is provided for students to use. Students carry out the planned investigation, record their observations and write a report.

### Assessment Criteria

You will be assessed on your ability to:

- state the hypothesis to be tested
- describe a planned safe procedure to be followed when performing an investigation to test the hypothesis
- record observations and make accurate measurements over a number of trials
- present first-hand data and information in an appropriate way
- write a report including the hypothesis, procedure, findings and conclusion of the investigation
- evaluate the plan, results and conclusion of the investigation



## Year 10 Science Task 3 SRP Marking Criteria

Marks	5	4	3	2	1	Non-attempt
Subject Area				Subject Area present and relates to the investigation	Subject Area present but does not relate to the investigation	
Observation			Clear observation statement mentions sense used	Observation statement – no sense mentioned	Statement leading to topic but not clear observation	
Research Idea			Clear idea and description in question form related to topic	Clear idea and description related to topic	Idea expressed related to topic	
Research	At least 5 valid resources with a summary of each source in own words. Source has title and type of source	Four valid resources filled out with a summary of each source in own words. Source has a title and type of source	Three resources filled out with some information in own words. Just a title for the source.	Two resources filled out but limited information supplied. Just a title for the source.	Some resources filled out but not in own words. Just a title for the source or a url.	
Marks	9-10	7-8	5-6	3-4	1-2	Non-attempt
Analysis of Research	Exceptional analysis demonstrating an excellent grasp of logic, critical thinking and engagement with sources Clearly describes important features and key components of information and relates these to their project question.	Highly effective analysis demonstrating a strong grasp of critical thinking and engagement with sources. Describes some important features and key components of information and relates these to their project question.	Analysis demonstrated sound engagement with sources. Outlines some important features of information and relates these to their project question	Rudimentary analysis some engagement with sources. Basic description of how information relates to their project question	Inadequate analysis with little engagement with sources. Limited description of how information relates to project question	
Marks	5	4	3	2	1	Non-attempt
Reference List	5 resources correctly referenced using APA	4 resources correctly referenced using APA	3 resources correctly referenced using APA	2 resources correctly referenced using APA	1 resource correctly referenced using APA	
Title				Title present and relates to the investigation	Title present but does not relate to the investigation	

Hypothesis				Statement that relates independent and dependent variables	Related to idea / question. Prediction	
<b>Marks</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Non-attempt</b>
Aim				An aim has been stated with reference to the name of the investigation.	An aim has been stated.	
Materials			Complete list of equipment and consumables has been supplied with reference to appropriate sizes and/or amounts of materials required.	Complete list of equipment and consumables has been supplied.	Some materials required for the completion of the investigation has been supplied.	
Risk Assessment			3 Hazards clearly identified with risk and control measures	Hazards and risks identified	Hazards Identified	
Diagram	A relevant scientific diagram containing appropriate size, labelled, 2D, ruler, pencil and without flaws	A suitable scientific diagram, a flaw or inconsistency can be identified	A scientific drawing has been attempted which relates to a part(s) of the described method	An attempt has been made to present a scientific diagram. Some details of the correct requirements for a scientific diagram have been presented.	A sketch has been provided.	
<b>Marks</b>	<b>9-10</b>	<b>7-8</b>	<b>5-6</b>	<b>3-4</b>	<b>1-2</b>	<b>Non-attempt</b>

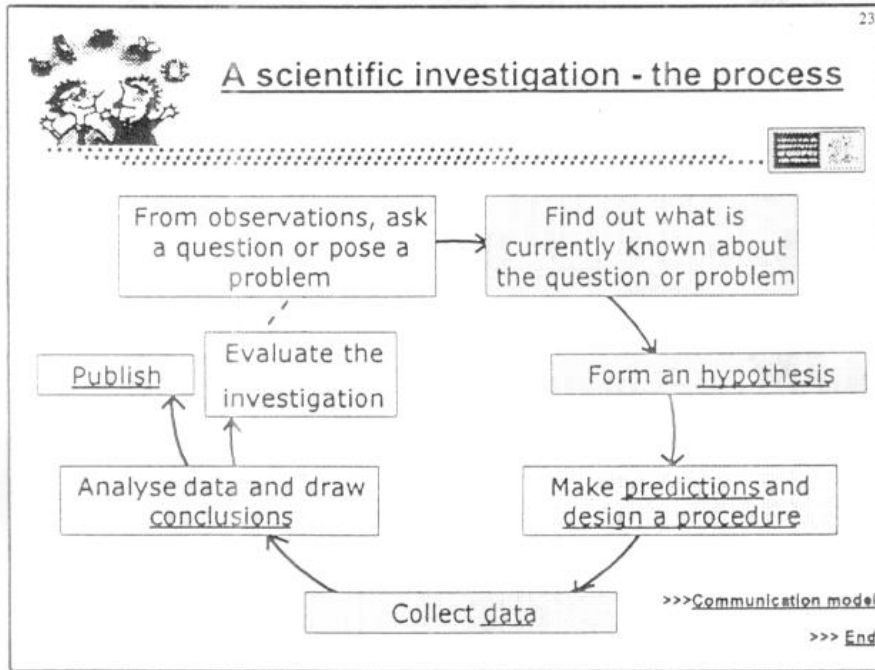
Method	A complete set of instructions written in objective language. Correct units and measurements used. All variables, validity and reliability covered.	A complete set of instructions written in objective language. Correct units and measurements have been used. Some variables, validity and reliability covered.	A step-wise set of instructions has been supplied that assist the completion of the investigation. Mentions variables	An informal set of instructions has been supplied which outline the procedure followed for the completion of the investigation.	A description of some aspects of the investigation has been supplied.	
<b>Marks</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Non-attempt</b>
Present data - Results	Appropriately organised data (table) has been presented which also shows reference to recognisable standards for all measurements (e.g. correct units). An attempt to demonstrate accuracy (repeat trial, finding averages).	Appropriately organised data (table) has been presented which also shows reference to recognisable standards for all measurements (e.g. correct units)	A complete set of relevant observations has been obtained and an attempt has been made to organise this data (table)	A complete set of relevant observations has been presented.	Some observations have been recorded.	
Graph	All of the below correctly presented: Type of graph, axis labels, correct units, appropriate scales, correct plot, ruled	4 of the below correctly presented: Type of graph, axis labels, correct units, appropriate scales, correct plot, ruled	3 of the below correctly presented: axis labels, correct units, appropriate scales, data plotted, ruled	Data plotted and 2 of the below correctly presented: axis labels, correct units, appropriate scales.	Graph attempted	
<b>Marks</b>	<b>9-10</b>	<b>7-8</b>	<b>5-6</b>	<b>3-4</b>	<b>1-2</b>	<b>Non-attempt</b>

Analysis and discussion of the data	Clear explanation of the trends presented in the data, what the trends mean, the reliability, validity and accuracy of the data collected	Explanation of the trends presented in the data, what the trends mean, Outlines how variables have been controlled in the design of the experiment.	Explanation of the trends presented in the data, what the trends mean, Some reference has been made regarding the design of the experiment to make it a 'fair test'.	Identification of the trends presented in the data, Some variables have been identified that may affect the result.	Identification of the trends presented in the data, what the trends mean,	
<b>Marks</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Non-attempt</b>
Conclusion	A conclusion that not only addresses the aim and the hypothesis but also make further predictions based on these.	A conclusion that addresses both the stated aim as well as the hypothesis and makes generalisations from these.	A statement which addresses the aim as well as making generalisations.	A statement which addresses the aim.	A simple statement of what happened.	
<b>Marks</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Non-attempt</b>
Evaluation	Statement of determination. Clearly relates findings of investigation to original question. Describes using scientific terminology methods of improving the experiment and suggested outcomes of changes.	Statement of determination. Clearly relates findings of investigation to original question. Describes methods of improving the experiment and	Statement of determination. Relates findings of investigation to original question. Describes a method of improving the experiment	Statement of determination. Describes one method of improving the experiment	Statement relating to whether experiment answered original question.	



# Year 10 Student Research Project (SRP)

## PART A – OBSERVATION, IDEA/QUESTION, BACKGROUND RESEARCH



1. Name your Subject area. (2 marks)

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2. Describe the observations that lead you to this topic. (3 marks)

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3. Describe the idea you have chosen to research. It must be in the form of a question. (3 marks)

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4. Research existing information on this topic. (not limited to this space) (10 marks)

Source of information	What it stated about your area of research

5. Analyse (Examine to identify the important features or components) the above information. What does it mean in relation to your research? (10 marks)

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6. Reference List – APA can be done on attached example below. (5 marks)

Bibliography for (Student name) \_\_\_\_\_

**1 A Book** Eg Escritt, S 2000, *Art Nouveau*, Phaidon, London.

Author's surname	Author's initial	Date	Title	Publisher	Location
Escritt	S	2000	Art Nouveau	Phaidon	London

**2 A newspaper article** Eg *Adelaide Advertiser* 23 Oct. 2001, 'Federal Election: New Chipp in politics', p. 10.

<i>Newspaper</i>	<i>Date</i>	<i>Author</i>	<i>Article title</i>	<i>Page</i>
<i>Adelaide Advertiser</i>	23 Oct. 2001		'Federal Election: New Chipp in politics'	p. 10

**3 An CD or internet** Eg, Thomas, S 1997, 'Guide to Personal Efficiency', Adelaide University, viewed 14 Nov. 2001, <<http://library.adelaide.edu.au/~stthomas/papes/perseff.html>>

Author	Date	Title	Place of publication	Publisher	Date of update	Date of viewing	Location
Thomas, S	1997	'Guide to Personal Efficiency'	Internet	Adelaide University		Viewed 14 Nov. 2001	< <a href="http://library.adelaide.edu.au/~stthomas/papes/perseff.html">http://library.adelaide.edu.au/~stthomas/papes/perseff.html</a> >.



If you need to reference something that is not specifically shown or you want to check for yourself, below is the link to the UNE referencing webpage. Check it out!! [https://aso-resources.une.edu.au/referencing\\_plagiarism/referencing/apa/apa-guide/](https://aso-resources.une.edu.au/referencing_plagiarism/referencing/apa/apa-guide/)

**PART A -EXPERIMENTAL REPORT**  
**Hypothesis, Prediction, Suggested Procedure**

1. Title of your Investigation  
(2 marks)

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2. Write a **Hypothesis** which you will be investigating in relation to your *Idea / Question*.  
(2 marks).

If

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3. Aim  
(2 marks)

To

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4. Equipment / Materials List  
(3 marks)

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5. Risk Assessment  
(3 marks)

Hazard	Risk	Control Measure

6. Describe your planned procedure (method) to test the above hypothesis.  
(10 marks)

Write the steps of your experiment (start each step with a verb, write in third person)

Remember that you must include the following:

- Independent variable
- Dependent variable
- Diagram (space on next page)
  - Name the variables that need to be controlled to prove your results are valid
  - Show how it will be tested a number of times to prove your results are

reliable.

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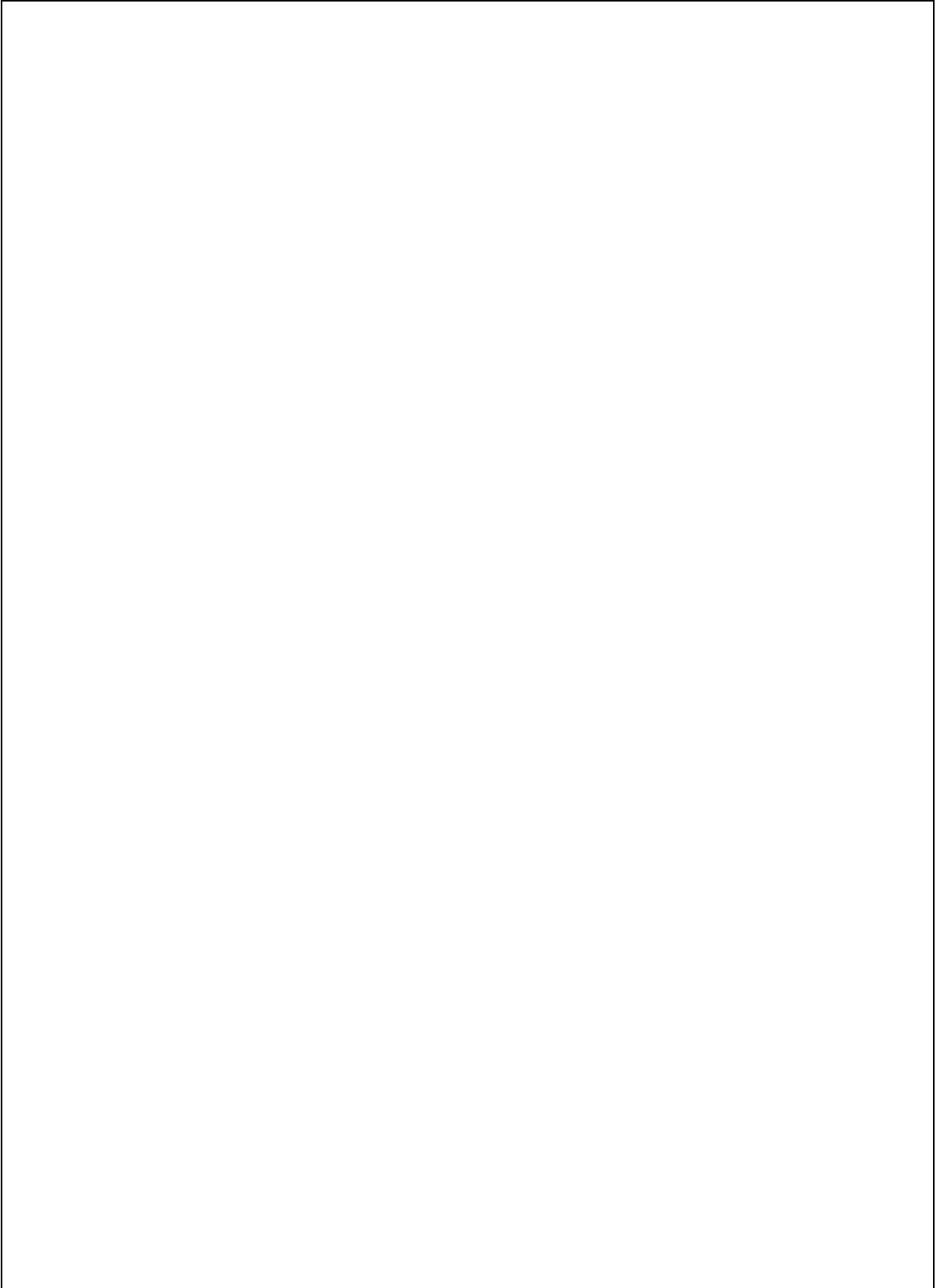
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Diagram:

(5 marks)

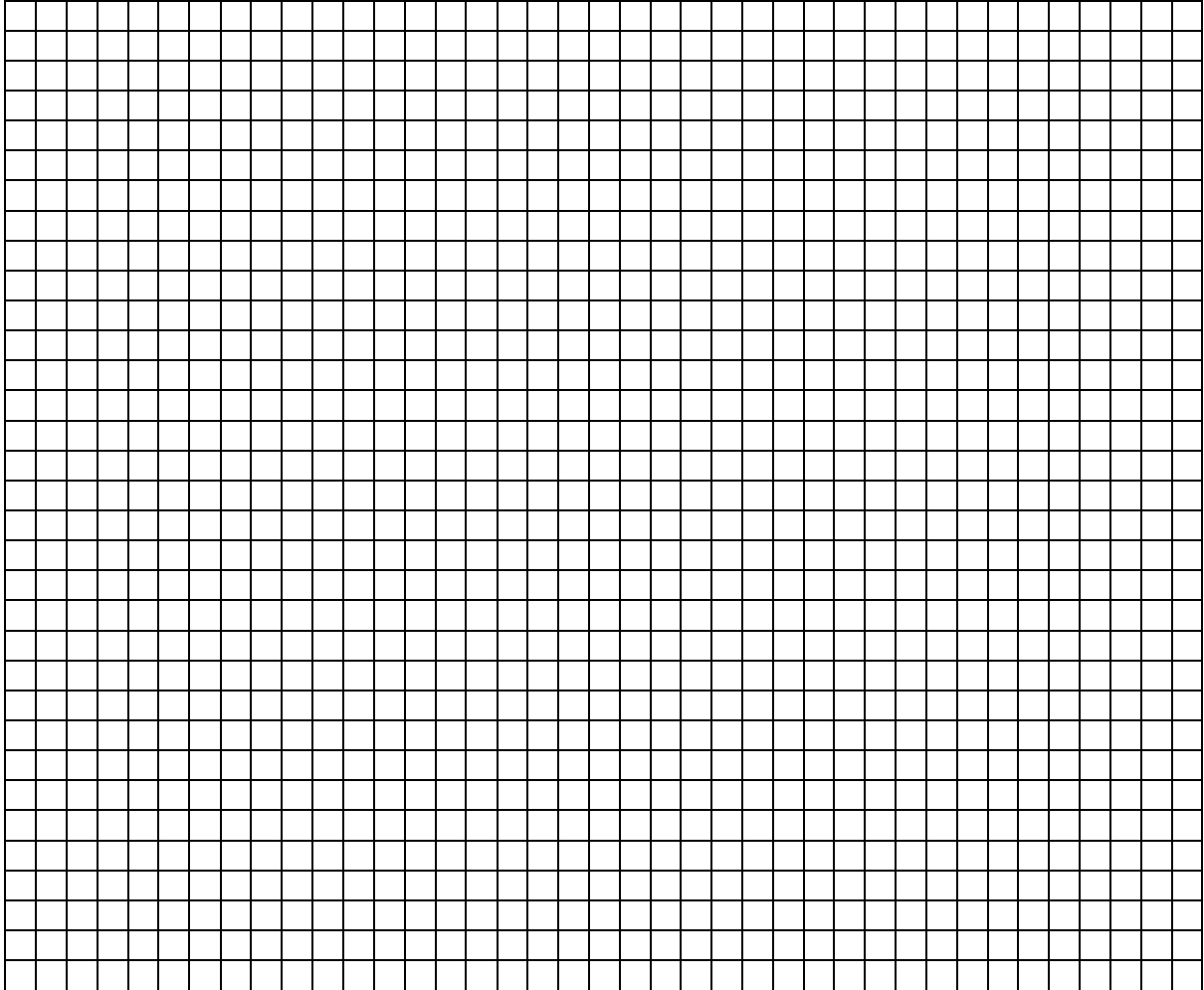


**PART B – EXPERIMENTAL REPORT**  
**Data Collection, Analyse data, Conclusion / Discussion,**  
**Evaluation**

1. Carry out the experiment described in the procedure of Part A.  
(If you have to modify your procedure, record the changes and prepare a new procedure)
2. Present the Data (results) from your experiment (remember to use a Table) ▪  
(5 marks)

3. Graph

(5 marks)







## Assessment Task Notification

<b>Course</b>	Year 10 Science
<b>Task Number</b>	4
<b>Task Weight</b>	25%
<b>Date of Notification</b>	Week 2, Term 4 2023
<b>Due Date</b>	Week 4, Term 2023

## Outcomes Assessed

Students will be assessed on the following outcomes;

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

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

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

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

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

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

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

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

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

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

## Task Description

Class Examination – covering all topics covered in year 10

Written test to be completed in class

## Assessment Criteria

You will be assessed on your ability to:

- Recall concepts presented in Science
- Processes, analyse and evaluate data
- Present Data



# Elective Subjects

## Aboriginal Studies (A)

Years 9/10 - 2023

### OVERVIEW OF COURSE CONTENT:

In Term 1 students will be studying Aboriginal Peoples and human rights, with emphasis on the importance of self-determination and autonomy.

In Term 2 students will be studying the exploration of oral and written forms of communication used by Aboriginal Peoples before and after invasion. Students focus on the different forms of oral and written expression to develop an understanding of the diversity of styles and viewpoints. A key element of this option is the important contribution of these works to Aboriginal and other cultures, histories and identities.

In Term 3 students will be studying the diversity of Aboriginal performing arts

In Term 4 students will be studying Aboriginal Peoples' use of technologies. Students learn about the knowledge management systems of Aboriginal Peoples and how they underpin the continued use of technologies for cultural, social, environmental, and economic practices. Students examine historical representations and perceptions, as well as contemporary viewpoints and applications. Consideration is given to the contributions and links to sustainability, tourism, trade, economy, and self-determination. Students will also study the relationship and interactions between Aboriginal Peoples and Australian legal and political systems. Students explore Aboriginal Peoples' initiatives and advocacy to access their rights to overcome disadvantages in legal and political systems.

Task number		Task 1	Task 2	Task 3
		<b>Project based learning: Museum Display</b>	<b>Project based learning: Gallery Walk</b>	<b>Project based learning: Enterprise Presentation</b>
<b>Timing</b>		Term 1, Week 8	Term 2, Week 7	Term 3, Week 5
<b>Outcomes assessed</b>		AST5-2, AST5-6, AST5-11	AST5-4, AST5-10, AST5-11	AST5-6, AST5-7, AST5-11
Components	Weighting %			
Knowledge and understanding of course content	<b>35</b>	5	10	10
Stimulus –based skills	<b>25</b>	10	5	10
Inquiry and research	<b>10</b>	5	5	
Communication of information, ideas and issues in appropriate forms	<b>30</b>	5	5	10
<b>Total %</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>

## Assessment Task Notification

<b>Course</b>	Year 9/10 Aboriginal Studies – Self-determination and autonomy
<b>Task Number</b>	1
<b>Task Weight</b>	35%
<b>Date of Notification</b>	Term 1, Week 6
<b>Due Date</b>	Term 1, Week 8

## Outcomes Assessed

A student –

AST5-1 describes the factors that contribute to an Aboriginal person's identity

AST5-2 explains ways in which Aboriginal Peoples maintain identity

AST5-6 explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples' participation nationally and internationally

AST5-9 analyses the factors that influence non-Aboriginal peoples' range of perceptions of Aboriginal Peoples and cultures

AST5-11 selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

## Task Description

### Your Task

Create a [physical or digital museum display](#) for the theme 'Aboriginal Peoples' - self-determination and autonomy through time.'

Your museum display must include:

- An opening statement explaining the purpose of the display and the importance of self-determination and autonomy to all Aboriginal Peoples around the world.
- At least 5 display items – these could be photographs, letters, cartoons, newspaper articles etc.
- A short paragraph for each display item, explaining:
  - o what the item is and how it connects to Aboriginal Peoples and identity
  - o the time period of the item
  - o what the item demonstrates about the demand for self-determination
  - o what was the response to the demand for self-determination from non-Aboriginal people at the time?
- A closing statement that reflects on the changes over time shown through the display.

Bibliography demonstrating where your sources originated.

## Assessment Criteria

You will be assessed on your ability to:

- Communicates complex ideas and information by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings.
- Demonstrates knowledge of content and understanding of course concepts by explaining the importance of self-determination and autonomy to Aboriginal Peoples' participation both nationally and internationally.
- Demonstrates knowledge of content and understanding of course concepts by explaining ways in which Aboriginal Peoples maintain identity.

Marking criteria	Extensive 5	Thorough 4	Sound 3	Limited 2	Basic 1
Demonstrates knowledge of content and understanding of course concepts by explaining ways in which Aboriginal Peoples maintain identity.	Demonstrates extensive knowledge of content and understanding of course concepts by explaining ways in which Aboriginal Peoples maintain identity.	Demonstrates thorough knowledge of content and understanding of course concepts by describing ways in which Aboriginal Peoples maintain identity.	Demonstrates sound knowledge of content and understanding of course concepts by describing ways in which Aboriginal Peoples maintain identity.	Demonstrates limited knowledge of content and understanding of course concepts by describing ways in which Aboriginal Peoples maintain identity.	Demonstrates basic knowledge of content and understanding of course concepts by describing ways in which Aboriginal Peoples maintain identity.
Demonstrates knowledge of content and understanding of course concepts by explaining the importance of self-determination and autonomy to Aboriginal Peoples' participation both nationally and internationally.	Demonstrates extensive knowledge of content and understanding of course concepts by explaining the importance of self-determination and autonomy to Aboriginal Peoples' participation both nationally and internationally.	Demonstrates thorough knowledge of content and understanding of course concepts by outlining the importance of self-determination and autonomy to Aboriginal Peoples' participation both nationally and internationally.	Demonstrates sound knowledge of content and understanding of course concepts by describing the importance of self-determination and autonomy to Aboriginal Peoples' participation both nationally and internationally.	Demonstrates basic knowledge of content and understanding of course concepts by describing the importance of self-determination and autonomy to Aboriginal Peoples' participation either nationally or internationally.	Demonstrates basic knowledge of content and understanding of course concepts by listing the ways that self-determination and autonomy are important to Aboriginal Peoples' participation in the world.
Communicates complex ideas and information by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings.	Effectively communicates complex ideas and information by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings.	Clearly communicates complex ideas and information by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings.	Communicates ideas in an appropriate manner by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings.	Communicates ideas in a descriptive manner by attempting to select and use a range of research techniques and technologies to locate, select, organise and communicate information and findings.	Demonstrates elementary skills in communicating ideas and selecting information.
Selects correct amount of display items for physical or online museum display	Five items selected and displayed	Four items selected and displayed	Three items selected and displayed	Two items selected and displayed	One item selected and displayed
Bibliography completed and attached to physical or online display	Bibliography template correctly filled out and attached to assessment		Bibliography template attached to assessment with a few errors		Bibliography template attached to assessment incorrectly filled out

## Assessment Task Notification

<b>Course</b>	Year 9/10 Aboriginal Studies – Performing Arts
<b>Task Number</b>	2
<b>Task Weight</b>	35%
<b>Date of Notification</b>	Term 2, Week 5
<b>Due Date</b>	Term 2, Week 7

## Outcomes Assessed

A student –

AST5-3 describes the dynamic nature of Aboriginal cultures

AST5-4 explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location

AST5-10 identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data

AST5-11 selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

## Task Description

### Your Task

- Create a [gallery walk](#) of 8-10 images or video clips exploring how technological change has influenced performing arts practices by Aboriginal Peoples.
- Each image or clip must have a justification explaining:
  - How it shows changing performing arts practices in Aboriginal Cultures
  - How this change was influenced by technology.
- It must also include a one-page statement explaining how you applied ethical research practices to gather, protect and interpret data for the gallery walk.

Provide a bibliography demonstrating where you sourced your information.

## Assessment Criteria

You will be assessed on your ability to:

- Demonstrates extensive knowledge of how technological change has contributed to the changing nature of performing arts practices in Aboriginal culture
- Demonstrates highly developed skills and processes throughout the creative process, identifying and applying appropriate ethical research practices to gather, protect and interpret data
- Effectively communicates complex ideas and information by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings by creating a gallery walk.

Marking criteria	Extensive 5	Thorough 4	Sound 3	Limited 2	Basic 1
Demonstrates extensive knowledge of how technological change has contributed to the changing nature of performing arts practices in Aboriginal culture	Demonstrates extensive knowledge of how technological change has contributed to the changing nature of performing arts practices in Aboriginal culture	Demonstrates thorough knowledge of how technological change has contributed to the changing nature of performing arts practices in Aboriginal culture	Demonstrates sound knowledge of how technological change has contributed to the changing nature of performing arts practices in Aboriginal culture	Demonstrates limited knowledge of how technological change has contributed to the changing nature of performing arts practices in Aboriginal culture	Demonstrates basic knowledge of how technological change has contributed to the changing nature of performing arts practices in Aboriginal culture
Demonstrates highly developed skills and processes throughout the creative process, identifying and applying appropriate ethical research practices to gather, protect and interpret data	Demonstrates highly developed skills and processes throughout the creative process, identifying and applying appropriate ethical research practices to gather, protect and interpret data	Demonstrates thoroughly developed skills and processes throughout the creative process, identifying and applying appropriate ethical research practices to gather, protect and interpret data	Demonstrates soundly developed skills and processes throughout the creative process, identifying and applying appropriate ethical research practices to gather, protect and interpret data	Demonstrates limited skills and processes throughout the creative process, identifying and applying appropriate ethical research practices to gather, protect and interpret data	Demonstrates basic skills and processes throughout the creative process, identifying and applying appropriate ethical research practices to gather, protect and interpret data
Effectively communicates ideas and information by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings by creating a gallery walk.	Effectively communicates complex ideas and information by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings by creating a gallery walk.	Effectively communicates thorough ideas and information by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings by creating a gallery walk.	Effectively communicates sound ideas and information by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings by creating a gallery walk.	Effectively communicates limited ideas and information by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings by creating a gallery walk.	Effectively communicates basic ideas and information by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings by creating a gallery walk.
Correct number of images/clips used in gallery walk	Gallery contains 6-8 images/clips		Gallery contains 3-5 images/clips		Gallery contains 1-2 images/clips
Bibliography completed and attached to physical or online display	Bibliography template correctly filled out and attached to assessment		Bibliography template attached to assessment with a few errors		Bibliography template attached to assessment incorrectly filled out

## Assessment Task Notification

<b>Course</b>	Year 9/10 Aboriginal Studies – Enterprises and Organisations
<b>Task Number</b>	3
<b>Task Weight</b>	30%
<b>Date of Notification</b>	Term 3, Week 5
<b>Due Date</b>	Term 3, Week 7

## Outcomes Assessed

A student –

AST5-5 explains the importance of families and communities to Aboriginal Peoples

AST5-6 explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples' participation nationally and internationally

AST5-7 assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally

AST5-8 analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples

AST5-11 selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

## Task Description

### **Your Task**

In groups, create a presentation that demonstrates the positive social outcomes that are created through Aboriginal organisations and enterprises. These could include:

- providing a platform for challenging stereotypes
- challenging societal norms
- empowerment, for example self-determination
- educating wider society of Aboriginal control over Aboriginal organisations and enterprises.

Provide a bibliography demonstrating the location of sources used in the presentation.

## Assessment Criteria

You will be assessed on your ability to:

- Demonstrates knowledge of the content by explaining in detail, multiple positive social outcomes created by Aboriginal organisations and enterprises including importance of self-determination and autonomy
- Demonstrates knowledge by assessing the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally through enterprises or organisations
- Effectively communicates ideas and information by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings through creation of a presentation.

Marking criteria	Extensive 5	Thorough 4	Sound 3	Limited 2	Basic 1
Demonstrates knowledge of the content by explaining in detail, multiple positive social outcomes created by Aboriginal organisations and enterprises including importance of self-determination and autonomy	Demonstrates extensive knowledge of the content by explaining in detail, multiple positive social outcomes created by Aboriginal organisations and enterprises including importance of self-determination and autonomy	Demonstrates thorough knowledge of the content by explaining in detail, multiple positive social outcomes created by Aboriginal organisations and enterprises including importance of self-determination and autonomy	Demonstrates sound knowledge of the content by explaining in detail, multiple positive social outcomes created by Aboriginal organisations and enterprises including importance of self-determination and autonomy	Demonstrates limited knowledge of the content by explaining in detail, multiple positive social outcomes created by Aboriginal organisations and enterprises including importance of self-determination and autonomy	Demonstrates basic knowledge of the content by explaining in detail, multiple positive social outcomes created by Aboriginal organisations and enterprises including importance of self-determination and autonomy
Demonstrates knowledge by assessing the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally through enterprises or organisations	Demonstrates extensive knowledge by assessing the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally through enterprises or organisations	Demonstrates thorough knowledge by assessing the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally through enterprises or organisations	Demonstrates sound knowledge by assessing the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally through enterprises or organisations	Demonstrates limited knowledge by assessing the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally through enterprises or organisations	Demonstrates basic knowledge by assessing the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally through enterprises or organisations
Communicates ideas and information by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings through creation of a presentation.	Extensive communicates ideas and information by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings through creation of a presentation.	Thorough communicates ideas and information by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings through creation of a presentation.	Sound communicates ideas and information by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings through creation of a presentation.	Limited communication of ideas and information by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings through creation of a presentation.	Basic communication of ideas and information by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings through creation of a presentation.
Use of terminology for Aboriginal studies correctly used in presentation	Extensive use of terminology within presentation.	Thorough use of terminology within presentation	Sound use of terminology within presentation	Limited use of terminology within presentation	Basic use of terminology within presentation
Participation in group work	Works well in group environment and contributes to presentation		Sometimes works well in group environment and sound contribution to presentation		Limited work in group environment and basic contribution to presentation
Bibliography completed and attached to physical or online display	Bibliography template correctly filled out and attached to assessment		Bibliography template attached to assessment with a few errors		Bibliography template attached to assessment incorrectly filled out



## Agriculture (A)

Years 9/10 - 2023

### OVERVIEW OF COURSE CONTENT:

After an introduction and looking at the climate in Tamworth and how it affects agriculture the primary focus in terms one and two will be the study of sheep breeds, profiling and sheep skills. This will be followed by tractor skills all while looking after the chickens. During term three the emphasis will be on Plants and Cropping. While in term four we will be setting up the vege gardens and studying jobs in Agriculture including Vegetable Market Gardens

Task number		Task 1	Task 2	Task 3	Task 4
		Climate Research	Sheep Breed Profile	Plant and Cropping Research Or Plant Growth Trial	Job Profile
<b>Timing</b>		Term 1 Week 6	Term 2 Week 3	Term 3 Week 6	Term 4 Week 4
<b>Outcomes assessed</b>		AG5-4 AG5-12	AG5-2 AG5-7	AG5-6 AG5-13	AG5-1 AG5-3
Components	Weighting %				
Knowledge and understanding of course content	<b>60</b>	20	10	20	10
Values and Attitudes	<b>40</b>	10	10	15	5
<b>Total %</b>	<b>100</b>	<b>30</b>	<b>20</b>	<b>35</b>	<b>15</b>

## Assessment Task Notification

<b>Course</b>	Elective Agriculture
<b>Task Number</b>	1
<b>Task Weight</b>	40%
<b>Date of Notification</b>	Week 1, Term 1 2023
<b>Due Date</b>	Week 6 & 7, Term 1 2023

## Outcomes Assessed

A student –

AG5-9 - evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics

AG5-11 - designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts

AG5-12 - collects and analyses agricultural data and communicates results using a range of technologies

## Task Description

### Climate Research Project

Your task is to use the internet to find information on the Climate of Tamworth.

## Assessment Criteria

You will be assessed on your ability to:

- Researching
- Correct data collection
- Graphing results

## Assessment Task Notification

<b>Course</b>	Elective Agriculture
<b>Task Number</b>	Task 2 Sheep Breeds Profile
<b>Task Weight</b>	30%
<b>Date of Notification</b>	Week 1, Term 2 2023
<b>Due Date</b>	Week 3, Term 2 2023

## Outcomes Assessed

A student –

AG5-1 - explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets

AG5-4 - investigates and implements responsible production systems for plant and animal enterprises

## Task Description

### Identification of different sheep breeds.

Using research techniques research information about different sheep breeds

## Assessment Criteria

You will be assessed on your ability to:

- Research, identify and evaluate the use of different sheep breeds and relate to their produce and environment.

## Child Studies *Cycle A* Year 10/10 - 2023

### OVERVIEW OF COURSE CONTENT:

Child Studies assists students to understand the significant impact of the child's environment and the role that the child and others can take in the active construction of this environment. They have the opportunity to reflect and think critically on the value of the cultural context and influence of ancestral and traditional practices. They learn to identify, create and evaluate solutions to enhance child wellbeing. They become aware of and learn to access a range of relevant community resources and services.

Learning in Child Studies promotes in students a sense of empathy for children, their parents, caregivers and those that have the potential to influence the learning environments. It contributes to the development in young people of an understanding and appreciation of the range of ways they can positively affect the wellbeing of children through roles in both paid and unpaid contexts.

The knowledge, understanding, skills and values developed through Child Studies provides a foundation for a wide range of study options in and beyond school and also a range of vocational pathways that support and enhance the wellbeing of children. Study of this syllabus supports young people engaged in voluntary caring, supervision and child support roles and in formal work opportunities such as childcare and education.

A better start to life creates a better future for the child. Child Studies enables young people to understand the interrelated factors that influence the early years and their impact on the next generation of successful, creative and confident learners and citizens.

The Focus Areas studied are:

- Preparing for Parenthood
- Conception to Birth
- Newborn Care
- Play and the Developing Child

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	8	Drugs and alcohol in the womb research task	CS5.5, CS5.11	25%
2	5	Content quiz	CS5.1, CS5.12	25%
3	8	Information resource on newborns and sleep	CS5.6, CS5.7	25%
4	5	Content quiz	CS5.8, CS5.9	25%

## Assessment Task Notification

<b>Course</b>	9/10 CHILD STUDIES
<b>Task Number</b>	1
<b>Task Weight</b>	25%
<b>Date of Notification</b>	TERM 1 WEEK 5
<b>Due Date</b>	TERM 1 WEEK 8

## Outcomes Assessed

A student –

CS5-5 evaluates strategies that promote the growth and development of children

CS5.11 analyses and compares information from a variety of sources to develop an understanding of child growth and development

## Task Description

How you choose to present your presentation is up to you however, the information provided must be written in your own words.

Each of the following dot points must be answered within your presentation:

- Title page “Effects of Drugs and Alcohol on babies” + your name, relevant image/s
- What is the medical advice for expectant mothers about:
  - smoking
  - alcohol
  - and drugs during pregnancy?
- What is neonatal abstinence syndrome (NAS)?
- What are the symptoms of a baby born with NAS?
- How is NAS treated or managed?
- What are the long-term effects of NAS?
- What is foetal alcohol spectrum disorder (FASD)?
- What are the symptoms of a baby born with FASD?
- How is FASD treated or managed?
- What are the long-term effects of FASD?
- How does smoking harm your unborn baby?
- Bibliography – You must acknowledge the sources you have obtained your information from using the following format

Website URL/Source	Date accessed	Information used

**Specific Details**

you can use Google docs, Google slides, Google webpage, Word or Powerpoint to create your presentation.

Include relevant images to support your information and ensure you use headings, colour and font to create an interesting and eye catching resource.

**Submission**

“Turn in” your assignment before 3.20pm via the google classroom assignment link on or before the due date.

See your teacher prior if you need assistance. Technical difficulties will not be considered.

As this is a digital submission, you will still be required to meet submission deadlines if you are absent from school.

Failure to submit the task on the due date will result in a penalty of 20% of the allocated marks off per day, including weekends.

**Assessment Criteria**

See Attached

Outcome CS5.5, CS5.11	Mark
<ul style="list-style-type: none"> <li>• Extensively detailed and relevant information provided about advice for expectant mothers about smoking alcohol and drugs during pregnancy</li> <li>• Correct definition and accurate explanation of neonatal abstinence syndrome Accurately and in sufficient detail describes a range of symptoms, the treatment and long-term effects of NAS.</li> <li>• Correct definition and accurate explanation of foetal alcohol spectrum disorder</li> <li>• Accurately and in extensive detail describes the range of symptoms, treatment and long term effects of FASD</li> <li>• Accurate, relevant and detailed information on impacts of smoking when pregnant</li> <li>• Communicates ideas and information effectively with a strong focus towards presentation.</li> <li>• Information is formatted in an easy to read and clear manner, making use of headings. All of the information has been written in own words and is free from spelling and grammar errors.</li> <li>• Demonstrates evidence of collection and application of information in correctly formatted bibliography, with a wide range of sources</li> </ul>	23 - 25
<ul style="list-style-type: none"> <li>• Detailed and relevant information provided about advice for expectant mothers about smoking alcohol and drugs during pregnancy</li> <li>• Correct definition and sound explanation of neonatal abstinence syndrome</li> <li>• Accurately and in some detail describes a range of symptoms, the treatment and long-term effects of NAS.</li> <li>• Correct definition and sound explanation of foetal alcohol spectrum disorder</li> <li>• Accurately and in sounddetail describes the range of symptoms, treatment and long term effects of FASD</li> <li>• Accurate and relevant information on impacts of smoking when pregnant</li> <li>• Communicates ideas and information effectively with some focus towards presentation</li> <li>• Information is presented in an easy to ready and logical manner, making use of headings. The text is mostly free of grammar and spelling errors</li> <li>• Demonstrates evidence of collection and application of information in correctly formatted bibliography with a range of sources</li> </ul>	18 - 22
<ul style="list-style-type: none"> <li>• Brief, relevant information provided about advice for expectant mothers about smoking alcohol and drugs during pregnancy</li> <li>• Correct definition and brief explanation of neonatal abstinence syndrome</li> <li>• Accurately and brief detail describes a range of symptoms, the treatment and long-term effects of NAS.</li> <li>• Correct definition and brief explanation of foetal alcohol spectrum disorder</li> <li>• Accurately describes the range of symptoms, treatment and long term effects of FASD</li> <li>• Accurate but brief information on impacts of smoking when pregnant</li> <li>• Communicates ideas and information somewhat effectively, with limited focus towards presentation of information</li> <li>• Information is not presented in a clear and logical manner; containers errors and little/no attempt has been made to write information in own words</li> <li>• An attempt to construct a bibliography was made though it is incorrectly formatted and sources are limited</li> </ul>	10 - 17
<ul style="list-style-type: none"> <li>• Student has attempted limited number of questions</li> <li>• Answers are limited and lack sufficient detail</li> <li>• Some of the questions remain incomplete or not attempted</li> <li>• Answers have not been written in students own words</li> <li>• Student's attempt to present information in an engaging manner is not evident</li> </ul>	0-9

- Incomplete and/or no bibliography submitted.

## Assessment Task Notification

<b>Course</b>	9/10 CHILD STUDIES
<b>Task Number</b>	2
<b>Task Weight</b>	25%
<b>Date of Notification</b>	TERM 2 WEEK 3
<b>Due Date</b>	TERM 2 WEEK 5

## Outcomes Assessed

A student –

CS5-1 identifies the characteristics of a child at each stage of growth and development

CS5-12 applies evaluation techniques when creating, discussing and assessing information related to child growth and development

## Task Description

Semester One Quiz

## Assessment Criteria

You will be assessed on your ability to:

- Students will be tested on your knowledge of Child Studies concepts. All questions will stem from the term 1 and 2 focus areas. You are expected to answer all questions to the best of your ability.
- The quiz will be completed online in a Google form, marks will be released once your classroom teacher has reviewed your answers
- The Quiz will include multiple choice and short answer questions.
- Examination will be in class however regular examination conditions apply.



## Assessment Task Notification

<b>Course</b>	9/10 CHILD STUDIES
<b>Task Number</b>	3
<b>Task Weight</b>	25%
<b>Date of Notification</b>	TERM 3 WEEK 5
<b>Due Date</b>	TERM 3 WEEK 8

## Outcomes Assessed

A student –

CS5-6 describes a range of parenting practices for optimal growth and development

CS5-7 discusses the importance of positive relationships for the growth and development of children

## Task Description

Create an informative Google Site (website) or Google Slide presentation for parents about newborns and sleep.

Design your webpage/slides to include information about the following areas:

1.     **Sleep Patterns**  
*Typical newborn sleep patterns, How often should a baby sleep for each night? Do they take naps during the day, how long for?*
2.     **Sleep routine**  
*6 tips for getting your baby into a good sleep routine*
3.     **Settling techniques**  
*What can parents do if their baby won't settle and go to sleep? What are some strategies they could use to help?*
4.     **Swaddling**  
*What is swaddling, what are the benefits of swaddling? Different ways babies can be swaddled. Images will be useful for this section.*
5.     **Co-sleeping**  
*What is it? What benefits? What are the risks?*
6.     **Help services (Australian only)**  
*What services are there to assist if your baby is not sleeping – name and web address*
7.     **Bibliography**  
*Record websites used using the document attached to the assignment on google classroom.*
8.     **Presentation**  
*Set out your information in an interesting way. Use colour, headings and pictures to make your assignment more interesting and eye-catching. You may also like to provide links to helpful videos.*

## Assessment Criteria

See Attached

Outcome CS5.6, CS5.7	Mark
<ul style="list-style-type: none"> <li>• Sleep patterns and sleep routine have been explained in extensive detail, multiple and differing opinions given from different parenting experts. The importance of sleep is explained in a detailed and easy to understand manner.</li> <li>• 3 or more settling techniques are given, positives and negatives of each one are explained in extensive detail.</li> <li>• Swaddling techniques are explained, with several relevant images. Extensive list of positives and negatives is given.</li> <li>• Co-sleeping is extensively explained, benefits and dangers are extensively provided, text is written from a neutral tone.</li> <li>• 3 or more Australian sleep services are listed, their services explained and accurate contact details given.</li> <li>• Communicates ideas and information effectively with a strong focus towards presentation.</li> <li>• Information is formatted in an easy to read and clear manner, making use of headings. All of the information has been written in own words and is free from spelling and grammar errors.</li> <li>• Demonstrates evidence of collection and application of information in correctly formatted bibliography, with a wide range of sources</li> </ul>	23 - 25
<ul style="list-style-type: none"> <li>• Sleep patterns and sleep routine have been explained in some detail, multiple and differing opinions given from different parenting experts. The importance of sleep is explained in an easy to understand manner.</li> <li>• 2 or less settling techniques are given, positives and negatives of each one are explained in some detail.</li> <li>• Swaddling techniques are explained, with some images. Brief list of positives and negatives is given.</li> <li>• Co-sleeping is briefly explained, benefits and dangers are provided, text is written from a neutral tone.</li> <li>• 2 or less Australian sleep services are listed, their services briefly explained and accurate contact details given.</li> <li>• Communicates ideas and information effectively with some focus towards presentation</li> <li>• Information is presented in an easy to ready and logical manner, making use of headings. The text is mostly free of grammar and spelling errors</li> <li>• Demonstrates evidence of collection and application of information in correctly formatted bibliography with a range of sources</li> </ul>	18 - 22
<ul style="list-style-type: none"> <li>• Sleep patterns and sleep routine have been explained limited detail. The importance of sleep is included.</li> <li>• Some settling techniques are given, positives and negatives of each one is missing/ only included in limited detail.</li> <li>• Swaddling techniques are explained, no relevant images. no positives and negatives are given.</li> <li>• Co-sleeping is briefly explained, limited positives and negatives.</li> <li>• Some sleep services are listed, their services explained in a limited manner. Inaccurate or no contact details given.</li> <li>• Communicates ideas and information somewhat effectively, with limited focus towards presentation of information</li> <li>• Information is not presented in a clear and logical manner; contains errors and little/no attempt has been made to write information in own words</li> <li>• An attempt to construct a bibliography was made though it is incorrectly formatted and sources are limited</li> </ul>	10 - 17

<ul style="list-style-type: none"> <li>• Student has attempted limited number of questions</li> <li>• Answers are limited and lack sufficient detail</li> <li>• Some of the questions remain incomplete or not attempted</li> <li>• Answers have not been written in students own words</li> <li>• Student's attempt to present information in an engaging manner is not evident</li> <li>• Incomplete and/or no bibliography submitted.</li> </ul>	0-9
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## Assessment Task Notification

<b>Course</b>	9/10 CHILD STUDIES
<b>Task Number</b>	4
<b>Task Weight</b>	25%
<b>Date of Notification</b>	TERM 4 WEEK 3
<b>Due Date</b>	TERM 4 WEEK 5

## Outcomes Assessed

A student –  
 CS5-8 evaluates the role of community resources that promote and support the wellbeing of children and families  
 CS5-9 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing

## Task Description

Semester Two Quiz

## Assessment Criteria

You will be assessed on your ability to:

- Students will be tested on your knowledge of Child Studies concepts. All questions will stem from the term 3 and 4 focus areas. You are expected to answer all questions to the best of your ability.
- The quiz will be completed online in a Google form, marks will be released once your classroom teacher has reviewed your answers
- The Quiz will include multiple choice and short answer questions.
- Examination will be in class however regular examination conditions apply.

## COMMERCE B

### Year 10 & 10 ELECTIVE - 2023

#### OVERVIEW OF COURSE CONTENT:

In Term 1, students will be studying Law, Society & Political Involvement. Students develop an understanding of how laws affect individuals and groups and regulate society, and how individuals and groups participate in the democratic process. Students examine various legal and political systems and learn how strategies are used to resolve contentious legal and political issues.

In Term 2, students will be studying the Economic and Business Environment. Students develop an understanding of the importance, and features of, the economic environment, including markets. They explore the nature, role and operation of businesses in the context of an increasingly globalised economy. Students investigate cause-and-effect relationships in relation to a major economic event or development affecting Australian consumers and businesses.

In Term 3, students will be studying Running a Business. Students investigate how entrepreneurial attributes and dispositions contribute to business success, and examine the considerations involved when planning and running a business. They investigate key issues and processes related to the various aspects of running a business.

In Term 4, students will be studying Investing. Students explore the range of investment options available and analyse information and data to make informed investment decisions. They examine the role and responsibilities of the financial services industry. They will also study Our Economy. Students investigate Australia's place in the global economy, measurement of economic performance, trade patterns, the impact of changes in our economy and the implications of these changes for consumers, businesses and broader society. They investigate global influences on Australia's economy.

Components	Weighting %	DATE		TASK	OUTCOMES	WEIGHTING
		TERM	WEEK			
Knowledge and understanding of the content	<b>30</b>	1	5	Project Based Learning	COM5-2, COM5-8, COM5-9	35%
Apply basic research techniques & use a range of information and communication technologies	<b>30</b>	2	7	Project Based Learning	COM5-1, COM5-6, COM5-7, COM5-8, COM5-9	35%
Apply knowledge in appropriate formats	<b>20</b>	3	6	Project Based Learning	COM5-3, COM5-4, COM5-5, COM5-8, COM5-9	30%

Apply skills to new situations	20					
<b>Total</b>	<b>100</b>					<b>100</b>

## Assessment Task Notification

<b>Course</b>	Commerce
<b>Task Number</b>	1
<b>Task Weight</b>	35%
<b>Date of Notification</b>	Term 1, Week 3
<b>Due Date</b>	Term 1, Week 5

## Outcomes Assessed

A student –

COM5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts

COM5-3 examines the role of law in society

COM5-7 researches and assesses information using a variety of sources

COM5-8 explains information using a variety of forms

COM5-9 works independently and collaboratively to meet individual and collective goals within specified time frames

## Task Description

You are to write a 400-word report on an area of the law that has undergone change within the last 5 years.

In order to achieve well in this task, you will need to complete the following steps:

1. Choose a contemporary issue that has undergone law changes. Some examples include, but are not limited to: same sex marriage, one punch laws, counter terrorism, lock out laws, land rights, cybercrime.
2. Research. And research some more. You need to ensure that you click on links and really understanding what the information is telling you.
3. Draft your findings under the following sub headings:
  - What is the law?
  - What was the law before the change?
  - When did the change occur?
  - Why did the change occur?
  - What was the impact of the change?
  - Give a real-life example of a time that the law was broken.
4. Type your report findings on a Google Doc using subheadings
5. Edit your work to ensure that there are no spelling, punctuation or grammar errors
6. Submit you report through the portal on the Google Classroom

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Assessment Criteria
See Attached

Marking Criteria	Marks
<ul style="list-style-type: none"> <li>● Demonstrates extensive knowledge and understanding of particular laws</li> <li>● Highly appropriate and considered topic</li> <li>● Clear language and highly appropriate tone integrated throughout report</li> <li>● Highly effective use of a wide range of techniques and devices for a report</li> <li>● Adheres to word limit</li> <li>● Highly logical layout</li> <li>● Clear evidence of highly evaluative thinking processes e.g. multiple viewpoints</li> <li>● Highly effective use of logical and abstract thinking to synthesis complex information into an easily understood form</li> <li>● Thorough reference list attached</li> </ul>	29-35
<ul style="list-style-type: none"> <li>● Demonstrates thorough knowledge and understanding of particular laws</li> <li>● Appropriate topic chosen</li> <li>● Clear language and mostly appropriate tone integrated throughout report</li> <li>● Mostly effective use of a wide range of techniques and devices for a report</li> <li>● Adheres to word limit</li> <li>● Mostly logical layout</li> <li>● Some evidence of highly evaluative thinking processes e.g. multiple viewpoints</li> <li>● Mostly effective use of logical and abstract thinking to synthesis complex information into an easily understood form</li> <li>● Reference list attached</li> </ul>	22-28
<ul style="list-style-type: none"> <li>● Demonstrates sound knowledge and understanding of particular laws</li> <li>● Relevant topic chosen</li> <li>● Some evidence of clear language and mostly appropriate tone integrated throughout report</li> <li>● Sound use of techniques and devices for a report</li> <li>● Adheres to word limit</li> <li>● Some evidence of a logical layout</li> <li>● Some evidence of highly evaluative thinking processes e.g. multiple viewpoints</li> <li>● Some use of logical and abstract thinking to synthesis complex information into an easily understood form</li> <li>● Limited reference list attached</li> </ul>	15-21
<ul style="list-style-type: none"> <li>● Demonstrates basic knowledge and understanding of particular laws</li> <li>● Attempt at using appropriate topic</li> <li>● Use of basic or inconsistent language and mostly appropriate tone integrated throughout report</li> <li>● Sound use of techniques and devices for a report</li> <li>● Does not adhere to word limit</li> <li>● Basic and mostly clear layout</li> <li>● Basic thinking processes to demonstrate some information in an easily understood form</li> <li>● Basic reference list attached</li> </ul>	8-14

<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge and understanding of particular laws</li> <li>• Topic is unclear or inappropriate</li> <li>• Use of limited or inconsistent language and tone throughout report</li> <li>• Limited or no use of techniques and devices for a report</li> <li>• Unclear or confusing layout</li> <li>• No reference list</li> </ul>	1-7
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## Assessment Task Notification

<b>Course</b>	Stage 5 Commerce
<b>Task Number</b>	2
<b>Task Weight</b>	35%
<b>Date of Notification</b>	Term 2, Week 5
<b>Due Date</b>	Term 2, Week 7

## Outcomes Assessed

A student –

COM5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts

COM5-6 develops and implements plans to designed to achieve goals

COM5-7 researches and assesses information using a variety of sources

COM5-8 explains information using a variety of forms

COM5-9 works independently and collaboratively to meet individual and collective goals within specified time frames

## Task Description

You are to assess the impact of the COVID-19 pandemic on Australian businesses and present your findings on a Google Slide.

In order to achieve well in this task, you will need to complete the following steps:

1. Start by researching in general terms. Make sure to use multiple sources.
2. Set up your Google Slide pages. You should have the following:
  - Title Page
  - COVID-19 (When, where, why etc)
  - Impacts (How did this impact businesses, how did businesses respond, include both positive and negative)
  - Flow On (How did the impacts on businesses flow on to affect other people?)
  - Government Help (What did the Government do to help? Subsidies, payments etc)
  - The Economy (What was the impact on the economy?)
  - Future Plans (Look at the 2021 budget? What programs or incentives have been put in place?)
  - Reference List
3. Make sure all information is clear and easy to understand. Do not copy and paste information.
4. Set out your Google Slide with an easy to read font, clear layout and a theme background.

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Assessment Criteria
See Attached

Marking Criteria	Marks
<ul style="list-style-type: none"> <li>▪ Demonstrates extensive knowledge and understanding of the impacts of COVID 19</li> <li>▪ Demonstrates extensive knowledge and understanding of the flow on effect of COVID 19</li> <li>▪ Extensively recalls government help and subsidies throughout the pandemic</li> <li>▪ Shows extensive understanding of how the pandemic impacted the economy</li> <li>▪ Shows extensive understanding of what the current budget is planning to help the economy</li> <li>▪ Highly logical layout</li> <li>▪ Thorough reference list attached</li> </ul>	25-30
<ul style="list-style-type: none"> <li>▪ Demonstrates thorough knowledge and understanding of the impacts of COVID 19</li> <li>▪ Demonstrates thorough knowledge and understanding of the flow on effect of COVID 19</li> <li>▪ Thoroughly recalls government help and subsidies throughout the pandemic</li> <li>▪ Shows thorough understanding of how the pandemic impacted the economy</li> <li>▪ Shows thorough understanding of what the current budget is planning to help the economy</li> <li>▪ Mostly logical layout</li> <li>▪ Reference list attached</li> </ul>	19-24
<ul style="list-style-type: none"> <li>▪ Demonstrates sound knowledge and understanding of the impacts of COVID 19</li> <li>▪ Demonstrates sound knowledge and understanding of the flow on effect of COVID 19</li> <li>▪ Recalls sound understanding of government help and subsidies throughout the pandemic</li> <li>▪ Shows sound understanding of how the pandemic impacted the economy</li> <li>▪ Shows sound understanding of what the current budget is planning to help the economy</li> <li>▪ Some evidence of a logical layout</li> <li>▪ Limited reference list attached</li> </ul>	13-18
<ul style="list-style-type: none"> <li>▪ Demonstrates basic knowledge and understanding of the impacts of COVID 19</li> <li>▪ Demonstrates basic knowledge and understanding of the flow on effect of COVID 19</li> <li>▪ Recalls basic government help and subsidies throughout the pandemic</li> <li>▪ Shows basic understanding of how the pandemic impacted the economy</li> <li>▪ Shows basic understanding of what the current budget is planning to help the economy</li> <li>▪ Basic and mostly clear layout</li> <li>▪ Basic reference list attached</li> </ul>	7-12
<ul style="list-style-type: none"> <li>▪ Demonstrates limited knowledge and understanding of the impacts of COVID 19</li> <li>▪ Demonstrates limited knowledge and understanding of the flow on effect of COVID 19</li> <li>▪ Recalls limited understanding of government help and subsidies throughout the pandemic</li> <li>▪ Shows limited understanding of how the pandemic impacted the economy</li> </ul>	0-6



- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>▪ Shows limited understanding of what the current budget is planning to help the economy</li> <li>▪ Unclear or confusing layout</li> <li>▪ No reference list</li> </ul> |  |
|--|--|

## Assessment Task Notification

<b>Course</b>	Commerce
<b>Task Number</b>	3
<b>Task Weight</b>	30%
<b>Date of Notification</b>	Term 3, Week 4
<b>Due Date</b>	Term 3, Week 6

## Outcomes Assessed

A student –

COM5-1: applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts

COM5-2: analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts

COM5-5: evaluates options for solving problems and issues

COM5-6: develops and implements plans designed to achieve goals

COM5-7: researches and assesses information using a variety of sources

COM5-8: explains information using a variety of forms

COM5-9: works independently and collaboratively to meet individual and collective goals within specified timeframes

## Task Description

Your task is to create a hypothetical business plan for a product (goods only) of your choice.

1. Figure out what product (goods only) you are going to sell
2. Complete the 'Planning for Success' sheet attached
3. Complete the 'Business Plan' sheet attached
4. Include a reference list
5. Go through the marking criteria to make sure you have completed everything

## Assessment Criteria

See Attached

Marking Criteria	Marks
<ul style="list-style-type: none"> <li>• Complete a comprehensive 'Planning for Success' worksheet</li> <li>• Include a comprehensive business name and idea</li> <li>• Choose and comprehensively explain the legal structure of your business</li> <li>• Comprehensively explain your product</li> <li>• Create a comprehensive marketing strategy that includes a poster and social media outline</li> <li>• Completes a comprehensive SWOT analysis</li> <li>• Completes a comprehensive list of equipment</li> <li>• Comprehensively explains the business finances</li> </ul>	25-30
<ul style="list-style-type: none"> <li>• Complete a detailed 'Planning for Success' worksheet</li> <li>• Include a detailed business name and idea</li> <li>• Choose and explain in detail the legal structure of your business</li> <li>• Explain your product in detail</li> <li>• Create a detailed marketing strategy that includes a poster and social media outline</li> <li>• Completes a detailed SWOT analysis</li> <li>• Completes a detailed list of equipment</li> <li>• Explains in detail the business finances</li> </ul>	19-24
<ul style="list-style-type: none"> <li>• Complete a sound 'Planning for Success' worksheet</li> <li>• Include a sound presented business name and idea</li> <li>• Choose and soundly explain the legal structure of your business</li> <li>• Explain your product with sound detail</li> <li>• Create a sound marketing strategy that includes a poster and social media outline</li> <li>• Completes a sound SWOT analysis</li> <li>• Completes a sound list of equipment</li> <li>• Soundly explains the business finances</li> </ul>	13-18
<ul style="list-style-type: none"> <li>• Complete a limited 'Planning for Success' worksheet</li> <li>• Include a limited business name and idea</li> <li>• Choose and explain with limited information the legal structure of your business</li> <li>• Explain your product with limited detail</li> <li>• Create a limited marketing strategy</li> <li>• Completes a limited SWOT analysis</li> <li>• Completes a limited list of equipment</li> <li>• Explains with limited explanation the business finances</li> </ul>	7-12
<ul style="list-style-type: none"> <li>• Complete a generalised 'Planning for Success' worksheet</li> <li>• Include a generalised business name and idea</li> <li>• Choose and explain in general the legal structure of your business</li> <li>• Provide a general outline of your product</li> <li>• Create a general marketing strategy</li> </ul>	1-6

<ul style="list-style-type: none"> <li>• Completes a general SWOT analysis</li> <li>• Completes a general list of equipment</li> <li>• Generally explains the business finances</li> </ul>	
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## Dance - Industry Stage 5 2023

### OVERVIEW OF COURSE CONTENT:

Dance involves the development of physical skills as well as aesthetic, artistic and cultural understanding. Learning through dance enables students to apply their own experiences to their study of dance. They learn to express ideas creatively as they make and perform dances, and analyse dance as works of art. They think imaginatively and share ideas, feelings, values, and attitudes while physically and intellectually exploring the communication of ideas through movement. The development of creativity, imagination and individuality is emphasised, along with building performance skills, technique, group cooperation and confidence.

Students explore the different styles of dance that would be seen in an industry/professional world. Topics include:

- Ballet with Safe Dance Practice
- Dance and Stimulus
- Commercial Dance with Jazz Technique
- Musical Theatre with the incorporation of Dance on Film.

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1, 2022	9	Ballet	5.1.1 5.3.3 5.4.1	30%
2, 2023	9	Dance and Stimulus	5.2.1 5.2.2 5.3.3	40%
3, 2023	9	Commercial Dance	5.1.2 5.1.3 5.3.1	30%

## Assessment Task Notification

<b>Course</b>	Industry Dance
<b>Task Number</b>	1 – Ballet with Safe Dance Practice
<b>Task Weight</b>	30%
<b>Date of Notification</b>	Term 1, Week 7
<b>Due Date</b>	Term 1, Week 9

## Outcomes Assessed

A student –

- 5.1.1 Demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences, and dances
- 5.3.3 Applies understandings and experiences drawn from their own work and dance works of art
- 5.4.1 Contribute to lifelong learning

## Task Description

### Written Exam

*Written Exam featuring a series of multiple choice, short answer questions and a long response focusing on Safe Dance Practice and Ballet.*

- Students will complete a written examination during one class period.
- Students will need a pen, pencil, and eraser to successfully complete the exam.

## Assessment Criteria

You will be assessed on your ability to:

- Be able to demonstrate an understanding of Safe Dance Practice through prior knowledge and class work understanding
- Demonstrate how Safe Dance Practice can be used in dance performance through short answer questions
- Apply ballet steps and sequences to improve Safe Dance Practice
- Identify and use correct terminology



### Written Exam

	<b>Limited</b> <i>Value: E</i>	<b>Basic</b> <i>Value: D</i>	<b>Sound</b> <i>Value: C</i>	<b>High</b> <i>Value: B</i>	<b>Outstanding</b> <i>Value: A</i>
Safe Dance Practice	Student have little/no knowledge of Safe Dance Practice	Student has an uneven knowledge of Safe Dance Practice	Student has a satisfactory knowledge of Safe Dance Practice	Student has a good knowledge of Safe Dance Practice	Student has a deep knowledge of Safe Dance Practice
Short Answer Questions	Makes consistent connections between Safe Dance Practice and dancers	Can give a simple analysis of how Safe Dance Practice can be used by dancers	Can give an analysis of how Safe Dance Practice can be used by dancers	Can give a detailed analysis of how Safe Dance Practice can be used by dancers	Can give a richly detailed analysis of how Safe Dance Practice can be used by dancers
Ballet Steps and Sequences	Able to apply this understanding to their own performance in a limited way	Able to apply this understanding to their own performance to a basic level	Able to apply this understanding to their own performance to a sound level	Able to apply this understanding to their own performance to a high level	Able to apply this understanding to their own performance to an outstanding level
Terminology	Lists minimal terminology with no connection	Lists terminology but may not be connected	Correctly lists terminology	Correctly uses some terminology	Correctly uses a range of terminology

## Assessment Task Notification

<b>Course</b>	Industry Dance
<b>Task Number</b>	2 – Dance and Stimulus
<b>Task Weight</b>	40%
<b>Date of Notification</b>	Term 2, Week 7
<b>Due Date</b>	Term 2, Week 9

## Outcomes Assessed

A student –

5.2.1 Explores the elements of dance as the basis of the communication of ideas

5.2.2 Composes and structures dance movement that communicates an idea

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

## Task Description

### Group Composition

*Presentation of group composition in relation to a set stimulus.*

- As a group you are to create a 3-minute composition in relation to the set stimulus.
- Use the stimulus to find the elements of dance which can use in your piece.
- Explain why you chose the elements of dance on the additional materials sheet.

## Assessment Criteria

You will be assessed on your ability to:

- Choose and apply appropriate elements of dance to enhance the meaning of the work
- Compose and structure dance movement that communicates intent from stimulus
- Demonstrate dance technique (elevation, control, falls, turns, alignment, balance, body awareness, locomotor, and non-locomotor movement) by manipulating the elements of dance
- Demonstrate aspects of performance quality (projection, balance, alignment and variation of dynamics) and interpretation when performing
- Communicate an idea through the elements of dance
- Communicate physically and orally and in written form intentions/ideas for dance composition with increasing clarity

### Composition

	<b>Limited</b> <i>Value: E</i>	<b>Basic</b> <i>Value: D</i>	<b>Sound</b> <i>Value: C</i>	<b>High</b> <i>Value: B</i>	<b>Outstanding</b> <i>Value: A</i>
Apply the elements of space, time, and dynamics	With guidance, applies aspects of the elements of dance to perform a limited range of dance styles	Applies aspects of the elements of dance as they perform dance styles	Applies the elements of dance as they perform a variety of dance styles	Combines and applies the elements of dance to competently interpret a variety of dance styles	Effectively manipulates the elements of dance to interpret a wide variety of dance styles with a high level of competence
Select and refine movement to communicate an idea	With guidance, uses the elements of dance to create simple dance compositions that communicate ideas	Uses some elements of dance to structure movement to create basic dance compositions that communicate ideas	Manipulates the elements of dance as they structure movement to create dance compositions that communicate ideas	Structures appropriate movement to create dance compositions that communicate ideas	Consistently structures complex movement to create dance compositions that communicate ideas
Link movements to create a sequence	Shows minimal understanding of linking movements to create a sequence	Attempts to link movements to create a sequence	Links movements to create a sequence	Skilfully links movements to create sequences	Consistently links movement to create sequences
Create and refine dance phrases, sequences and combinations by exploring sequence, transition, repetition, variation and contrast	Shows minimal understanding of organising phrases, sequences, and sections	Attempts to organise phrases, sequences, and sections	Organises phrases, sequences, and sections	Skilfully organises phrases, sequences, and sections	Consistently organises phrases, sequences, and sections



### Process Diary

	<b>Limited</b> <i>Value: E</i>	<b>Basic</b> <i>Value: D</i>	<b>Sound</b> <i>Value: C</i>	<b>High</b> <i>Value: B</i>	<b>Outstanding</b> <i>Value: A</i>
Communicate an idea through the elements of dance	With teacher support communicates little to no idea	Communicates some ideas through some elements of dance	Communicates an idea through the elements of dance	Perceptively communicates ideas through the elements of dance	Consistently communicates multiple ideas through a range of elements of dance
Communicate physically and orally and in written form intentions/ideas for dance composition with increasing clarity.	With teacher support, participates in the practical and theoretical aspects of dance and makes elementary connections between the making and performing of the movement and the appreciation of its meaning.	Participates in the practical and theoretical aspects of dance and makes some connections between the making and performing of the movement and the appreciation of its meaning.	Engages in the practical and theoretical aspects of dance and makes connections between the making and performing of the movement and the appreciation of its meaning.	Perceptively engages in the practical and theoretical aspects of dance and makes informed connections between the making and performing of the movement and the appreciation of its meaning.	Insightfully applies their knowledge of the practical and theoretical aspects of dance and makes perceptive connections between the making and performing of the movement and the appreciation of its meaning.

## Assessment Task Notification

<b>Course</b>	Industry Dance
<b>Task Number</b>	3 – Commercial Dance
<b>Task Weight</b>	30%
<b>Date of Notification</b>	Term 3, Week 7
<b>Due Date</b>	Term 3, Week 9

## Outcomes Assessed

A student –

- 5.1.2 Demonstrates enhanced dance technique by manipulating aspects of the elements of dance
- 5.1.3 Demonstrates an understanding and application of aspects of performance quality and interpretation through performance
- 5.3.1 Describes and analyses dance as the communication of ideas within a context

## Task Description

### Presentation of a commercial style jazz work.

*Students will perform five-set sequences with a set jazz technique class at the start  
of the lesson.*

- Students will be taught a set jazz technique class and five set sequences before the due date.
- On the set day, students are to perform the five-set sequences with a jazz technique at the start
- Students will perform all sequences twice before moving onto the next.

## Assessment Criteria

You will be assessed on your ability to:

- Apply safe dance within the technique class
- Show a developed jazz technique i.e. poses, pointed toes, timing, use of space
- Shows performance quality through sequences i.e. control of dynamics, projection, quality of line, kinaesthetic awareness

## Commercial Dance

	<b>Limited</b> <i>Value: E</i>	<b>Basic</b> <i>Value: D</i>	<b>Sound</b> <i>Value: C</i>	<b>High</b> <i>Value: B</i>	<b>Outstanding</b> <i>Value: A</i>
Safe Dance Practices	Applies limited safe dance practice within 'the work'	Applies basic safe dance practice within 'the work'	Identifies and applies some safe dance practice within 'the work'	Identify and applies knowledge of safe dance practice consistently within 'the work'	Identify and applies deep knowledge of safe dance practice within 'the work'
Jazz Technique	Performs sequences, combinations and the work with a raw dance technique	Performs sequences, combinations and the work with an inconsistent dance technique	Performs sequences, combinations and the work with a basic dance technique	Performs sequences, combinations and the work with consistent dance technique	Performs sequences, combinations and the work with a refined dance technique
Manipulate the elements of dance	Applies a dance technique (flexibility, balance, alignment) with a limited manipulation of the elements of dance	Applies a dance technique (flexibility, balance, alignment) to manipulate some elements of dance	Applies an inconsistent dance technique (flexibility, balance, alignment) to manipulate aspects of the elements of dance	Applies dance technique (flexibility, balance, alignment) to manipulate the elements of dance	Consistently applies a dance technique (flexibility, balance, alignment) to manipulate the aspects of the elements of dance
Performance Quality	None of the performance quality (e.g. variation of dynamics, quality of line, projection) components are identified or applied	Identifies a few of the performance quality (e.g. variation of dynamics, quality of line, projection) components but aren't applied	Identifies and applies some of the performance quality (e.g. variation of dynamics, quality of line, projection) components	Identifies and applies most of the performance quality (e.g. variation of dynamics, quality of line, projection) components	Identifies and applies all of the performance quality (e.g. variation of dynamics, quality of line, projection) components
Interpretation	Performs 'the work' with support	Performs 'the work' with minimal interpretation	Performs 'the work' with a sound interpretation	Performs 'the work' with a meaningful interpretation	Performs 'the work' with a deep interpretation

## Industrial Technology – D&T *Cycle A* Year 10/10 - 2023

### OVERVIEW OF COURSE CONTENT:

Student performance in **Design and Technology** is assessed through a range of formal and informal assessment experiences that allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways. The course studies design through a holistic approach, design processes and the activity of designers.

Throughout the year practical experiences will include at least two of the following context areas:

- Agriculture
- Digital Technologies
- Engineered Systems
- Food Technologies
- Information and Communication Technologies
- Material Technologies

#### School Based Assessment:

During the study of each unit students will undertake practical activities designed to refine and enhance their knowledge, understanding and skills. Units of work are developed to meet student needs and interests.

Design projects are the main learning activities that students undertake and culminates in the designed solution and documentation.

Folios reinforce and document student learning. Folios provide the student with a means of recording all aspects of the design process used, evaluating, and justifying the reasons for the decisions made. Design and production folios will provide evidence of the design process used in the development and the realisation of a project.

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	10	<b>Material Technologies</b> <b>Design Project 1</b> <i>Smart Phone Amplifier (Speaker)</i>	DT5-1, DT5-2, DT5-8	30%
3	3	<b>Information &amp; Communication Technologies</b> <b>Design Project 2</b> <i>Game Design</i>	DT5-5, DT5-6, DT5-7	35%
4	8	<b>Student Negotiated Project</b> <b>Design Project 3</b> <i>Personal Interest</i>	DT5-3, DT5-4, DT5-9, DT5-10	35%

## Assessment Task Notification

<b>Course</b>	9/10 DESIGN and TECHNOLOGY
<b>Task Number</b>	1
<b>Task Weight</b>	30%
<b>Date of Notification</b>	TERM 1 WEEK 2
<b>Due Date</b>	TERM 1 WEEK 10

## Outcomes Assessed

A student –  
 DT5-1 analyses and applies a range of design concepts and processes  
 DT5-2 applies and justifies an appropriate process of design when developing design ideas and solutions  
 DT5-8 selects and applies management strategies when developing design solutions

## Task Description

**Material Technologies**  
***Design Project 1***  
*Smart Phone Amplifier (Speaker)*

Students are required to design and construct a phone amplifier (speaker) clearly demonstrating the areas outlined below.

- Design .....10
- WHS .....10
- Hand Skills.....20
- Quality of the product.....20



## Assessment Criteria

See Attached

Design	Mark
Integrates extensive knowledge and understanding of design in critically analysing concepts and processes and is able to apply learning in new contexts.	9 - 10
Demonstrates thorough knowledge and understanding of design in analysing concepts and processes and is able to apply learning to most situations.	7 - 8
Demonstrates sound knowledge and understanding of design in analysing concepts and processes and is able to apply learning in a range of contexts.	5 - 6
Demonstrates basic knowledge and understanding of design in describing concepts and processes.	3 - 4
Demonstrates elementary knowledge and understanding of design when identifying concepts and processes.	0 - 2

WHS	Mark
Exhibits extensive ability to apply WHS practices to hand tools, machine tools, equipment and processes.	9 - 10
Exhibits a thorough ability to apply WHS practices to hand tools, machine tools, equipment and processes.	7 - 8
Exhibits some ability to apply WHS practices to hand tools, machine tools, equipment and processes.	5 - 6
Exhibits limited ability to apply WHS practices to hand tools, machine tools, equipment and processes.	3 - 4
Exhibits minimal ability to apply WHS practices to hand tools, machine tools, equipment and processes.	0 - 2

Hand Skills	Mark
Displays extensive knowledge and application of hand skills in the construction of the project.	17 - 20
Displays thorough knowledge and application of hand skills in the construction of the project.	13 - 16
Displays some knowledge and application of hand skills in the construction of the project.	9 - 12
Displays limited knowledge and application of hand skills in the construction of the project.	5 - 8
Displays minimal knowledge and application of hand skills in the construction of the project.	0 - 4

Quality of the Product	Mark
Demonstrates very high quality in all aspects of the project.	17 - 20
Demonstrates high quality in most aspects of the project.	13 - 16
Demonstrates substantial quality in most aspects of the project.	9 - 12
Demonstrates basic quality in most aspects of the project.	5 - 8
Demonstrates poor quality in all aspects of the project.	0 - 4

## Assessment Task Notification

<b>Course</b>	9/10 DESIGN and TECHNOLOGY
<b>Task Number</b>	2
<b>Task Weight</b>	35%
<b>Date of Notification</b>	TERM 2 WEEK 1
<b>Due Date</b>	TERM 3 WEEK 3

## Outcomes Assessed

A student –

DT5-5 evaluates designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design

DT5-6 develops and evaluates creative, innovative and enterprising design ideas and solutions

DT5-7 uses appropriate techniques when communicating design ideas and solutions to a range of audiences

## Task Description

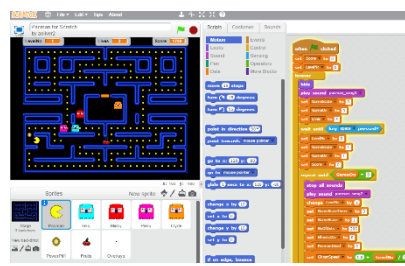
### Information & Communication Technologies

#### *Design Project 2*

#### *Game Design*

Students are required to design and construct a game using an array of mediums and or technologies clearly demonstrating the areas outlined below.

- Design .....10
- Communication.....10
- WHS .....10
- Skills.....20
- Quality of the product.....20



## Assessment Criteria

See Attached

<b>Design</b>	<b>Mark</b>
Integrates extensive knowledge and understanding of design in critically analysing concepts and processes and is able to apply learning in new contexts.	9 - 10
Demonstrates thorough knowledge and understanding of design in analysing concepts and processes and is able to apply learning to most situations.	7 - 8
Demonstrates sound knowledge and understanding of design in analysing concepts and processes and is able to apply learning in a range of contexts.	5 - 6
Demonstrates basic knowledge and understanding of design in describing concepts and processes.	3 - 4
Demonstrates elementary knowledge and understanding of design when identifying concepts and processes.	0 - 2

<b>Communication</b>	<b>Mark</b>
Selects and uses a very high level of appropriate techniques to effectively communicate design ideas and solutions to a range of audiences.	9 - 10
Selects and uses a high level of appropriate techniques to effectively communicate design ideas and solutions to a range of audiences.	7 - 8
Uses a range of techniques to adequately communicate design ideas and solutions to different audiences.	5 - 6
Uses a limited range of techniques to communicate design ideas and/or solutions.	3 - 4
Uses a very limited range of techniques to communicate design ideas or solutions.	0 - 2

<b>WHS</b>	<b>Mark</b>
Exhibits extensive ability to apply WHS practices to hand tools, machine tools, equipment and processes.	9 - 10
Exhibits a thorough ability to apply WHS practices to hand tools, machine tools, equipment and processes.	7 - 8
Exhibits some ability to apply WHS practices to hand tools, machine tools, equipment and processes.	5 - 6
Exhibits limited ability to apply WHS practices to hand tools, machine tools, equipment and processes.	3 - 4
Exhibits minimal ability to apply WHS practices to hand tools, machine tools, equipment and processes.	0 - 2

<b>Skills</b>	<b>Mark</b>
Displays extensive knowledge and application of skills in the construction of the project.	17 - 20
Displays thorough knowledge and application of skills in the construction of the project.	13 - 16
Displays some knowledge and application of skills in the construction of the project.	9 - 12
Displays limited knowledge and application of skills in the construction of the project.	5 - 8
Displays minimal knowledge and application of skills in the construction of the project.	0 - 4

<b>Quality of the Product</b>	<b>Mark</b>
Demonstrates very high quality in all aspects of the project.	17 - 20
Demonstrates high quality in most aspects of the project.	13 - 16
Demonstrates substantial quality in most aspects of the project.	9 - 12
Demonstrates basic quality in most aspects of the project.	5 - 8
Demonstrates poor quality in all aspects of the project.	0 - 4



## Assessment Task Notification

<b>Course</b>	9/10 DESIGN and TECHNOLOGY
<b>Task Number</b>	3
<b>Task Weight</b>	35%
<b>Date of Notification</b>	TERM 3 WEEK 4
<b>Due Date</b>	TERM 4 WEEK 8

## Outcomes Assessed

A student –

DT5-3 evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments

DT5-4 analyses the work and responsibilities of designers and the factors affecting their work

DT5-9 applies risk management practices and works safely in developing quality design solutions

DT5-10 selects and uses a range of technologies competently in the development and management of quality design solutions

## Task Description

### Student Negotiated Project

#### Design Project 3

#### *Personal Interest*

Students are required to negotiate a project that that they have either a need or an interest in and clearly demonstrating the areas outlined below.

- Design .....10
- Communication.....10
- Develops and Evaluates .....10
- WHS .....10
- Skills.....20
- Quality of the product.....20



## Assessment Criteria

See Attached

Design	Mark
Integrates extensive knowledge and understanding of design in critically analysing concepts and processes and is able to apply learning in new contexts.	9 - 10
Demonstrates thorough knowledge and understanding of design in analysing concepts and processes and is able to apply learning to most situations.	7 - 8
Demonstrates sound knowledge and understanding of design in analysing concepts and processes and is able to apply learning in a range of contexts.	5 - 6
Demonstrates basic knowledge and understanding of design in describing concepts and processes.	3 - 4
Demonstrates elementary knowledge and understanding of design when identifying concepts and processes.	0 - 2

Communication	Mark
Selects and uses a very high level of appropriate techniques to effectively communicate design ideas and solutions to a range of audiences.	9 - 10
Selects and uses a high level of appropriate techniques to effectively communicate design ideas and solutions to a range of audiences.	7 - 8
Uses a range of techniques to adequately communicate design ideas and solutions to different audiences.	5 - 6
Uses a limited range of techniques to communicate design ideas and/or solutions.	3 - 4
Uses a very limited range of techniques to communicate design ideas or solutions.	0 - 2

Develops and Evaluates	Mark
Independently develops and critically evaluates innovative, enterprising, and creative design ideas and solutions.	9 - 10
Confidently develops and evaluates innovative, enterprising, and creative design ideas and solutions.	7 - 8
Develops and explains innovative, enterprising, and creative design ideas and solutions.	5 - 6
Develops and describes basic design ideas and solutions that could be innovative, enterprising and/or creative.	3 - 4
Develops elementary design ideas and solutions.	0 - 2

WHS	Mark
Exhibits extensive ability to apply WHS practices to hand tools, machine tools, equipment and processes.	9 - 10
Exhibits a thorough ability to apply WHS practices to hand tools, machine tools, equipment and processes.	7 - 8
Exhibits some ability to apply WHS practices to hand tools, machine tools, equipment and processes.	5 - 6
Exhibits limited ability to apply WHS practices to hand tools, machine tools, equipment and processes.	3 - 4
Exhibits minimal ability to apply WHS practices to hand tools, machine tools, equipment and processes.	0 - 2

Skills	Mark
Displays extensive knowledge and application of skills in the construction of the project.	17 - 20
Displays thorough knowledge and application of skills in the construction of the project.	13 - 16
Displays some knowledge and application of skills in the construction of the project.	9 - 12
Displays limited knowledge and application of skills in the construction of the project.	5 - 8
Displays minimal knowledge and application of skills in the construction of the project.	0 - 4

Quality of the Product	Mark
Demonstrates very high quality in all aspects of the project.	17 - 20
Demonstrates high quality in most aspects of the project.	13 - 16
Demonstrates substantial quality in most aspects of the project.	9 - 12
Demonstrates basic quality in most aspects of the project.	5 - 8
Demonstrates poor quality in all aspects of the project.	0 - 4

## DRAMA : Producing Drama

### Stage 5 2023

#### OVERVIEW OF COURSE CONTENT:

The aim of Producing Drama is to provide students with experience in which the intellect, emotions, imagination and body are all developed through MAKING, PERFORMING, and APPRECIATING. Drama provides an appealing framework within which to work to enrich a student's ability to express him/herself (both verbal and written). It fosters individuality, spontaneity of expression, awareness and sensitivity, thereby enriching a student's personality and enhancing human relationships.

Producing Drama is designed for students who want to work with published drama excerpts such as live performance scripts and screenplays. Students will learn to work effectively and professionally with performance documents, as well as producing a live production from beginning to end. Students will engage in the topics of Monologue, Duologue and Production.

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1, 2023	8	Monologue	5.1.1, 5.1.3, 5.3.1	30%
2, 2023	8	Group Performance	5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.3.3	35%
3, 2023	8	Video Drama	5.1.4, 5.2.2, 5.2.3, 5.3.2	35%

## Assessment Task Notification

<b>Course</b>	Stage 5 Producing Drama
<b>Task Number</b>	1
<b>Task Weight</b>	30%
<b>Date of Notification</b>	Week 5, Term 1 2023
<b>Due Date</b>	Week 8, Term 1 2023

## Outcomes Assessed

A student –

5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action

5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text

5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions

## Task Description

### Monologue

*Individual performance based on a pre-existing character and text*

- Students will be required to perform a 2-3 minute monologue, based on an already-existing character from a chosen text (script, novel, TV show, movie etc)
- Students must select their character and chosen text, adapting it to create a monologue, which will be performed in class during Week 8, Term 1 2023.
- After their performance, students must submit a 300-word reflection of their monologue, including justifying statements on their use of staging and other elements of production.
- Students must complete checkpoint meeting with the classroom teacher throughout the term, to ensure that their work is progressing at a satisfactory pace.

## Assessment Criteria

You will be assessed on your ability to:

### Performance

- Perform with professionalism, appropriate to chosen style
- Develop and sustain a believable character
- Maintain coherency

### Reflection

- Justify any directorial choices made, with reference to staging and other elements of production
- Reflect on your own performative strengths and areas for improvement

## Performance Rubric

	<b>Limited</b> <i>Value: 1</i>	<b>Basic</b> <i>Value: 2</i>	<b>Sound</b> <i>Value: 4</i>	<b>High</b> <i>Value: 6</i>	<b>Outstanding</b> <i>Value: 8</i>
<b>Performance Skills</b>	Demonstrates limited performance skills, with little understanding of style or form	Demonstrates basic performance skills, including vocal, movement and timing which may be inappropriate to style or form	Demonstrates adequate performance skills, including vocal, movement and timing which may vary in their control of delivery	Demonstrates substantial performance skills, including vocal, movement and timing appropriate to the style or form, although some skills may be more developed than others	Demonstrates exemplary performance skills, including vocal, movement and timing appropriate to the style or form
<b>Develop and sustain character</b>	Demonstrates a limited or no ability to realise and sustain role(s) and character(s). Minimal involvement and lack of clarity in presentation of character	Demonstrates a basic ability to realise and sustain role(s) and character(s), with little clarity in presentation	Demonstrates adequate ability to realise role(s) and character(s), which are unsustained or inconsistent. Variations might occur in belief, energy, focus and clarity.	Demonstrates substantial ability to realise and sustain role(s) and character(s). Some aspects of character development may be more refined than others	Demonstrates exemplary ability to realise and sustain role(s) and character(s)
<b>Coherency</b>	Demonstrates limited or no ability to manipulate performance elements Performance in incoherent and audience in disengaged Little or no understanding of space	Demonstrates a basic ability to manipulate performance elements Audience is disengaged for large portion of the performance Predictable or simplistic use of space	Demonstrates an adequate manipulation of some performance elements Engage the audience Adequate use of space	Demonstrates substantial manipulation of performance elements, with some more refined than others. Establish a clear intention that effectively engages the audience Effective use of space.	Demonstrates exemplary manipulation of performance elements, establish a clear intention that evokes a powerful audience response Sophisticated use of space.

### Reflection Rubric

	<b>Limited</b> <i>Value: 0</i>	<b>Basic</b> <i>Value: 1</i>	<b>Sound</b> <i>Value: 2</i>	<b>High</b> <i>Value: 2.5</i>	<b>Outstanding</b> <i>Value: 3</i>
<b>Justification</b>	No serious attempt to identify or justify production or staging elements	Identifies some production and/or staging elements used. Little to no justification.	Identifies some staging and production elements used, justifying one or two of them. Justifications might be inconsistent.	Identifies and gives justification of most staging and production choices. Some justifications are more effective than others.	Clearly identifies and gives exemplary justification of all staging and production choices
<b>Reflection</b>	Demonstrates little to no analysis of their performance.	Demonstrates a basic analysis of their performance, identifying at least one strength or one area for improvement.	Demonstrates an adequate analysis of their performance, identifying one or two strengths and areas for improvement. Some analysis is more comprehensive than others.	Demonstrates a substantial analysis of their performance, identifying several strengths and areas for improvement, with some inconsistencies.	Demonstrates a perceptive analysis of their performance, clearly identifying several strengths and areas for improvement.

## Assessment Task Notification

<b>Course</b>	Stage 5 Producing Drama
<b>Task Number</b>	2
<b>Task Weight</b>	35%
<b>Date of Notification</b>	Week 5, Term 2 2023
<b>Due Date</b>	Week 8, Term 2 2023

## Outcomes Assessed

A student –

- 5.1.2 contributes, selects, develops and structures ideas in improvisation and playbuilding
- 5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text
- 5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
- 5.2.1 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
- 5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

## Task Description

### Group Performance

*Ensemble performance based on a prescribed script*

- Students will be required to perform a 4-5 minute group performance, based on a script prescribed by the teacher.
- Students must select their group and roles, working collaboratively to practice and refine their scene, which will be performed in class during Week 8, Term 2 2023.
- After their performance, students must submit a 300-word reflection of their group performance, including justifying statements on their use of staging and other elements of production.
- Students must complete checkpoint meeting with the classroom teacher throughout the term, to ensure that their work is progressing at a satisfactory pace.

## Assessment Criteria

You will be assessed on your ability to:

### Performance

- Perform with professionalism, appropriate to chosen style
- Develop and sustain a believable character
- Maintain coherency

### Reflection

- Justify any directorial choices made, with reference to staging and other elements of production
- Reflect on your own performative strengths and areas for improvement



### Performance Rubric

	Limited <i>Value: 1</i>	Basic <i>Value: 2</i>	Sound <i>Value: 4</i>	High <i>Value: 6</i>	Outstanding <i>Value: 8</i>
Performance Skills	Demonstrates limited performance skills, with little understanding of style or form	Demonstrates basic performance skills, including vocal, movement and timing which may be inappropriate to style or form	Demonstrates adequate performance skills, including vocal, movement and timing which may vary in their control of delivery	Demonstrates substantial performance skills, including vocal, movement and timing appropriate to the style or form, although some skills may be more developed than others	Demonstrates exemplary performance skills, including vocal, movement and timing appropriate to the style or form
Develop and sustain character	Demonstrates a limited or no ability to realise and sustain role(s) and character(s). Minimal involvement and lack of clarity in presentation of character	Demonstrates a basic ability to realise and sustain role(s) and character(s), with little clarity in presentation	Demonstrates adequate ability to realise role(s) and character(s), which are unsustained or inconsistent. Variations might occur in belief, energy, focus and clarity.	Demonstrates substantial ability to realise and sustain role(s) and character(s). Some aspects of character development may be more refined than others	Demonstrates exemplary ability to realise and sustain role(s) and character(s)
Coherency	Demonstrates limited or no ability to manipulate performance elements Performance in incoherent and audience in disengaged Little or no understanding of space	Demonstrates a basic ability to manipulate performance elements Audience is disengaged for large portion of the performance Predictable or simplistic use of space	Demonstrates an adequate manipulation of some performance elements Engage the audience Adequate use of space	Demonstrates substantial manipulation of performance elements, with some more refined than others. Establish a clear intention that effectively engages the audience Effective use of space.	Demonstrates exemplary manipulation of performance elements, establish a clear intention that evokes a powerful audience response Sophisticated use of space.

### Reflection Rubric

	<b>Limited</b> <i>Value: 0</i>	<b>Basic</b> <i>Value: 1</i>	<b>Sound</b> <i>Value: 2</i>	<b>High</b> <i>Value: 2.5</i>	<b>Outstanding</b> <i>Value: 3</i>
<b>Justification</b>	No serious attempt to identify or justify production or staging elements	Identifies some production and/or staging elements used. Little to no justification.	Identifies some staging and production elements used, justifying one or two of them. Justifications might be inconsistent.	Identifies and gives justification of most staging and production choices. Some justifications are more effective than others.	Clearly identifies and gives exemplary justification of all staging and production choices
<b>Reflection</b>	Demonstrates little to no analysis of their performance.	Demonstrates a basic analysis of their performance, identifying at least one strength or one area for improvement.	Demonstrates an adequate analysis of their performance, identifying one or two strengths and areas for improvement. Some analysis is more comprehensive than others.	Demonstrates a substantial analysis of their performance, identifying several strengths and areas for improvement, with some inconsistencies.	Demonstrates a perceptive analysis of their performance, clearly identifying several strengths and areas for improvement.

## Assessment Task Notification

<b>Course</b>	Stage 5 Producing Drama
<b>Task Number</b>	3
<b>Task Weight</b>	35%
<b>Date of Notification</b>	Week 5, Term 3 2023
<b>Due Date</b>	Week 8, Term 3 2023

## Outcomes Assessed

A student –

5.1.5 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.

5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience

5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.

5.3.2 analyses the contemporary and historical contexts of drama

## Task Description

### Video Drama

*A short scene performed and recorded, based on a screenplay script.*

- Students will be required to produce a 4-5 minute video drama, based on a screenplay script prescribed by the teacher.
- Students must select their group and roles, working collaboratively to research, plan and produce their scene, which will be due for presentation in class during Week 8, Term 3 2023.
- After the submission of their video, students must submit a 400-word reflection of their video, including justifying statements on their planning, filming and post-production editing choices.
- Students must complete checkpoint meeting with the classroom teacher throughout the term, to ensure that their work is progressing at a satisfactory pace.

## Assessment Criteria

You will be assessed on your ability to:

### Performance

- Create a video drama that has clear directorial vision
- Make production choices that engage the audience
- Use elements of post-production to maintain coherence

### Reflection

- Justify any directorial choices made, with reference to elements of production
- Reflect on your own performative strengths and areas for improvement

### Performance Rubric

	Limited Value: 1	Basic Value: 2	Sound Value: 4	High Value: 6	Outstanding Value: 8
Directorial Vision	Presents an incoherent narrative that demonstrates limited ability to use elements of production	Presents a basic directorial vision, that might be simplistic or inconsistent. Limited use or control of elements of production. Audience is largely disengaged.	Presents a generally coherent directorial vision that may be predictable or inconsistent. Adequate, sometimes inconsistent, control of the elements of production. Some engaging moments.	Presents an effective directorial vision. Substantial ability to control the elements of production to effectively engage the audience	Presents a sophisticated directorial vision. Exemplary ability to control the elements of production to evoke a powerful response from the audience
Production	Presents limited ability to control the camera and the action. Limited ability to use production elements	Presents basic ability to direct the camera and action to communicate limited aspects of the narrative. Basic or inappropriate uses of production elements such as live sound, location, lighting, costume and casting	Presents adequate ability to direct the camera and action to communicate aspects of the narrative. Uses appropriate production elements such as live sound, location, lighting, costume and casting although the quality of these elements might vary	Presents an effective ability to direct the camera and action to communicate the narrative. Uses effective production elements such as live sound, location, lighting, costume and casting	Presents exemplary ability to direct the camera and action to communicate the narrative. Uses highly effect production elements such as live sound, location, location, lighting, costume and casting
Post-production	Demonstrates limited ability to create dramatic meaning through control of editing, sound and post-production effects	Demonstrates basic ability to create dramatic meaning through control of editing, sound and post-production effects	Demonstrates adequate ability to create dramatic meaning through control of editing, sound and post-production effects	Demonstrates effective ability to create dramatic meaning through control of editing, sound and post-production effects	Demonstrates sophisticated ability to create dramatic meaning through effective control of editing, sound and post-production effects

### Reflection Rubric

	<b>Limited</b> <i>Value: 0</i>	<b>Basic</b> <i>Value: 1</i>	<b>Sound</b> <i>Value: 2</i>	<b>High</b> <i>Value: 2.5</i>	<b>Outstanding</b> <i>Value: 3</i>
<b>Justification</b>	No serious attempt to identify or justify production or post-production elements	Identifies some production and/or post-production elements used. Little to no justification.	Identifies some directorial, production and post-production elements used, justifying one or two of them. Justifications might be inconsistent.	Identifies and gives justification of most directorial, production and post-production choices. Some justifications are more effective than others.	Clearly identifies and gives exemplary justification of all directorial, production and post-production choices
<b>Reflection</b>	Demonstrates little to no analysis of their performance.	Demonstrates a basic analysis of their performance, identifying at least one strength or one area for improvement.	Demonstrates an adequate analysis of their performance, identifying one or two strengths and areas for improvement. Some analysis is more comprehensive than others.	Demonstrates a substantial analysis of their performance, identifying several strengths and areas for improvement, with some inconsistencies.	Demonstrates a perceptive analysis of their performance, clearly identifying several strengths and areas for improvement.

# Elective History

## Missing

## Industrial Technology – Engineering Cycle A Year 10/10 - 2023

### OVERVIEW OF COURSE CONTENT:

Student performance in **Industrial Technology** is assessed through a range of formal and informal assessment experiences that allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways.

#### School Based Assessment is gauged via their ability to demonstrate:

- knowledge of and competence in applying Work, Health & Safety (WHS) risk management procedures and practices
- knowledge, skills and an appreciation of quality in the design and production of practical projects
- knowledge and understanding of the relationship between the properties of materials and their applications
- skills in communicating ideas, processes, and technical information with a range of audiences
- the ability to critically evaluate manufactured products in order to become a discriminating consumer

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	9	Basic Introductory Engineering project using hand tools <b>Pasta Bridge</b>	IND5-1, IND5-2	10%
2	9	Intermediate Research project studying an existing engineer or business. <b>Research Project</b>	IND5-3, IND5-4	20%
3	9	Project based on a range of technologies focussing on Forces <b>CO2 Racer</b>	IND5-5, IND5-6, IND5-7	30%
4	9	Project based on a range of technologies focussing natural forces <b>Siege Weapon</b>	IND5-8, IND5-9, IND5-10	40%

## Assessment Task Notification

<b>Course</b>	9/10 INDUSTRIAL TECHNOLOGY - Engineering
<b>Task Number</b>	1
<b>Task Weight</b>	10%
<b>Date of Notification</b>	TERM 1 WEEK 2
<b>Due Date</b>	TERM 1 WEEK 9

### Outcomes Assessed

A student –

IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

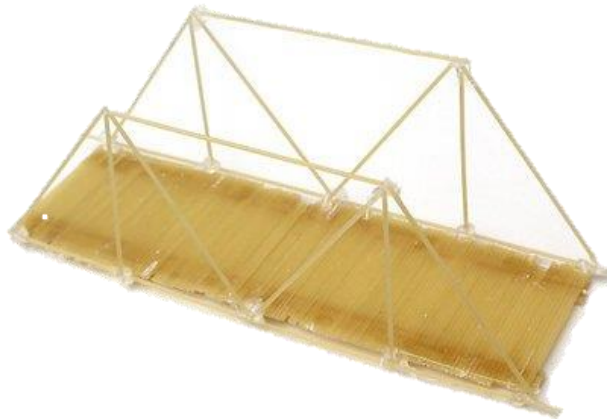
IND5-2 applies design principles in the modification, development and production of projects

### Task Description

#### ***Pasta Bridge***

Students are required to complete a pasta bridge clearly demonstrating the areas outlined below.

- WHS .....10
- Hand Skills.....20
- Quality of the product.....20



### Assessment Criteria

See Marking Criteria Attached



Project - WHS	Mark
Exhibits extensive ability to apply WHS practices to hand tools, machine tools, equipment and processes.	9 - 10
Exhibits a thorough ability to apply WHS practices to hand tools, machine tools, equipment and processes.	7 - 8
Exhibits some ability to apply WHS practices to hand tools, machine tools, equipment and processes.	5 - 6
Exhibits limited ability to apply WHS practices to hand tools, machine tools, equipment and processes.	3 - 4
Exhibits minimal ability to apply WHS practices to hand tools, machine tools, equipment and processes.	0 - 2

Project - Hand Skills	Mark
Displays extensive knowledge and application of hand skills in the construction of the project.	17 - 20
Displays thorough knowledge and application of hand skills in the construction of the project.	13 - 16
Displays some knowledge and application of hand skills in the construction of the project.	9 - 12
Displays limited knowledge and application of hand skills in the construction of the project.	5 - 8
Displays minimal knowledge and application of hand skills in the construction of the project.	0 - 4

Project - Quality of the Product	Mark
Demonstrates very high quality in all aspects of the project.	17 - 20
Demonstrates high quality in most aspects of the project.	13 - 16
Demonstrates substantial quality in most aspects of the project.	9 - 12
Demonstrates basic quality in most aspects of the project.	5 - 8
Demonstrates poor quality in all aspects of the project.	0 - 4

## Assessment Task Notification

<b>Course</b>	9/10 INDUSTRIAL TECHNOLOGY - Engineering
<b>Task Number</b>	2
<b>Task Weight</b>	20%
<b>Date of Notification</b>	TERM 2 WEEK 1
<b>Due Date</b>	TERM 2 WEEK 9

### Outcomes Assessed

A student –

IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

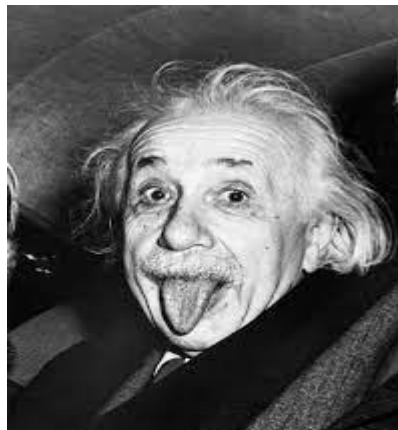
IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

### Task Description

#### ***Research Task***

Students are required to complete a research task clearly demonstrating the areas outlined below.

- Selection of Invention .....10
- Introduction of Invention.....20
- Drawings and Explanations.....20
- Benefits to Society.....20



### Assessment Criteria

See Marking Criteria Attached

<b>Invention Identification</b>	<b>Mark</b>
Exhibits Extensive ability to select and justify a suitable Invention.	9 - 10
Exhibits High ability to select and justify a suitable Invention.	7 - 8
Exhibits Sound ability to select and justify a suitable Invention.	5 - 6
Exhibits Basic ability to select and justify a suitable Invention.	3 - 4
Exhibits Limited ability to select and justify a suitable Invention.	0 - 2

<b>Invention Description</b>	<b>Mark</b>
Displays an extensively accurate description of the invention and its use in society.	17 - 20
Displays a highly accurate description of the invention and its use in society.	13 - 16
Displays a sound degree of accuracy in the description of the invention and its use in society.	9 - 12
Displays a basic degree of accuracy in the description of the invention and its use in society.	5 - 8
Displays a limited degree of accuracy in the description of the invention and its use in society.	0 - 4

<b>Invention Drawing and Sketches</b>	<b>Mark</b>
Displays extensive formal drawings and sketches with descriptions.	17 - 20
Displays a high ability to produce formal drawings and sketches with descriptions.	13 - 16
Displays a sound ability to produce formal drawings and sketches with descriptions.	9 - 12
Displays a ability to produce formal drawings and sketches with descriptions.	5 - 8
Displays a limited ability to produce formal drawings and sketches with descriptions.	0 - 4

<b>Benefits to society</b>	<b>Mark</b>
Displays extensive ability to describe the benefits to society of the invention.	17 - 20
Displays a high ability to describe the benefits to society of the invention.	13 - 16
Displays a sound ability to describe the benefits to society of the invention.	9 - 12
Displays basic ability to describe the benefits to society of the invention.	5 - 8
Displays limited ability to describe the benefits to society of the invention.	0 - 4

## Assessment Task Notification

<b>Course</b>	9/10 INDUSTRIAL TECHNOLOGY - Engineering
<b>Task Number</b>	3
<b>Task Weight</b>	30%
<b>Date of Notification</b>	TERM 3 WEEK 1
<b>Due Date</b>	TERM 3 WEEK 9

### Outcomes Assessed

A student –

IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6 identifies and participates in collaborative work practices in the learning environment

IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

### Task Description

#### ***CO2 Racer***

Students are required to complete a CO2 Race car clearly demonstrating the areas outlined below.

- Folio .....20
- WHS .....10
- Hand Skills.....20
- Power / Machine Skills.....20
- Quality of the product.....20



### Assessment Criteria

See Marking Criteria Attached

<b>Folio - Communication</b>	<b>Mark</b>
Exhibits extensive skills in using a range of communication techniques in the development, planning, production and presentation of ideas and projects	17 - 20
Exhibits a thorough capacity to use a range of communication techniques in the development, planning, production and presentation of ideas and projects	13 - 16
Exhibits some capacity to use a range of communication techniques in the development, planning, production and presentation of ideas and projects	9 - 12
Exhibits limited capacity to use a range of communication techniques in the development, planning, production and presentation of ideas and projects	5 - 8
Exhibits minimal capacity to use a range of communication techniques in the development, planning, production and presentation of ideas and projects	0 - 4

<b>Project - WHS</b>	<b>Mark</b>
Exhibits extensive ability to apply WHS practices to hand tools, machine tools, equipment and processes.	9 - 10
Exhibits a thorough ability to apply WHS practices to hand tools, machine tools, equipment and processes.	7 - 8
Exhibits some ability to apply WHS practices to hand tools, machine tools, equipment and processes.	5 - 6
Exhibits limited ability to apply WHS practices to hand tools, machine tools, equipment and processes.	3 - 4
Exhibits minimal ability to apply WHS practices to hand tools, machine tools, equipment and processes.	0 - 2

<b>Project - Hand Skills</b>	<b>Mark</b>
Displays extensive knowledge and application of hand skills in the construction of the project.	17 - 20
Displays thorough knowledge and application of hand skills in the construction of the project.	13 - 16
Displays some knowledge and application of hand skills in the construction of the project.	9 - 12
Displays limited knowledge and application of hand skills in the construction of the project.	5 - 8
Displays minimal knowledge and application of hand skills in the construction of the project.	0 - 4

<b>Project - Power / Machine Skills</b>	<b>Mark</b>
Displays extensive knowledge and application of power / machine skills in the construction of the project.	17 - 20
Displays thorough knowledge and application of power / machine in the construction of the project.	13 - 16
Displays some knowledge and application of power / machine in the construction of the project.	9 - 12
Displays limited knowledge and application of power / machine in the construction of the project.	5 - 8
Displays minimal knowledge and application of power / machine in the construction of the project.	0 - 4

Project - Quality of the Product	Mark
Demonstrates very high quality in all aspects of the project.	17 - 20
Demonstrates high quality in most aspects of the project.	13 - 16
Demonstrates substantial quality in most aspects of the project.	9 - 12
Demonstrates basic quality in most aspects of the project.	5 - 8
Demonstrates poor quality in all aspects of the project.	0 - 4

## Assessment Task Notification

<b>Course</b>	9/10 INDUSTRIAL TECHNOLOGY - Engineering
<b>Task Number</b>	4
<b>Task Weight</b>	40%
<b>Date of Notification</b>	TERM 4 WEEK 1
<b>Due Date</b>	TERM 4 WEEK 9

### Outcomes Assessed

A student –

IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

### Task Description

#### ***Siege Weapon***

Students are required to complete a siege weapon, clearly demonstrating the areas outlined below.

- Report – Design Process .....20
- Report – Communication..... 10
- WHS ..... 10
- Hand Skills.....20
- Power / Machine Skills.....20
- Quality of the product.....20



### Assessment Criteria

See Marking Criteria Attached

<b>Folio – Design Process</b>	<b>Mark</b>
Demonstrates a comprehensive understanding of the design process and its application when completing a folio.	17 - 20
Demonstrates a thorough understanding of the design process and its application when completing a folio.	13 - 16
Demonstrates a sound understanding of the design process and its application when completing a folio.	9 - 12
Demonstrates a basic understanding of the design process and completes some sections of the folio.	5 - 8
Demonstrates a limited understanding of the design process and limited sections of the portfolio	0 - 4

<b>Folio – Communication</b>	<b>Mark</b>
Exhibits extensive skills in using a range of communication techniques in the development, planning, production and presentation of ideas and projects	9 - 10
Exhibits a thorough capacity to use a range of communication techniques in the development, planning, production and presentation of ideas and projects	7 - 8
Exhibits some capacity to use a range of communication techniques in the development, planning, production and presentation of ideas and projects	5 - 6
Exhibits limited capacity to use a range of communication techniques in the development, planning, production and presentation of ideas and projects	3 - 4
Exhibits minimal capacity to use a range of communication techniques in the development, planning, production and presentation of ideas and projects	0 - 2

<b>Project - WHS</b>	<b>Mark</b>
Exhibits extensive ability to apply WHS practices to hand tools, machine tools, equipment and processes.	9 - 10
Exhibits a thorough ability to apply WHS practices to hand tools, machine tools, equipment and processes.	7 - 8
Exhibits some ability to apply WHS practices to hand tools, machine tools, equipment and processes.	5 - 6
Exhibits limited ability to apply WHS practices to hand tools, machine tools, equipment and processes.	3 - 4
Exhibits minimal ability to apply WHS practices to hand tools, machine tools, equipment and processes.	0 - 2

<b>Project - Hand Skills</b>	<b>Mark</b>
Displays extensive knowledge and application of hand skills in the construction of the project.	17 - 20
Displays thorough knowledge and application of hand skills in the construction of the project.	13 - 16
Displays some knowledge and application of hand skills in the construction of the project.	9 - 12
Displays limited knowledge and application of hand skills in the construction of the project.	5 - 8
Displays minimal knowledge and application of hand skills in the construction of the project.	0 - 4

<b>Project - Power / Machine Skills</b>	<b>Mark</b>
Displays extensive knowledge and application of power / machine skills in the construction of the project.	17 - 20
Displays thorough knowledge and application of power / machine in the construction of the project.	13 - 16
Displays some knowledge and application of power / machine in the construction of the project.	9 - 12
Displays limited knowledge and application of power / machine in the construction of the project.	5 - 8
Displays minimal knowledge and application of power / machine in the construction of the project.	0 - 4

<b>Project - Quality of the Product</b>	<b>Mark</b>
Demonstrates very high quality in all aspects of the project.	17 - 20
Demonstrates high quality in most aspects of the project.	13 - 16
Demonstrates substantial quality in most aspects of the project.	9 - 12
Demonstrates basic quality in most aspects of the project.	5 - 8



# Food Technology *Cycle A*

Year 10/10 - 2023

## OVERVIEW OF COURSE CONTENT:

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe work practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life. This knowledge and understanding is fundamental to the development of food-specific skills, which can then be applied in a range of contexts, enabling students to produce quality food products.

Students explore food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices. They are provided with opportunities to develop practical skills in preparing and presenting food to enable them to select and use appropriate ingredients, methods and equipment. Through a study of food and its applications in domestic, commercial, industrial and global settings, the syllabus caters for all students' needs and interests. It contributes to both vocational and general life experiences. Integral to this syllabus is the ability to design, produce and evaluate solutions to situations involving food. These skills are transferable to other study, work and life contexts that students may encounter

There are four focus areas undertaken in his course are:

- Food in Australia
- Food Selection and Health
- Food for Special Occasions
- Food Trends

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	8	Food Selection and Health – promotional website design.	FT5-6, FT5-9	25%
2	5	Content knowledge quiz	FT5-3, FT5-12	25%
3	8	Food for Special Occasions - research task	FT5-7, FT5-8	25%
4	5	Content knowledge quiz	FT5-4, FT5-13	25%

## Assessment Task Notification

<b>Course</b>	9/10 FOOD TECHNOLOGY
<b>Task Number</b>	1
<b>Task Weight</b>	25%
<b>Date of Notification</b>	TERM 1 WEEK 6
<b>Due Date</b>	TERM 1 WEEK 8

### Outcomes Assessed

A student –

FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities

FT5-9 communicates ideas and information using a range of media and appropriate terminology

### Task Description

As an adolescent who is learning about the importance of nutrition, it is your job to share your knowledge with the young people around you and promote healthy eating habits.

You will be issued with a letter from A-Z.

Choose one whole fruit or vegetable that starts with your given letter, e.g. A for Avocado.

Investigate your whole food product and design a google site that will inform the viewer about the vital information contained within this food source.

Follow the instructions listed under task details for the website on the following page.

#### **Home page - Introduction**

Write an introduction that answers the following questions:

- Explain the purpose of your website (why are you making it? What do you intend to do?)
- Explain the importance of why we include a wide range of fruits and vegetables in our diet?
- Outline the recommended daily intake of fruits and vegetables for a children and adolescents
- Explain why breakfast is an important meal of the day?

Include at least one image to compliment your information.

#### **Page 1- The nutrition of a ' \_\_\_\_\_ '**

Create an information page that answers the questions below

- Identify your fruit or vegetable.
- Explain its health benefits.
- Identify the nutritional value of the whole food (Based on the nutrients - protein, carbohydrates, lipids, vitamins and minerals, and water.)

Include at least one image to compliment your information.

#### **Page 2- Eating a ' \_\_\_\_\_ '**

Create an information page that answers the questions below

- Identify and describe the different varieties of your food that is available (eg. Lettuce- iceberg, cos, oak leaf)

- Identify and explain how to prepare your food (eg. peel, boil, bake, fry etc)
- Propose a variety of ways that your whole food can be incorporated into a person's diet.

Include at least one image to compliment your information

**Page 3 – Cooking with ‘ \_\_\_\_\_ ’ for Breakfast**

- Select, modify or create a healthy recipe for a breakfast that includes your whole food as the feature or ‘hero’ of this dish.  
(Must include a name, ingredient list, method and serving size and image)
- Explain why you have chosen this particular recipe

**Page 4 - Cooking with ‘ \_\_\_\_\_ ’ for Lunch**

- Select, modify or create a healthy recipe for lunch including your whole food as the feature or ‘hero’ of this dish.  
(Must include name, ingredient list, method and serving size and image)
- Explain why you have chosen this particular recipe

**Page 5 ‘Cooking with ‘ \_\_\_\_\_ ’ for Dinner**

- Select, modify or create a healthy recipe for Dinner including your whole food as the feature or ‘hero’ of this dish.  
(Must include name of dish, ingredients list, method and serving size and image)

Include an image of the meal.

- Explain why you have chosen this particular recipe

**Page 6 – Author and Bibliography**

- About the Author- (YOU) Include your name and a blurb about your interests and passions surrounding food.
- Include a Reference List identifying which websites you used to find your information.

**Assessment Criteria**

See Marking Criteria Attached

Outcome FT5-6	Mark
<ul style="list-style-type: none"> <li>• Demonstrates extensive and detailed knowledge the importance of nutrition and the promotion of healthy eating to adolescents.</li> <li>• Explains in an extensive and detailed manner the importance of a variety of fruits and vegetables in the diet of adolescents</li> <li>• Correctly outlines the recommended daily intake of fruits and vegetables for adolescents</li> <li>• Lists a range of reasons as to why breakfast is the most important meal of the day, uses ample examples of foods and lifestyles.</li> <li>• Includes relevant images to compliment information</li> <li>• Identifies a fruit or vegetable and displays correct information in a visually appropriate and pleasing way.</li> <li>• Provides at least one recipe for breakfast and lunch and dinner, uses correct measurements, evidence that the recipe hasn't just been copied and pasted, formatting is correct. Justification for each recipe used is detailed.</li> <li>• Information is clear, concise and correct terminology is used throughout</li> </ul>	18-20
<ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge and understanding of the importance of nutrition and the promotion of healthy eating to adolescents.</li> <li>• Explains in a through and detailed manner the importance of a variety of fruits and vegetables in the diet of adolescents</li> <li>• Correctly outlines the recommended daily intake of fruits and vegetables for adolescents</li> <li>• Lists a range of reasons as to why breakfast is the most important meal of the day, uses some examples of foods and lifestyles.</li> <li>• Includes some relevant images to compliment information</li> <li>• Identifies a fruit or vegetable and displays correct information in a visually appropriate and pleasing way.</li> <li>• Provides at least one recipe for breakfast and lunch and dinner, uses correct measurements, evidence that the recipe hasn't just been copied and pasted, formatting is correct. Justification for each recipe used is given</li> <li>• Information is clear, concise and correct terminology is used throughout</li> </ul>	13-17
<ul style="list-style-type: none"> <li>• Demonstrates sound understanding of the importance of nutrition and the promotion of healthy eating to adolescents.</li> <li>• Explains in a sound manner the importance of a variety of fruits and vegetables in the diet of adolescents</li> <li>• Outlines the recommended daily intake of fruits and vegetables for adolescents</li> <li>• Lists a range of reasons as to why breakfast is the most important meal of the day, no examples give.</li> <li>• Includes some images, not all relevant to compliment information</li> <li>• Identifies a fruit or vegetable and displays information, some information is hard to read not all information is correct</li> <li>• Provides recipes for breakfast and lunch and dinner, uses incorrect measurements, formatting isn't correct, no justification is given</li> <li>• Information is clear, concise and correct terminology is used throughout</li> </ul>	9-12
<ul style="list-style-type: none"> <li>• Brief explanation of the importance of nutrition and the promotion of healthy eating to adolescents.</li> <li>• Explains briefly the importance of a variety of fruits and vegetables in the diet of adolescents</li> <li>• Incorrectly outlines the recommended daily intake of fruits and vegetables for adolescents</li> <li>• Lists some reasons as to why breakfast is the most important meal of the day</li> <li>• Does not include relevant images to compliment information</li> <li>• Identifies a fruit or vegetable</li> <li>• Provides some recipes, no justification is given, incorrect measurements are used</li> <li>• Sections are missing or incomplete.</li> </ul>	0-8

Outcome FT5-9	Mark
<ul style="list-style-type: none"> <li>• Communicates all ideas clearly and in an organised manner, using appropriate terminology.</li> <li>• Bibliography included, 5 or more sources given, completes author section to a high standard</li> </ul>	5
<ul style="list-style-type: none"> <li>• Communicates ideas in a clear manner, using appropriate terminology</li> <li>• Bibliography included, 4 or less sources, completes author section to a sound standard</li> </ul>	3-4
<ul style="list-style-type: none"> <li>• Communicates most ideas in a clear manner, using some relevant terminology</li> <li>• Bibliography included, 2 or less sources, completes author section to a basic standard</li> </ul>	2
<ul style="list-style-type: none"> <li>• Communicates ideas in a basic form with limited and/or no relevant terminology.</li> <li>• Question incomplete or not attempted.</li> <li>• No Bibliography included, author section not completes</li> </ul>	0 -1

## Assessment Task Notification

<b>Course</b>	9/10 FOOD TECHNOLOGY
<b>Task Number</b>	2
<b>Task Weight</b>	25%
<b>Date of Notification</b>	TERM 2 WEEK 3
<b>Due Date</b>	TERM 2 WEEK 5

## Outcomes Assessed

A student –

FT5-3 describes the physical and chemical properties of a variety of foods  
FT5-12 examines the relationship between food, technology and society

## Task Description

### Semester One Quiz

Students will be tested on your knowledge of Food Technology concepts. All questions will stem from the term 1 and 2 focus areas. Students are expected to answer all questions to the best of their ability.

- The quiz will be completed online in a Google form, marks will be released once the classroom teacher has reviewed the answers
- The Quiz will include multiple choice and short answer questions.
- Examination will be in class however regular examination conditions apply.

## Assessment Criteria

## Assessment Task Notification

<b>Course</b>	9/10 FOOD TECHNOLOGY
<b>Task Number</b>	3
<b>Task Weight</b>	25%
<b>Date of Notification</b>	TERM 3 WEEK 5
<b>Due Date</b>	TERM 3 WEEK 8

## Outcomes Assessed

A student –

FT5-8 collects, evaluates and applies information from a variety of sources

FT5-7 justifies food choices by analysing the factors that influence eating habits

## Task Description

Food is an important part of any celebration in all nations of the world, regardless of culture or religion. It can unite and strengthen community bonds and helps to maintain a common identity among a group of people.

You are asked to use your research skills to investigate 2 special occasions from around the world and investigate the food relevance they hold. Your findings should be presented cohesively, ensuring that each of the questions is being answered.

### **Investigate 2 special occasions from around the world.**

Create a presentation of your choosing (Google site, Google Slide or Google Doc) and answer the following questions

1. Name of the special occasion, religious celebration or festival
2. In what country/countries is it celebrated.
3. The time of year the event occurs
4. Explain the history/significance of the celebration - *why is it an important day/event.*
5. Describe what happens during the event - *how is it celebrated, what do they do, what special foods are eaten and why.*
6. Choose 1 dish that is eaten during the celebration and find a recipe. *Ensure the recipe includes a name, ingredients list, method and image. Include the website in your bibliography.*
7. Bibliography - *a list of websites used to complete your assignment*
8. Presentation and visual appeal - *work should be in your own words, headings, images and colour used throughout.*

## Assessment Criteria

See Attached

Outcome FT5-7	Mark
<ul style="list-style-type: none"> <li>• Demonstrates a detailed and extensive knowledge of the significance of cultural celebrations and their connections to food.</li> <li>• Name of the special occasion/religious celebration or festival, which country/countries it is celebrated and the time of year the event occurs is clearly identified.</li> <li>• Detailed and extensive discussion of the significance of the celebration</li> <li>• Detailed and extensive description of how the special occasion is celebrated</li> <li>• Recipe of a traditional dish is relevant, appropriate and formatted correctly with ingredients list, method and image</li> <li>• Multiple relevant images are included</li> </ul>	18-20
<ul style="list-style-type: none"> <li>• Demonstrates a thorough knowledge of the significance of cultural celebrations and their connections to food.</li> <li>• Name of the special occasion/religious celebration or festival, which country/countries it is celebrated and the time of year the event occurs is clearly identified.</li> <li>• Thorough discussion of the significance of the celebration</li> <li>• Thorough description of how the special occasion is celebrated</li> <li>• Recipe of a traditional dish is relevant, appropriate and formatted correctly with ingredients list, method and image</li> <li>• Relevant images are included</li> </ul>	13-17
<ul style="list-style-type: none"> <li>• Demonstrates a sound knowledge of the significance of cultural celebrations and their connections to food.</li> <li>• Name of the special occasion/religious celebration or festival, which country/countries it is celebrated and the time of year the event occurs is identified.</li> <li>• Sound discussion of the significance of the celebration</li> <li>• Sound description of how the special occasion is celebrated</li> <li>• Recipe of a traditional dish is relevant, appropriate and formatted correctly with ingredients list, method and image</li> <li>• Some images are included</li> </ul>	9-12
<ul style="list-style-type: none"> <li>• Demonstrates a basic knowledge of the significance of cultural celebrations and their connections to food.</li> <li>• Name of the special occasion/religious celebration or festival, which country/countries it is celebrated and the time of year the event occurs isn't identified.</li> <li>• Basic discussion of the significance of the celebration</li> <li>• Basic description of how the special occasion is celebrated</li> <li>• Recipe of a traditional dish is not relevant</li> <li>• No images are included</li> <li>• Large sections of the task are incomplete or not attempted</li> </ul>	0-8

Outcome FT5-8	Mark
<ul style="list-style-type: none"> <li>• Communicates ideas and information effectively with a strong focus towards presentation.</li> <li>• Information is formatted in an easy to read and clear manner, making use of headings. All of the information has been written in own words and is free from spelling and grammar errors.</li> <li>• Demonstrates evidence of collection and application of information by including a bibliography, with a wide range of sources</li> </ul>	5
<ul style="list-style-type: none"> <li>• Communicates ideas and information effectively with some focus towards presentation.</li> <li>• Information is formatted in an easy to read and clear manner. All of the information has been written in own words.</li> <li>• Demonstrates evidence of collection and application of information by including a bibliography</li> </ul>	3-4
<ul style="list-style-type: none"> <li>• Communicates ideas and information effectively</li> <li>• All of the information has been written in own words.</li> <li>• Minimal bibliography is included</li> </ul>	2
<ul style="list-style-type: none"> <li>• No bibliography is included</li> </ul>	0-1



## Assessment Task Notification

<b>Course</b>	9/10 FOOD TECHNOLOGY
<b>Task Number</b>	4
<b>Task Weight</b>	25%
<b>Date of Notification</b>	TERM 4 WEEK 2
<b>Due Date</b>	TERM 4 WEEK 5

## Outcomes Assessed

A student –  
FT5-3 describes the physical and chemical properties of a variety of foods

## Task Description

### Semester Two Quiz

Students will be tested on your knowledge of Food Technology concepts. All questions will stem from the term 3 and 4 focus areas. Students are expected to answer all questions to the best of their ability.

- The quiz will be completed online in a Google form, marks will be released once the classroom teacher has reviewed the answers
- The Quiz will include multiple choice and short answer questions.
- Examination will be in class however regular examination conditions apply.

## Assessment Criteria

## Food Technology *Cycle B* Year 10/10 - 2023

### OVERVIEW OF COURSE CONTENT:

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe work practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life. This knowledge and understanding is fundamental to the development of food-specific skills, which can then be applied in a range of contexts, enabling students to produce quality food products.

Students explore food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices. They are provided with opportunities to develop practical skills in preparing and presenting food to enable them to select and use appropriate ingredients, methods and equipment. Through a study of food and its applications in domestic, commercial, industrial and global settings, the syllabus caters for all students' needs and interests. It contributes to both vocational and general life experiences. Integral to this syllabus is the ability to design, produce and evaluate solutions to situations involving food. These skills are transferable to other study, work and life contexts that students may encounter

There are four focus areas undertaken in his course are:

- Food for Specific Needs
- Food Equity
- Food Service and Catering
- Food Product Development

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	8	Cultural food research task	FT5-6, FT5-8	25%
2	5	Content knowledge quiz	FT5-13, FT5-12	25%
3	8	Food Truck Business Plan	FT5-4, FT5-7	25%
4	5	Content knowledge quiz	FT5-3	25%

## Assessment Task Notification

<b>Course</b>	9/10 FOOD TECHNOLOGY
<b>Task Number</b>	1
<b>Task Weight</b>	25%
<b>Date of Notification</b>	TERM 1 WEEK 4
<b>Due Date</b>	TERM 1 WEEK 8

### Outcomes Assessed

A student –

FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities

FT5-8 collects, evaluates and applies information from a variety of sources

### Task Description

Australia is a multicultural country with a diverse food history. The foods we eat today are strongly influenced by new people coming to Australia, bringing with them their own food traditions, flavours and eating habits.

Create an informative, eye catching digital resource about your chosen country. You can choose to present your information using any of the following – google slide, google doc/word doc, google webpage, brochure. There is a strong emphasis on visual appeal of your information.

You are to select **any culture** that has had a strong influence on the food patterns of Australia.

Examples: China, Italy, Greece, France, Japan, India, Thailand, Indonesia, Spain.

Include the following information in **your own words**:

**Introduction to your country** – country name, location on a world map, capital city, picture of the flag, main language spoken

**Traditional Ingredients** - Describe 6 traditional ingredients, give examples of uses in dishes and discuss varieties, selection and storing each ingredient. Include an image of each.

**Traditional Dishes** – Describe 4 traditional dishes that are eaten by people in your country. Include an image of each

**Traditional dish recipe** - A recipe for a traditional dish eaten by people in your country. Image, ingredients list and method.

**Cultural Celebration:** Select a cultural event/festival celebrated in your chosen country.

- The time of the year the festival occurs
- Significance/meaning and history of the festival
- Foods that are traditionally served
- Special activities/customs that occur on the day or during the celebration

**Bibliography:** You must acknowledge the sources you have obtained your information from using the following format

Website URL/Source	Date accessed	Information used

**Assessment Criteria**

See Attached

Outcome FT5-6, FT5-8	Mark
<ul style="list-style-type: none"> <li>• All introduction questions answered clearly and concisely</li> <li>• Thorough description of 6 traditional ingredients including detailed information about uses in dishes, varieties, selection and storing each ingredient.</li> <li>• Thorough description of 4 traditional dishes with images</li> <li>• Recipe of a traditional dish is relevant, appropriate and formatted correctly with ingredients list, method and image</li> <li>• Thorough discussion of cultural celebration, answering all associated questions with a sufficient level of detail</li> <li>• Communicates ideas and information effectively with a strong focus towards presentation.</li> <li>• Information is formatted in an easy to read and clear manner, making use of headings. All of the information has been written in own words and is free from spelling and grammar errors.</li> <li>• Demonstrates evidence of collection and application of information in correctly formatted bibliography, with a wide range of sources</li> </ul>	23 - 25
<ul style="list-style-type: none"> <li>• All introduction questions answered clearly and concisely</li> <li>• Detailed description of 6 traditional ingredients including some information about uses in dishes, varieties, selection and storing each ingredient.</li> <li>• Detailed description of 4 traditional dishes with images</li> <li>• Recipe of a traditional dish is mostly relevant, appropriate and formatted correctly with ingredients list, method and image</li> <li>• Detailed discussion of cultural celebration, answering all associated questions with a some of detail</li> <li>• Communicates ideas and information effectively with some focus towards presentation</li> <li>• Information is presented in an easy to ready and logical manner, making use of headings. The text is mostly free of grammar and spelling errors</li> <li>• Demonstrates h evidence of collection and application of information in correctly formatted bibliography with a range of sources</li> </ul>	18 - 22
<ul style="list-style-type: none"> <li>• Some of the introduction questions answered</li> <li>• Brief description of 6 (or less) traditional ingredients with limited information about uses in dishes, varieties, selection and storing each ingredient.</li> <li>• Brief description of 4 (or less) traditional dishes with images</li> <li>• Recipe of a traditional dish is not relevant to chosen country and contains errors in formatting, and other elements are missing.</li> <li>• Brief discussion of cultural celebration, with some of the associated questions answered.</li> <li>• Communicates ideas and information somewhat effectively, with limited focus towards presentation of information</li> <li>• Information is not presented in a clear and logical manner; containers errors and little/no attempt has been made to write information in own words</li> <li>• An attempt to construct a bibliography was made though it is incorrectly formatted and sources are limited</li> </ul>	10 - 17
<ul style="list-style-type: none"> <li>• Student has attempted limited number of questions</li> <li>• Answers are limited and lack sufficient detail</li> <li>• Some of the questions remain incomplete or not attempted</li> <li>• Answers have not been written in students own words</li> <li>• Student's attempt to present information in an engaging manner is not evident</li> <li>• Incomplete and/or no bibliography submitted.</li> </ul>	0-9

## Assessment Task Notification

<b>Course</b>	9/10 FOOD TECHNOLOGY
<b>Task Number</b>	2
<b>Task Weight</b>	25%
<b>Date of Notification</b>	<i>TERM 2 WEEK 3</i>
<b>Due Date</b>	<i>TERM 2 WEEK 5</i>

## Outcomes Assessed

A student –

FT5-12 examines the relationship between food, technology and society

FT5-13 evaluates the impact of activities related to food on the individual, society and the environment

## Task Description

### Semester One Quiz

Students will be tested on your knowledge of Food Technology concepts. All questions will stem from the term 1 and 2 focus areas. Students are expected to answer all questions to the best of their ability.

- The quiz will be completed online in a Google form, marks will be released once the classroom teacher has reviewed the answers
- The Quiz will include multiple choice and short answer questions.
- Examination will be in class however regular examination conditions apply.

## Assessment Criteria

## Assessment Task Notification

<b>Course</b>	9/10 FOOD TECHNOLOGY
<b>Task Number</b>	3
<b>Task Weight</b>	20%
<b>Date of Notification</b>	TERM 3 WEEK 5
<b>Due Date</b>	TERM 3 WEEK 8

### Outcomes Assessed

A student –  
 FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage  
 FT5-7 justifies food choices by analysing the factors that influence eating habits

### Task Description

You have been invited to compete in The Great Food Truck Challenge! You must design and create your own food truck concept in time to enter the contest and cooking competition.

**Complete the following questions in relation to your Food Truck:**

1. Food truck research/inspiration - *create a 'mood board' of 10 ideas and images.*
2. Name of your food truck, justify this name choice - *be creative.*
3. Select a country/cuisine to design your food truck around - *maybe yours could be some sort of 'fusion'?*
4. Design the exterior of your food truck - *show evidence of your working and submit a draft and a final design. Your final design should be neat, coloured and show be of high quality.*
5. Menu design using canva - *Name of dish, brief description and price. Your menu must have your food truck name. See examples attached.*

*E.g. hotdog.....\$10  
 Gluten free bread, house made relish and pickles.*

6. Find recipes of 2 items on your food truck menu - *use Australian websites for your search. Recipes should include ingredients list, method, an image and should be formatted appropriately.*
7. Explain why you have chosen these 2 dishes for your food truck - *why you think they are suitable meals to sell as takeaway dishes? Who will they appeal to? Why do you think people will buy them?*
8. Bibliography - *Include all sources you have used throughout the task using the provided format.*

Website URL/Source	Date accessed	Information used

### Assessment Criteria

See Attached

Outcomes: FT5-4, FT5-7	Mark
<ul style="list-style-type: none"> <li>• Extensive research shown in 'mood board'. 10 or more images included</li> <li>• Creative food truck name and clear justification included</li> <li>• Country and/or cuisine theme clear and understood</li> <li>• Truck exterior draft submitted.</li> <li>• Truck exterior on theme, well designed and finished to a very high-quality standard.</li> <li>• Menu is completed to a very high-quality standard, canva has been used.</li> <li>• Menu is easy to read and understand, prices and descriptions are included, menu items are on theme.</li> <li>• Two relevant recipes are included, recipes include ingredients, method and an image. Recipe has</li> <li>• Thorough explanation of dishes and relevance to theme, detailed justification for selling</li> <li>• 5 or more sources- provided format used</li> </ul>	23 - 25
<ul style="list-style-type: none"> <li>• Thorough research shown in 'mood board'. 10 or more images included</li> <li>• Creative food truck name and justification included</li> <li>• Country and/or cuisine theme clear and understood</li> <li>• Truck exterior draft submitted.</li> <li>• Truck exterior on theme, well designed and finished to a high-quality standard.</li> <li>• Menu is completed to a high-quality standard, canva has been used.</li> <li>• Menu is easy to read and understand, some prices and descriptions are included, and most menu items are on theme.</li> <li>• Two recipes are included, most recipes include ingredients, method and an image</li> <li>• Detailed explanation of dishes and relevance to theme, justification for selling</li> <li>• 4 or more sources- provided format used</li> </ul>	18 - 22
<ul style="list-style-type: none"> <li>• Sound research shown in 'mood board' style presentation. 7 or less images included</li> <li>• Creative food truck name, minimal justification included</li> <li>• Country and/or cuisine theme listed.</li> <li>• Truck exterior draft submitted.</li> <li>• Truck exterior design shows some consideration for the quality of the end result.</li> <li>• Menu is included, canva was not used.</li> <li>• Menu is submitted, missing vital information, layout and menu items aren't on theme.</li> <li>• Two recipes are included, not formatted correctly and are missing key elements.</li> <li>• Sound explanation of dishes and relevance to theme, limited justification for selling</li> <li>• Three or more sources, provided format used</li> </ul>	10 - 17
<ul style="list-style-type: none"> <li>• Limited research shown in 'mood board' style presentation. 5 or less images included</li> <li>• Basic food truck name, no justification given.</li> <li>• No clear cuisine.</li> <li>• Basic exterior design, presentation not considered. Draft not submitted</li> <li>• Menu is limited, missing vital information, canva not used.</li> <li>• Two recipes are not included. Lacking required details</li> <li>• No explanation of dishes relevance to theme, no justification for selling</li> <li>• Less than three sources sighted, provided format not used</li> <li>• Limited number of questions attempted</li> <li>• Questions lack required detail</li> </ul>	0 - 9



## Assessment Task Notification

<b>Course</b>	9/10 FOOD TECHNOLOGY
<b>Task Number</b>	2
<b>Task Weight</b>	25%
<b>Date of Notification</b>	<i>TERM 2 WEEK 3</i>
<b>Due Date</b>	<i>TERM 2 WEEK 5</i>

## Outcomes Assessed

A student –  
FT5-3 describes the physical and chemical properties of a variety of foods

## Task Description

### Semester Two Quiz

Students will be tested on your knowledge of Food Technology concepts. All questions will stem from the term 3 and 4 focus areas. Students are expected to answer all questions to the best of their ability.

- The quiz will be completed online in a Google form, marks will be released once the classroom teacher has reviewed the answers
- The Quiz will include multiple choice and short answer questions.
- Examination will be in class however regular examination conditions apply.

## Assessment Criteria

## OVERVIEW OF COURSE CONTENT:

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DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
2	2	<b>Forensic Evidence Analysis</b>	WS5.2a & d WS5.3a, c & d WS6a-e WS7.1a-c WS8c, f WS9a, d & e	25%
3	2	<b>Decomposition Task</b>	WS5.2a, b WS5.3a - d WS6a, b, e & f WS9a, d & e	35%
3	10	<b>Bullet Proof Vest</b>	WS5.3a WS7.2d-f WS8a-g WS9a, d & e	25%
4	6	<b>Solving a Crime</b>	WS4a-b WS5.1b-c WS7.1a-c, e WS7.2a, d-g WS8a-g WS9a-e	15%

## Assessment Task Notification

<b>Course</b>	Stage 5 Elective - Forensics - Forensic Evidence
<b>Task Number</b>	1 (Practical Examination)
<b>Task Weight</b>	25%
<b>Date of Notification</b>	Week 9, Term 1 2023
<b>Due Date</b>	Week 2, Term 2 2023

### Outcomes Assessed

A student –

**Working Scientifically:**

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

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

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

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

SC5-9WS: presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations

### Content Assessed

WS5.2 Students plan first-hand investigations by:

a. planning and selecting appropriate investigation methods, including fieldwork and laboratory experimentation, to collect reliable data

d. specifying the dependent and independent variables for controlled experiments

WS5.3 Students choose equipment or resources for an investigation by:

a. identifying appropriate equipment and materials

c. selecting equipment to collect and record reliable data or information, using digital technologies as appropriate, eg data loggers

d. assessing risks and addressing ethical issues associated with these methods

WS6 Students conduct investigations by:

a. individually and collaboratively using appropriate investigation methods, including fieldwork and laboratory experimentation, to collect reliable data

b. safely constructing, assembling and manipulating identified equipment

c. selecting and using appropriate equipment, including digital technologies, to systematically and accurately collect and record data

d. using appropriate units for measuring physical quantities

e. reporting data and information, evidence and findings, with accuracy and honesty

WS7.1 Students process data and information by:

a. selecting and using a variety of methods to organise data and information including diagrams, tables, models, spreadsheets and databases

b. selecting and extracting information from tables, flow diagrams, other texts, audiovisual resources and graphs, including histograms and column, sector or line graphs

c. accessing data and information by using a range of appropriate digital technologies

WS8 Students solve problems by:

c. applying the processes of Working Scientifically in developing creative solutions to problems

f. applying critical thinking in considering suggested proposals, solutions and conclusions, including a consideration of risk

WS9 Students communicate by:

- a. selecting and using in presentations, for different purposes and contexts, appropriate text types including discussions, explanations, expositions, procedures, recounts or reports
- d. proposing ideas that demonstrate coherence and logical progression
- e. presenting scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations for specific audiences

### Task Description

**Task Type:** Practical/Skills Test

**Task Description:** Students will be assessed on their ability to answer questions on the above outcomes and on their working scientific skill outcomes. They will complete the assessment under supervised exam conditions during one period.

Students will complete ALL two sections of the test. Section 1: Practical Component (38 marks)  
Section 2: Short Answers (17 marks)

General Instructions:

- Reading time – 5 minutes
- Working time – 55 minutes
- Write using black pen
- Draw diagrams using pencil
- Calculators approved by NESA may be used
- No speaking or interacting with fellow students. This may result in a zero result.

### Assessment Criteria

You will be assessed on your ability to:

- Answer a range of short and long answer questions that require you to apply the knowledge you have gained over the semester.
- Use a variety of Working Scientifically skills to draw conclusions, communicate ideas and make connections using scientific terms and language for a suitable audience or purpose.
- Conduct an investigation to gather information
- Solves a range of scientific problems using primary and secondary data, critical thinking skills and scientific processes.

## Assessment Task Notification

<b>Course</b>	Stage 5 Electives: Forensics – Death and the Human Body
<b>Task Number</b>	2 (Practical Project: Decomp Task)
<b>Task Weight</b>	35%
<b>Date of Notification</b>	Week 5, Term 2 2023
<b>Due Date</b>	Week 2, Term 3 Monday 2023

### Outcomes Assessed

A student –

**Working Scientifically:**

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

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

SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations

### Content Assessed

WS5.2 Students plan first-hand investigations by:

- a. planning and selecting appropriate investigation methods, including fieldwork and laboratory experimentation, to collect reliable data
- b. describing a logical procedure for undertaking a range of investigation types

WS5.3 Students choose equipment or resources for an investigation by:

- a. identifying appropriate equipment and materials
- b. identifying the appropriate units to be used in collecting data
- c. selecting equipment to collect and record reliable data or information, using digital technologies as appropriate, eg data loggers
- d. assessing risks and addressing ethical issues associated with these methods

WS6 Students conduct investigations by:

- a. individually and collaboratively using appropriate investigation methods, including fieldwork and laboratory experimentation, to collect reliable data
- b. safely constructing, assembling and manipulating identified equipment
- e. reporting data and information, evidence and findings, with accuracy and honesty
- f. evaluating the effectiveness of the planned procedure, considering risk factors and ethical issues, and suggesting improvements as appropriate

WS9 Students communicate by:

- a. selecting and using in presentations, for different purposes and contexts, appropriate text types including discussions, explanations, expositions, procedures, recounts or reports
- d. proposing ideas that demonstrate coherence and logical progression
- e. presenting scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations for specific audiences

### Task Description

**The Task:** Conduct an experiment to determine the effect of decomposition on a chicken carcass. All sections of this task will be answered on a document in google classroom given by you teacher.

**Stage 1: Planning and Risk Assessment**

You will complete a risk assessment for the experiment.

You will plan the experiment and make a prediction.

**Stage 2: Conducting and Documenting Practical**

You will set up an area to conduct your experiment at the school

For 3 weeks you will document the stages of decomposition that the chicken goes through.

**Stage 3: Results and Discussion**

You will construct a decomposition timeline using images and description

You will write a discussion about the stages of decomposition that you saw. This will include:

Stating evidence of the stages of decomposition.

Discussing the accuracy of your predictions

Evaluating the designed experiment.

**Submission of Task:** A Google Document must be submitted via google classroom by Monday by 3.20pm by the due date.

- Time Allowed: You will be conducting the experiment within class time and will be provided various of opportunities to complete the task, seek assistance and verbal feedback by the classroom teacher. The rest of the task is to be completed at home.

### Assessment Criteria

You will be assessed on your ability to:

- Answer a range of short and long answer questions that require you to apply the knowledge you have gained over the semester.
- Use a variety of Working Scientifically skills to draw conclusions, communicate ideas and make connections using scientific terms and language for a suitable audience or purpose.
- Conduct an investigation to gather information
- Solves a range of scientific problems using primary and secondary data, critical thinking skills and scientific processes.

Stage 1 Planning and Risk Assessment	Extensive 17-20	Thorough 13-16	Sound 9-12	Basic 5-8	Elementary 1-4	0
<p>Risk Assessment</p> <p>Planning</p> <p>Equipment Prediction</p> <p>Method</p> <p>SC5-5WS</p>	<p>Includes comprehensive risk assessment of 3 hazards, risks and control measures are clearly identified and accounted for.</p> <p>Provides <b>extensive</b> research that explains how they designed the decomposition site.</p> <p>All equipment listed with specific quantities and details.</p> <p>Forms a testable and valid prediction based off prior research.</p> <p>Correct method provided that is in third person, numbered and starts with a verb.</p> <p>Method clearly sets out how the investigation was carried out and in superior detail.</p>	<p>Includes a detailed risk assessment of 2-3 hazards, risks and control measure identified and somewhat accounted for.</p> <p>Provides <b>thorough</b> research that explains how they designed the decomposition site.</p> <p>Most equipment listed with some specific details.</p> <p>Forms a valid prediction based off prior research.</p> <p>Correct method provided that is in third person, numbered and starts with a verb.</p> <p>Method explains how the investigation was carried out and in detail.</p>	<p>Includes a risk assessment of 2 hazards, risks and control measure identified.</p> <p>Provides <b>sound</b> research that explains how they designed the decomposition site.</p> <p>Some equipment listed with some detail.</p> <p>Forms a prediction based off prior research.</p> <p>Correct method provided that is in third person, numbered and starts with a verb.</p> <p>Method describes how the investigation was carried out in some detail.</p>	<p>Includes a risk assessment of 1 hazards, risks and control measure are identified.</p> <p>Provides <b>basic</b> research that explains how they designed the decomposition site.</p> <p>An attempt at listing equipment with detail is made.</p> <p>Forms a vague prediction based off prior research.</p> <p>Attempts to write a correct method with some aspects (starts with a verb, third person, numbered).</p> <p>Method identifies how the investigation was carried out in a basic format.</p>	<p>Provides some irrelevant or incomplete information of the risks, hazards and controls.</p> <p>Provides <b>elementary</b> research that explains how they designed the decomposition site.</p> <p>An attempt at listing equipment is made.</p> <p>Forms a prediction.</p> <p>Incorrect method structures used.</p> <p>The instructions on how the experiment will be performed are set out in very limited detail.</p>	<p>Non-attempt</p>

Section 2 Experimental record	Extensive 17-20	Thorough 13-16	Sound 9-12	Basic 5-8	Elementary 1-4	0
<p>Notes</p> <p>Diagram and images of the experiment</p> <p>Table of data</p> <p>SC5-6WS</p>	<p>Collects <b>extensive</b> notes during the setting up of the experiment that shows thought and reflection.</p> <p>Draws a clearly labelled diagram_of the experiment, in scientific format.</p> <p>At least two images of the experimental set up are provided.</p> <p>Has <b>extensively</b> completed the table of data with all sections fully completed in detail.</p>	<p>Collects <b>thorough</b> notes during the setting up of the experiment that shows thought and reflection.</p> <p>Draws a clearly labelled diagram_of the experiment.</p> <p>At least two images of the experimental set up are provided.</p> <p>Has <b>thoroughly</b> completed the table of data with all sections fully completed in some detail.</p>	<p>Collects <b>sound</b> notes during the setting up of the experiment that shows some thought during the process.</p> <p>Draws a labelled diagram_of the experiment.</p> <p>At least one image of the experimental set up are provided.</p> <p>Has completed most of the table with <b>sound</b> data with most sections completed in some detail.</p>	<p>Collects <b>basic</b> notes during the setting up of the experiment.</p> <p>Attempts to draw a diagram of the experiment.</p> <p>At least one image of the experimental set up are provided.</p> <p>Has completed some of the table with <b>basic</b> data with some sections completed but lacking detail.</p>	<p>Collects <b>elementary</b> notes during the setting up of the experiment. May be irrelevant though.</p> <p>A basic diagram provided of the experiment.</p> <p>No image present.</p> <p>Has completed limited parts of the table with <b>elementary</b> data with limited sections completed and lacking detail.</p>	Non-attempt
Section 3 Results & Discussion	Extensive 17-20	Thorough 13-16	Sound 9-12	Basic 5-8	Elementary 1-4	0
<p>Timeline</p> <p>Images</p> <p>Discussion</p> <p>SC5-9WS</p>	<p>Provides an <b>extensive</b> timeline that demonstrates ALL the stages of decomposition using the images and detailed descriptions.</p> <p>Uses critical thinking skills to evaluate qualitative</p>	<p>Provides a <b>thorough</b> timeline that demonstrates MOST of the stages of decomposition using the images and descriptions.</p> <p>Explains qualitative relationships from the</p>	<p>Provides a <b>sound</b> timeline that demonstrates SOME of the stages of decomposition using the images and descriptions.</p>	<p>Provides a <b>basic</b> timeline that demonstrates SOME of the stages of decomposition using some images and descriptions.</p>	<p>Provides an <b>elementary</b> timeline that demonstrates a LIMITED amount of the stages of decomposition using limited images and descriptions.</p>	Non-attempt



	<p>relationships from the data and draw evidence-based scientific conclusions.</p> <p>Outlines extensively how the experiment was valid, reliable and accurate.</p> <p>Outlines any errors that may have affected results and suggest improvements.</p> <p>Outlines problems encountered during practical phase of the task and the solutions that were adopted.</p>	<p>data to draw scientific conclusions.</p> <p>Outlines thoroughly how the experiment was valid, reliable and accurate.</p> <p>Outlines any errors that may have affected results.</p> <p>Outlines a problem encountered during practical phase of the task and the solution(s) that was adopted.</p>	<p>Describes qualitative relationships.</p> <p>Outlines how the experiment was valid, reliable and accurate in a sound manner.</p> <p>Acknowledges that errors may have been made in measurements.</p>	<p>Identifies some qualitative relationships .</p> <p>Outlines how the experiment was valid, reliable and accurate in a basic manner.</p> <p>Provides some relevant information about results and about assumptions.</p>	<p>Provides comments on qualitative relationships that may be irrelevant.</p> <p>Provides some irrelevant information.</p> <p>Makes some comment on the results.</p>	
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## Assessment Task Notification

<b>Course</b>	Stage 5 Electives: Forensics – Anastasia
<b>Task Number</b>	3 (Enquiry based: Bullet Proof Vest)
<b>Task Weight</b>	25%
<b>Date of Notification</b>	Week 4, Term 3 2023
<b>Due Date</b>	Monday Week 10, Term 3 2023

### Outcomes Assessed

A student –

**Working Scientifically:**

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

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

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

SC5-9WS - presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations

### Content Assessed

WS5.3 Students choose equipment or resources for an investigation by:

a. identifying appropriate equipment and materials

WS7.2 Students analyse data and information by:

d. using knowledge of scientific concepts to draw conclusions that are consistent with evidence

e. synthesising data and information to develop evidence-based arguments

f. evaluating conclusions and evidence, including identifying sources of uncertainty and possible alternative explanations

WS8 Students solve problems by:

a. describing strategies to develop a range of possible solutions to an identified problem

b. assessing strategies that have been identified as possible solutions to an identified problem

c. applying the processes of Working Scientifically in developing creative solutions to problems

d. using cause-and-effect relationships to explain ideas

e. using models to explain phenomena and make predictions

f. applying critical thinking in considering suggested proposals, solutions and conclusions, including a consideration of risk

g. evaluating different approaches used to solve problems

WS9 Students communicate by:

a. selecting and using in presentations, for different purposes and contexts, appropriate text types including discussions, explanations, expositions, procedures, recounts or reports

d. proposing ideas that demonstrate coherence and logical progression

e. presenting scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations for specific audiences

### Task Description

**Task Type:** Enquiry Based: Bullet Proof Vest

**Task Instructions:** Design and make a 'bullet' proof vest to be tested in class This will be in **groups of 3**. You may either design your own version of a classic bullet vest or use Anastasia Jewel Vest as your inspiration.

- Vest must protect the chest area of the front of a person
- Vest must be able to be worn (at least tied around shoulders'/neck)
- Use recycled materials where possible. From home or can be requested from the science lab if done within the first two periods of task being given.
- The test will use darts to measure penetration (for example we will put a zip lock bag with water on the inside of your vest and then throw darts to see if we can penetrate the vest and burst the bag of water)

**Part A: Explanation for the design and relate to Anastasia**

- Collaboratively use google slides to present your research and designs for a homemade 'bullet proof vest'. You will each complete your own fair share of slides with your name on the slides you completed.
- No more than 10 slides using descriptions, background research, figures, diagram and images to describe the vest you made, problems encountered, solutions to those problems and why/how you ended up designing the vest.
- One final slide for a reference list for the sources used when designing the vest.

**Part B: Working Model**

1. Collaboratively create a working model of a 'bullet' proof vest that matched the science research you have done
2. Test to see if it stops darts as bullets

**Part C: Short Answer Response (300 words)**

- Individually answer the following question: Is it possible that Anastasia could have survived being shot using a bulletproof vest made from precious stones? Justify your response

**Submission of Task:**

- Google Slides must be submitted via google classroom Monday by 3.20pm Week 9.
- Physical Model of the bullet proof vest by Monday 3.20pm Week 9

**Time Allowed:** You will construct the vest within class time and will be provided various of opportunities to complete the task, seek assistance and verbal feedback by the classroom teacher. The rest of the task is to be completed at home.

### Assessment Criteria

You will be assessed on your ability to:

- Answer a range of short and long answer questions that require you to apply the knowledge you have gained over the semester.
- Use a variety of Working Scientifically skills to draw conclusions, communicate ideas and make connections using scientific terms and language for a suitable audience or purpose.
- Conduct an investigation to gather information
- Solves a range of scientific problems using primary and secondary data, critical thinking skills and scientific processes.

Part A Explanation of task	Extensive 17-20	Thorough 13-16	Sound 9-12	Basic 5-8	Elementary 1-4	0
<p><b>Communication</b></p> <p><b>SC5-WS9</b></p> <p><b>PowerPoint Presentation</b></p>	<p>Uses outstanding themed visual aids that enhance the content message and engage the audience. It's:</p> <ul style="list-style-type: none"> <li>– themed and consistent content.</li> <li>– appropriately large and consistent font.</li> <li>– images are highly relevant, vivid, clear and appropriate to the audience and occasion.</li> <li>– diagrams are used to enhance understanding- explicitly mentioned.</li> </ul>	<p>Visual aids support the content message and engage the audience. In most cases it's:</p> <ul style="list-style-type: none"> <li>– themed and consistent content.</li> <li>– appropriately large and consistent font.</li> <li>– images are relevant, vivid, clear, and appropriate to the audience and occasion.</li> <li>– diagrams are relevant.</li> </ul>	<p>Visual aids support the content message and engage the audience. At times it's:</p> <ul style="list-style-type: none"> <li>– themed and consistent content.</li> <li>– appropriately large and consistent font.</li> <li>– images are relevant, however do not enhance the content message, however, not referenced in analysis.</li> <li>– diagrams are used</li> </ul>	<p>Visual aids lack detail with little thought as to design and content</p> <p>It lacks:</p> <ul style="list-style-type: none"> <li>– themes.</li> <li>– appropriately large and consistent font.</li> <li>– relevant Images.</li> <li>– diagrams.</li> </ul>	<p>Visual aids lack detail with little thought as to design and content</p>	
	<b>Extensive 17-20</b>	<b>Thorough 13-16</b>	<b>Sound 9-12</b>	<b>Basic 5-8</b>	<b>Elementary 1-4</b>	<b>0</b>
<p><b>Problem Solving</b></p> <p><b>SC5-WS8</b></p>	<p>Applying knowledge and information to <b>extensively</b> demonstrate how and why of the design of the bullet proof vest.</p> <p>Clear and concise explanations on the process of design, solutions and the final product.</p> <p>At least 5 relevant sources used</p>	<p>Applying knowledge and information to <b>thoroughly</b> demonstrate how and why of the design of the bullet proof vest.</p> <p>Clear explanations on the process of design, solutions and the final product.</p> <p>At least 4 relevant sources used</p>	<p>Applies <b>sound</b> knowledge and information to demonstrate how and why of the design of the bullet proof vest.</p> <p>Descriptions on the process of design, solutions and the final product.</p> <p>At least 3 relevant sources used</p>	<p>Recalls <b>basic</b> knowledge and information to demonstrate how and why of the design of the bullet proof vest.</p> <p>Attempts to describe the process of design, solutions and the final product.</p> <p>At least 2 relevant sources used</p>	<p>Recalls <b>elementary</b> information to demonstrate how and why of the design of the bullet proof vest.</p> <p>Identifies the process of design and the final product.</p> <p>At least 1 relevant source used</p>	

Part B Working Model	Extensive 17-20	Thorough 13-16	Sound 9-12	Basic 5-8	Elementary 1-4	0
<p><b>Designing Investigation</b></p> <p><b>Design of model (protect the chest, wearable)</b></p> <p><b>Chosen materials</b></p> <p><b>Bulletproof</b></p> <p><b>SC5-WS5</b></p>	<p>Clear and complete understanding of design goal and constraints.</p> <p>Vest extensively protects the chest and is wearable on a person.</p> <p><b>Extensive</b> use and range of equipment and materials for the purpose of the objective.</p> <p>Design meets or exceeds desired objectives (Bulletproof for all of the attempts).</p>	<p>Clear understanding of design goal and constraints.</p> <p>Vest thoroughly protects the chest and is wearable on a person.</p> <p><b>Thorough</b> use and range of equipment and materials for the purpose of the objective.</p> <p>Design meets or exceeds desired objectives (Bulletproof for at least 2 of the attempts).</p>	<p>Overall sound understanding of the problem and constraints</p> <p>Vest protects the chest and is somewhat wearable on a person in a sound manner.</p> <p><b>Sound</b> use of equipment and materials for the purpose of the objective.</p> <p>Design somewhat meets desired objectives (Bulletproof for at least 1 of the attempts).</p>	<p>Some understanding of problem.</p> <p>Vest protects the chest and is somewhat wearable on a person in a basic manner.</p> <p><b>Basic</b> use of limited chosen equipment and materials for the purpose of the objective.</p> <p>Barely capable of achieving desired objectives.</p>	<p>Little or no grasp of problem.</p> <p>Vest protects the chest in a limited way and is somewhat wearable on a person in an elementary manner.</p> <p><b>Elementary</b> use of limited equipment used.</p> <p>Not capable of achieving desired objectives but attempt was made.</p>	
Part C Short Answer Response	Extensive 5	Thorough 4	Sound 3	Basic 2	Elementary 1	0
<p><b>Processing and analysing data and information</b></p> <p><b>SC5-W7S</b></p>	<p>Information is <b>extensive</b> and highly relevant.</p> <p>Use <b>extensive</b> scientific evidence and critical thinking skills to solve problems, including:</p> <ul style="list-style-type: none"> <li>- an insightful justification that provides a meaningful answer.</li> </ul> <p><b>Extensive</b> justification of how Anastasia would have survived with her vest.</p>	<p>Information is detailed and <b>thorough</b>.</p> <p>Use <b>thorough</b> scientific evidence and critical thinking skills to solve problems, including:</p> <ul style="list-style-type: none"> <li>- there is a justification that provides a meaningful answer.</li> </ul> <p><b>Thorough</b> justification of how Anastasia would have survived with her vest.</p>	<p>Most information is relevant and <b>sound</b>. May contain unnecessary content.</p> <p>Use <b>sound</b> scientific evidence and critical thinking skills to solve problems, including:</p> <ul style="list-style-type: none"> <li>- there is a justification that provides some answer.</li> </ul> <p><b>Sound</b> explanation of how Anastasia would have survived with her vest.</p>	<p>Information provided is <b>basic</b>.</p> <p>Use <b>basic</b> scientific evidence and critical thinking skills to solve problems, including:</p> <ul style="list-style-type: none"> <li>- there are some statements to the question.</li> </ul> <p><b>Basic</b> description of how Anastasia would have survived with her vest.</p>	<p><b>Elementary</b> knowledge of the topic with inadequate information provided.</p> <p>There are some <b>elementary</b> statements.</p> <p><b>Attempts to describe</b> of how Anastasia would have survived with her vest.</p>	

## Assessment Task Notification

<b>Course</b>	Stage 5 Elective – Forensics – Solving Crimes
<b>Task Number</b>	4 (Research Task and Poster)
<b>Task Weight</b>	15%
<b>Date of Notification</b>	Week 2, Term 4 2023
<b>Due Date</b>	Monday Week 6, Term 4 2023

### Outcomes Assessed

A student –

**Working Scientifically:**

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

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

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

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

SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations

### Content Assessed

WS4 Students question and predict by:

- a. formulating questions or hypotheses that can be investigated scientifically (ACSIS164, ACSIS198)
- b. predicting outcomes based on observations and scientific knowledge

WS5.1 Students identify data to be collected for an investigation by:

- b. explaining why certain types of information need to be collected in a range of investigation types
- c. selecting possible sources of data, including secondary sources, relevant to the investigation

WS7.1 Students process data and information by:

- a. selecting and using a variety of methods to organise data and information including diagrams, tables, models, spreadsheets and databases
- b. selecting and extracting information from tables, flow diagrams, other texts, audiovisual resources and graphs, including histograms and column, sector or line graphs
- c. accessing data and information by using a range of appropriate digital technologies
- e. identifying data which supports or discounts a question or hypothesis being investigated or a proposed solution to a problem

WS7.2 Students analyse data and information by:

- a. analysing patterns and trends, including identifying inconsistencies in data and information
- d. using knowledge of scientific concepts to draw conclusions that are consistent with evidence
- e. synthesising data and information to develop evidence-based arguments
- f. evaluating conclusions and evidence, including identifying sources of uncertainty and possible alternative explanations
- g. critically analysing the validity of information from secondary sources

WS8 Students solve problems by:

- a. describing strategies to develop a range of possible solutions to an identified problem
- b. assessing strategies that have been identified as possible solutions to an identified problem
- c. applying the processes of Working Scientifically in developing creative solutions to problems
- d. using cause-and-effect relationships to explain ideas
- f. applying critical thinking in considering suggested proposals, solutions and conclusions, including a consideration of risk
- g. evaluating different approaches used to solve problems

WS9 Students communicate by:

- a. selecting and using in presentations, for different purposes and contexts, appropriate text types including discussions, explanations, expositions, procedures, recounts or reports
- b. selecting and constructing an appropriate table, type of diagram, table or graph (histogram or sector, column or line graph) to present information and show relationships clearly and succinctly using digital technologies as appropriate
- c. using appropriate units for physical quantities and symbols to express relationships, including mathematical ones
- d. proposing ideas that demonstrate coherence and logical progression
- e. presenting scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations for specific audiences

### Task Description

**Task Type:** Research and Create a Poster

**Task instructions:** Students are to individually use the knowledge and understanding of forensic science they've gained throughout the course to dissect an unsolved true crime scene case and produce a persuasive piece on the verdict of the case. They must justify their opinion using forensic science knowledge as well as information relating to legal proceedings, and other factors that affected the case.

They will be tasked to construct a poster outlining the following aspects:

- Title
- What crime was committed?
- Evidence from the crime
- Who was involved, Time, Date & Location
- Why it hasn't been solved
- Verdict of the case – Your opinion

Some unsolved crimes to choose from:

- Jack the Ripper
- The Zodiac Killings
- Tupac Shakur and the Notorious B.I.G.
- Tylenol Poisonings
- The Death of Edgar Allen Poe
- The Nicole Brown/Ron Goldman Double Murder
- The Case of the Disembodied Feet
- JonBenet Ramsey
- The Black Dahlia
- The Women of Ciudad Juárez

You **MUST** include a reference list for the sources that you use attached to the poster.

Resources available:

- CANVA.com to design a poster
- A4 paper
- Google doc

**Submission of Task:** Physical Posters no larger than A3 are to be handed to the classroom teacher by 3.20pm by the due date. Digital posters must be submitted via google classroom by 3.20pm by the due date.

**Time Allowed:** You will be provided multiple periods of class time to work on the task, seek assistance and receive verbal feedback by the classroom teacher. The rest of the task is to be completed at home.

### Assessment Criteria

- See Attached

Criteria	Extensive - A	Thorough - B	Sound - C	Basic- D	Elementary - E
	20-17	16-13	12-9	8-5	4-0
<b>Working Scientifically</b>					
<p><b>SC4-7WS - Processing and analysing data and information</b></p> <p><i>Relevance of text and diagrams used</i></p> <p>WS7.1</p> <p>Students process data and information by:</p> <p>a. summarising data from students' own investigations and secondary sources (AC SIS130, AC SIS145)</p> <p>b. using a range of representations to organise data, including graphs, keys, models, diagrams, tables and spreadsheets</p>	<p>Addresses <b>ALL (5/5)</b> aspects to the task, including:</p> <ul style="list-style-type: none"> <li>- Crime committed</li> <li>- Evidence from crime</li> <li>- Details about crime</li> <li>- Why it hasn't been solved</li> <li>- Verdict Opinion</li> </ul> <p>Information is extensive and highly relevant.</p> <p>Use <b>extensive</b> scientific evidence and critical thinking skills to solve problems including</p> <ul style="list-style-type: none"> <li>- An insightful explanation</li> </ul>	<p>Addresses <b>MAJORITY (4/5)</b> aspects to the task, including:</p> <ul style="list-style-type: none"> <li>- Crime committed</li> <li>- Evidence from crime</li> <li>- Details about crime</li> <li>- Why it hasn't been solved</li> <li>- Verdict Opinion</li> </ul> <p>Information is detailed and thorough.</p> <p>Use <b>thorough</b> scientific evidence and critical thinking skills to solve problems including</p> <ul style="list-style-type: none"> <li>- A brief explanation</li> </ul>	<p>Addresses <b>MOST (3/5)</b> aspects to the task, including:</p> <ul style="list-style-type: none"> <li>- Crime committed</li> <li>- Evidence from crime</li> <li>- Details about crime</li> <li>- Why it hasn't been solved</li> <li>- Verdict Opinion</li> </ul> <p>Information is relevant and sound. May contain unnecessary content.</p> <p>Use <b>sound</b> scientific evidence and critical thinking skills to solve problems including</p> <ul style="list-style-type: none"> <li>- A description relating the unsolved crime, information of the</li> </ul>	<p>Addresses <b>SOME (2/5)</b> aspects to the task, including:</p> <ul style="list-style-type: none"> <li>- Crime committed</li> <li>- Evidence from crime</li> <li>- Details about crime</li> <li>- Why it hasn't been solved</li> <li>- Verdict Opinion</li> </ul> <p>Information provided is basic.</p> <p>Use <b>basic</b> scientific evidence and critical thinking skills to solve problems including</p> <ul style="list-style-type: none"> <li>- Some statements relating the unsolved crime, information of the</li> </ul>	<p>Addresses <b>FEW (1/5)</b> aspects to the task, including:</p> <ul style="list-style-type: none"> <li>- Crime committed</li> <li>- Evidence from crime</li> <li>- Details about crime</li> <li>- Why it hasn't been solved</li> <li>- Verdict Opinion</li> </ul> <p>Elementary knowledge of the topic with inadequate information provided.</p> <p>There are some <b>elementary</b> statements that relate the unsolved crime, information of the crime and what is believed to have happened. OR No attempt.</p>



<p>c. accessing data and information by using a range of appropriate digital technologies</p> <p>e. identifying data which supports or discounts a question or hypothesis being investigated or a proposed solution to a problem</p>	<p>relating the unsolved crime, information of the crime and what is believed to have happened.</p>	<p>relating the unsolved crime, information of the crime and what is believed to have happened.</p>	<p>crime and what is believed to have happened.</p>	<p>crime and what is believed to have happened.</p>	
<p><b>Criteria</b></p>	<p><b>Extensive - A</b></p>	<p><b>Thorough - B</b></p>	<p><b>Sound - C</b></p>	<p><b>Basic- D</b></p>	<p><b>Elementary - E</b></p>
	<p><b>5</b></p>	<p><b>4</b></p>	<p><b>3</b></p>	<p><b>2</b></p>	<p><b>1-0</b></p>
<p><b>Working Scientifically</b></p>					
<p><b>SC4-5WS – Planning Investigations</b> <i>Reference list</i></p>	<p>&gt; 5 resources to support their information.</p> <p>Correctly formatted the reference list.</p>	<p>&gt; 4 resources to support their information.</p> <p>Correctly formatted the reference list.</p>	<p>&gt; 3 resources to support their information.</p> <p>Correctly formatted the reference list.</p>	<p>&gt; 2 resources to support their information.</p> <p>Reference list present with some errors.</p>	<p>Has at least 1 resource to support their information.</p> <p>Reference list present with errors OR No attempt made.</p>

Criteria	Extensive - A	Thorough - B	Sound - C	Basic- D	Elementary - E
	5	4	3	2	1-0
<b>SC4-4WS – Questioning &amp; Predicting</b>  <i>Title and prediction</i>	Title is present, clear and insightful.  An extensive and clear prediction based off scientific knowledge and research conducted is present.	Title is present with some detail.  A thorough prediction based off scientific knowledge and research conducted is present.	Title is present.  A sound prediction based off research conducted is present.	Title is unclear.  A basic prediction based off research conducted is present.	Title is missing.  An elementary prediction is present.
Criteria	Extensive - A	Thorough - B	Sound - C	Basic- D	Elementary - E
	5	4	3	2	1-0
<b>SC4-7WS - Processing and analysing data and information</b>  <i>Quality of diagrams and text used</i>	Text is well presented with an extensive description.  An extensive range of representations are included, including - > 4 diagrams  In ALL cases:	Most text is well presented with a thorough description.  A thorough range of representations are included, including - >3 diagrams  In MOST cases:	Some text is well presented with a sound description.  A sound range of representations are included, including - >2 two diagrams  In SOME cases:	Text is presented with a basic description.  A basic range of representations are included, including - >1 one diagram	Text is not well presented with an elementary description.  A limited range of representations are included OR missing diagrams required.

	<ul style="list-style-type: none"> <li>- selects accurate, reliable, valid and relevant qualitative and quantitative data and information.</li> <li>- Provided evaluative conclusions and evidence for the unsolved crime.</li> <li>- Demonstrated extensive understanding of the forensic course and how crimes are analysed and solved.</li> </ul>	<ul style="list-style-type: none"> <li>- selects accurate, reliable, valid and relevant qualitative and quantitative data and information.</li> <li>- Provided descriptive conclusions and evidence for the unsolved crime.</li> <li>- Demonstrated thorough understanding of the forensic course and how crimes are analysed and solved.</li> </ul>	<ul style="list-style-type: none"> <li>- selects accurate, reliable, valid and relevant qualitative and quantitative data and information</li> <li>- Provided some insightful conclusions and evidence for the unsolved crime.</li> <li>- Demonstrated their sound understanding of the forensic course and how crimes are analysed and solved.</li> </ul>	<p>ATTEMPTS made to:</p> <ul style="list-style-type: none"> <li>- select accurate, reliable, valid, and relevant qualitative and quantitative data and information.</li> <li>- Provided a statement of a conclusion for the unsolved crime.</li> <li>- Demonstrated their basic understanding of the forensic course and how crimes are analysed and solved.</li> </ul>	<p>LIMITED attempts to:</p> <ul style="list-style-type: none"> <li>- select accurate, reliable, valid and relevant qualitative and quantitative data and information.</li> <li>- Provided a limited conclusion and evidence for the unsolved crime.</li> <li>- Demonstrated elementary their understanding of the forensic course and how crimes are analysed and solved.</li> </ul>
Criteria	Extensive - A	Thorough - B	Sound - C	Basic- D	Elementary - E
	5	4	3	2	1-0
SC4-8WS - Problem solving <i>Impact of language</i>	Student made an <b>extensive</b> attempt at using cause and effect relationships to explain the crime committed, details and evidence of the crime and an opinionated verdict of the crime.	Student made a <b>thorough</b> attempt at using cause and effect relationships to explain the crime committed, details and evidence of the crime and an opinionated verdict of the crime.	Student made a <b>sound</b> attempt at using cause and effect relationships to explain the crime committed, details and evidence of the crime and an opinionated verdict of the crime.	Student made a <b>basic</b> attempt at using cause and effect relationships to explain the crime committed, details and evidence of the crime and an opinionated verdict of the crime. in.	Student made a <b>elementary</b> attempt at using cause and effect relationships to explain the crime committed, details and evidence of the crime and an opinionated verdict of the crime.

Criteria	Extensive - A	Thorough - B	Sound - C	Basic- D	Elementary - E
	5	4	3	2	1-0
<p><b>SC4-9WS – Communicating</b></p> <p><i>Presentation of poster and design</i></p> <p>- <i>Layout and design, spelling and grammar and impact.</i></p>	<p>Information is <b>extensively</b> organised with clear titles and subheadings.</p> <p>All the information can be easily read and very detailed.</p> <p>Only two fonts are used.</p> <p>No grammatical, spelling or punctuation errors.</p> <p>All graphics are related to the topic and make it easier to understanding.</p> <p>The message of the poster was clear and extensive.</p>	<p>Information is <b>thoroughly</b> organised with titles and subheadings.</p> <p>Majority of the information can be easily read and detailed.</p> <p>Only two fonts are used.</p> <p>Almost no grammatical, spelling or punctuation errors.</p> <p>All graphics are related and most make it easier to understand.</p> <p>The message of the poster was mostly clear and thorough</p>	<p>Information is organised in a <b>sound</b> manner with some titles and subheadings.</p> <p>Most of the information can be easily read and detailed.</p> <p>Only two fonts are used.</p> <p>A few grammatical, spelling or punctuation errors.</p> <p>Majority of the graphics relate to the topic.</p> <p>The message of the poster was somewhat clear and sound.</p>	<p>Information is organised in a <b>basic</b> manner with a title but no subheadings.</p> <p>Some of the information can be easily read and detailed.</p> <p>More than two fonts are used.</p> <p>Some grammatical, spelling or punctuation errors</p> <p>Some of the graphics relate to the topic.</p> <p>The message of the poster was unclear and basic.</p>	<p>Information is disorganised in an <b>elementary</b> manner.</p> <p>Most of the information is unclear or hard to read.</p> <p>More than two fonts are used.</p> <p>Many grammatical, spelling or punctuation errors.</p> <p>Graphics do not relate to the topic.</p> <p>The message of the poster was not clear and elementary.</p>

## Industrial Technology – Metal *Cycle A*

Year 10/10 - 2023

### OVERVIEW OF COURSE CONTENT:

Student performance in **Industrial Technology** is assessed through a range of formal and informal assessment experiences that allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways.

**School Based Assessment is gauged via their ability to demonstrate:**

- knowledge of and competence in applying Work, Health & Safety (WHS) risk management procedures and practices
- knowledge, skills and an appreciation of quality in the design and production of practical projects
- knowledge and understanding of the relationship between the properties of materials and their applications
- skills in communicating ideas, processes, and technical information with a range of audiences
- the ability to critically evaluate manufactured products in order to become a discriminating consumer

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	6	Basic Introductory metalwork project using hand tools <b>BBQ Tools</b>	IND5-1, IND5-2	10%
2	5	Intermediate metalwork project using hand tools and a sheet metal machines <b>Dustpan</b>	IND5-3, IND5-4	20%
3	3	Project based on a range of technologies focussing on turning and heat treatment <b>Nail / Centre Punch</b>	IND5-5, IND5-6, IND5-7	30%
4	8	Project based on a range of technologies focussing on fabrication and welding <b>Camping BBQ</b>	IND5-8, IND5-9, IND5-10	40%

## Assessment Task Notification

<b>Course</b>	9/10 INDUSTRIAL TECHNOLOGY - Metal
<b>Task Number</b>	1
<b>Task Weight</b>	10%
<b>Date of Notification</b>	TERM 1 WEEK 2
<b>Due Date</b>	TERM 1 WEEK 6

### Outcomes Assessed

A student –

IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

IND5-2 applies design principles in the modification, development and production of projects

### Task Description

#### BBQ Tool/s

Students are required to complete the BBQ Tool/s rack clearly demonstrating the areas outlined below.

- WHS .....10
- Hand Skills.....20
- Quality of the product.....20



### Assessment Criteria

See Attached

Project - WHS	Mark
Exhibits extensive ability to apply WHS practices to hand tools, machine tools, equipment and processes.	9 - 10
Exhibits a thorough ability to apply WHS practices to hand tools, machine tools, equipment and processes.	7 - 8
Exhibits some ability to apply WHS practices to hand tools, machine tools, equipment and processes.	5 - 6
Exhibits limited ability to apply WHS practices to hand tools, machine tools, equipment and processes.	3 - 4
Exhibits minimal ability to apply WHS practices to hand tools, machine tools, equipment and processes.	0 - 2

Project - Hand Skills	Mark
Displays extensive knowledge and application of hand skills in the construction of the project.	17 - 20
Displays thorough knowledge and application of hand skills in the construction of the project.	13 - 16
Displays some knowledge and application of hand skills in the construction of the project.	9 - 12
Displays limited knowledge and application of hand skills in the construction of the project.	5 - 8
Displays minimal knowledge and application of hand skills in the construction of the project.	0 - 4

Project - Quality of the Product	Mark
Demonstrates very high quality in all aspects of the project.	17 - 20
Demonstrates high quality in most aspects of the project.	13 - 16
Demonstrates substantial quality in most aspects of the project.	9 - 12
Demonstrates basic quality in most aspects of the project.	5 - 8
Demonstrates poor quality in all aspects of the project.	0 - 4

## Assessment Task Notification

<b>Course</b>	9/10 INDUSTRIAL TECHNOLOGY - Metal
<b>Task Number</b>	2
<b>Task Weight</b>	20%
<b>Date of Notification</b>	TERM 1 WEEK 7
<b>Due Date</b>	TERM 2 WEEK 5

## Outcomes Assessed

A student –

IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

## Task Description

### Dustpan

Students are required to complete the Dustpan clearly demonstrating the areas outlined below.

- WHS .....10
- Hand Skills.....20
- Power / Machine Skills.....20
- Quality of the product.....20



## Assessment Criteria

See Attached



Project - WHS	Mark
Exhibits extensive ability to apply WHS practices to hand tools, machine tools, equipment and processes.	9 - 10
Exhibits a thorough ability to apply WHS practices to hand tools, machine tools, equipment and processes.	7 - 8
Exhibits some ability to apply WHS practices to hand tools, machine tools, equipment and processes.	5 - 6
Exhibits limited ability to apply WHS practices to hand tools, machine tools, equipment and processes.	3 - 4
Exhibits minimal ability to apply WHS practices to hand tools, machine tools, equipment and processes.	0 - 2

Project - Hand Skills	Mark
Displays extensive knowledge and application of hand skills in the construction of the project.	17 - 20
Displays thorough knowledge and application of hand skills in the construction of the project.	13 - 16
Displays some knowledge and application of hand skills in the construction of the project.	9 - 12
Displays limited knowledge and application of hand skills in the construction of the project.	5 - 8
Displays minimal knowledge and application of hand skills in the construction of the project.	0 - 4

Project - Power / Machine Skills	Mark
Displays extensive knowledge and application of power / machine skills in the construction of the project.	17 - 20
Displays thorough knowledge and application of power / machine in the construction of the project.	13 - 16
Displays some knowledge and application of power / machine in the construction of the project.	9 - 12
Displays limited knowledge and application of power / machine in the construction of the project.	5 - 8
Displays minimal knowledge and application of power / machine in the construction of the project.	0 - 4

Project - Quality of the Product	Mark
Demonstrates very high quality in all aspects of the project.	17 - 20
Demonstrates high quality in most aspects of the project.	13 - 16
Demonstrates substantial quality in most aspects of the project.	9 - 12
Demonstrates basic quality in most aspects of the project.	5 - 8
Demonstrates poor quality in all aspects of the project.	0 - 4

## Assessment Task Notification

<b>Course</b>	9/10 INDUSTRIAL TECHNOLOGY - Metal
<b>Task Number</b>	3
<b>Task Weight</b>	30%
<b>Date of Notification</b>	TERM 2 WEEK 5
<b>Due Date</b>	TERM 3 WEEK 3

### Outcomes Assessed

A student –

IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6 identifies and participates in collaborative work practices in the learning environment

IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

### Task Description

#### Centre / Nail Punch

Students are required to complete the Centre / Nail Punch clearly demonstrating the areas outlined below.

- Folio .....20
- WHS .....10
- Hand Skills.....20
- Power / Machine Skills.....20
- Quality of the product.....20



### Assessment Criteria

See Attached

Folio - Communication	Mark
Exhibits extensive skills in using a range of communication techniques in the development, planning, production and presentation of ideas and projects	17 - 20
Exhibits a thorough capacity to use a range of communication techniques in the development, planning, production and presentation of ideas and projects	13 - 16
Exhibits some capacity to use a range of communication techniques in the development, planning, production and presentation of ideas and projects	9 - 12
Exhibits limited capacity to use a range of communication techniques in the development, planning, production and presentation of ideas and projects	5 - 8
Exhibits minimal capacity to use a range of communication techniques in the development, planning, production and presentation of ideas and projects	0 - 4

Project - WHS	Mark
Exhibits extensive ability to apply WHS practices to hand tools, machine tools, equipment and processes.	9 - 10
Exhibits a thorough ability to apply WHS practices to hand tools, machine tools, equipment and processes.	7 - 8
Exhibits some ability to apply WHS practices to hand tools, machine tools, equipment and processes.	5 - 6
Exhibits limited ability to apply WHS practices to hand tools, machine tools, equipment and processes.	3 - 4
Exhibits minimal ability to apply WHS practices to hand tools, machine tools, equipment and processes.	0 - 2

Project - Hand Skills	Mark
Displays extensive knowledge and application of hand skills in the construction of the project.	17 - 20
Displays thorough knowledge and application of hand skills in the construction of the project.	13 - 16
Displays some knowledge and application of hand skills in the construction of the project.	9 - 12
Displays limited knowledge and application of hand skills in the construction of the project.	5 - 8
Displays minimal knowledge and application of hand skills in the construction of the project.	0 - 4

<b>Project - Power / Machine Skills</b>	<b>Mark</b>
Displays extensive knowledge and application of power / machine skills in the construction of the project.	17 - 20
Displays thorough knowledge and application of power / machine in the construction of the project.	13 - 16
Displays some knowledge and application of power / machine in the construction of the project.	9 - 12
Displays limited knowledge and application of power / machine in the construction of the project.	5 - 8
Displays minimal knowledge and application of power / machine in the construction of the project.	0 - 4

<b>Project - Quality of the Product</b>	<b>Mark</b>
Demonstrates very high quality in all aspects of the project.	17 - 20
Demonstrates high quality in most aspects of the project.	13 - 16
Demonstrates substantial quality in most aspects of the project.	9 - 12
Demonstrates basic quality in most aspects of the project.	5 - 8
Demonstrates poor quality in all aspects of the project.	0 - 4

## Assessment Task Notification

<b>Course</b>	9/10 INDUSTRIAL TECHNOLOGY - Metal
<b>Task Number</b>	4
<b>Task Weight</b>	40%
<b>Date of Notification</b>	TERM 3 WEEK 3
<b>Due Date</b>	TERM 4 WEEK 8

### Outcomes Assessed

A student –

IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

### Task Description

#### Centre / Nail Punch

Students are required to complete the Camping BBQ clearly demonstrating the areas outlined below.

- Folio – Design Process .....20
- Folio – Communication.....10
- WHS .....10
- Hand Skills.....20
- Power / Machine Skills.....20
- Quality of the product.....20



### Assessment Criteria

See Attached

<b>Folio – Design Process</b>	<b>Mark</b>
Demonstrates a comprehensive understanding of the design process and its application when completing a folio.	17 - 20
Demonstrates a thorough understanding of the design process and its application when completing a folio.	13 - 16
Demonstrates a sound understanding of the design process and its application when completing a folio.	9 - 12
Demonstrates a basic understanding of the design process and completes some sections of the folio.	5 - 8
Demonstrates a limited understanding of the design process and limited sections of the portfolio	0 - 4

<b>Folio – Communication</b>	<b>Mark</b>
Exhibits extensive skills in using a range of communication techniques in the development, planning, production and presentation of ideas and projects	9 - 10
Exhibits a thorough capacity to use a range of communication techniques in the development, planning, production and presentation of ideas and projects	7 - 8
Exhibits some capacity to use a range of communication techniques in the development, planning, production and presentation of ideas and projects	5 - 6
Exhibits limited capacity to use a range of communication techniques in the development, planning, production and presentation of ideas and projects	3 - 4
Exhibits minimal capacity to use a range of communication techniques in the development, planning, production and presentation of ideas and projects	0 - 2

<b>Project - WHS</b>	<b>Mark</b>
Exhibits extensive ability to apply WHS practices to hand tools, machine tools, equipment and	9 - 10
Exhibits a thorough ability to apply WHS practices to hand tools, machine tools, equipment and	7 - 8
Exhibits some ability to apply WHS practices to hand tools, machine tools, equipment and	5 - 6
Exhibits limited ability to apply WHS practices to hand tools, machine tools, equipment and processes.	3 - 4
Exhibits minimal ability to apply WHS practices to hand tools, machine tools, equipment and processes.	0 - 2

<b>Project - Hand Skills</b>	<b>Mark</b>
Displays extensive knowledge and application of hand skills in the construction of the project.	17 - 20
Displays thorough knowledge and application of hand skills in the construction of the project.	13 - 16
Displays some knowledge and application of hand skills in the construction of the project.	9 - 12
Displays limited knowledge and application of hand skills in the construction of the project.	5 - 8
Displays minimal knowledge and application of hand skills in the construction of the project.	0 - 4

<b>Project - Power / Machine Skills</b>	<b>Mark</b>
Displays extensive knowledge and application of power / machine skills in the construction of the	17 - 20
Displays thorough knowledge and application of power / machine in the construction of the project.	13 - 16
Displays some knowledge and application of power / machine in the construction of the project.	9 - 12
Displays limited knowledge and application of power / machine in the construction of the project.	5 - 8
Displays minimal knowledge and application of power / machine in the construction of the project.	0 - 4

<b>Project - Quality of the Product</b>	<b>Mark</b>
Demonstrates very high quality in all aspects of the project.	17 - 20
Demonstrates high quality in most aspects of the project.	13 - 16
Demonstrates substantial quality in most aspects of the project.	9 - 12
Demonstrates basic quality in most aspects of the project.	5 - 8
Demonstrates poor quality in all aspects of the project.	0 - 4

## Industrial Technology – Timber *Cycle B* Year 10/10 - 2023

### OVERVIEW OF COURSE CONTENT:

Student performance in **Industrial Technology** is assessed through a range of formal and informal assessment experiences that allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways.

**School Based Assessment is gauged via their ability to demonstrate:**

- knowledge of and competence in applying Work, Health & Safety (WHS) risk management procedures and practices
- knowledge, skills and an appreciation of quality in the design and production of practical projects
- knowledge and understanding of the relationship between the properties of materials and their applications
- skills in communicating ideas, processes, and technical information with a range of audiences
- the ability to critically evaluate manufactured products in order to become a discriminating consumer

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	6	Basic Introductory woodwork project using hand tools <b>Desk Tidy / Phone Holder</b>	IND5-1, IND5-2	10%
2	5	Intermediate woodwork project using hand and lathe <b>Foot Stool</b>	IND5-3, IND5-4	20%
3	3	Project based on a range of technologies focussing on machines / turning <b>Tool Box</b>	IND5-5, IND5-6, IND5-7	30%
4	8	Project based on a range of technologies focussing on machines / turning <b>Cheval Mirror</b>	IND5-8, IND5-9, IND5-10	40%



## Assessment Task Notification

<b>Course</b>	9/10 INDUSTRIAL TECHNOLOGY - Timber
<b>Task Number</b>	1
<b>Task Weight</b>	10%
<b>Date of Notification</b>	TERM 1 WEEK 2
<b>Due Date</b>	TERM 1 WEEK 6

### Outcomes Assessed

A student –

IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

IND5-2 applies design principles in the modification, development and production of projects

### Task Description

#### Desk Tidy / Phone Holder

Students are required to complete the Desk Tidy / Phone Holder rack clearly demonstrating the areas outlined below.

- WHS .....10
- Hand Skills.....20
- Quality of the product.....20



### Assessment Criteria

See Attached

Project - WHS	Mark
Exhibits extensive ability to apply WHS practices to hand tools, machine tools, equipment and processes.	9 - 10
Exhibits a thorough ability to apply WHS practices to hand tools, machine tools, equipment and processes.	7 - 8
Exhibits some ability to apply WHS practices to hand tools, machine tools, equipment and processes.	5 - 6
Exhibits limited ability to apply WHS practices to hand tools, machine tools, equipment and processes.	3 - 4
Exhibits minimal ability to apply WHS practices to hand tools, machine tools, equipment and processes.	0 - 2

Project - Hand Skills	Mark
Displays extensive knowledge and application of hand skills in the construction of the project.	17 - 20
Displays thorough knowledge and application of hand skills in the construction of the project.	13 - 16
Displays some knowledge and application of hand skills in the construction of the project.	9 - 12
Displays limited knowledge and application of hand skills in the construction of the project.	5 - 8
Displays minimal knowledge and application of hand skills in the construction of the project.	0 - 4

Project - Quality of the Product	Mark
Demonstrates very high quality in all aspects of the project.	17 - 20
Demonstrates high quality in most aspects of the project.	13 - 16
Demonstrates substantial quality in most aspects of the project.	9 - 12
Demonstrates basic quality in most aspects of the project.	5 - 8
Demonstrates poor quality in all aspects of the project.	0 - 4

## Assessment Task Notification

<b>Course</b>	9/10 INDUSTRIAL TECHNOLOGY - Timber
<b>Task Number</b>	2
<b>Task Weight</b>	20%
<b>Date of Notification</b>	TERM 1 WEEK 7
<b>Due Date</b>	TERM 2 WEEK 5

## Outcomes Assessed

A student –

IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

## Task Description

### Foot Stool

Students are required to complete the Foot Stool clearly demonstrating the areas outlined below.

- WHS .....10
- Hand Skills.....20
- Power / Machine Skills.....20
- Quality of the product.....20

## Assessment Criteria

See Attached

Project - WHS	Mark
Exhibits extensive ability to apply WHS practices to hand tools, machine tools, equipment and processes.	9 - 10
Exhibits a thorough ability to apply WHS practices to hand tools, machine tools, equipment and processes.	7 - 8
Exhibits some ability to apply WHS practices to hand tools, machine tools, equipment and processes.	5 - 6
Exhibits limited ability to apply WHS practices to hand tools, machine tools, equipment and processes.	3 - 4
Exhibits minimal ability to apply WHS practices to hand tools, machine tools, equipment and processes.	0 - 2

Project - Hand Skills	Mark
Displays extensive knowledge and application of hand skills in the construction of the project.	17 - 20
Displays thorough knowledge and application of hand skills in the construction of the project.	13 - 16
Displays some knowledge and application of hand skills in the construction of the project.	9 - 12
Displays limited knowledge and application of hand skills in the construction of the project.	5 - 8
Displays minimal knowledge and application of hand skills in the construction of the project.	0 - 4

Project - Power / Machine Skills	Mark
Displays extensive knowledge and application of power / machine skills in the construction of the project.	17 - 20
Displays thorough knowledge and application of power / machine in the construction of the project.	13 - 16
Displays some knowledge and application of power / machine in the construction of the project.	9 - 12
Displays limited knowledge and application of power / machine in the construction of the project.	5 - 8
Displays minimal knowledge and application of power / machine in the construction of the project.	0 - 4

Project - Quality of the Product	Mark
Demonstrates very high quality in all aspects of the project.	17 - 20
Demonstrates high quality in most aspects of the project.	13 - 16
Demonstrates substantial quality in most aspects of the project.	9 - 12
Demonstrates basic quality in most aspects of the project.	5 - 8
Demonstrates poor quality in all aspects of the project.	0 - 4

## Assessment Task Notification

<b>Course</b>	9/10 INDUSTRIAL TECHNOLOGY - Timber
<b>Task Number</b>	3
<b>Task Weight</b>	30%
<b>Date of Notification</b>	TERM 2 WEEK 5
<b>Due Date</b>	TERM 3 WEEK 3

## Outcomes Assessed

A student –

IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6 identifies and participates in collaborative work practices in the learning environment

IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

## Task Description

### Tool Box

Students are required to complete the Tool Box clearly demonstrating the areas outlined below.

- Folio .....20
- WHS .....10
- Hand Skills.....20
- Power / Machine Skills.....20
- Quality of the product.....20



## Assessment Criteria

See Attached

<b>Folio - Communication</b>	<b>Mark</b>
Exhibits extensive skills in using a range of communication techniques in the development, planning, production and presentation of ideas and projects	17 - 20
Exhibits a thorough capacity to use a range of communication techniques in the development, planning, production and presentation of ideas and projects	13 - 16
Exhibits some capacity to use a range of communication techniques in the development, planning, production and presentation of ideas and projects	9 - 12
Exhibits limited capacity to use a range of communication techniques in the development, planning, production and presentation of ideas and projects	5 - 8
Exhibits minimal capacity to use a range of communication techniques in the development, planning, production and presentation of ideas and projects	0 - 4

<b>Project - WHS</b>	<b>Mark</b>
Exhibits extensive ability to apply WHS practices to hand tools, machine tools, equipment and processes.	9 - 10
Exhibits a thorough ability to apply WHS practices to hand tools, machine tools, equipment and processes.	7 - 8
Exhibits some ability to apply WHS practices to hand tools, machine tools, equipment and processes.	5 - 6
Exhibits limited ability to apply WHS practices to hand tools, machine tools, equipment and processes.	3 - 4
Exhibits minimal ability to apply WHS practices to hand tools, machine tools, equipment and processes.	0 - 2

<b>Project - Hand Skills</b>	<b>Mark</b>
Displays extensive knowledge and application of hand skills in the construction of the project.	17 - 20
Displays thorough knowledge and application of hand skills in the construction of the project.	13 - 16
Displays some knowledge and application of hand skills in the construction of the project.	9 - 12
Displays limited knowledge and application of hand skills in the construction of the project.	5 - 8
Displays minimal knowledge and application of hand skills in the construction of the project.	0 - 4

<b>Project - Power / Machine Skills</b>	<b>Mark</b>
Displays extensive knowledge and application of power / machine skills in the construction of the project.	17 - 20
Displays thorough knowledge and application of power / machine in the construction of the project.	13 - 16
Displays some knowledge and application of power / machine in the construction of the project.	9 - 12
Displays limited knowledge and application of power / machine in the construction of the project.	5 - 8
Displays minimal knowledge and application of power / machine in the construction of the project.	0 - 4

Project - Quality of the Product	Mark
Demonstrates very high quality in all aspects of the project.	17 - 20
Demonstrates high quality in most aspects of the project.	13 - 16
Demonstrates substantial quality in most aspects of the project.	9 - 12
Demonstrates basic quality in most aspects of the project.	5 - 8
Demonstrates poor quality in all aspects of the project.	0 - 4

## Assessment Task Notification

<b>Course</b>	9/10 INDUSTRIAL TECHNOLOGY - Timber
<b>Task Number</b>	4
<b>Task Weight</b>	40%
<b>Date of Notification</b>	TERM 3 WEEK 3
<b>Due Date</b>	TERM 4 WEEK 8

### Outcomes Assessed

A student –

IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

### Task Description

#### ***Cheval Mirror***

Students are required to complete the Cheval Mirror clearly demonstrating the areas outlined below.

- Folio – Design Process .....20
- Folio – Communication.....10
- WHS .....10
- Hand Skills.....20
- Power / Machine Skills.....20
- Quality of the product.....20



### Assessment Criteria

See Attached



<b>Folio – Design Process</b>	<b>Mark</b>
Demonstrates a comprehensive understanding of the design process and its application when completing a folio.	17 - 20
Demonstrates a thorough understanding of the design process and its application when completing a folio.	13 - 16
Demonstrates a sound understanding of the design process and its application when completing a folio.	9 - 12
Demonstrates a basic understanding of the design process and completes some sections of the folio.	5 - 8
Demonstrates a limited understanding of the design process and limited sections of the portfolio	0 - 4

<b>Folio – Communication</b>	<b>Mark</b>
Exhibits extensive skills in using a range of communication techniques in the development, planning, production and presentation of ideas and projects	9 - 10
Exhibits a thorough capacity to use a range of communication techniques in the development, planning, production and presentation of ideas and projects	7 - 8
Exhibits some capacity to use a range of communication techniques in the development, planning, production and presentation of ideas and projects	5 - 6
Exhibits limited capacity to use a range of communication techniques in the development, planning, production and presentation of ideas and projects	3 - 4
Exhibits minimal capacity to use a range of communication techniques in the development, planning, production and presentation of ideas and projects	0 - 2

<b>Project - WHS</b>	<b>Mark</b>
Exhibits extensive ability to apply WHS practices to hand tools, machine tools, equipment and	9 - 10
Exhibits a thorough ability to apply WHS practices to hand tools, machine tools, equipment	7 - 8
Exhibits some ability to apply WHS practices to hand tools, machine tools, equipment and	5 - 6
Exhibits limited ability to apply WHS practices to hand tools, machine tools, equipment and	3 - 4
Exhibits minimal ability to apply WHS practices to hand tools, machine tools, equipment and	0 - 2

<b>Project - Hand Skills</b>	<b>Mark</b>
Displays extensive knowledge and application of hand skills in the construction of the project.	17 - 20
Displays thorough knowledge and application of hand skills in the construction of the project.	13 - 16
Displays some knowledge and application of hand skills in the construction of the project.	9 - 12
Displays limited knowledge and application of hand skills in the construction of the project.	5 - 8
Displays minimal knowledge and application of hand skills in the construction of the project.	0 - 4

<b>Project - Power / Machine Skills</b>	<b>Mark</b>
Displays extensive knowledge and application of power / machine skills in the construction of	17 - 20
Displays thorough knowledge and application of power / machine in the construction of the	13 - 16
Displays some knowledge and application of power / machine in the construction of the	9 - 12
Displays limited knowledge and application of power / machine in the construction of the project.	5 - 8
Displays minimal knowledge and application of power / machine in the construction of the project.	0 - 4

<b>Project - Quality of the Product</b>	<b>Mark</b>
Demonstrates very high quality in all aspects of the project.	17 - 20
Demonstrates high quality in most aspects of the project.	13 - 16
Demonstrates substantial quality in most aspects of the project.	9 - 12
Demonstrates basic quality in most aspects of the project.	5 - 8
Demonstrates poor quality in all aspects of the project.	0 - 4

## Music - Industry Stage 5 2023

### OVERVIEW OF COURSE CONTENT:

Students will learn practical skills about what it takes to form a band, book gigs, and prepare for real performances. They will first cater to their available instruments and either compose songs or choose appropriate repertoire. They will then engage in public performances in the form of busking, school lunch time performances or public gigs. Students will make posters, learn how to set up for their performance and how to engage with professionals when booking public performances.

Students will work through the year on:

- Learning an instrument as part of a group or band
- Performance skills, such as in creating a set list
- Music Industry skills including how to promote, manage, book, and play public venues.

Students will complete check-in assessments and build a portfolio of work throughout the year. The body of work will build to a concert at the end of the school year.

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
2, 2022	8	Portfolio Check-in	5.4, 5.5, 5.6, 5.7, 5.8	40%
4, 2023	4	Concert and Portfolio	5.1, 5.2, 5.3, 5.9, 5.10.	60%

## Assessment Task Notification

<b>Course</b>	Stage 5 Music - Industry
<b>Task Number</b>	1
<b>Task Weight</b>	40%
<b>Date of Notification</b>	Week 5, Term 1 2023
<b>Due Date</b>	Week 5, Term 2 2023

### Outcomes Assessed

A student –

5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study

5.5 notates own compositions, applying forms of notation appropriate to the music selected for study

5.6 uses different forms of technology in the composition process

5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts

5.8 demonstrates an understanding of musical literacy through aural identification, discrimination, memorisation and notation in the music selected for study

### Task Description

#### ***Portfolio Check-in***

*Students are to arrange a portfolio including the class work completed so far that is relevant to their final concert assessment.*

Students will create a portfolio throughout the year with all relevant classwork appropriate to their final concert.

Students will need to include:

- The songs selected in their set list
- An aural analysis of each song
- A setlist
- Relevant records of communication with the persons managing the venue for all performances
- Reflections about their progress
- Original composition progress
- Band members
- Chord charts, sheet music and all notation being used

### Assessment Criteria

You will be assessed on your ability to:

Listening

- show musical literacy through aural identification, discrimination, memorisation and notation
- understand musical concepts

Composition

- create pieces appropriate to the studied style
- reflect of compositions
- compose using the concepts of music

## Assessment 1: 40%

Marking Criteria	MARK
<ul style="list-style-type: none"> <li>• Portfolio demonstrates a sophisticated understanding on the concepts of music and how they are used.</li> <li>• Portfolio includes all required elements in excellent detail in line with what is expected at the due date.</li> <li>• Student shows evidence of the ability to arrange, compose and discriminate music and forms of notation.</li> </ul>	<b>17-20</b>
<ul style="list-style-type: none"> <li>• Portfolio demonstrates a high-level understanding on the concepts of music and how they are used.</li> <li>• Portfolio includes all or most of the required elements in detail in line with what is expected at the due date.</li> <li>• Student shows evidence of the ability to arrange, compose and discriminate music and forms of notation.</li> </ul>	<b>13-16</b>
<ul style="list-style-type: none"> <li>• Portfolio demonstrates a sound understanding on the concepts of music and how they are used.</li> <li>• Portfolio includes some elements in detail in line with what is expected at the due date.</li> <li>• Student shows evidence of the ability to arrange, compose and discriminate music and forms of notation.</li> </ul>	<b>9-12</b>
<ul style="list-style-type: none"> <li>• Portfolio demonstrates a limited understanding on the concepts of music and how they are used.</li> <li>• Portfolio includes some required elements in detail in line with what is expected at the due date</li> <li>• Student shows evidence of the ability to arrange, compose and discriminate music and forms of notation.</li> </ul>	<b>5-8</b>
<ul style="list-style-type: none"> <li>• Portfolio demonstrates a basic understanding on the concepts of music and how they are used.</li> <li>• Portfolio includes little to no required elements in detail in line with what is expected at the due date. • Student shows evidence of the ability to arrange, compose and discriminate music and forms of notation.</li> </ul>	<b>1-4</b>
<ul style="list-style-type: none"> <li>• <b>Non-serious attempt/ not submitted</b></li> </ul>	<b>0</b>

## Assessment Task Notification

<b>Course</b>	Stage 5 Music - Industry
<b>Task Number</b>	2
<b>Task Weight</b>	60%
<b>Date of Notification</b>	Week 1, Term 4 2023
<b>Due Date</b>	Week 4, Term 4 2023

### Outcomes Assessed

A student –

5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts

5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology

5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness

5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study

5.10 demonstrates an understanding of the influence and impact of technology on music

### Task Description

#### ***Final Portfolio and Performance***

*Students are to submit their portfolio of work they have collated throughout the year. Students will perform their set list at a venue.*

#### **PART A: 20%**

Students are to submit the portfolio of work they created throughout the year.

They need to include:

- The songs selected in their set list
- An aural analysis of each song
- A setlist
- Relevant records of communication with people managing the venue
- Reflections about their progress
- Original composition progress
- Band members
- Chord charts, sheet music and all notation being used
- A final reflection about their experience creating a performance

#### **PART B: 40%**

Students will demonstrate the Concepts of Music in a performance to an audience, showcasing cover pieces and original works.

Students will need to demonstrate:

- The Concepts of Music
- Stylistic expression and understanding
- An awareness of performing as soloist and as a member of an ensemble
- Technical ability and facility
- Stage presence and audience interaction

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## Assessment Criteria

You will be assessed on your ability to:

### Performance

- show technical fluency
- show stylistic interpretation
- show performance and musical expression
- show solo/ensemble awareness

### Portfolio

- create pieces appropriate to the studied style
- reflect of compositions
- compose using the concepts of music

**Portfolio: 20%**

<b>Marking Criteria:</b>	<b>MARK</b>
<ul style="list-style-type: none"><li>• Portfolio demonstrates a sophisticated understanding on the concepts of music and how they are used.</li><li>• Portfolio includes all required elements in excellent detail for this part of the year.</li><li>• Student shows evidence of the ability to arrange, compose and discriminate music and forms of notation.</li></ul>	<b>17-20</b>
<ul style="list-style-type: none"><li>• Portfolio demonstrates a high-level understanding on the concepts of music and how they are used.</li><li>• Portfolio includes all or most of required elements in excellent detail for this part of the year.</li><li>• Student shows evidence of the ability to arrange, compose and discriminate music and forms of notation.</li></ul>	<b>13-16</b>
<ul style="list-style-type: none"><li>• Portfolio demonstrates a sound understanding on the concepts of music and how they are used.</li><li>• Portfolio includes some elements in limited detail for this part of the year.</li><li>• Student shows evidence of the ability to arrange, compose and discriminate music and forms of notation.</li></ul>	<b>9-12</b>
<ul style="list-style-type: none"><li>• Portfolio demonstrates a limited understanding on the concepts of music and how they are used.</li><li>• Portfolio includes some required elements in limited detail for this part of the year.</li><li>• Student shows evidence of the ability to arrange, compose and discriminate music and forms of notation.</li></ul>	<b>5-8</b>
<ul style="list-style-type: none"><li>• Portfolio demonstrates a basic understanding on the concepts of music and how they are used.</li><li>• Portfolio includes little to no required elements and lacks detail for this part of the year.</li><li>• Student shows evidence of the ability to arrange, compose and discriminate music and forms of notation.</li></ul>	<b>1-4</b>
<ul style="list-style-type: none"><li>• <b>Non-serious attempt/ not submitted</b></li></ul>	<b>0</b>



**Performance: 40%**

Marking Criteria	MARK
<ul style="list-style-type: none"> <li>• Demonstrates highly-developed technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire</li> <li>• Demonstrates perceptive stylistic understanding through performing repertoire using articulation, dynamics and expressive techniques</li> <li>• Performs with a well-developed sense of personal expression, demonstrated by the use of appropriate expressive techniques and a sensitivity to the chosen style</li> <li>• Demonstrates a highly-developed understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance</li> </ul>	<b>17-20</b>
<ul style="list-style-type: none"> <li>• Demonstrates developed technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire</li> <li>• Demonstrates stylistic understanding through performing repertoire using articulation, dynamics and expressive techniques</li> <li>• Performs with a sense of personal expression, demonstrated by the use of appropriate expressive techniques and a sensitivity to the chosen style</li> <li>• Demonstrates a developed understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance</li> </ul>	<b>13-16</b>
<ul style="list-style-type: none"> <li>• Demonstrates competent technical skills. Some problems in maintaining technical fluency and technical facility are evident as are inconsistencies in intonation</li> <li>• Demonstrates a sense of stylistic understanding through performance of the chosen repertoire. The articulation and/or dynamics and/or expressive techniques may not be consistently appropriate to the chosen style</li> <li>• Performs the chosen repertoire with a sense of musical expression, with an attempt to incorporate expressive techniques appropriate to the chosen style</li> <li>• Demonstrates a competent, although not consistent understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance</li> </ul>	<b>9-12</b>
<ul style="list-style-type: none"> <li>• Demonstrates some basic technical skill, although there are frequent inconsistencies in technical fluency, technical facility, and intonation</li> <li>• Demonstrates a basic stylistic understanding. Articulation and/or dynamics and/or expressive techniques are not consistently appropriate to the chosen style</li> <li>• Performs the chosen repertoire with little sense of musical expression</li> <li>• Demonstrates a limited awareness of the performer's role as a soloist/ensemble member, which may be evident through lack of communication and balance in the ensemble or with the accompanist</li> </ul>	<b>5-8</b>
<ul style="list-style-type: none"> <li>• Demonstrates very limited technical skills</li> <li>• Demonstrates little evidence of stylistic understanding of the chosen style</li> <li>• Performs the chosen repertoire with little or no sense of musical expression</li> <li>• Demonstrates little or no awareness of the performer's role as a soloist/ensemble member</li> </ul>	<b>1-4</b>
<ul style="list-style-type: none"> <li>• Non-serious attempt/ not submitted</li> </ul>	<b>0</b>

**PASS**  
**YEAR 10/10 - 2023**

**OVERVIEW OF COURSE CONTENT:**

In Term 1 students will look at Coaching. This module develops skills in coaching and instruction. Students investigate qualities of effective coaching and assess their own and others' coaching skills to become more effective coaches. Students should have the opportunity to practically apply their coaching skills in real-life situations.

Term 2 students will be learning about Australia's sporting identity. The focus of this module is on establishing a link between sport and society over time using relevant examples. Where appropriate, the examples may relate to the physical activity and sport movement applications in which students participate in the course.

Term 3 students will investigate lifestyle, leisure and recreation. This module analyses the perceptions and impact participation has on lifestyle, leisure and recreation activities. Students are provided with opportunities to advocate and promote lifelong leisure and recreation activities now and in the future.

In Term 4 students will focus on Human Anatomy. In this module students are not required to undertake a detailed anatomical study of the body systems. The intention of the module is to examine energy production and the roles and contributions of the body systems to efficient movement. Students examine these through investigation and participation in one or more movement applications.

**SEMESTER ONE**

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	6-8	Peer Coaching	PASS5-7, PASS5-8	15%
1	5	Touch Football/Oztag	PASS5-9, PASS5-7	10%
1	10	Badminton/Table Tennis	PASS5-9, PASS5-10	5%
2	8	Australian Sport Identity -Presentation	PASS5-3, PASS5-4	10%
2	5	Traditional Games	PASS5-7, PASS5-10	5%
2	10	Olympic Games	PASS5-9, PASS5-10	5%

**SEMESTER TWO**

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	7	Class Test	PASS5-5, PASS5-10	10%
3	5	Orienteering	PASS5-5, PASS5-10	5%
3	10	Hiking/Camping	PASS5-7, PASS5-9	5%
4	5	Class Test	PASS5-6, PASS5-10	15%
4	5	European Handball	PASS5-7, PASS5-8	5%
4	10	Mountain Biking	PASS5-9, PASS5-10	10%

## Assessment Task Notification

<b>Course</b>	PASS
<b>Task Number</b>	1
<b>Task Weight</b>	15%
<b>Date of Notification</b>	Week 8, Term 1 2023
<b>Due Date</b>	Week 10, Term 1 2023

## Outcomes Assessed

A student –

PASS5-7 - works collaboratively with others to enhance participation, enjoyment and performance

PASS5-8 - displays management and planning skills to achieve personal and group goals

## Task Description

This module develops skills in coaching and instruction. Students investigate qualities of effective coaching and assess their own and others' coaching skills to become more effective coaches. Students should have the opportunity to practically apply their coaching skills in real-life situations.

In pairs, design and conduct a coaching session focusing on a specific skill from a sport chosen from the list below:

- Soccer
- Touch
- Basketball
- Oztag
- AFL
- Netball
- Hockey



Your session should follow the attached format and include a written plan incorporating diagrams. This plan will need to be submitted **at least two days before** for approval by your teacher.

Marks will be awarded based on each individual's contribution so choose your partner wisely.....

Keep in mind the following factors to help with your planning and delivery!

- Demonstration
- Positioning
- Constant positive and constructive feedback
- Group control
- Preparation

## Assessment Criteria

See Attached

## ***PASS Assessment Task - Coaching***

<b>WARM UP</b>	<b>/ 5 Marks</b>		
• Instruction given – clear/ concise	0	1	2
• Suitability to skill/sport	0	1	2
• Stretching	0	1	
<b>SKILL</b>	<b>/ 15 Marks</b>		
• Feedback given	0	1	2 3
• Instruction given – clear/ concise	0	1	2 3
• Demonstration	0	1	2 3
• Delivery - Proactive involvement in running of the skill	0	1	2 3
• Skill Practice/ Activity	0	1	2 3
<b>MODIFIED GAME</b>	<b>/ 10 Marks</b>		
• Instruction given – clear/concise	0	1	2 3
• Relevance to chosen skill	0	1	2 3
• Feedback given	0	1	2
• Delivery - Proactive involvement in running of the skill	0	1	2
<b>OTHER</b>	<b>/ 5 Marks</b>		
• Safety (Hazards managed)	0	1	2
• Organisation (Equipment, set up, group management)	0	1	2 3
<b>WRITTEN PLAN</b>	<b>/ 10 Marks</b>		

## Assessment Task Notification

<b>Course</b>	PASS
<b>Task Number</b>	2
<b>Task Weight</b>	10%
<b>Date of Notification</b>	Week 8, Term 2 2023
<b>Due Date</b>	Week 10, Term 2 2023

## Outcomes Assessed

A student –

PASS5-3 - discusses the nature and impact of historical and contemporary issues in physical activity and sport.

PASS5-4 - analyses physical activity and sport from personal, social and cultural perspectives

## Task Description

During this term you have been learning about Australia's sporting identity. The focus of this module is on establishing a link between sport and society over time using relevant examples. Where appropriate, the examples may relate to the physical activity and sport movement applications in which students participate in the course.

In this task you will research a sport played in Australia's history, including: the origin of the sport, the beginning of an official competition and a identify major events that have occurred within your chosen sport.

Task: The history of the sport

Select and write about the history of a sport that is played in Australia.

- Who was involved
- Where the sport evolved from
- When it first started
- Identify the heritage teams (which teams were in the first competition) & analyse 1 of those team's performances throughout the history of the sport
- Major events within that sport that have contributed to it being recognised in the modern era.

## Assessment Criteria

See Attached

Marking Criteria	Marks
<ul style="list-style-type: none"> <li>• Clearly explains who was involved in creating the sport</li> <li>• Clearly explains where the sport evolved from</li> <li>• Clearly explains when it first started including results from first matches in detail</li> <li>• Clearly identifies the heritage teams with analysis of 1 team's performance &amp; history.</li> <li>• Identifies at least 5 major events within that sport that have contributed to it being recognised in the modern era.</li> <li>• Appropriate pictures accompany presentation</li> </ul>	13-15
<ul style="list-style-type: none"> <li>• High explanation of who was involved in creating the sport</li> <li>• High explanation of where the sport evolved from</li> <li>• High explanation of when it first started including results from first matches in detail</li> <li>• Identifies the heritage teams with description of 1 team's performance &amp; history.</li> <li>• Identifies 4 major events within that sport that have contributed to it being recognised in the modern era.</li> <li>• Lots of pictures accompany presentation</li> </ul>	10-12
<ul style="list-style-type: none"> <li>• Sound explanation of who was involved in creating the sport</li> <li>• Sound explanation of where the sport evolved from</li> <li>• Sound explanation of when it first started including results from first matches</li> <li>• Identifies a few heritage teams with brief description of 1 team's performance &amp; history.</li> <li>• Identifies 3 major events within that sport that have contributed to it being recognised in the modern era.</li> <li>• Some relevant pictures accompany presentation</li> </ul>	7-9
<ul style="list-style-type: none"> <li>• Basic explanation of who was involved in creating the sport</li> <li>• Basic explanation of where the sport evolved from</li> <li>• Basic explanation of when it first started including results from first matches</li> <li>• Identifies 1 heritage team with brief description of their performance &amp; history.</li> <li>• Identifies 3 major events within that sport that have contributed to it being recognised in the modern era.</li> <li>• Some pictures throughout presentation</li> </ul>	5-6
<ul style="list-style-type: none"> <li>• Questions missing</li> <li>• Basic answers given to those that have been answered</li> <li>• Not completed in PowerPoint.</li> </ul>	1-4
<ul style="list-style-type: none"> <li>• No attempt made to answer questions</li> </ul>	0

## Assessment Task Notification

<b>Course</b>	PASS
<b>Task Number</b>	3
<b>Task Weight</b>	10%
<b>Date of Notification</b>	Week 7, Term 3 2023
<b>Due Date</b>	Week 9, Term 3 2023

## Outcomes Assessed

A student –

PASS5-6 - evaluates the characteristics of participation and quality performance in physical activity and sport.

PASS5-10 - analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

## Task Description

**Area of Study:** Term 3 students will investigate lifestyle, leisure and recreation. This module analyses the perceptions and impact participation has on lifestyle, leisure and recreation activities. Students are provided with opportunities to advocate and promote lifelong leisure and recreation activities now and in the future.

**Description of Task:** This task is exam style in class assessment. Which includes of variety multiple choice, short responses and one long response. It will cover the content covered in the Lifestyle Leisure and Recreation unit.

**Duration of test:** 60 minutes

## Assessment Criteria

## Assessment Task Notification

<b>Course</b>	PASS
<b>Task Number</b>	4
<b>Task Weight</b>	15%
<b>Date of Notification</b>	Week 5, Term 4 2023
<b>Due Date</b>	Week 7, Term 4 2023

## Outcomes Assessed

A student –

PASS5-1 Discusses factors that limit and enhance the capacity to move and perform

PASS5-10 Analyses and appraises information, opinions and observations to inform physical activity and sport decisions

## Task Description

**Area of Study:** In this module students are not required to undertake a detailed anatomical study of the body systems more to develop a basic understanding of the body. The intention of the module is to examine energy production and the roles and contributions of the body systems to efficient movement.

**Description of Task:** This task is exam style in class assessment. Which includes a variety of labelling and matching activities, true and false and short response questions.

It will be based on the following four body systems and energy systems:

- The Skeletal System
- The Muscular System
- The Circulatory System
- The Respiratory System

Energy systems:

- Alactic Acid (ATP/PC)
- Lactic Acid
- Aerobic

**Duration of test:** 60 minutes

## Assessment Criteria



## Photography and Digital Media: Commercial

### Stage 5 2023

#### OVERVIEW OF COURSE CONTENT:

Photographic and Digital Media provides specialised learning opportunities which enable students to understand and explore the nature of photographic and digital media as an important field of artistic practice, conceptual knowledge and technological procedures.

Through these learning opportunities, students develop the skills to create and manipulate still and moving images using a range of technologies. As the broad areas of photography and digital media have become fundamental to modern life, this course also enhances a students' overall knowledge of the world and their notions of cultural and self-identity.

This course is designed for students with an interest in commercial or workplace applications of photo digital media. Students develop skills in video production, graphic design, game design and animation. Students develop a portfolio which showcases their skills using various software programs and forms of digital technology.

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1, 2023	10	Moving camera angles	5.1, 5.7, 5.10	30%
2, 2023	5	Event advertisement	5.2, 5.4, 5.8	30%
3, 2023	10	Character design	5.3, 5.9	25%
4, 2023	5	Rotoscoping	5.5, 5.6	15%

## Assessment Task Notification

<b>Course</b>	Photography and Digital Media - Commercial
<b>Task Number</b>	1
<b>Task Weight</b>	30%
<b>Date of Notification</b>	
<b>Due Date</b>	Week 10, Term 1 2023

## Outcomes Assessed

A student –

5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works

5.7 applies their understanding of aspects of practice to interpret photographic and digital works critically and historically

5.10 constructs different critical and historical accounts of photographic and digital works

## Task Description

Using advertisement and movie trailers as a guide, students shoot and edit a collection of moving camera angles to create a mood using Premier Pro. Students must include audio and text to add to the meaning of their production.

## Assessment Criteria

You will be assessed on your ability to:

- Use your logbook to effectively plan your work, referencing examples to assist your understanding
- Use appropriate settings on the camera to effectively capture your moving camera angles
- Use Premier Pro to edit your footage to create a cohesive production that demonstrates a mood to an audience.
- Include audio and text to enhance the audiences understanding of your production.

Marking Criteria	MARK
<ul style="list-style-type: none"> <li>- Student develops in a <b>sophisticated</b> manner range and autonomy in selecting and applying photographic and digital conventions and procedures to make <b>resolved and engaging</b> photographic and digital works</li> <li>- Student applies their understanding of aspects of practice in a <b>sophisticated</b> manner to interpret photographic and digital works critically and historically</li> <li>- Student constructs in a <b>sophisticated</b> manner different critical and historical accounts of photographic and digital works</li> </ul>	<b>21-25</b>
<ul style="list-style-type: none"> <li>- Student develops in a <b>skilful</b> manner range and autonomy in selecting and applying photographic and digital conventions and procedures to make <b>resolved and engaging</b> photographic and digital works</li> <li>- Student applies their understanding of aspects of practice in a <b>skilful</b> manner to interpret photographic and digital works critically and historically</li> <li>- Student constructs in a <b>skilful</b> manner different critical and historical accounts of photographic and digital works</li> </ul>	<b>16-20</b>
<ul style="list-style-type: none"> <li>- Student develops in a <b>sound</b> manner range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works</li> <li>- Student applies their understanding of aspects of practice in a <b>sound</b> manner to interpret photographic and digital works critically and historically</li> <li>- Student constructs in a <b>sound</b> manner different critical and historical accounts of photographic and digital works</li> </ul>	<b>11-15</b>
<ul style="list-style-type: none"> <li>- Student develops in a <b>basic</b> manner range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works</li> <li>- Student applies their understanding of aspects of practice in a <b>basic</b> manner to interpret photographic and digital works critically and historically</li> <li>- Student constructs in a <b>basic</b> manner different critical and historical accounts of photographic and digital works</li> </ul>	<b>6-10</b>
<ul style="list-style-type: none"> <li>- Student develops in a <b>limited</b> manner range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works</li> <li>- Student applies their understanding of aspects of practice in a <b>limited</b> manner to interpret photographic and digital works critically and historically</li> <li>- Student constructs in a <b>limited</b> manner different critical and historical accounts of photographic and digital works</li> </ul>	<b>1-5</b>
<ul style="list-style-type: none"> <li>- <b>Non-serious attempt/not submitted</b></li> </ul>	<b>0</b>

## Assessment Task Notification

<b>Course</b>	Photography and Digital Media - Commercial
<b>Task Number</b>	2
<b>Task Weight</b>	30%
<b>Date of Notification</b>	
<b>Due Date</b>	Week 5, Term 2 2023

## Outcomes Assessed

A student –

5.2 makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience

5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital works

5.8 uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works

## Task Description

Students choose an existing event (music festival, The Tamworth Show, Weekend markets etc.) and rebrand this targeting a specific age group. Students base this rebrand on research of other brands that are targeted to a similar audience in their logbook. Students must create a logo, poster, flyer and a series of Instagram posts that incorporate typography, photography and digital elements.

## Assessment Criteria

You will be assessed on your ability to:

- Use your logbook to effectively plan your work, referencing examples to assist your understanding
- Use appropriate settings on the camera to effectively capture your photographic elements
- Use Adobe Illustrator and Photoshop/Lightroom to create your typographic elements and convert these to vector images.
- Create a cohesive range of advertisements that effectively capture the attention of your target audience.

Marking Criteria	MARK
<ul style="list-style-type: none"> <li>- Student makes photographic and digital works in a <b>sophisticated</b> manner that is informed by their understanding of the function of and relationships between artist–artwork–world–audience</li> <li>- Student investigates in a <b>sophisticated</b> manner the world as a source of ideas, concepts and subject matter for photographic and digital works</li> <li>- Student uses in a <b>sophisticated</b> manner their understanding of the function of and relationships between the artist–artwork–world-audience in critical and historical interpretations of photographic and digital works</li> </ul>	<b>21-25</b>
<ul style="list-style-type: none"> <li>- Student makes photographic and digital works in a <b>skilful</b> manner that is informed by their understanding of the function of and relationships between artist–artwork–world–audience</li> <li>- Student investigates in a <b>skilful</b> manner the world as a source of ideas, concepts and subject matter for photographic and digital works</li> <li>- Student uses in a <b>skilful</b> manner their understanding of the function of and relationships between the artist–artwork–world-audience in critical and historical interpretations of photographic and digital works</li> </ul>	<b>16-20</b>
<ul style="list-style-type: none"> <li>- Student makes photographic and digital works in a <b>sound</b> manner that is informed by their understanding of the function of and relationships between artist–artwork–world–audience</li> <li>- Student investigates in a <b>sound</b> manner the world as a source of ideas, concepts and subject matter for photographic and digital works</li> <li>- Student uses in a <b>sound</b> manner their understanding of the function of and relationships between the artist–artwork–world-audience in critical and historical interpretations of photographic and digital works</li> </ul>	<b>11-15</b>
<ul style="list-style-type: none"> <li>- Student makes photographic and digital works in a <b>basic</b> manner that is informed by their understanding of the function of and relationships between artist–artwork–world–audience</li> <li>- Student investigates in a <b>basic</b> manner the world as a source of ideas, concepts and subject matter for photographic and digital works</li> <li>- Student uses in a <b>basic</b> manner their understanding of the function of and relationships between the artist–artwork–world-audience in critical and historical interpretations of photographic and digital works</li> </ul>	<b>6-10</b>
<ul style="list-style-type: none"> <li>- Student makes photographic and digital works in a <b>limited</b> manner that is informed by their understanding of the function of and relationships between artist–artwork–world–audience</li> <li>- Student investigates in a <b>limited</b> manner the world as a source of ideas, concepts and subject matter for photographic and digital works</li> <li>- Student uses in a <b>limited</b> manner their understanding of the function of and relationships between the artist–artwork–world-audience in critical and historical interpretations of photographic and digital works</li> </ul>	<b>1-5</b>
<ul style="list-style-type: none"> <li>- <b>Non-serious attempt/not submitted</b></li> </ul>	<b>0</b>

## Assessment Task Notification

<b>Course</b>	Photography and Digital Media - Commercial
<b>Task Number</b>	3
<b>Task Weight</b>	25%
<b>Date of Notification</b>	
<b>Due Date</b>	Week 10, Term 3 2023

## Outcomes Assessed

A student –

5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning

5.9 uses the frames to make different interpretations of photographic and digital works

## Task Description

Students design and create an original character for an existing or original game. This game can be from any source (PC, Xbox, Playstation etc.) but should suit the style and genre of the game. The character design should be from THREE different angles and include a personality description and skill set and any props that will be associated with this character. The software can be a variety of Adobe Illustrator, Photoshop or Lightroom to create a polished and resolved character.

Students present their works to the class in a professional 'pin-up' manner (works to be presented on the walls)

## Assessment Criteria

You will be assessed on your ability to:

- Use your logbook to effectively plan your work, referencing examples to assist your understanding
- Use appropriate software and techniques to create your character.
- Present your character design in a professional manner that can be reviewed by the class.

Marking Criteria	MARK
<ul style="list-style-type: none"> <li>- Student makes photographic and digital works in a <b>sophisticated</b> manner informed by an <b>in depth</b> understanding of how the frames affect meaning.</li> <li>- Student uses the frames in a <b>sophisticated</b> manner to make different and <b>insightful</b> interpretations of photographic and digital works</li> </ul>	<b>21-25</b>
<ul style="list-style-type: none"> <li>- Student makes photographic and digital works in a <b>skilful</b> manner informed by an <b>in depth</b> understanding of how the frames affect meaning.</li> <li>- Student uses the frames in a <b>skilful</b> manner to make different and interpretations of photographic and digital works</li> </ul>	<b>16-20</b>
<ul style="list-style-type: none"> <li>- Student makes photographic and digital works in a <b>sound</b> manner informed by an understanding of how the frames affect meaning.</li> <li>- Student uses the frames in a <b>sound</b> manner to make different and interpretations of photographic and digital works</li> </ul>	<b>11-15</b>
<ul style="list-style-type: none"> <li>- Student makes photographic and digital works in a <b>basic</b> manner informed by an understanding of how the frames affect meaning.</li> <li>- Student uses the frames in a <b>basic</b> manner to make different and interpretations of photographic and digital works</li> </ul>	<b>6-10</b>
<ul style="list-style-type: none"> <li>- Student makes photographic and digital works in a <b>limited</b> manner informed by an understanding of how the frames affect meaning.</li> <li>- Student uses the frames in a <b>limited</b> manner to make different and interpretations of photographic and digital works</li> </ul>	<b>1-5</b>
<ul style="list-style-type: none"> <li>- <b>Non-serious attempt/not submitted</b></li> </ul>	<b>0</b>

## Assessment Task Notification

<b>Course</b>	Photography and Digital Media - Commercial
<b>Task Number</b>	4
<b>Task Weight</b>	15%
<b>Date of Notification</b>	
<b>Due Date</b>	Week 5, Term 4 2023

## Outcomes Assessed

A student –

5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works

5.6 selects appropriate procedures and techniques to make and refine photographic and digital works

## Task Description

Students present an animation in the form of rotoscoping that goes for 3 seconds (30 frames). This animation will be a collaborative task that uses a music video as the basis. Students will be allocated a section of 3 seconds of the music video and will animate their frames in a style of their choice. At the end of the task, students animations will be edited together to create a cohesive clip.

Assessable items will include a style guide of their animation style and 3 major frames (beginning, middle and end)

## Assessment Criteria

You will be assessed on your ability to:

- Use your logbook to effectively plan your work, referencing examples to assist your understanding
- Use appropriate software and techniques to animate your allocated frames.
- Present your style guide and THREE major frames (beginning, middle and end) in a professional manner that can be reviewed by the class.



Marking Criteria	MARK
<ul style="list-style-type: none"> <li>- Student makes informed choices in a <b>sophisticated</b> manner to develop and extend concepts and different meanings in their photographic and digital works</li> <li>- Student selects appropriate procedures and techniques to make and refine photographic and digital works in a <b>sophisticated</b> manner.</li> </ul>	<b>21-25</b>
<ul style="list-style-type: none"> <li>- Student makes informed choices in a <b>skilful</b> manner to develop and extend concepts and different meanings in their photographic and digital works</li> <li>- Student selects appropriate procedures and techniques to make and refine photographic and digital works in a <b>skilful</b> manner.</li> </ul>	<b>16-20</b>
<ul style="list-style-type: none"> <li>- Student makes informed choices in a <b>sound</b> manner to develop and extend concepts and different meanings in their photographic and digital works</li> <li>- Student selects appropriate procedures and techniques to make and refine photographic and digital works in a <b>sound</b> manner.</li> </ul>	<b>11-15</b>
<ul style="list-style-type: none"> <li>- Student makes informed choices in a <b>basic</b> manner to develop and extend concepts and different meanings in their photographic and digital works</li> <li>- Student selects appropriate procedures and techniques to make and refine photographic and digital works in a <b>basic</b> manner.</li> </ul>	<b>6-10</b>
<ul style="list-style-type: none"> <li>- Student makes informed choices in a <b>limited</b> manner to develop and extend concepts and different meanings in their photographic and digital works</li> <li>- Student selects appropriate procedures and techniques to make and refine photographic and digital works in a <b>limited</b> manner.</li> </ul>	<b>1-5</b>
<ul style="list-style-type: none"> <li>- <b>Non-serious attempt/not submitted</b></li> </ul>	<b>0</b>

# Photography and Digital Media: Creation

Stage 5 2023

## OVERVIEW OF COURSE CONTENT:

Missing

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			

# STEM

## Stage 5 2023

### OVERVIEW OF COURSE CONTENT:

Missing

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	9	Task 1 Engineering Portfolio	ST5-5, ST5-8, ST5-9, ST5-10	<b>25%</b>
2	8	Task 2 Engineering Report	ST5-2, ST5-3, ST5-5, ST5-7, ST5-8, ST5-9,	<b>25%</b>
3	9	Task 3 Practical Task and Portfolio	ST5-1, ST5-2, ST5-3, ST5-4, ST5-6, ST5-8, ST5-10	<b>35%</b>
4	5	Task 4 Yearly Examination	ST5-2, ST5-3, ST5-5, ST5-8, ST5-9, ST5-10	<b>15%</b>

## Assessment Task Notification

<b>Course</b>	Stage 5 STEM
<b>Task Number</b>	1
<b>Task Weight</b>	25%
<b>Date of Notification</b>	Week 5, Term 1 2023
<b>Due Date</b>	Week 9, Term 1 2023

### Outcomes Assessed

A student –

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

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

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

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

### Task Description

**Rationale:**

In this assessment task students are to reflect upon their own learning and create a major report based on the engineering problem solving undertaken.

**Learning Activities:**

During Term 1 students will complete a range of activities including;

1. Gravitrax
2. Interactive online learning activity of forces, materials and complete a skyscraper challenge
3. Marshmallow challenge
4. WestPoint bridge building competition

Students need to complete a mini report on their own individual learning that has occurred during the many group and individual activities throughout Term 1.

**Engineering Portfolio**

In the major report, each learning activity will have an accompanying mini report on your own learning, although this mini report will vary slightly from activity to activity the following features are recommended for each activity;

- Name
- Date
- Group members
- Nature of activity
- Description of problem to be solved
- Results
- Evaluation of your contribution to the group
- Learning that occurred
- Conclusions



**Portfolio Guide:**

Students in the iSTEM class are encouraged to be creative and innovative and therefore the form of their report is up to the individual student based on their own preferred learning style. It can be written, electronic or combinations of both as long as dot points above are covered.

Students are also encouraged to use the technologies available to them including smart phones to take photographs and video of activities as they are occurring. In addition voice or video recording of evaluations or ongoing observations will be highly valued. Screen shots of any online activities will also be highly regarded.

### Assessment Criteria

See Attached

Outcome	A – Outstanding (5)	B – Very Good (4)	C – Good (3)	D – Satisfactory (2)	E – Insufficient Detail (1)
<b>ST5-8</b> uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences	Student <i>analyses</i> the scientific principles that impacted on each challenge.	Student <i>describes</i> the scientific principles that impacted on each challenge.	Student <i>identifies</i> the scientific principles that impacted on each challenge.	Student <i>identifies</i> the scientific principles that impacted on most challenges.	Student does not clearly <i>identify</i> the scientific principles that impacted on most challenges.
<b>ST5-5</b> analyses a range of contexts and applies STEM principles and processes	Student <i>analyses</i> the core STEM processes that impacted on each challenge.	Student <i>describes</i> the core STEM processes that impacted on each challenge.	Student <i>identifies</i> the core STEM processes that impacted on each challenge.	Student <i>identifies</i> the core STEM processes that impacted on most challenges.	Student does not clearly <i>identify</i> the core STEM processes that impacted on most challenges.
<b>ST5-9</b> collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions	Student <i>critically evaluates</i> each challenge <i>describes</i> creative solutions they used.	Student <i>evaluates</i> each challenge <i>identifying</i> creative solutions they used.	Student <i>evaluates</i> each challenge.	Student <i>describes</i> each challenge.	Student has not provided a full record of challenges.
<b>ST5-10</b> analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment	Student <i>analyses</i> how they solved problems and made decisions in each challenge.	Student <i>describes</i> how they solved problems and made decisions in each challenge.	Student <i>identifies</i> how they solved problems and made decisions in each challenge.	Student <i>identifies</i> how they solved problems and made decisions in most challenges.	Student does not clearly <i>identify</i> how they solved problems and made decisions in most challenges.
will work individually or in teams to solve problems in STEM contexts	Student <i>analyses</i> their role and the roles of others in the team challenges.	Student <i>describes</i> their role and the roles of others in the team challenges.	Student <i>identifies</i> their role in the team challenges.	Student <i>identifies</i> their role a challenges.	Student does not clearly identify their role in any challenge.

## Assessment Task Notification

<b>Course</b>	Stage 5 STEM
<b>Task Number</b>	2
<b>Task Weight</b>	25%
<b>Date of Notification</b>	Week 6, Term 2 2023
<b>Due Date</b>	Week 8, Term 2 2023

## Outcomes Assessed

A student –

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

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

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

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

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

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

## Task Description

**Task type:** Biomedical Engineering Report

### Background information:

Biomedical Engineering is an important field of engineering that promotes the well-being and longevity of human life. Through the innovations of artificial limbs/joints, surgical equipment, the bionic ear, artificial hearts and now the advancement of 3D printed organs, Biomedical Engineering is a valued and important engineering requirement. This engineering report introduces the student to Biomedical Engineering and the amazing innovations that have been developed

This assessment task requires you to conduct some research surrounding the role of Biomedical Engineers and their significance to the medical industry. You will need to address a variety of questions regarding this career and present your findings in the form of an Engineering Report.

### Task Instructions:

Use the following questions to guide your research and the direction of the Engineering Report

It is expected that this research report should be a substantial document that will showcase your skills in researching and using Information and Communication Technologies to compile a report on the topics highlighted in the Assessment Task.

### Length:

1200 words in total for the assessment (not including the referencing, headings or images)

### 1. Scope of the Engineering Profession (15 marks)

(i) Explain the nature and the range of work of Biomedical Engineers.

(ii) Identify and produce a flowchart of the training requirement for Biomedical Engineering.

(iii) Identify and describe significant innovations in the field of biomedical engineering to trace the historical development that has improved human well-being over time. (Chronological order)

**2. Impact of Biomedical Engineering (10 marks)**

(i) Identify and explain the societal and ethical issues for Biomedical Engineering that impact on people's lives. (Negative and Positive impacts should be considered)

(ii) Through research, identify and discuss new technologies in Biomedical Engineering that are providing a large impact on human life.

**3. Materials of Biomedical Engineering (10 marks)**

(i) Identify a material used in Biomedical Engineering and analyse the following:

a. Microstructure,

b. Composition (constituents),

c. Mechanical/Service properties, that are required for the successful application of the material in the biomedical engineering field.

**How to Submit:**

You are required to submit your report on a Google Document through Google Classroom on or before the submission date. Do not submit a pdf, word, pages etc.

Please refer to the Assessment booklet for Stage 5 for penalties for late submissions or misadventures.

**Referencing Guide**

You need to include 10 references for your engineering report.

Science often requires referencing in APA (American Psychological Association) style, also known as author-date referencing. Referencing is required in order to acknowledge the information obtained from other authors that you used in your work. All university/tertiary assessment tasks will require comprehensive citations to support the information you provide in your task. APA referencing style involves two components: in-text referencing and a detailed reference list.

A full APA referencing guide may be found here:

[https://www.une.edu.au/\\_data/assets/pdf\\_file/0008/286091/new-REF\\_APA-Referencing.pdf](https://www.une.edu.au/_data/assets/pdf_file/0008/286091/new-REF_APA-Referencing.pdf)

**Tips:**

- Use your time in class productively (don't waste time).
- You need to do research using secondary sources. You need to learn more about the topic than what we did in class.
- Reference as you go!

**Assessment Criteria**

See Attached



	Limited 1-2 Marks	Basic 3-4 Marks	Sound 5-6 Marks	High 7-8 Marks	Outstanding 9-10 Marks
Scope of the Engineering	Demonstrates a limited level of understanding of the Biomedical Engineering and/or completes minimal sections. OR No recognisable chronological time-line highlighting less than 2 innovations.	Demonstrates a limited level of understanding of the Biomedical Engineering and/or completes minimal sections. Minimal recognisable chronological time-line highlighting less than 2 innovations.	Addresses all/some of the sections, demonstrating a sound understanding of the Biomedical Engineering profession and innovations. Collates a collection of historical references in a timeline format discussing 2 innovations	Addresses all sections and demonstrates a high understanding of the Biomedical Engineering Profession and current innovations with minimal misconceptions. Develops a time-line and discusses 3 innovations.	Clearly addresses all sections and demonstrates an extensive understanding of the Biomedical Engineering Profession and current innovations. Develops a chronological time-line and discusses 3 innovations.
Impact of Biomedical Engineering	Briefly describes some societal and ethical impacts with some errors, demonstrating a limited level of understanding.	Briefly describes some societal and ethical impacts which, demonstrates a basic level of understanding.	Completes all/some of the sections and demonstrates a sound understanding of the societal and ethical impacts that affect human life in conjunction with technologies which improve human well-being.	Demonstrates a clear understanding of societal and ethical issues for human life through biomedical engineering. All sections are completed and explain positive and negative impacts with new technologies be attributed to human impacts.	Demonstrates a clear and extensive understanding of societal and ethical issues for human life through biomedical engineering. All sections are completed and clearly explain positive and negative impacts with new technologies be attributed to human impacts.
Materials of Biomedical Engineering	Briefly identifies some components of material properties, forming processes and functionality but missing key information required.	Briefly identifies some components of material properties, forming processes and functionality.	Identifies a material and demonstrates a sound understanding and knowledge of the material used in biomedical engineering. All or some of the criteria has been addressed.	Correctly identifies a material for biomedical engineering that demonstrates a high knowledge of the; microstructure, composition and mechanical/service properties. The students demonstrate a high knowledge of	Correctly identifies a material for biomedical engineering with analysis that demonstrates extensive knowledge of the; microstructure, composition and mechanical/service properties. The students demonstrate an

				the material and clearly evaluates its purpose for use	outstanding knowledge of the material and clearly evaluates its purpose for use
<b>The Engineering Report</b>	Demonstrates a limited understanding in writing an Engineering Report, structuring parts of this report to the required format and level of ICT requirements	Demonstrates a basic understanding in writing an Engineering Report, structuring parts of this report to the required format and level of ICT requirements.	Demonstrates a sound understanding in writing an Engineering Report, structuring parts of this report to the required format and level of ICT requirements..	Demonstrates a high understanding in writing an Engineering Report, structuring this report to the required format and level of ICT requirements.	Demonstrates an excellent understanding in writing an Engineering Report, structuring this report to the required format and level of ICT requirements.
<b>Referencing</b>	<b>Limited</b> <i>1- Marks</i>	<b>Basic</b> <i>2 Marks</i>	<b>Sound</b> <i>3 Marks</i>	<b>High</b> <i>4 Marks</i>	<b>Outstanding</b> <i>5 Marks</i>
	Limited (1-2) to no sources acknowledged. Plagiarism identified.	Limited (1-2) sources acknowledged using APA referencing with some errors. Plagiarism identified	Student partially acknowledges research from at least 1-3 sources using APA referencing. No Plagiarism identified.	Student correctly acknowledges research from at least 4 sources with minor errors using APA referencing. No Plagiarism identified.	Student correctly acknowledges research from at least 4-5 sources using APA referencing. No Plagiarism identified.

## Assessment Task Notification

<b>Course</b>	Stage 5 STEM
<b>Task Number</b>	3
<b>Task Weight</b>	35%
<b>Date of Notification</b>	Week 7, Term 3 2023
<b>Due Date</b>	Week 9, Term 3 2023

## Outcomes Assessed

A student –

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

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

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

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

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

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

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

## Task Description

**Task Topic:** Aeronautical Engineering

**Task Description:**

Aeronautical Velocity Challenge focusses on engaging students with Science Technology, Engineering and Mathematics. It involves aeronautical design, flight, testing, racing and destruction. Students compete in pairs to design, produce, test and evaluate their prototypes. Teams are required to justify their design and engineering decisions. In addition students will produce individual engineering design portfolios of their work.

**Part A (in pairs):**

1. Form teams of two members, mixed gender teams are encouraged.
2. Research as many aspects of aerodynamics, flight, aircraft design, as possible in order to be able to design a model Skylap aircraft made from balsa. Concepts could include:
  - Bernouli's principle
  - Venturi Effect
  - Newton's Third law
  - Lift, thrust, weight and drag
  - Lift to drag ratio
  - Angle of attack
  - Angle of incidence
  - Control surfaces
  - Wing tip vortices
  - Wingtips
3. Produce a standard Skylap plane design using the instructions provided. Test the plane, make multiple modifications in order to produce a plane which is fast and will fly the highest.
4. Your team will then design and construct a new plane using only the materials originally provided.

5. The final Skylap plane should be tested and results of which used to improve the overall performance of the plane.
6. In your testing you need to record speed and distance over five laps. Also record maximum height obtaining.
7. The Skylap plane will be assessed for the quality of its engineering, manufacture and for technical merit.
8. Finally you will complete a dog fight where you need to chase other planes with a ribbon attached to its tail. The first plane to touch the other teams ribbon will be the winner. Several heats will be conducted in order to decide the overall winner.

**Part B (individually):**

1. Produce an engineering design portfolio with no more than 20 printed pages (including cover pages). The portfolio should include information on the following;
  - A title page
  - Scope of the Profession
    - The nature and range of work completed by aeronautical engineers
    - The training required to become an aeronautical engineer
    - What job opportunities are there for aeronautical engineers in Australia
  - Aeronautical Engineering Concepts: - see above for examples
  - Idea Generation – e.g drawings of Skylap design concepts, with annotations
  - Evidence of testing: what did you find, what did you modify and how did it work
  - Calculations/Graphing: students are to determine speed, distance travelled, height achieved during various tests. These results should be presented in a series of graphs and tables
  - Evaluation: design ideas and final solutions
  - Reference list

**How to Submit:**

You are required to submit your report on a Google Document through Google Classroom on or before the submission date. Do not submit a pdf, word, pages etc.

Please refer to the Assessment booklet for Stage 5 for penalties for late submissions or misadventures.

**Referencing Guide**

You need to include 10 references for your engineering report.

Science often requires referencing in APA (American Psychological Association) style, also known as author-date referencing. Referencing is required in order to acknowledge the information obtained from other authors that you used in your work. All university/tertiary assessment tasks will require comprehensive citations to support the information you provide in your task. APA referencing style involves two components: in-text referencing and a detailed reference list.

A full APA referencing guide may be found here:

[https://www.une.edu.au/\\_data/assets/pdf\\_file/0008/286091/new-REF\\_APA-Referencing.pdf](https://www.une.edu.au/_data/assets/pdf_file/0008/286091/new-REF_APA-Referencing.pdf)

**Assessment Criteria**

See Attached

**PART A**

	Limited 1Mark	Basic 2 Marks	Sound 3 Marks	High 4 Marks	Outstanding 5 Marks
Design	Limited aeronautical design principles used with little technical merit	Basic aeronautical design principles used with some technical merit	Sound aeronautical design principles used with some technical merit	Well-developed design using numerous aeronautical principles with a degree of technical merit	Highly developed design using numerous aeronautical principles with an excellent degree of technical merit
Construction	Skylap plane is incomplete and demonstrates poor quality manufacturing. (Rough edges, poor measuring, inaccuracies)	Skylap plane demonstrates poor quality manufacturing. (Rough edges, poor measuring, inaccuracies)	Skylap plane demonstrates sound quality manufacturing. (Rough edges, poor measuring, inaccuracies)	Skylap plane demonstrates good quality manufacturing. (Limited rough edges, sound measuring, and only small inaccuracies)	Excellent construction skills demonstrated in the building of the Skylap plane. (No rough edges, excellent measuring, and no inaccuracies)
Flight	Struggles to gain enough speed to take off. Loses all dog fights	Lowest speed, height, struggles to take off and land, loses most dog fights	Less than average speed, height, struggles to take off and land, loses most dog fights	Moderate speed, height, takes off and lands well, loses some dog fights	Highest speed, height, takes off and lands well, wins most dog fights
Collaboration	Little to no teamwork evident through out all stages of the design and testing of the project	Limited teamwork evident. One person does most of the work, whilst other team members do very little	Sound teamwork evident. One person does most of the work, whilst other team members do little	Some evidence of effective teamwork	All members had effective and critical contributions. Positive role interactions recognised

**PART B**

	Limited <i>1Mark</i>	Basic <i>2 Marks</i>	Sound <i>3 Marks</i>	High <i>4 Marks</i>	Outstanding <i>5 Marks</i>
Design	Limited aeronautical design principles used with little technical merit	Basic aeronautical design principles used with some technical merit	Sound aeronautical design principles used with some technical merit	Well-developed design using numerous aeronautical principles with a degree of technical merit	Highly developed design using numerous aeronautical principles with an excellent degree of technical merit
Construction	Skylap plane demonstrates in complete and poor quality manufacturing. (Rough edges, poor measuring, inaccuracies)	Skylap plane demonstrates poor quality manufacturing. (Rough edges, poor measuring, inaccuracies)	Skylap plane demonstrates sound quality manufacturing. (Rough edges, poor measuring, inaccuracies)	Skylap plane demonstrates good quality manufacturing. (Limited rough edges, sound measuring, and only small inaccuracies)	Excellent construction skills demonstrated in the building of the Skylap plane. (No rough edges, excellent measuring, and no inaccuracies)
Flight	Fails to take off, gain speed or remain in flight	Lowest speed, height, struggles to take off and land, loses most dog fights	Less than average speed, height, struggles to take off and land, loses most dog fights	Moderate speed, height, takes off and lands well, loses some dog fights	Highest speed, height, takes off and lands well, wins most dog fights

<b>Collaboration</b>	Minimal teamwork evident in the design, build and testing stages	Lowest speed, height, struggles to take off and land, loses most dog fights - Limited teamwork evident. One person does most of the work, whilst other team members do very little	Sound teamwork evident. One person does most of the work, whilst other team members do little	Some evidence of effective teamwork	All members had effective and critical contributions. Positive role interactions recognised
	<b>Limited</b> <i>1Mark</i>	<b>Basic</b> <i>2 Marks</i>	<b>Sound</b> <i>3 Marks</i>	<b>High</b> <i>4 Marks</i>	<b>Outstanding</b> <i>5 Marks</i>
<b>Report structure</b>	Not easily followed. Basic presentation standard. AND Minimal ICT's used	Not easily followed. Basic presentation standard. OR Minimal ICT's used	Clunky presentation standard. Some ICT's used	Clear structure and well organised. Good use of ICT's enhancing presentation and providing impact	Professional throughout. Consistent and clear organisation. Excellent use of ICT's to enhance presentation
<b>Career Pathways</b>	Minimal information presented about the nature or range of the work, training required or job opportunities for aeronautical engineers	Little information presented about the nature or range of the work, training required or job opportunities for aeronautical engineers with some references	Some information presented about the nature or range of the work, training required or job opportunities for aeronautical engineers	Nature and range of work, training required and job opportunities for aeronautical engineers discussed	Nature and range of work, training required and job opportunities for aeronautical engineers discussed extensively
<b>Design &amp; Design Research</b>	Little evidence of research about aerodynamics and plane design OR Development of aeronautical design solutions documented using sketches outlining the development of the Skylap plane	Little evidence of research about aerodynamics and plane design AND Development of aeronautical design solutions documented using sketches outlining the development of the Skylap plane	Some evidence of research about aerodynamics and plane design AND Development of aeronautical design solutions documented using sketches outlining the development of the Skylap plane	Research on aerodynamics and plane design presented which is relevant to and well documented. AND Development of aeronautical design solutions documented using quality sketches including annotations	High quality research on aerodynamics and plane design presented which is well documented. AND Development of innovative aeronautical design solutions

				describing the development of the design solutions. At least two design solutions presented	documented using high quality sketches including detailed annotations describing the development of the design solutions. Three or more design solutions presented
Testing and Evaluation	<p>Little evidence of testing of Skylap plane and no 45-60 analysis of results using calculations OR No or little evaluation of aeronautical design solutions and no indication of teamwork or indications that one member of the team did the majority of the work</p>	<p>Little evidence of testing of Skylap plane and no 45-60 analysis of results using calculations AND No or little evaluation of aeronautical design solutions and no indication of teamwork or indications that one member of the team did the majority of the work</p>	<p>Some evidence of testing of Skylap plane and little analysis of results using calculations AND Some evaluation of aeronautical design solutions with a slight indication of teamwork or indications that one member of the team did the majority of the work</p>	<p>Results of a number of tests evident and results analysed using tables and graphs. Evidence that results of testing have been used to produce improved plane designs AND Evaluation of aeronautical design solutions, including positives and negatives. Evaluation of the contributions of each team member evident</p>	<p>Results of extensive testing evident and results analysed using numerous calculations, tables and graphs. Evidence that results of testing have been used to produce much improved plane designs AND Sophisticated evaluation of at least three aeronautical design solutions, including positives and negatives. Evaluation of the contributions of each team member evident and all member contributed to the success of the project</p>



## Assessment Task Notification

<b>Course</b>	Stage 5 STEM
<b>Task Number</b>	4
<b>Task Weight</b>	15%
<b>Date of Notification</b>	Week 2, Term 4 2023
<b>Due Date</b>	Week 5, Term 4 2023

## Outcomes Assessed

A student –

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

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

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

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

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

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

## Task Description

**Task Type:** Yearly Examination

**Task Description:** Students will be assessed on their ability to answer questions on content covered throughout the year. This will be done through the completion of an in-class examination as well as assessing students' knowledge of the design process and critical thinking skills. They will complete the assessment under supervised exam conditions during one period.

**General Instructions:**

- 1 class-period
- Write using black pen
- Draw diagrams using pencil
- Calculators approved by NESAs may be used

## Assessment Criteria

You will be assessed on your ability to:

- Answer a range of short and long answer questions that require you to apply the knowledge you have gained over the semester.
- Use a variety of critical and creative thinking skills to draw conclusions, communicate ideas and make connections using language for a suitable audience or purpose.

## Visual Arts : 2D Visual Arts

### Stage 5 2023

### Drawing, Painting and Printing

#### OVERVIEW OF COURSE CONTENT:

The aim of the Visual Arts course is to enable students to create and understand artworks. Students explore a range of materials and forms to strengthen their artmaking abilities and equip them with the confidence and skills to develop bodies of work. They also study a selection of significant artists, styles and cultures from various places and times including Aboriginal and Australian art.

This course is designed for students who have an interest in the making of two-dimensional artforms. Students will develop skills through drawing, painting, mixed media, collage and print making. Students explore a variety of artists to connect these skills to and understand how and why they have made various artworks.

Students are required to keep a Visual Arts Process Diary throughout the year which includes all theory work as well as practical experimentation and concept development.

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1, 2023	10	Drawing BOW + VAPD	5.1, 5.3, 5.4	25%
2, 2023	5	Frames theory task	5.7, 5.9, 5.10	30%
3, 2023	10	Mixed media BOW + VAPD	5.2, 5.5, 5.6, 5.8	30%
4, 2023	5	VAPD	5.1, 5.6	15%

## Assessment Task Notification

<b>Course</b>	2D Visual Art
<b>Task Number</b>	1
<b>Task Weight</b>	25%
<b>Date of Notification</b>	
<b>Due Date</b>	Term 1, Week 10

## Outcomes Assessed

A student –

5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks

5.3 makes artworks informed by an understanding of how the frames affect meaning

5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts

## Task Description

**Using objects as symbols, students are to create an original composition that represents them in the style of a still life.**

Students are to create 2-4 artworks, all using a DIFFERENT dry medium (pencil, pen, charcoal, soft pastel, oil pastel).

Students are to use a range of sizes in their artworks, ranging from A4, A3 and larger.

## Assessment Criteria

You will be assessed on your ability to:

- Use composition in an effective way to create your artwork
- Use at least 3 symbols in your artwork that represent you
- Use your VAPD to explore your understanding of symbols in still life art
- Choose and implement your chosen mediums in a suitable manner

Marking Criteria	MARK
<ul style="list-style-type: none"> <li>- Student develops a <b>sophisticated</b> range and <b>exceptional</b> autonomy in selecting and applying visual arts conventions and procedures to make artworks.</li> <li>- Student makes a <b>sophisticated</b> range of artworks informed by an <b>in depth</b> understanding of how the frames affect meaning</li> <li>- Student investigates in a <b>sophisticated</b> manner the world as a source of ideas, concepts and subject matter in the visual arts</li> </ul>	<b>21-25</b>
<ul style="list-style-type: none"> <li>- Student develops a <b>skilful</b> range and <b>highly developed</b> autonomy in selecting and applying visual arts conventions and procedures to make artworks.</li> <li>- Student makes a <b>skilful</b> range of artworks informed by a <b>highly developed</b> understanding of how the frames affect meaning</li> <li>- Student investigates in a <b>skilful</b> manner the world as a source of ideas, concepts and subject matter in the visual arts</li> </ul>	<b>16-20</b>
<ul style="list-style-type: none"> <li>- Student develops a <b>sound</b> range and <b>some</b> autonomy in selecting and applying visual arts conventions and procedures to make artworks.</li> <li>- Student makes a <b>sound</b> range of artworks informed by a <b>general</b> understanding of how the frames affect meaning</li> <li>- Student investigates in a <b>sound</b> manner the world as a source of ideas, concepts and subject matter in the visual arts</li> </ul>	<b>11-15</b>
<ul style="list-style-type: none"> <li>- Student develops a <b>basic</b> range and <b>some</b> autonomy in selecting and applying visual arts conventions and procedures to make artworks.</li> <li>- Student makes a <b>basic</b> range of artworks informed by an <b>uneven</b> understanding of how the frames affect meaning</li> <li>- Student investigates in a <b>basic</b> manner the world as a source of ideas, concepts and subject matter in the visual arts</li> </ul>	<b>6-10</b>
<ul style="list-style-type: none"> <li>- Student develops a <b>limited</b> range and <b>minimal</b> autonomy in selecting and applying visual arts conventions and procedures to make artworks.</li> <li>- Student makes a <b>limited</b> range of artworks that has <b>some or limited</b> understanding of how the frames affect meaning</li> <li>- Student investigates in a <b>limited</b> manner the world as a source of ideas, concepts and subject matter in the visual arts</li> </ul>	<b>1-5</b>
<ul style="list-style-type: none"> <li>- <b>Non-serious attempt/not submitted</b></li> </ul>	<b>0</b>

## Assessment Task Notification

<b>Course</b>	Stage 5 Visual Arts – 2D
<b>Task Number</b>	2
<b>Task Weight</b>	30%
<b>Date of Notification</b>	
<b>Due Date</b>	Term 2, Week 5

### Outcomes Assessed

A student –

- 5.7 - applies their understanding of aspects of practice to critical and historical interpretations of art
- 5.9 - demonstrates how the frames provide different interpretations of art
- 5.10 - demonstrates how art criticism and art history construct meanings

### Task Description

Using the notes written in class, you are to create a VISUAL/VERBAL PAGE in your diary for each of the THREE frames we have explored; SUBJECTIVE, STRUCTURAL and CULTURAL. This means a total of THREE pages for your assessment task.

**Each visual/verbal page has a series of requirements that you MUST have on your page.**

#### **SUBJECTIVE FRAME**

- The key terms of the Subjective Frame
- Key words of your Francisco Goya's etching series response.
- Your page's composition and aesthetics reflect the works of Francisco Goya (this includes your cross hatching drawing and 2 printed images of Goya's artworks)

#### **STRUCTURAL FRAME**

- The key terms of the Structural Frame.
- Key words of your Gustav Klimt 'The Kiss' response.
- Your page's composition and aesthetics reflect the works of Gustav Klimt (this includes your skin tone portrait and 2 patterns seen in 'The Kiss')

#### **CULTURAL FRAME**

- The key terms of the Cultural Frame
- Key words of your Albert Namatjira response.
- Your page's composition and aesthetics reflect the works of Albert Namatjira (this includes your watercolour landscape and 2 printed images of Albert Namatjira's landscapes)

### Assessment Criteria

You will be assessed on your ability to:

- Create an aesthetically cohesive page that includes all the requirements for each frame.
- Use the class notes to create a concise summary of each frame.
- Use your response to the in class questions to create a summary of the focus artist and artwork.
- Show the required technique/skill that connects to the studied artist from each frame.

Marking Criteria	MARK
<ul style="list-style-type: none"> <li>- Student applies in a <b>sophisticated</b> manner their understanding of aspects of practice to critical and historical interpretations of art</li> <li>- Student demonstrates in a <b>sophisticated and detailed</b> manner how the frames provide different interpretations of art</li> <li>- Student demonstrates in a <b>sophisticated</b> manner how art criticism and art history construct meanings</li> </ul>	<b>21-25</b>
<ul style="list-style-type: none"> <li>- Student applies in a <b>skilful</b> manner their understanding of aspects of practice to critical and historical interpretations of art</li> <li>- Student demonstrates in a <b>skilful and thorough</b> manner how the frames provide different interpretations of art</li> <li>- Student demonstrates in a <b>skilful</b> manner how art criticism and art history construct meanings</li> </ul>	<b>16-20</b>
<ul style="list-style-type: none"> <li>- Student applies in a <b>sound</b> manner their understanding of aspects of practice to critical and historical interpretations of art</li> <li>- Student demonstrates in a <b>sound</b> manner how the frames provide different interpretations of art</li> <li>- Student demonstrates in a <b>sound</b> manner how art criticism and art history construct meanings</li> </ul>	<b>11-15</b>
<ul style="list-style-type: none"> <li>- Student applies in a <b>basic</b> manner their understanding of aspects of practice to critical and historical interpretations of art</li> <li>- Student demonstrates in a <b>basic</b> manner how the frames provide different interpretations of art</li> <li>- Student demonstrates in a <b>basic</b> manner how art criticism and art history construct meanings</li> </ul>	<b>6-10</b>
<ul style="list-style-type: none"> <li>- Student applies in a <b>limited</b> manner their understanding of aspects of practice to critical and historical interpretations of art</li> <li>- Student demonstrates in a <b>limited</b> manner how the frames provide different interpretations of art</li> <li>- Student demonstrates in a <b>limited</b> manner how art criticism and art history construct meanings</li> </ul>	<b>1-5</b>
<ul style="list-style-type: none"> <li>- <b>Non-serious attempt/not submitted</b></li> </ul>	<b>0</b>

## Assessment Task Notification

<b>Course</b>	Stage 5 Visual Arts – 2D
<b>Task Number</b>	3
<b>Task Weight</b>	30%
<b>Date of Notification</b>	
<b>Due Date</b>	Term 2, Week 5

## Outcomes Assessed

A student –

5.2 - makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience

5.5 - makes informed choices to develop and extend concepts and different meanings in their artworks

5.6 - demonstrates developing technical accomplishment and refinement in making artworks

5.8 - uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art

## Task Description

Students are to research a significant moment in time and create an artwork/s that demonstrates their understanding and opinion of this event. Students can use a variety of mediums to create their works and a range of sizes. Students should focus on how they can communicate an **opinion** of this event to an **audience** through their artistic choices.

## Assessment Criteria

You will be assessed on your ability to:

- Use the research scaffold provided to enhance your understanding of this event and have this recorded in your VAPD
- Create a cohesive and refined work/series of works that effectively represent your chosen moment in time/event.
- Demonstrate your knowledge of the moment in time/event by communicating an opinion of what happened through your artistic choices.

Marking Criteria	MARK
<ul style="list-style-type: none"> <li>- Student makes <b>sophisticated</b> artworks informed by an <b>in depth</b> understanding of the function of and relationships between artist – artwork – world – audience</li> <li>- Student makes informed and <b>independent</b> choices to develop and extend concepts and explore in a <b>sophisticated</b> manner different meanings in their artworks</li> <li>- Student demonstrates in a <b>sophisticated</b> manner developing technical accomplishment and refinement in making artworks</li> <li>- Students uses in a <b>sophisticated</b> manner their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art</li> </ul>	<b>21-25</b>
<ul style="list-style-type: none"> <li>- Student makes <b>skilful</b> artworks informed by a <b>thorough</b> understanding of the function of and relationships between artist – artwork – world – audience</li> <li>- Student makes informed and <b>independent</b> choices to develop and extend concepts and explore in a <b>skilful</b> manner different meanings in their artworks</li> <li>- Student demonstrates in a <b>skilful</b> manner developing technical accomplishment and refinement in making artworks</li> <li>- Students uses in a <b>skilful</b> manner their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art</li> </ul>	<b>16-20</b>
<ul style="list-style-type: none"> <li>- Student makes <b>sound</b> artworks informed by an understanding of the function of and relationships between artist – artwork – world – audience</li> <li>- Student makes informed choices to develop and extend concepts and explore in a <b>sound</b> manner different meanings in their artworks</li> <li>- Student demonstrates in a <b>sound</b> manner developing technical accomplishment and refinement in making artworks</li> <li>- Students uses in a <b>sound</b> manner their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art</li> </ul>	<b>11-15</b>
<ul style="list-style-type: none"> <li>- Student makes <b>basic</b> artworks informed by an understanding of the function of and relationships between artist – artwork – world – audience</li> <li>- Student makes some informed choices to develop and extend concepts and explore in a <b>basic</b> manner different meanings in their artworks</li> <li>- Student demonstrates in a <b>basic</b> manner developing technical accomplishment and refinement in making artworks</li> <li>- Students uses in a <b>basic</b> manner their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art</li> </ul>	<b>6-10</b>
<ul style="list-style-type: none"> <li>- Student makes <b>limited</b> artworks informed by a <b>disconnected</b> understanding of the function of and relationships between artist – artwork – world – audience</li> <li>- Student makes informed choices to develop and extend concepts and explore in a <b>basic</b> manner different meanings in their artworks</li> <li>- Student demonstrates in a <b>basic</b> manner developing technical accomplishment and refinement in making artworks</li> <li>- Students uses in a <b>basic</b> manner their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art</li> </ul>	<b>1-5</b>
<ul style="list-style-type: none"> <li>- <b>Non-serious attempt/not submitted</b></li> </ul>	<b>0</b>



## Assessment Task Notification

<b>Course</b>	2D Visual Art
<b>Task Number</b>	4
<b>Task Weight</b>	15%
<b>Date of Notification</b>	
<b>Due Date</b>	

## Outcomes Assessed

A student –

5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks

5.6 demonstrates developing technical accomplishment and refinement in making artworks

## Task Description

Students are to research and present a **theme in their VAPD** to use as a means of visual inspiration throughout their altered book. This assessment task will work as a detailed plan on how they will create their altered book throughout the term.

**PAGE 1:** Students are to find a selection of visuals to convey their theme (this can include photos, illustrations, artworks etc.) and present this on one page their VAPD.

**PAGE 2:** Students are to also research an artist (any medium) that works with a similar theme that they are exploring. Students are to create a basic biography of the artist and find a MINIMUM of THREE artworks that demonstrate how they work in a similar theme and display this on one page in their VAPD.

**PAGE 3:** Students are to then plan the required THREE artistic techniques that they will use within their altered book which includes; stitching, paper cut-outs and blackout poetry. Students should include shapes, colours, illustrations and words that they wish to portray within these pages.

## Assessment Criteria

You will be assessed on your ability to:

- Use your VAPD as a clear tool to assist in your art making
- Use a combination of images and annotations to explain your theme clearly to an audience.
- Use sketches, colours and experimentation to present how you will be creating your first 3 pages in your altered book.

Marking Criteria	MARK
<ul style="list-style-type: none"> <li>- Student develops in a <b>sophisticated</b> manner, range and autonomy in selecting and applying visual arts conventions and procedures to plan and make artworks</li> <li>- Student demonstrates in a <b>sophisticated</b> manner developing technical accomplishment and refinement in planning and making artworks</li> </ul>	<b>21-25</b>
<ul style="list-style-type: none"> <li>- Student develops in a <b>skilful</b> manner, range and autonomy in selecting and applying visual arts conventions and procedures to plan and make artworks</li> <li>- Student demonstrates in a <b>skilful</b> manner developing technical accomplishment and refinement in planning and making artworks</li> </ul>	<b>16-20</b>
<ul style="list-style-type: none"> <li>- Student develops in a <b>sound</b> manner, range and autonomy in selecting and applying visual arts conventions and procedures to plan and make artworks</li> <li>- Student demonstrates in a <b>sound</b> manner developing technical accomplishment and refinement in planning and making artworks</li> </ul>	<b>11-15</b>
<ul style="list-style-type: none"> <li>- Student develops in a <b>basic</b> manner, range and autonomy in selecting and applying visual arts conventions and procedures to plan and make artworks</li> <li>- Student demonstrates in a <b>basic</b> manner developing technical accomplishment and refinement in planning and making artworks</li> </ul>	<b>6-10</b>
<ul style="list-style-type: none"> <li>- Student develops in a <b>limited</b> manner, range and autonomy in selecting and applying visual arts conventions and procedures to plan and make artworks</li> <li>- Student demonstrates in a <b>limited</b> manner developing technical accomplishment and refinement in planning and making artworks</li> </ul>	<b>1-5</b>
<ul style="list-style-type: none"> <li>- <b>Non-serious attempt/not submitted</b></li> </ul>	<b>0</b>

**Visual Arts : Stage 5 2023**  
**B Stream**  
**Sculpture, Ceramics and Architecture**

***Aims of the course:***

This Visual Arts course aims to enable students to create and understand artworks in three-dimensional form. Students will develop skills through Sculpture, Ceramics, Carving, and Architectural Design to strengthen their artmaking abilities and equip them with the confidence and skills to develop bodies of work. They also study a selection of significant artists, styles and cultures from various places and times.

B Stream course offers students the opportunity to:

- Create and investigate art using three key components: Practice, the Conceptual Framework, and the Frames
- Undertake Critical and Historical studies which focus on enriching student's knowledge of significant artists, movements, and cultural periods

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1, 2023	10	BOW and VAPD	5.1,5.4, 5.7	30%
2, 2023	5	Historical Research Task	5.8, 5.10	30%
3, 2023	10	BOW and VAPD	5.2, 5.4, 5.5, 5.6	30%
4, 2023	5	VAPD	5.3, 5.4	10%

## Assessment Task Notification

<b>Course</b>	Stage 5 Visual Arts 3D
<b>Task Number</b>	1
<b>Task Weight</b>	30%
<b>Date of Notification</b>	
<b>Due Date</b>	

### Outcomes Assessed

A student –

- 5.1: Develops autonomy in selecting and applying visual arts conventions and procedures to make 3D artworks
- 5.4: Investigates the world as a source of ideas, concepts and subject matter in the visual arts
- 5.7: Applies their understanding of aspects of practice to critically and historically interpret art works

### Task Description

*Students explore the practice of sculpture, basing their ideas on the concept of birds and/or flight. Students will produce two sculptures (1 x relief + 1 x in the round). Works are to be based on the aspects of birds/flight, which have been researched and developed by the student in their VAPD. Students will also provide written responses to practice-based questions about the work of local artist Max Rixon and Renaissance artist Leonardo Da Vinci.*

Students are to submit their Bird/Flight Series and Visual Arts Process Diary.

1. Bird /Flight Series includes:
  - Relief cardboard artwork
  - In the Round cardboard artwork
2. VAPD with class notes, bird/flight research, responses to the work of artists Max Rixon and Leonardo Da Vinci, along with images and documentation of their practice,

### Assessment Criteria

You will be assessed on your ability to:

- Demonstrate your ability to investigate and develop the concept of birds/flight as a source
- of ideas and subject matter
- Develop, create and document 2 different kinds of sculptural artworks
- Apply your understanding of practice to the work of different sculptors

Marking Criteria	MARK
<ul style="list-style-type: none"> <li>- Student undertakes a sophisticated investigation of the concept of birds/flight which is documented in their VAPD</li> <li>- Student autonomously develops a sophisticated concept for their sculptural BOW</li> <li>- Student selects and applies sophisticated conventions and procedures in the development of their BOW</li> <li>- Student demonstrates a sophisticated understanding of practice in their written responses when examining the work of other artists.</li> </ul>	<b>24-30</b>
<ul style="list-style-type: none"> <li>- Student undertakes a strong investigation of the concept of birds/flight which is documented in their VAPD</li> <li>- Student autonomously develops a strong concept for their sculptural BOW</li> <li>- Student selects and applies strong conventions and procedures in the development of their BOW</li> <li>- Student demonstrates a strong understanding of practice in their written responses when examining the work of other artists</li> </ul>	<b>18-23</b>
<ul style="list-style-type: none"> <li>- Student undertakes a sound investigation of the concept of birds/flight which is documented in their VAPD</li> <li>- Student autonomously develops a sound concept for their sculptural BOW</li> <li>- Student selects and applies sound conventions and procedures in the development of their BOW</li> <li>- Student demonstrates a sound understanding of practice in their written responses when examining the work of other artists</li> </ul>	<b>12-17</b>
<ul style="list-style-type: none"> <li>- Student undertakes a basic investigation of the concept of birds/flight, which is documented in their VAPD</li> <li>- Student develops a basic concept for their sculptural BOW</li> <li>- Student selects and applies basic conventions and procedures in the development of their BOW</li> <li>- Student demonstrates a basic understanding of practice in their written responses when examining the work of other artists</li> </ul>	<b>6-11</b>
<ul style="list-style-type: none"> <li>- Student undertakes a limited investigation of the concept of birds/flight which is documented in their VAPD</li> <li>- Student develops a limited concept for their sculptural BOW</li> <li>- Student selects and applies limited conventions and procedures in the development of their BOW</li> <li>- Student demonstrates a limited understanding of practice in their written responses when examining the work of other artists</li> </ul>	<b>1-5</b>
<ul style="list-style-type: none"> <li>- <b>Non-serious attempt/not submitted</b></li> </ul>	<b>0</b>

## Assessment Task Notification

<b>Course</b>	Stage 5 Visual Arts 3D
<b>Task Number</b>	2
<b>Task Weight</b>	30%
<b>Date of Notification</b>	
<b>Due Date</b>	

## Outcomes Assessed

A student –

5.7 : Applies their understanding of aspects of practice to critical and historical interpretations of art  
5.10 : Demonstrates how art criticism and art history construct meanings

## Task Description

*Historical Research Task exploring the practice of Constantin Brancusi*

Students are to submit their Bird/Flight Series and Visual Arts Process Diary.

1. Use the set questions to research the sculptor Brancusi (your teacher will issue you with the question sheet)
2. Present your information creatively in PowerPoint. Start with BLANK SLIDES and use **visual language** and text to communicate your understanding of the artist and his work. DO NOT USE the preset SLIDE FORMATS in the PowerPoint software.

## Assessment Criteria

You will be assessed on your ability to:

- Demonstrate your understanding of artistic practice (conceptual and material)
- Answer the set questions on Brancusi in a thorough and an accurate manner
- Present your information using visual language as well as text

Marking Criteria	MARK
<ul style="list-style-type: none"> <li>- Student demonstrates a sophisticated and thorough understanding of the conceptual practice of the sculptor Brancusi</li> <li>- Student demonstrates a sophisticated and thorough understanding of the material practice of the sculptor Brancusi</li> <li>- Student constructs a sophisticated interpretation of Brancusi's artworks</li> <li>- Sophisticated use of text and visual language to communicate knowledge and understandings</li> </ul>	<b>24-30</b>
<ul style="list-style-type: none"> <li>- Student demonstrates a strong and accurate understanding of the conceptual practice of the sculptor Brancusi</li> <li>- Student demonstrates a strong and accurate understanding of the material practice of the sculptor Brancusi</li> <li>- Student constructs a strong interpretation of Brancusi's artworks</li> <li>- Strong use of text and visual language to communicate knowledge and understandings</li> </ul>	<b>18-23</b>
<ul style="list-style-type: none"> <li>- Student demonstrates a sound and complete understanding of the conceptual practice of the sculptor Brancusi</li> <li>- Student demonstrates a sound and complete understanding of the material practice of the sculptor Brancusi</li> <li>- Student constructs a sound interpretation of Brancusi's practice</li> <li>- Sound use of text and visual language to communicate knowledge and understandings</li> </ul>	<b>12-17</b>
<ul style="list-style-type: none"> <li>- Student demonstrates a basic understanding of the conceptual practice of the sculptor Brancusi which may be incomplete or inconsistent</li> <li>- Student demonstrates a basic understanding of the material practice of the sculptor Brancusi which may be incomplete or inconsistent</li> <li>- Student constructs a basic interpretation of Brancusi's artworks</li> <li>- Basic use of text and visual language to communicate knowledge and understandings</li> </ul>	<b>6-11</b>
<ul style="list-style-type: none"> <li>- Student demonstrates a limited understanding of the conceptual practice of the sculptor Brancusi</li> <li>- Student demonstrates a limited understanding of the material practice of the sculptor Brancusi</li> <li>- Student constructs a limited interpretation of Brancusi's artworks</li> <li>- Limited text and limited or no attempt to use visual language to communicate knowledge and understandings.</li> </ul>	
<ul style="list-style-type: none"> <li>- <b>Non-serious attempt/not submitted</b></li> </ul>	<b>0</b>

## Assessment Task Notification

<b>Course</b>	Stage 5 Visual Arts 3D
<b>Task Number</b>	3
<b>Task Weight</b>	30%
<b>Date of Notification</b>	Week 1, Term 3 2023
<b>Due Date</b>	Week 10, Term 3 2023

## Outcomes Assessed

A student –

5.2: Makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience

5.4 : Investigates the world as a source of ideas, concepts, and subject matter in the visual arts

5.5 : Makes informed choices to develop and extend concepts and different meanings in their artworks

5.6 : Demonstrates developing technical accomplishment and refinement in making artworks

## Task Description

### *Introduction to Architecture – “My Home” Ceramic Series*

The student is to submit their Ceramic Series and Visual Arts Process Diary.

1. Ceramic Series includes:
  - Relief Slab House
  - In the Round House
2. VAPD with class notes, home research, Gaudi descriptive writing task and images of ceramic series Process.

## Assessment Criteria

You will be assessed on your ability to:

- Demonstrate your understanding of the Conceptual Framework
- Create a ceramic BOW based on your understanding of your own home and of the homes designed by the architect Antoni Gaudi
- Write an accurate description of a Gaudi structure.



Marking Criteria	MARK
<ul style="list-style-type: none"> <li>- Student makes ceramic artworks which demonstrate a sophisticated understanding of the function of and relationships between artist – artwork – world – audience</li> <li>- Student uses their Visual Arts Process diary to complete a sophisticated investigation of the world as a source of ideas, concepts, and subject matter</li> <li>- Student makes informed choices to develop sophisticated concepts in their artworks</li> <li>- Student demonstrates a sophisticated level of technical accomplishment and refinement when making artworks</li> <li>- Student uses the scaffold provided to write a sophisticated description of a Gaudi building</li> </ul>	<b>24-30</b>
<ul style="list-style-type: none"> <li>- Student makes ceramic artworks which demonstrate a strong understanding of the function of and relationships between artist – artwork – world – audience</li> <li>- Student uses their Visual Arts Process diary to complete a thorough investigation of the world as a source of ideas, concepts, and subject matter</li> <li>- Student makes informed choices to develop strong concepts in their artworks</li> <li>- Student demonstrates a high level of technical accomplishment and refinement when making artworks</li> <li>- Use the scaffold to write a strong description of a Gaudi building</li> </ul>	<b>18-23</b>
<ul style="list-style-type: none"> <li>- Student makes ceramic artworks which demonstrate a sound understanding of the function of and relationships between artist – artwork – world – audience</li> <li>- Student uses their Visual Arts Process diary to complete a sound investigation of the world as a source of ideas, concepts, and subject matter i</li> <li>- Student makes choices to develop sound concepts in their artworks</li> <li>- Student demonstrates sound technical accomplishment and refinement when making artworks</li> <li>- Student uses the scaffold to write a sound description of a Gaudi building</li> </ul>	<b>12-17</b>
<ul style="list-style-type: none"> <li>- Student makes ceramic artworks which demonstrate a basic understanding of the function of and relationships between artist – artwork – world – audience</li> <li>- Student uses their Visual Arts Process diary to complete a basic investigation of the world as a source of ideas, concepts, and subject matter</li> <li>- Student makes some choices to develop basic concepts in their artworks</li> <li>- Student demonstrates sound technical accomplishment and refinement when making artworks</li> <li>- Student may have used the scaffold to write a basic description of a Gaudi building</li> </ul>	<b>6-11</b>
<ul style="list-style-type: none"> <li>- Student makes ceramic artworks which demonstrate a some understanding of the function of and relationships between artist – artwork – world – audience</li> <li>- Student uses their Visual Arts Process diary in a limited way to reference the world as a source of ideas, concepts, and subject matter</li> <li>- Student choices lead to the development of some limited concepts in their artworks</li> <li>- Student demonstrates limited technical accomplishment and refinement when making artworks</li> <li>- Student may have used the scaffold to write a limited description of a Gaudi building</li> </ul>	<b>1-5</b>
<ul style="list-style-type: none"> <li>- <b>Non-serious attempt/not submitted</b></li> </ul>	<b>0</b>

## Assessment Task Notification

<b>Course</b>	Stage 5 Visual Arts 3D
<b>Task Number</b>	4
<b>Task Weight</b>	10%
<b>Date of Notification</b>	
<b>Due Date</b>	

## Outcomes Assessed

A student –

5.4 : Investigates the world as a source of ideas, concepts, and subject matter in the visual arts

5.5 : Makes informed choices to develop and extend concepts and different meanings in their Artworks

## Task Description

*Students develop an understanding of the sculptural practice of reduction. Students examine two artists, Barbara Hepworth and Michelangelo's works and Easter Moai figures, to understand how reduction sculptures are created. Students then develop a concept in their VAPD for their carved sculptural work.*

Students are to create research pages in their VAPD, which use visual language and text to explore each of the three focus artists/works. Using their knowledge and understanding from this investigation, students are to design an "in the round" sculpture, which will be carved out of Hebel.

## Assessment Criteria

You will be assessed on your ability to:

- Use visual language and text to demonstrate your understanding of the focus artists/works in your VAPD
- Develop a concept and design an "in the round" sculpture to be carved out of Hebel.

Marking Criteria	MARK
<ul style="list-style-type: none"> <li>- Student demonstrates a sophisticated understanding of focus artists/artwork as a source of ideas/concepts</li> <li>- Student demonstrates a sophisticated ability to use visual language and text to communicate subject matter</li> <li>- Student makes informed choices to develop a sophisticated “in the round” artwork.</li> </ul>	<b>9-10</b>
<ul style="list-style-type: none"> <li>- Student demonstrates a strong understanding of focus artists/artwork as a source of ideas/concepts</li> <li>- Student demonstrates a strong ability to use visual language and text to communicate subject matter</li> <li>- Student makes informed choices to develop a strong “in the round” artwork.</li> </ul>	<b>7-8</b>
<ul style="list-style-type: none"> <li>- Student demonstrates a sound understanding of focus artists/artwork as a source of ideas/concepts</li> <li>- Student demonstrates a sound ability to use visual language and text to communicate subject matter</li> <li>- Student makes informed choices to develop a sound “in the round” artwork</li> </ul>	<b>5-6</b>
<ul style="list-style-type: none"> <li>- Student demonstrates a basic understanding of focus artists/artwork as a source of ideas/concepts</li> <li>- Student demonstrates a basic ability to use visual language and text to communicate subject matter</li> <li>- Student makes choices to develop a basic “in the round” artwork</li> </ul>	<b>3-4</b>
<ul style="list-style-type: none"> <li>- Student demonstrates a limited understanding of focus artists/artwork as a source of ideas/concepts</li> <li>- Student demonstrates a limited ability to use visual language and text to communicate subject matter</li> <li>- Student makes some choices to develop a basic “in the round” artwork</li> </ul>	<b>1-2</b>
<ul style="list-style-type: none"> <li>- <b>Non-serious attempt/not submitted</b></li> </ul>	<b>0</b>

## Work Education B Years 9/10 - 2023

### OVERVIEW OF COURSE CONTENT:

During Semester one students will be undertaking study on 'What is work?' and the nature of the workplace, as well as 'Preparing for work', a unit in which investigates the requirements of young adults who are looking to move into the workforce. Students will also be studying 'Managing transitions and wellbeing' and exploring post-school pathways. This focuses on student life post school, what is needed to properly manage the transition from school, to the work force or tertiary study and developing skills and strategies for students to ensure their wellbeing does not suffer due to these changes.

During Semester two students investigate 'Managing finances', a practical topic to develop the necessary skills for them to properly manage their finances as young adults and 'Technology in the workplace', a unit in which students investigate the ever-changing nature of workforces and the benefits of being competent with technologies which allows young adults to be desirable employees. Students will also undertake a School Developed Plan to develop their knowledge and understanding of a particular area of interest that relates to education, employment, training or a work and career-related area. Students are encouraged to actively engage in the learning process by selecting a topic of relevance and interest.

Task number		Task 1	Task 2	Task 3
		<b>Project based learning: Occupation Report</b>	<b>Project based learning: Presentation</b>	<b>Project based learning: Google Site Creation</b>
<b>Timing</b>		Term 1, Week 5	Term 2, Week 7	Term 3, Week 6
<b>Outcomes assessed</b>		WE5-1, WE5-2, WE5-3, WE5-4 WE5-5, WE5-6, WE5-7, WE5-8, WE5-9	WE5-1, WE5-5, WE5-6, WE5-8, WE5-9	WE5-1, WE5-2, WE5-5, WE5-6, WE5-7
Components	Weighting %			
Knowledge and understanding of course content	30	10	10	10
Apply basic research techniques & use a range of information and communication technologies	30	10	10	10
Apply knowledge in appropriate formats	20	10	5	5
Apply skills to new situations	20	5	10	5
<b>Total %</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>

## Assessment Task Notification

<b>Course</b>	Work Education
<b>Task Number</b>	1
<b>Task Weight</b>	30%
<b>Date of Notification</b>	Term 1, Week 3
<b>Due Date</b>	Term 1, Week 5

## Outcomes Assessed

A student –

WE5-1 analyses employment trends and changes in the nature of work

WE5-2 analyses current workplace issues and their implications

WE5-9 selects and analyses relevant information from a variety of sources

WE5-10 selects and uses appropriate forms to communicate information about the world of work for different audiences

## Task Description

As members of the workforce, students must exhibit a variety of appropriate forms of communication. One of these modes of communication is that of email. Students are required to analyse an email sent in a professional workplace and highlight what is inappropriate about the email. Students must then draft their own email to a customer about a complaint from a given scenario.

The task is broken up into two parts, Part A and Part B.

Part A) Students are required to read the hypothetical email. They will then need to find 4 corrections that they think need to be made to make the email more professional,

Part B) Students are required to draft their own email response to a customer complaint from the given scenario. Students must use correct grammar and punctuation, a formal tone and address the concerns of the customer. Students will be required to follow the scaffold for this portion of the task.

## Assessment Criteria

You will be assessed on your ability to:

- Accurately use grammar and punctuation
- Explain the importance of grammar and punctuation in the workplace
- Address the concerns of the customer
- Uses a formal tone, correct punctuation and grammar and appropriate email format

Marking Guidelines	Mark
<ul style="list-style-type: none"> <li>- Accurately analyses grammar and punctuation</li> <li>- Extensively explains the importance of grammar and punctuation in the workplace</li> <li>- Extensively addresses the concerns of the customer</li> <li>- Uses a formal tone, correct punctuation and grammar and appropriate email format</li> </ul>	14-16
<ul style="list-style-type: none"> <li>- Mostly accurately analyses grammar and punctuation</li> <li>- Explains the importance of grammar and punctuation in the workplace</li> <li>- Addresses the concerns of the customer</li> <li>- Mostly uses a formal tone, correct punctuation and grammar and follows the scaffold</li> </ul>	10-13
<ul style="list-style-type: none"> <li>- Recognises some grammar and punctuation mistakes</li> <li>- Somewhat recognises the importance of grammar and punctuation</li> <li>- Somewhat addresses the concerns of the customer</li> <li>- Follows the scaffold</li> </ul>	6-9
<ul style="list-style-type: none"> <li>- Recognises a grammar or punctuation mistake</li> <li>- Follows the scaffold</li> </ul>	3-5
<ul style="list-style-type: none"> <li>- Follows the scaffold</li> </ul>	0-3

## Assessment Task Notification

<b>Course</b>	Work Education
<b>Task Number</b>	2
<b>Task Weight</b>	30%
<b>Date of Notification</b>	Term 2, Week 5
<b>Due Date</b>	Term 2, Week 7

## Outcomes Assessed

A student –

WE5-2 analyses current workplace issues and their implications

WE5-5 explains the roles of education, employment and training organisations

WE5-7 explains skills, attributes and entrepreneurial behaviours in a range of contexts

WE5-8 assesses options for career development and managing transitions

WE5-9 selects and analyses relevant information from a variety of sources

WE5-10 selects and uses appropriate forms to communicate information about the world of work for different audience

## Task Description

Students will be required to conduct a risk assessment on an unseen workspace. Students will need to identify the risks, decide how likely the chance of injury is as a result of the risk and explain what could be done to minimise the risks associated in this workspace. Students will then need to design a poster which could be displayed in this workspace and alert employees to potential risks.

- Students will enter the workspace and will visually assess the area.
- Students will then explore the area, searching for potential risks, a number of which will be set up around the area.
- Students will fill in the table of the risks that they have found, rating the level of risk and explaining what could be done to minimise this risk and avoid danger.
- Students will then design a poster which could be displayed in this area to warn people of potential risks.

## Assessment Criteria

You will be assessed on your ability to:

- Identify risks in the workspace
- Determine the level of risk
- Explain ways to minimise the risks
- Design an appropriate poster which highlights the potential risks to employees
- Present information in a logical, coherent and structured way.

Success Criteria	Grade
<ul style="list-style-type: none"> <li>● Identifies all risks in the workspace</li> <li>● Accurately determines the level of risk associated.</li> <li>● Extensively explains what could be done to avoid the risks</li> <li>● Designs an appropriate poster which highlights the potential risks to employees</li> <li>● Presents this information in a logical, coherent and structured way.</li> </ul>	<p style="text-align: center;"><b>A</b> 16-20 Comprehensive</p>
<ul style="list-style-type: none"> <li>● Identifies most risks in the workspace</li> <li>● Somewhat accurately describes the level of risk associated</li> <li>● Explains what could be done to avoid risks</li> <li>● Designs a poster which highlights a risk to employees</li> <li>● Presents the information in a coherent and structured format</li> </ul>	<p style="text-align: center;"><b>B</b> 11-15 Detailed</p>
<ul style="list-style-type: none"> <li>● Identifies some risks in the workspace</li> <li>● Describes some risks associated</li> <li>● Suggests a way to avoid risks</li> <li>● Designs a poster that attempts to highlight risks</li> <li>● Presents the information coherently</li> </ul>	<p style="text-align: center;"><b>C</b> 5-10 Sound</p>
<ul style="list-style-type: none"> <li>● Identifies a risk in the workspace</li> <li>● Identifies a risk</li> <li>● Designs a poster</li> <li>● Attempts to present the information coherently</li> </ul>	<p style="text-align: center;"><b>D</b> 2-5 Basic</p>
<ul style="list-style-type: none"> <li>● Provides limited to no information about the risks of the workspace in any form</li> </ul>	<p style="text-align: center;"><b>E</b> 0-2 Limited</p>



## Assessment Task Notification

<b>Course</b>	9/10 Work Education 2022
<b>Task Number</b>	3
<b>Task Weight</b>	40%
<b>Date of Notification</b>	Term 3, Week 4
<b>Due Date</b>	Term 3, Week 6

## Outcomes Assessed

A student –

WE5-3 Examines the roles of diverse organisations in the Australian community

WE5-4 Evaluates the roles and responsibilities of individuals within the Australian community

WE5-5 Explains the roles of education, employment and training organisations

WE5-6 Assesses personal goals, attributes and values in the context of education, training and employment

WE5-9 Selects and analyses relevant information from a variety of sources

WE5-10 Selects and uses appropriate forms to communicate information about the world of work for different audiences

## Task Description

Students will be required to create a 'Beginning Your Employment' induction brochure/booklet for their business of choice. Students will need to cover all the relevant information that would be necessary to know about the business in your chosen industry before starting. This information will include:

- Insurances or evidence of training so that you can ensure that are compliant and certified to work there
- Are there hazards to be aware of that you need to make sure workers understand?
- Are there risks that all workers need to acknowledge and understand?
- How do contractors or employees access the work site and what hours of operation do they need to be aware of?
- Are there any emergency procedures to be aware of?
- How do contractors or employees go about their job activities in the workplace, do they need a permit or authorisation for certain works?
- How do you report an incident if you see something unsafe in the workplace?
- Employee expectations in relation to WHS.

This brochure/booklet should be completed via Google Docs and presented in a neat and tidy manner as if it were to be handed out to employees.

## Assessment Criteria

You will be assessed on your ability to:

- Researches relevant policies associated with beginning work
- Researches relevant policies associated with WHS
- Presents a brochure/booklet containing relevant information for workplace inductions.

A	B	C	D	E
Demonstrates a <b>comprehensive</b> understanding of current issues in the workplace and their implications.	Demonstrates a <b>thorough</b> understanding of current issues in the workplace and their implications.	Demonstrates a <b>sound</b> understanding of current issues in the workplace and their implications.	Demonstrates a <b>basic</b> understanding of current issues in the workplace and their implications,	Demonstrates <b>limited</b> understanding of current issues and their implications.
Displays a <b>Comprehensive</b> knowledge and understanding of the diverse organisations in the community (eg ATO, Fair Work Ombudsmen).	Displays a <b>thorough</b> knowledge and understanding of the diverse organisations in the community ( Eg ATO, Fair Work Ombudsmen)	Displays a <b>sound</b> knowledge and understanding of the diverse organisations in the community (Eg ATO, Fair Work Ombudsmen)	Displays a <b>basic</b> understanding of the diverse organisations in the community (Eg ATO, Fair Work Ombudsmen)	Displays a <b>limited</b> understanding of the diverse organisations in the community (Eg ATO and Fair work Ombudsmen)
Demonstrates the ability to <b>comprehensively</b> evaluate the roles and responsibilities of individuals within in the Australian community.	<b>Thoroughly</b> evaluates the roles and responsibilities of individuals within the Australian community.	Demonstrates <b>sound</b> evaluation of the roles and responsibilities of individuals within the Australian community.	Demonstrates <b>basic</b> evaluation of the roles and responsibilities of individuals within the Australian community.	Demonstrates <b>limited</b> evaluation of the roles and responsibilities of individuals within the Australian community.
Demonstrates <b>extensive</b> ability to conduct relevant research and displays summarising skills and includes a bibliography with a minimum of three varied sources.	Demonstrates a <b>thorough</b> ability to conduct relevant research and displays summarising skills and includes a bibliography with a minimum of two to three varied sources.	Demonstrates a <b>sound</b> ability to conduct research and displays some summarising skills and includes a bibliography with a minimum of two relevant sources.	Demonstrates a <b>basic</b> ability to conduct research and may or may not include a bibliography	Demonstrates a <b>limited</b> ability to conduct research
Demonstrates <b>extensive</b> number of ways to communicate information about the world of work	Demonstrates a <b>thorough</b> number of ways to communicate about the world of work	Demonstrates a <b>sound</b> number of ways to communicate about the world of work	Demonstrates a <b>basic</b> form of communication	Demonstrates a <b>limited</b> form of communication.

## Appendix 1 – ILLNESS AND/OR MISADVENTURE APPEAL

Student Name:			
Year :		Course:	
Date of Task:		Teacher:	
Please circle as appropriate:			
Failure to attend or complete task	Performance affected by illness	Performance affected by misadventure	Absence known in advance
Supporting statement by student:			
Signature of Student:		Date:	
Name of Parent:			
Signature of Parent:		Date:	

Supporting statement made by Health Professional or other relevant person eg Police:	
Name:	
Signature:	Date:

Statement by Classroom Teacher: (If applicable)	
Name of Teacher:	
Signature of Teacher:	Date:

Statement by Head Teacher:		
Head Teacher recommendation:	Support	Decline
Signature:	Date:	
Deputy determination:	Support	Decline
Signature:	Date:	



An event is going to happen that will impact upon an assessment task the student is to complete process prior to the task OR an event has happened that has impacted on an assessment task the student must complete immediately upon returning to school.



Student to collect relevant documentation from the event/medical certificate or other source information.



Student collects illness and misadventure form collected from the relevant Head Teacher and completes form.



Student submits form to classroom teacher for comment and signature.



Classroom teacher submits form to Head Teacher for recommendation.



Head Teacher submits form to Deputy for determination.



Original to be kept in Student File. Copy to Head Teacher.



Head Teacher communicates final decision to student, providing copy of the completed form.



Final decision record in Compass by Head Teacher.

STUDENTS HAVE A RIGHT OF APPEAL TO THE PRINCIPAL IF THEY FEEL THE DECISION IS UNJUST

## Appendix 2 – Common Grade Scale

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

Please note all Board Developed Courses have course performance descriptors, these can be located on <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/syllabuses-a-z>