



Year 10  
Assessment  
Handbook  
2024



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Education

# 2024 YEAR 10 ASSESSMENT HANDBOOK

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# 2024 YEAR 10 ASSESSMENT HANDBOOK

The following material is provided for the information of students at Toormina High School and their parents/caregivers regarding assessment and class work that will be used to determine Record of School Achievement (ROSA) grades for each student.

The information is provided in a Question/Answer format to highlight the areas and issues of which students and their parents/carers should be aware. It is not definitive, and reference should be made to NSW Education Standard Authority (NESA) policy documents. **Read it thoroughly** and keep it handy for reference.

## What should I be aiming to achieve?

- ◇ The award of a Record of School Achievement (ROSA).
- ◇ The best possible results for my courses for the Record of School Achievement.
- ◇ Good school reports to enhance my job prospects and/or demonstrate that I am capable of proceeding to the Higher School Certificate.

## What are the responsibilities of Year 10 students?

Year 10 students should:

- ◇ Complete each assessment task and the class exercises to the best of their ability.
- ◇ Demonstrate through effort and achievement that they have met all the course outcomes.
- ◇ Follow all the procedures outlined in this booklet.

## What is a Record of School Achievement (ROSA)?

The Record of School Achievement is a cumulative record, a grade, for all Years 9, 10 and 11 courses completed, awarded by the school, indicating the hours of study. Students will also receive a statement on this Record of School Achievement regarding the satisfactory completion of the mandatory course requirements.

## What must I do to have satisfactorily studied a course?

The NSW Education Standards Authority (NESA) expects students to have followed the course developed or endorsed by NESA and:

- ◇ Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school<sup>1</sup>.
- ◇ Achieved some or all the course outcomes.
- ◇ Seriously attempted all assessment tasks.

## What happens if I fail to satisfactorily complete a course?

Where a student has failed to satisfactorily study a course, the principal will:

- ◇ Apply an 'N' (Non-satisfactory) determination and advise NESA accordingly after they have received two or more 'N' Award letters. Courses which were not satisfactorily completed will not be printed on Records of School Achievement (ROSA). This may result in a student being ineligible for the award<sup>2</sup>.
- ◇ Advise the candidate of the submission and the right of appeal.

## What is an assessment task?

An assessment task is a set piece of work or activity, designed to measure a student's performance in the subject being studied against the standards of that subject. Assessment tasks include tests, assignments, essays, examinations, practical projects, performances, speaking and/or listening exercises.

## How are grades awarded in Record of School Achievement subjects?

NESA has prepared descriptions of five different levels of achievement, from Outstanding to Limited and assigned a grade letter from A to E to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated on nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2).

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<sup>1</sup> This clause will apply to any students who **continually hand in work late, truant or who are absent without justification**, as determined by the NSW Department of Education

<sup>2</sup> English, Mathematics, Science, Geography, History, PD/H/PE and the successful completion of 400 hours of electives in Years 9 and 10 are all compulsory elements required for the Record of School Achievement. Failure to achieve a satisfactory level of success in any one of these courses may result in a student being ineligible for the ROSA.

A number of different assessment tasks are used to accurately determine a student's level of achievement in the knowledge and skills objectives assessed. The choice of a particular grade is made on the basis that it provides the best overall description of a student's achievement of the syllabus outcomes. Teachers make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Course Performance Descriptors.

## **Are other class exercises and homework important?**

Yes, other exercises, which are not detailed in this booklet are still valuable learning tasks and may be used in the calculation of a student's skills and abilities for the determination of grades.

Such tasks are important and should always be attempted to the best of a student's ability. It is by doing these exercises that students learn the skills of the subject and demonstrate their knowledge and abilities to meet the outcomes of the course. These tasks are also important in helping teachers recognise problems or weaknesses, which students need to overcome to achieve their best possible result in each course they study. Failure to complete these exercises would mean that students have not "applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school", which may result in a student receiving an 'N' notification.

## **How much warning will I be given for an assessment task?**

You will be given at least two weeks warning for any assessment task. You should regard the dates in this schedule as your notice of a due task. Use a diary to map these tasks on your term overview sheets.

## **How do I submit assessment tasks?**

It is the responsibility of students to submit work for assessment directly to the teacher and ensure that receipt is noted.

## **What if I am absent from an assessment task?**

Students must make a **genuine attempt** at assessment tasks. All assessment tasks must be completed. If an attempt at a particular task scores a zero, it is the teacher's professional judgment if it is a genuine attempt.

If you are absent from school on the day of your assessment task, you will need to fill in an application form headed "ROSA Assessment Application for Special Consideration for Accident - Misadventure - Illness - Special Circumstance. You will need to make this request **within TWO days** following your absence, and you will have to show that you were away for a legitimate reason.

This form can be obtained from your Year Advisor, the office, the Toormina High School web - site or copied from this booklet.

If you were absent for a medical reason, you will need to attach a doctor's certificate. The completed form needs to be given to your class teacher. A letter from your parent(s)/care giver is **NOT** acceptable.

If you are aware in advance that you will be absent for an assessment task, then you are required to submit the form headed "ROSA Assessment Request for Extension of Time/Substitute task **PRIOR** to that assessment task taking place.

If the reason for the absence is considered legitimate then the school may give you the same task at a later date, give you a substitute task, or (in exceptional cases **ONLY**) give you an estimate for the task based on other information. **It is clearly most important that you be present for assessment tasks.**

If the principal considers that your absence was not for a legitimate reason you will receive **zero** for that task.

## **What if I hand in a task late?**

You will receive zero marks, unless you have gained an extension of time. Extensions will only be granted in exceptional circumstances and must be arranged prior to the due date for the task. Absence from school on the due date will not necessarily ensure an extension. Each case will be treated on its merits.

To request an extension, you must fill out the form headed "ROSA Assessment Request for Extension of Time/Substitute Task. This form can be obtained from your Year Advisor, the front office, the Toormina High School website or copied from this booklet. If you were absent for a medical reason, you will need to attach a doctor's certificate. The completed form needs to be given to your class teacher.

## **What about students who cheat or plagiarise assessment tasks?**

If the Principal is satisfied that you cheated in any assessment task, a zero award will be made.

Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your results.

## **Will my parents be informed if I default in assessment tasks?**

A letter will be sent home if you fail to hand in an assessment task, or get zero marks for some other reason such as cheating, copying, plagiarism etc.

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## **Where else can I get information regarding assessment?**

Students can access information from the NSW Education Standards Authority (NESA) website regarding courses and the ROSA. Students can also speak to their teachers and Careers Adviser for further assistance

## **What if I want to change my elective?**

Students can make changes to their elective subjects in the Y Elective Line (100hr) only in Term 1 up until Week 3 providing there are spaces in their desired alternative. Any changes after this time must have deputy principal approval and will only be made in very rare cases.

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## Assessment Calendar

	Week:1	Week: 2	Week: 3	Week: 4	Week: 5	Week: 6	Week: 7	Week: 8	Week: 9	Week: 10	Week: 11
<b>Term 1 2024</b>			Marine Studies			Science	Agriculture	English Marine Studies Music	Child Studies History Mathematics – Stage 5.3 Mathematics – Stage 5.2 Mathematics – Stage 5.1	Food Technology Industrial Technology - Electronics	Hospitality  Personal Development, Health & Physical Education
<b>Term 2 2024</b>			Child Studies Visual Arts Visual Design	<b>Assessment Free Week</b>	<b>Half Yearly Examinations</b> Hospitality	Industrial Technology – Electronics  Science	Marine Studies	English Agriculture  Food Technology	Physical Activity and Sports Studies	Hospitality	<b>No Week 11</b>
<b>Term 3 2024</b>			Visual Design	Visual Arts	Child Studies Industrial Technology - Electronics  Music	<b>VALID Examination Period</b> Marine Studies	<b>VALID Examination Period</b> Agriculture  Hospitality	English Mathematics – Stage 5.3 Mathematics – Stage 5.2 Mathematics – Stage 5.1  Personal Development, Health & Physical Education	Food Technology  Physical Activity and Sports Studies	History	
<b>Term 4 2024</b>		Child Studies Food Technology Marine Studies	<b>Assessment Free Week</b>	<b>Yearly Examinations</b>	Agriculture  English  Music	Hospitality  Visual Art Visual Design	Industrial Technology - Electronics				

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## List of Half Yearly and Yearly Examinations

Half Yearly Examinations
History
Personal Development, Health & Physical Education
Physical Activity and Sports Studies
Mathematics 5.1
Mathematics 5.2
Mathematics 5.3
Music

Yearly Examinations
History
Personal Development, Health & Physical Education
Physical Activity and Sports Studies
Science
Mathematics 5.1
Mathematics 5.2
Mathematics 5.3
Music

*Please note: An Examination Schedule will be provided to you no less than 2 weeks prior to the commencement of the examinations*

## Elective Subject Lines

Line X (200hr)	Line Y (100hr)
Agriculture	Child Studies
Food Technology	Food Technology
Marine Studies	Industrial Technology - Electronics
Music	Physical Activity and Sports Studies
Physical Activity and Sports Studies	Visual Art
Visual Design	VET Hospitality

# MANDATORY COURSES



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## English

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>The Power of the Pen</b>	<b>Shakespeare an Tragedy</b>	<b>Crime Fiction</b>	<b>Don't Believe the Hype</b>	
	Term:1 Week: 8	Term: 2 Week: 8	Term: 3 Weeks: 8	Term: 4 Week: 5	
	<b>Outcomes Assessed:</b>				
	EN5-RVL-01 EN5-URA-01 EN5-ECA-01 EN5-ECB-01	EN5-RVL-01 EN5-URB-01 EN5-ECB-01	EN5-RVL-01 EN5-URA-01 EN5-URC-01 EN5-URC-01	EN5-RVL-01 EN5-URB-01 EN5-ECA-01	
<b>Total %</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>
<b>Course Outcomes:</b>					
<b>EN5-RVL-01</b>	Uses a range of personal, creative and critical strategies to interpret complex texts				
<b>EN5-URA-01</b>	Analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures				
<b>EN5-URB-01</b>	Evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes				
<b>EN5-URB-01</b>	Evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes				
<b>EN5-URB-01</b>	Evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes				
<b>EN5-URB-01</b>	Evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes				

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## History

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Extended Response Research Task	Half Yearly Examination	Research Task	Yearly Examination	
	Outcomes Assessed:				
	HT5-1, HT5-2, HT5-4, HT5-6, HT5-9	HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9	HT5-1, HT5-2, HT5-4, HT5-7, HT5-9, HT5-10	HT5-1, HT5-2, HT5-3, HT5-4, HT5-6, HT5-7, HT5-9	
	Term: 1 Week: 9	Term: 2 Week: 5	Term: 3 Week: 10	Term: 4 Week: 4	
<b>Depth Study:</b> Making a Better World?	25				<b>25%</b>
<b>Depth Study:</b> Australians at War WW1 and WW2		25			<b>25%</b>
<b>Depth Study:</b> Rights and Freedoms			25		<b>25%</b>
<b>Depth Study:</b> The Globalising World				25	<b>25%</b>
<b>Total %</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>
Course Outcomes:					
<b>HT5 – 1</b>	Explains and assesses the historical forces and factors that shaped the modern world and Australia				
<b>HT5 – 2</b>	Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia				
<b>HT5 – 3</b>	Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia				
<b>HT5 – 4</b>	Explains and analyses the causes and effects of events and developments in the modern world and Australia				
<b>HT5 – 5</b>	Identifies and evaluates the usefulness of sources in the historical inquiry process				
<b>HT5 – 6</b>	Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia				
<b>HT5 – 7</b>	Explains different contexts, perspectives and interpretations of the modern world and Australia				
<b>HT5 – 8</b>	Selects and analyses a range of historical sources to locate information relevant to an historical inquiry				
<b>HT5 – 9</b>	Applies a range of relevant historical terms and concepts when communicating an understanding of the past				
<b>HT5 – 10</b>	Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences				

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## Mathematics –Stage 5.3

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Reference Assisted Test	Half Yearly Examination	Assignment	Yearly Examination	
	Term: 1 Week: 9	Term: 2 Week: 5	Term: 3 Week: 8	Term: 4 Week: 4	
	Outcomes Assessed:				
	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-5NA, MA5.3-6NA, MA5.2-4NA	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-13MG, MA5.3-14MG	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.2-13MG, MA5.3-15MG	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-5NA, MA5.2-4NA, MA5.3-6NA, MA5.3-7NA, MA5.3-13MG, MA5.3-14MG, MA5.2-8NA, MA5.2-17SP, MA5.3-8NA	
Total %	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>
Course Outcomes:					
<b>MA5.2-4NA</b>	Solves financial problems involving compound interest				
<b>MA5.2-7NA</b>	Applies index laws to operate with algebraic expressions involving integer indices				
<b>MA5.2-8NA</b>	Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques				
<b>MA5.2-10NA</b>	Connects algebraic and graphical representations of simple non-linear relationships				
<b>MA5.2-13MG</b>	Applies trigonometry to solve problems, including problems involving bearings				
<b>MA5.2-15SP</b>	Uses quartiles and box plots to compare sets of data, and evaluates sources of data				
<b>MA5.2-17SP</b>	Describes and calculates probabilities in multi-step chance experiments				
<b>MA5.3-15MG</b>	Applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions				
<b>MA5.3-16MG</b>	Measures and constructs angles, and applies angle relationships to find unknown angles				
<b>MA5.3-19SP</b>	Investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes				
<b>MA5.3-1WM</b>	Uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures				
<b>MA5.3-2WM</b>	Generalises mathematical ideas and techniques to analyse and solve problems efficiently				
<b>MA5.3-3WM</b>	Uses deductive reasoning in presenting arguments and formal proofs				
<b>MA5.3-5NA</b>	Selects and applies appropriate algebraic techniques to operate with algebraic expressions				
<b>MA5.3-6NA</b>	Performs operations with surds and indices				
<b>MA5.3-7NA</b>	Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations				
<b>MA5.3-8NA</b>	Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line				
<b>MA5.3-9NA</b>	Sketches and interprets a variety of non-linear relationships				
<b>MA5.3-13MG</b>	Applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids				
<b>MA5.3-14MG</b>	Applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids				

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## Mathematics –Stage 5.2

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Reference Assisted Test	Half Yearly Examination	Assignment	Yearly Examination	
	Term: 1 Week: 9	Term: 2 Week: 5	Term: 3 Week: 8	Term: 4 Week: 4	
	Outcomes Assessed:				
	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-6NA, MA5.2-4NA, MA5.2-7NA	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-11MG, MA5.2-12MG	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-13MG	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-6NA, MA5.2-4NA, MA5.2-7NA, MA5.2-11MG, MA5.2-12MG, MA5.2-8NA, MA5.2-17SP, MA5.1-6NA	
<b>Total %</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>100 %</b>
Course Outcomes:					
<b>MA5.1-6NA</b>	Simplifies algebraic fractions, and expands and factorises quadratic expressions				
<b>MA5.2-4NA</b>	Solves financial problems involving compound interest				
<b>MA5.2-6NA</b>	Simplifies algebraic fractions, and expands and factorises quadratic expressions				
<b>MA5.2-7NA</b>	Applies index laws to operate with algebraic expressions involving integer indices				
<b>MA5.2-8NA</b>	Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques				
<b>MA5.2-10NA</b>	Connects algebraic and graphical representations of simple non-linear relationships				
<b>MA5.2-11MG</b>	Calculates the surface areas of right prisms, cylinders and related composite solids				
<b>UMA5.2-12MG</b>	Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders				
<b>MA5.2-13MG</b>	Applies trigonometry to solve problems, including problems involving bearings				
<b>MA5.2-14MG</b>	Calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar				
<b>MA5.2-15SP</b>	Uses quartiles and box plots to compare sets of data, and evaluates sources of data				
<b>MA5.2-17SP</b>	Describes and calculates probabilities in multi-step chance experiments				
<b>MA5.2-1WM</b>	Selects appropriate notations and Conventions to communicate mathematical ideas and solutions				
<b>MA5.2-2WM</b>	Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems				
<b>MA5.2-3WM</b>	Constructs arguments to prove and justify results				

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## Mathematics –Stage 5.1

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Reference Assisted Test	Half Yearly Examination	Assignment	Yearly Examination	
	Term: 1 Week: 9	Term: 2 Week: 5	Term: 3 Week: 8	Term: 4 Week: 4	
	Outcomes Assessed:				
	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-4NA, MA5.1-5NA, MA5.2-4NA, MA5.2-6NA	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA4-14MG, MA5.1-8MG	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-10MG	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-4NA, MA5.1-5NA, MA5.1-6NA, MA5.2-4NA, MA5.2-6NA, MA5.2-8NA, MA4-14MG, MA5.1-8MG, MA5.1-13SP	
<b>Total %</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>100 %</b>
Course Outcomes:					
<b>MA5-14MG</b>	Uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume				
<b>MA5.1-4NA</b>	Solves financial problems involving earning, spending and investing money				
<b>MA5.1-5NA</b>	Operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases				
<b>MA5.1-6NA</b>	Simplifies algebraic fractions, and expands and factorises quadratic expressions				
<b>MA5.1-7NA</b>	Graphs simple non-linear relationships				
<b>MA5.1-8MG</b>	Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms				
<b>MA5.1-10MG</b>	Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression				
<b>MA5.1-11MG</b>	Describes and applies the properties of similar figures and scale drawings				
<b>MA5.1-12SP</b>	Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media				
<b>MA5.1-13SP</b>	Calculates relative frequencies to estimate probabilities of simple and compound events				
<b>MA5.2-4NA</b>	Solves financial problems involving compound interest				
<b>MA5.2-6NA</b>	Simplifies algebraic fractions, and expands and factorises quadratic expressions				
<b>MA5.2-8NA</b>	Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques				
<b>MA5.1-1WM</b>	Uses appropriate terminology, diagrams and symbols in mathematical contexts				
<b>MA5.1-2WM</b>	Selects and uses appropriate strategies to solve problems				
<b>MA5.1-3WM</b>	Provides reasoning to support conclusions that are appropriate to the context				

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## Personal Development, Health & Physical Education

Components	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting %	
	<b>Road Safety Assessment</b>	<b>Half Yearly Examination</b>	<b>Practical Assessment</b>	<b>Mental Health Assessment</b>	<b>Practical Assessment</b>	<b>Yearly Examination</b>		
	Term: 1 Week: 11	Term: 2 Week: 5	Semester 1	Term: 3 Week: 8	Semester 2	Term: 4 Week: 4		
	<b>Outcomes Assessed:</b>							
	PD5-1, PD5-7, PD5-9	PD5-1, PD5-2, PD5-3 PD5-7, PD5-9 PD5-10	PD5-4, PD5-5, PD5-6, PD5-8, PD5-11	PD5-2, PD5-6, PD5-7	PD5-4, PD5-5, PD5-6, PD5-8, PD5-11	PD5-1, PD5-2, PD5-3 PD5-6, PD5-7, PD5-9, PD5-10		
<b>Total %</b>	<b>15%</b>	<b>15%</b>	<b>20%</b>	<b>15%</b>	<b>20%</b>	<b>15%</b>	<b>100%</b>	
<b>Course Outcomes:</b>								
<b>PD5-1</b>	Assesses their own and others' capacity to reflect on and respond positively to challenges.							
<b>PD5-2</b>	Researches and appraises the effectiveness of health information and support services available in the community.							
<b>PD5-3</b>	Analyses factors and strategies that enhance inclusivity, equality and respectful relationships.							
<b>PD5-4</b>	Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts.							
<b>PD5-5</b>	Appraises and justifies choices of actions when solving complex movement challenges.							
<b>PD5-6</b>	Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity.							
<b>PD5-7</b>	Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their community.							
<b>PD5-8</b>	Designs, implements and evaluates personalized plans to enhance health and participation in a lifetime of physical activity.							
<b>PD5-9</b>	Assesses and applies self-management skills to effectively manage complex situations.							
<b>PD5-10</b>	Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts.							
<b>PD5-11</b>	Refines and applies movement skills and concepts to compose and perform innovative movement sequences.							

# 2024 YEAR 10 ASSESSMENT HANDBOOK

## Science

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Scientific Lab Report	Depth study	Valid Online External Test	Yearly Examination	
	Term: 1 Week: 6	Term: 2 Week: 6	Term: 3 Week: 7	Term: 4 Week: 4	
	Outcomes Assessed:				
	Sc5-15LW, Sc5-16CW, Sc5-17CW, Sc5-10PW	Sc5-4WS, Sc5-5WS, Sc5-6WS, Sc5-7WS, Sc5-9WS	Sc5-4WS, Sc5-5WS, Sc5-7WS, Sc5-8WS, Sc5-9WS, Sc5-10PW, Sc5-11PW, Sc5-12ES, Sc5-13ES, Sc5-14LW, Sc5-15LW, Sc5-16CW, Sc5-17CW	Sc5-4WS, Sc5-5WS, Sc5-7WS, Sc5-8WS, Sc5-9WS, Sc5-10PW, Sc5-11PW, Sc5-12ES, Sc5-13ES, Sc5-14LW, Sc5-15LW, Sc5-16CW, 17CW	
Knowledge	5	5	5	20	<b>35%</b>
Skills	17.5	20	10	5	<b>52.5%</b>
Book/Topic Tests/Practical				12.5	<b>12.5%</b>
<b>Total %</b>	<b>22.5%</b>	<b>25%</b>	<b>15%</b>	<b>37.5%</b>	<b>100%</b>
Course Outcomes:					
<b>Sc5-4WS</b>	Develops questions or hypothesis to be investigated scientifically				
<b>Sc5-5WS</b>	Produces a plan to investigate identified questions, hypotheses, or problems, individually and collaboratively				
<b>Sc5-6WS</b>	Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively				
<b>Sc5-7WS</b>	Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions				
<b>Sc5-8WS</b>	Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems				
<b>Sc5-9WS</b>	Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations				
<b>Sc5-10PW</b>	Applies models, theories and laws to explain situations involving energy, force and motion				
<b>Sc5-11PW</b>	Explains how scientific understanding about energy conservation, transfers and transformation is applied in systems				
<b>Sc5-12ES</b>	Describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community				
<b>Sc5-13ES</b>	Explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues				
<b>Sc5-14LW</b>	Analyses interactions between components and processes within biological systems				
<b>Sc5-15LW</b>	Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society				
<b>Sc5-16CW</b>	Explains how models, theories and laws about matter have been refined as new scientific Evidence becomes available				
<b>Sc5-17CW</b>	Discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials				

# **ELECTIVE COURSES**



# 2024 YEAR 10 ASSESSMENT HANDBOOK

## Agriculture

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Beef	Sheep	Vegetable Garden	Bees	
	Term: 1 Week: 7	Term: 2 Week: 8	Term: 3 Week: 7	Term: 4 Week: 5	
	Outcomes Assessed:				
	AG5-1, AG5-4, AG5-6, AG5-8, AG5-11, AG5-14	AG5-1, AG5-4, AG5-6, AG5-11, AG5-14	AG5-1, AG5-4, AG5-7, AG5-8, AG5-9, AG5- 11	AG5-1, AG5-4, AG5-7, AG5-8, AG5-9, AG5-11, AG5-14	
Knowledge	5	5	5	5	20%
Skills	10	10	10	10	40%
Topic Test	10	10	10	10	40%
<b>Total %</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>
Course Outcomes:					
<b>AG5-1</b>	Explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets				
<b>AG5-2</b>	Explains the interactions within and between agricultural enterprises and systems				
<b>AG5-3</b>	Explains the interactions within and between the agricultural sector and Australia's economy, culture and society				
<b>AG5-4</b>	Investigates and implements responsible production systems for plant and animal enterprises				
<b>AG5-5</b>	Investigates and applies responsible marketing principles and processes				
<b>AG5-6</b>	Explains and evaluates the impact of management decisions on plant production enterprises				
<b>AG5-7</b>	Explains and evaluates the impact of management decisions on animal production enterprises				
<b>AG5-8</b>	Evaluates the impact of past and current agricultural practices on agricultural sustainability				
<b>AG5-9</b>	Evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics				
<b>AG5-10</b>	Implements and justifies the application of animal welfare guidelines to agricultural practices				
<b>AG5-11</b>	Designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts				
<b>AG5-12</b>	Collects and analyses agricultural data and communicates results using a range of technologies				
<b>AG5-13</b>	Applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery				
<b>AG5-14</b>	Demonstrates plant and/or animal management practices safely and in collaboration with others				

# 2024 YEAR 10 ASSESSMENT HANDBOOK

## Child Studies

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Preparing for parenthood	Conception to Birth	Newborn Care	Play and the developing child	
	Term: 1 Week: 9	Term: 2 Week: 3	Term: 3 Week: 5	Term: 4 Week: 2	
	Outcomes Assessed:				
	CS5-8, CS5-9, CS5-11	CS5-3, CS5-9, CS5-10	CS5-2, CS5-5, CS5-6, CS5-8, CS5-10	CS5-1, CS5-4, CS5-8, CS5-9	
Knowledge and Understanding of course content	15	20	10	10	<b>55%</b>
Skills in researching, communicating and evaluating issues related to child development	10	5	15	15	<b>45%</b>
<b>Total %</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>
Course Outcomes:					
<b>CS5-1</b>	Identifies the characteristics of a child at each stage of growth and development				
<b>CS5-2</b>	Describes the factors that affect the health and wellbeing of the child				
<b>CS5-3</b>	Analyses the evolution of childhood experiences and parenting roles over time				
<b>CS5-4</b>	Plans and implements engaging activities when educating and caring for young children within a safe environment				
<b>CS5-5</b>	Evaluates strategies that promote the growth and development of children				
<b>CS5-6</b>	Describes a range of parenting practices for optimal growth and development				
<b>CS5-7</b>	Discusses the importance of positive relationships for the growth and development of children				
<b>CS5-8</b>	Evaluates the role of community resources that promote and support wellbeing of children and families				
<b>CS5-9</b>	Analyses the interrelationship factors that contribute to creating a supportive environment for optimal child development and wellbeing				
<b>CS5-10</b>	Demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts				
<b>CS5-11</b>	Analyses and compares information from a variety of sources to develop an understanding of child growth and development				
<b>CS5-12</b>	Applies evaluation techniques when creating, discussing and assessing information related to child growth and development				

# 2024 YEAR 10 ASSESSMENT HANDBOOK

## Food Technology

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Special Occasions Celebrations	Food Trends Blog	Catering Business and Menu Plan	Ongoing Practical Assessment	
	Term: 1 Week: 10	Term: 2 Week: 8	Term: 3 Week: 9	Term: 4 Week: 2	
	<b>Outcomes Assessed:</b>				
	FT5-2, FT5-8, FT5- 9, FT5-10, FT5-11	FT5-1, FT5-3, FT5- 4, FT5-9, FT5-12	FT5-1, FT5-2, FT5-4, FT5-5, FT5-10	FT5-1, FT5-2, FT5- 4, FT5-5, FT5-10	
<b>Total %</b>	<b>20%</b>	<b>20%</b>	<b>35%</b>	<b>25%</b>	<b>100%</b>
<b>Course Outcomes:</b>					
<b>FT5-1</b>	Demonstrates hygienic handling of food to ensure a safe and appealing product				
<b>FT5-2</b>	Identifies, assesses, and manages the risks of injury and WHS issues associated with the handling of food				
<b>FT5-3</b>	Describes the physical and chemical properties of a variety of foods				
<b>FT5-4</b>	Accounts for changes to the properties of food which occur during food processing, preparation, and storage				
<b>FT5-5</b>	Applies appropriate methods of food processing, preparation, and storage				
<b>FT5-6</b>	Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities				
<b>FT5-7</b>	Justifies food choices by analysing the factors that influence eating habits				
<b>FT5-8</b>	Collects, evaluates, and applies information from a variety of sources				
<b>FT5-9</b>	Communicates ideas and information using a range of media and appropriate terminology				
<b>FT5-10</b>	Selects and employs appropriate techniques and equipment for a variety of food-specific purposes				
<b>FT5-11</b>	Plans, prepares, presents, and evaluates food solutions for specific purposes				
<b>FT5-12</b>	Examines the relationship between food, technology, and society				
<b>FT5-13</b>	Evaluates the impact of activities related to food on the individual, society, and the environment				

# 2024 YEAR 10 ASSESSMENT HANDBOOK

## Industrial Technology – Electronics

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Flasher Project	Assessment Task	Attention Seeker	EV3 Robotics	
	Term: 1 Week: 10	Term: 2 Week: 6	Term: 3 Week: 5	Term: 4 Week: 7	
	Outcomes Assessed:				
	FT5-2, FT5-8, FT5- 9, FT5-10, FT5-11	FT5-1, FT5-3, FT5- 4, FT5-9, FT5-12	FT5-1, FT5-2, FT5-4, FT5-5, FT5-10	FT5-1, FT5-2, FT5- 4, FT5-5, FT5-10	
Knowledge and understanding	10	10	10	10	40%
Practical Skills and Folio Presentation	20		20	20	60%
<b>Total %</b>	<b>30%</b>	<b>10%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>
Course Outcomes:					
<b>IND5-1</b>	Identifies, assesses, applies, and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes, and technologies				
<b>IND5-2</b>	Applies design principles in the modification, development, and production of projects				
<b>IND5-3</b>	Identifies, selects, and uses a range of hand and machine tools, equipment, and processes to produce quality practical projects				
<b>IND5-4</b>	Selects, justifies, and uses a range of relevant and associated materials for specific applications				
<b>IND5-5</b>	Selects, interprets, and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects				
<b>IND5-6</b>	Identifies and participates in collaborative work practices in the learning environment				
<b>IND5-7</b>	Applies and transfers skills, processes, and materials to a variety of contexts and projects				
<b>IND5-8</b>	Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction				
<b>IND5-9</b>	Describes, analyses, and uses a range of current, new, and emerging technologies and their various applications				
<b>IND5-10</b>	Describes, analyses, and evaluates the impact of technology on society, the environment, and cultural issues locally and globally				

# 2024 YEAR 10 ASSESSMENT HANDBOOK

## Marine Studies

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Core 2	Basic Snorkelling	Antarctica: Fish Biology	Marine Mammals: Rock Platforms	
	Term: 1 Week: 3 and 8	Term: 2 Week:6	Term: 3 Week: 6	Term: 4 Week: 2	
	Outcomes Assessed:				
	MAR5-1, MAR5-2 MAR5-3, MAR5-7, MAR5-9, MAR5-10, MAR5-11, MAR5-14	MAR5-3, MAR5-9, MAR5-10, MAR5-11, MAR5-14	MAR5-1, MAR5-2, MAR5-9, MAR5-10, MAR5-13, MAR5-14	MAR5-1, MAR5-2, MAR5-3, MAR5-7, MAR5-8, MAR5-9, MAR5-13, MAR5-14	
Knowledge	5	5	5	5	<b>20%</b>
Skills	10	10	10	10	<b>40%</b>
Topic Test	10	10	10	10	<b>40%</b>
<b>Total %</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>
Course Outcomes:					
MAR5-1	Identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships				
MAR5-2	Identifies, describes and evaluates the social and economic importance of marine ecosystems				
MAR5-3	Identifies, describes and evaluates the effects humans have had on the marine environment				
MAR5-6	Evaluates the economic and environmental sustainability of aquacultural pursuits				
MAR5-7	Identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment				
MAR5-8	Identifies, describes and evaluates policies for monitoring and conserving the marine environment				
MAR5-9	Selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings				
MAR5-10	Demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations				
MAR5-11	Identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits				
MAR5-12	Identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment				
MAR5-13	Collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information				

# 2024 YEAR 10 ASSESSMENT HANDBOOK

## Music

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Music Evolution	Half Yearly Examination	Music and Technology	Yearly Examination	
	Listening Research Task/Performance	Music of a culture Performance Aural Skills Examination	Composition	Rock Music Performance Aural Skills Examination	
	<b>Term: 1 Week: 8</b>	<b>Term: 2 Week: 6</b>	<b>Term: 3 Week: 5</b>	<b>Term: 4 Week: 4 and 5</b>	
	Outcomes Assessed:				
	5.2, 5.4, 5.5, 5.6, 5.10	5.3, 5.7, 5.8, 5.9, 5.11	5.1, 5.3, 5.7, 5.8, 5.9	5.1, 5.2, 5.3, 5.12	
Performing	10	15	15		<b>40%</b>
Composing				20	<b>20%</b>
Listening	10	15	15		<b>40%</b>
<b>Total %</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>
Course Outcomes:					
<b>5.1</b>	Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts				
<b>5.2</b>	Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology				
<b>5.3</b>	Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness				
<b>5.4</b>	Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study				
<b>5.5</b>	Notates own compositions, applying forms of notation appropriate to the music selected for study				
<b>5.6</b>	Uses different forms of technology in the composition process				
<b>5.7</b>	Demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts				
<b>5.8</b>	Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study				
<b>5.9</b>	Demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study				
<b>5.10</b>	Demonstrates an understanding of the influence and impact of technology on music				
<b>5.11</b>	Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform				
<b>5.12</b>	Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences				

# 2024 YEAR 10 ASSESSMENT HANDBOOK

## Physical Activity and Sports Studies

Components	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting %
	Practical Assessment	Half Yearly Examination	Practical Assessment	Participating with Safety	Practical Assessment	Yearly Examination	
	Semester: 1	Term: 2 Week: 5	Term: 2 Week: 9	Term: 3 Week: 9	Semester: 2	Term: 4 Week: 4	
	Outcomes Assessed:						
	PASS5.5, PASS5.7, PASS5.9	PASS5.1, PASS5.2, PASS5.4, PASS5.10	PASS5.5, PASS5.7, PASS5.9	PASS5.1, PASS5.10	PASS5.5, PASS5.7, PASS5.9	PASS5.1, PASS5.2, PASS5.4, PASS5.6, PASS5.10	
Total %	<b>15%</b>	<b>20%</b>	<b>15%</b>	<b>15%</b>	<b>10%</b>	<b>25%</b>	<b>100%</b>
Course Outcomes:							
PASS5.1	Discusses factors that limit and enhance the capacity to move and perform						
PASS5.2	Analyses the benefits of participation and performance in physical activity and sport						
PASS5.3	Discusses the nature and impact of historical and contemporary issues in physical activity and sport						
PASS5.4	Analyses physical activity and sport from personal, social and cultural perspectives						
PASS5.5	Demonstrates actions and strategies that contribute to active participation and skilful performance						
PASS5.6	Evaluates the characteristics of participation and quality performance in physical activity and sport						
PASS5.7	Works collaboratively with others to enhance participation, enjoyment, and performance						
PASS5.8	Displays management and planning skills to achieve personal and group goals						
PASS5.9	Performs movement skills with increasing proficiency						
PASS5.10	Analyses and appraises information, opinions, and observations to inform physical activity and sport decisions						



### VET Tourism, Travel and Hospitality - SIT10216 Certificate I in Hospitality

#### Student Competency Assessment Schedule

Assessment events for SIT20316 Certificate II in Hospitality			Cluster 1	Cluster 2	Cluster 3	Cluster 4	Cluster 5
			Week 10 Term 1	Week 5 Term 2	Week 10 Term 2	Week 7 Term 3	Week 6 Term 4
Cluster	Code	Unit of competency					
Cluster 1 <i>Working Safely</i>	SITXWHS001	<i>Participate in safe work practices</i>	X				
	SITXFSA001	<i>Use hygienic practices for food safety</i>					
Cluster 2 <i>We're countin' it.</i>	TLIE1005	<i>Carry out basic workplace calculations</i>		X			
Cluster 3 <i>Are you being served?</i>	SITXCCS001	<i>Provide customer information and assistance</i>			X		
	BSBWOR203	<i>Work effectively with others</i>					
Cluster <i>Enjoy every bite</i>	SITHCCC003	<i>Prepare and present sandwiches</i>					
Cluster <i>Espresso yourself</i>	SITHFAB005	<i>Prepare and serve espresso coffee</i>					X
Cluster <i>Tools of the trade</i>	SITHCCC001	<i>Use food preparation equipment</i>				X	
Cluster <i>Snack shack</i>	SITHCCC002	<i>Prepare and present simple dishes</i>					
Cluster <i>Provide basic first aid</i>	HLTAID010	<i>Provide basic emergency life support</i>					

Depending on the achievement of units of competency, the possible qualification outcome is a **SIT10216 Certificate I in Hospitality & Statement of Attainment towards SIT10216 Certificate I in Hospitality**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

\*\*Indicates no mark is collected for external assessment and any examination is carried out according to the school's internal assessment policy. *Public Schools NSW, Tamworth* (RTO 90162) have engaged NESAs to issue credentials within 30 days of course completion for the student. No physical transcripts are issued to students.

Students must download an electronic copy of their qualification and transcript from their Students Online account via <https://studentsonline.nsw.edu.au/go/login/>

Students have access to their Students Online portal and their qualifications and transcripts up until June of the following year after graduation, after which students can contact NESAs directly for additional copies of their transcript.



# 2024 YEAR 10 ASSESSMENT HANDBOOK

## Visual Arts

Components	Task 1	Task 2	Task 3	Weighting %	
	<b>Art Making:</b> Folio Submission Various Mediums  <b>Critical &amp; Historical</b> Drawing through the age's booklet	<b>Art Making:</b> Personal Portrait Project  <b>Critical &amp; Historical Essay:</b> Artists Practice	<b>Art Making:</b> Folio Submission  <b>Critical &amp; Historical:</b> Artist Slideshow		
	<b>Topic:</b> Introduction to the art of Portraiture.	<b>Topic:</b> 'Archibald Prize'	<b>Topic:</b> Landscape and Environment.		
	<b>Term: 2</b> <b>Week: 3</b>	<b>Term: 3</b> <b>Week: 4</b>	<b>Term: 4</b> <b>Week: 6</b>		
	<b>Outcomes Assessed:</b>				
	5.1, 5.3, 5.4, 5.9, 5.10	5.5, 5.6, 5.4, 5.7	5.1, 5.2, 5.6, 5.8		
Making	20	20	20	<b>60%</b>	
Critical and Historical	10	10	20	<b>40%</b>	
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>	
<b>Course Outcomes:</b>					
<b>5-1</b>	Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks				
<b>5-2</b>	Makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience				
<b>5-3</b>	Makes artworks informed by an understanding of how the frames affect meaning				
<b>5-4</b>	Investigates the world as a source of ideas, concepts and subject matter in the visual arts				
<b>5-5</b>	Makes informed choices to develop and extend concepts and different meanings in their artworks				
<b>5-6</b>	Demonstrates developing technical accomplishment and refinement in making artworks				
<b>5-7</b>	Applies their understanding of aspects of practice to critical and historical interpretations of art				
<b>5-8</b>	Uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art				
<b>5-9</b>	Demonstrates how the frames provide different interpretations of art				
<b>5-10</b>	Demonstrates how art criticism and art history construct meanings				

# 2024 YEAR 10 ASSESSMENT HANDBOOK

## Visual Design

Components	Task 1	Task 2	Task 3	Weighting %	
	<b>Design:</b> Folio Submission  <b>C &amp; H studies:</b> Introduction to the practice (work booklet)	<b>Design:</b> Folio Submission  <b>C &amp; H studies:</b> Introduction to the frames (work booklet)	<b>Design:</b> Mini-Major Personal interest project  <b>C &amp; H studies:</b> Introduction to the conceptual framework (work booklet)		
	<b>Topic:</b> 'Print'	<b>Topic:</b> 'Space & Time'	<b>Topic:</b> 'Object "'		
	<b>Term:</b> 2 <b>Week:</b> 3	<b>Term:</b> 3 <b>Week:</b> 3	<b>Term:</b> 4 <b>Week:</b> 6		
	<b>Outcomes Assessed:</b>				
	5.1, 5.2 5.3, 5.4, 5.5 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2 5.3, 5.4, 5.5 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2 5.3, 5.4, 5.5 5.6, 5.7, 5.8, 5.9, 5.10		
Making	20	25	25	<b>70%</b>	
Critical and Historical	10	10	10	<b>30%</b>	
<b>Total %</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100%</b>	
Outcomes					
<b>5-1</b>	Develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks				
<b>5-2</b>	Makes visual design artworks informed by their understanding of the function of and relationships between artist - artwork - world - audience				
<b>5-3</b>	Makes visual design artworks informed by an understanding of how the frames affect meaning				
<b>5-4</b>	Investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks				
<b>5-5</b>	Makes informed choices to develop and extend concepts and different meanings in their visual design artworks				
<b>5-6</b>	Selects appropriate procedures and techniques to make and refine visual design artworks				
<b>5-7</b>	Applies their understanding of aspects of practice to critically and historically interpret visual design artworks				
<b>5-8</b>	Uses their understanding of the function of and relationships between artist - artwork -world - audience in critical and historical interpretations of visual design Artworks				
<b>5-9</b>	Uses the frames to make different interpretations of visual design artworks				
<b>5-10</b>	Constructs different critical and historical accounts of visual design artworks				