

Georges River College Peakhurst Campus



Guide to Year 10 (2022) Assessment and RoSA

GUIDELINES FOR ASSESSMENT

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ASSESSMENT PROCEDURES

The Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC).

The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary – Year 11) courses completed during secondary education. The RoSA for students completing Stage 5 courses in 2022 will list all mandatory and elective Stage 5 courses along with the grade awarded.

To be eligible to complete the Stage 5 component of the RoSA:

- Students will complete the outcomes in all courses studied for the RoSA in 2022.
- Students will have positive attendance until the last day of Term 4.
- Students will work with sustained effort and diligence to complete all set work in each subject.
- Students are expected to submit or sit for all tasks and examinations to complete the requirements of the RoSA.
- The RoSA credential will report on your achievements in Stage 5 courses, using grades A to E.
- Grades for courses in Year 10 will be based on student results in assessment tasks they have completed throughout the year. These grades will be reported to the NSW Education Standards Authority (NESA) in Term 4 2022.

Course Grading

The grades awarded for each course appearing on a student's Record of School Achievement (RoSA) are based on students' performances on a number of assessment tasks throughout the year. These tasks will measure students' achievement of the knowledge and skills objectives of each course. In addition to this booklet, students will be notified of upcoming tasks via a task proforma outlining the specific objectives of the task. This will be issued at least 2 weeks prior to the upcoming task.

It is the student's responsibility to obtain any information relevant to the task if presented on a day the student is absent from school. This can be achieved by approaching a member of staff or accessing the task via the school website: www.peakhurst-h.schools.nsw.edu.au/

Late Submission of RoSA Assessment Tasks

Apart from exceptional circumstances, all work must be submitted on time. If a student knows that they will be absent or representing the school off site on the due date of the task, they must submit the task on or before the due date. Students who do not submit by the due date or who are absent on the day of an assessment task must complete an Illness/Misadventure form available from the relevant Head Teacher and submit it along with a medical certificate on the day of return to school. Failure to do so will result in a zero mark being awarded. **If a zero mark is awarded, assessment tasks will still be required for submission in order to satisfy course outcomes** (which contribute to the RoSA grade). An N-Determination Warning Letter will be issued for non-compliance with these assessment procedures. For Group, speaking and practical tasks, refer to the particular Faculty for submission criteria.

RoSA Assessment and Year 10 Final School Report

This booklet contains information about the RoSA Assessment. The results of the assessment outlined in this booklet will be recorded on the student's RoSA in the form of a grade.

At the conclusion of Semester 2, students will receive a Year 10 Report which contains the Final School Assessment for each subject they have studied.

Note: Plagiarism is unacceptable in all forms. Students found to be plagiarising will receive zero marks. All work must be put into your own words and cutting and pasting from any source is considered a form of plagiarism.

Plagiarism

‘The imitation or use of another’s ideas and manner of expressing them
to be passed off as one’s own’

Source: Macquarie Concise Dictionary – 3rd edition.

**Any student giving their original work task to another student
to plagiarise may also incur a zero mark.**

CHILD STUDIES

In CHILD STUDIES, assessment will be based on:

- Knowledge and understanding of a child's needs, particularly in the area of children's diverse needs such as cultural needs, needs based on personal abilities and nutritional needs
- Knowledge to identify children with special needs and strategies used within the community to cater for such children
- Knowledge and understanding of childcare facilities available within the local community
- Understanding of the changes in media and technology and how this impacts a child

Term	Week	Topics Assessed	Type of Task	Weighting
1	9	Food and Nutrition	Recipe Card and Practical Assessment	25%
2	8	Celebrating Culture and Diversity	Research Task and Presentation	25%
3	9	Media and Technology	Multimedia Presentation	25%
4	Yr 10 Exam Week	Assessment of all course work	Yearly Examination	25%

Scope and Sequence

Term	Week	Topics
1	1 – 11	Keeping Me Healthy and Safe Module 7: Health and Safety in Childhood Module 8: Food and Nutrition
2	1 – 10	Celebrating Culture and Diversity Module 9: Diverse Needs of Children Module 10: Children and Culture (Aboriginal Cultures)
3	1 – 10	Tech Savvy Module 11: Media and Technology
4	1 – 11	Is a Career in Childcare for me? Module 13: Childcare services and Career Opportunities

REPORTING OUTCOMES FOR CHILD STUDIES

Semester 1 Outcomes

YEAR 10

- Understands concepts relating to child development and child care
- Understands the importance of a healthy diet for childhood development
- Understands the diverse range of cultural needs for children
- Discusses current issues relating to child development and care

YEAR 10 LIFE SKILLS

- Recognises ways to support the growth and development of children
- Identifies parenting practices that support the growth and development of children
- Appreciates the ways in which family and significant others can positively influence the growth and development of children with diverse needs

Semester 2 Outcomes

YEAR 10

- Understands concepts relating to child development and child care
- Understands the impact media and technology can have on childhood development
- Discusses the range of childcare career options and services
- Discusses current issues relating to child development and care

YEAR 10 LIFE SKILLS

- Uses appropriate strategies to interact with children in a range of contexts
- Demonstrates safe practices when interacting with children in a range of contexts
- Recognises ways that community resources can support children and families
- Identifies childcare career opportunities and services
- Uses appropriate strategies to support and care for children in a range of settings

COMMERCE

In **COMMERCE**, assessment will be based on:

- Knowledge and understanding of commercial and legal concepts and terminology
- Skills in investigating, researching, communicating and interpreting commercial and legal issues events

Term	Week	Topics Assessed	Type of Task	Weighting
1	3	Business Project	Project	20%
1	9	Law in Action and Political Involvement	Examination	20%
2	4	Our Economy	Research Report	20%
3	7	Employment and Work Futures	Research and Oral Presentation	20%
4	4/5	All Topics	Yearly Examination	20%

Scope and Sequence

Term	Week	Topics
1	1 – 11	Law in Action and Political Involvement
2	1 – 10	Political Involvement and Our Economy
3	1 – 10	Our Economy and Employment
4	1 – 11	Employment and Work Futures

REPORTING OUTCOMES FOR COMMERCE

Semester 1 Outcomes

YEAR 10

- Demonstrates knowledge and understanding of the rights and responsibilities of individuals, groups and institutions
- Uses commercial and legal concepts and terminology
- Assesses the role and nature of the government and the legal system in Australia
- Researches and assesses commercial and legal information from a variety of sources
- Communicates appropriately in written, verbal, visual and digital forms

YEAR 10 LIFE SKILLS

- Uses some political and legal terminology appropriately
- Demonstrates some knowledge of commercial or legal issues
- Attempts to research and present commercial or legal information
- Attempts to communicate in written, oral, visual or digital forms

Semester 2 Outcomes

YEAR 10

- Analyses the rights and responsibilities of individuals in a variety of economic, legal and employment contexts
- Uses economic, employment and political concepts and terminology
- Analyses key factors affecting economic, employment and legal decisions
- Analyses factors affecting commercial decisions
- Researches and assesses financial and commercial information from a variety of sources
- Communicates appropriately in written, oral, visual and digital form

YEAR 10 LIFE SKILLS

- Uses employment or economic terminology
- Demonstrates some knowledge of employment issues
- Attempts to research and present, economic or employment information
- Attempts to communicate in written, verbal, visual or digital form

DESIGN AND TECHNOLOGY

In DESIGN AND TECHNOLOGY, assessment will be based on:

- Application of a design process: research, making choices – modification / adaptation, evaluation developing a planned approach to translating a design into a finished product
- Selection of appropriate technology
- Drawing skills
- Management of materials construction of the finished product: application of appropriate technology
- Safe working practises with tools and equipment process relevant to project

Term	Week	Topics Assessed	Type of Task	Weighting
2	4	Agriculture	Design Project 1 Practical Project Design and Production	40%
3	9	Engineered Systems	Design Project 2 Practical Project Design and Production	40%
4	3/4	All Topics	Yearly Examination	20%
1 – 4	Ongoing	Safety Tests and Class Activities	Knowledge	Class Assessment

Scope and Sequence

Term	Week	Topics
1	1 – 11	Agriculture - plant enterprise and environmental
2	1 – 4	Agriculture - plant enterprise and environmental
	5 – 10	Engineered Systems - transport systems
3	1 – 10	Engineered Systems - transport systems
4	1 – 11	Food Technologies - food and food packaging

REPORTING OUTCOMES FOR DESIGN AND TECHNOLOGY

Semester 1 Outcomes

YEAR 10

- Understands design concepts and processes
- Produces quality and innovative design solutions
- Communicates design ideas and solutions
- Understands the impact of designers and technology on design

YEAR 10 LIFE SKILLS

- Recognises that a process is used to develop design solutions
- Gathers and uses information to generate design solutions
- Participates in producing design projects
- Demonstrates safe practices in the use of equipment and the implementation of techniques

Semester 2 Outcomes

YEAR 10

- Understands design concepts and processes
- Produces quality and innovative design solutions
- Communicates design ideas and solutions
- Understands the impact of designers and technology on design

YEAR 10 LIFE SKILLS

- Recognises that a process is used to develop design solutions
- Gathers and uses information to generate design solutions
- Participates in producing design projects
- Demonstrates safe practices in the use of equipment and the implementation of techniques

ENGLISH

In ENGLISH, assessment will be based on:

- Communicating through speaking, listening, writing, reading, viewing and representing
- Using language to shape and make meaning according to purpose, audience and context
- Thinking in ways that are imaginative, creative, interpretive and critical
- Expressing themselves and their relationships with others and the world
- Reflecting on their learning through their study of English

Term	Week	Topics Assessed	Type of Task	Weighting
1	8	Literature – Novel/ Poetry	Creative Writing / Reflection	20%
2	6	Narrative	Extended Short Answer Responses	25%
3	6	Film Analysis	Essay	25%
4	TBC	Yearly Examination	Reading and Comprehension - Poetry / Advertising / Drama	30%

Scope and Sequence

Term	Week	Topics
1	1 – 6 7 – 11	Novel Study – Textual Perspectives Poetry Study – Australian Poetry
2	1 – 5 6 – 10	Short Stories – Various Writers Drama – Shakespeare – <i>Macbeth</i> or Modern Drama – <i>Twelve Angry Men</i>
3	1 – 5 6 – 10	Film Study Media - Advertising
4	1 – 7 8 - 11	Literature Thematic Study – Novel/Drama/Film Transition Unit

REPORTING OUTCOMES FOR ENGLISH

Semester 1 Outcomes

YEAR 10

- Reads interpretively and critically a variety of texts for meaning
- Composes structured responses making connections between and among texts
- Describes and explains the use of language features
- Writes sustained imaginative and creative texts
- Listens and speaks effectively in formal and informal situations

YEAR 10 LIFE SKILLS

- Answers questions about texts to demonstrate understanding
- Listens and responds in familiar contexts
- Reads and responds to a variety of written texts in familiar contexts
- Writes short texts for everyday purposes
- Responds with imagination and interpretation

Semester 2 Outcomes

YEAR 10

- Reads interpretively and critically a variety of texts for meaning
- Writes sustained imaginative and creative texts
- Uses ICT effectively to create and explain multimedia texts
- Views film and responds with understanding and critical analysis
- Writes structured responses on increasingly complex texts

YEAR 10 LIFE SKILLS

- Answers questions about texts to demonstrate understanding
- Converses and collaborates with peers and adults in the learning process
- Reads and responds to a variety of written texts in familiar contexts
- Writes short texts for everyday purposes
- Creates and analyses multimedia text

FOOD TECHNOLOGY

In FOOD TECHNOLOGY, assessment will be based on:

- Investigation of food technology and its role in domestic, community, commercial and industrial settings
- Designing and preparing food and food related products and systems
- Researching, managing and using resources and communicating in activities related to food

Term	Week	Topics Assessed	Type of Task	Weighting
1	10	Food for Specific Needs	Part A: Research Task Part B: Practical Task	25%
2	8	Food Service and Catering	Part A: Research Task Part B: Practical Task	25%
3	7	Food Product Development	Part A: Research Task Part B: Practical Task	25%
4	3/4	Above Topics	Yearly Examination	25%
1 – 4	Ongoing	Various	Practicals, Bookwork, Safety and Topic Tests	Class Assessment

Scope and Sequence

Term	Week	Topics
1	1 – 11	Food for Specific Needs
2	1 – 10	Food Service and Catering
3	1 – 10	Food Product Development
4	1 – 11	Food Equity

REPORTING OUTCOMES FOR FOOD TECHNOLOGY

Semester 1 Outcomes

YEAR 10

- Understands food concepts
- Researches, evaluates and communicates food issues
- Designs, produces and evaluates solutions for specific food purposes
- Prepares quality food in a hygienic and safe manner

YEAR 10 LIFE SKILLS

- Follows safety procedures
- Applies knowledge and skills to practical work
- Follows verbal and written instructions
- Recalls and understands basic concepts

Semester 2 Outcomes

YEAR 10

- Understands food concepts
- Researches, evaluates and communicates food issues
- Designs, produces and evaluates solutions for specific food purposes
- Prepares quality food in a hygienic and safe manner

YEAR 10 LIFE SKILLS

- Follows safety procedures
- Applies knowledge and skills to practical work
- Follows verbal and written instructions
- Recalls and understands basic concepts

GRAPHICS TECHNOLOGY

In GRAPHICS TECHNOLOGY, assessment will be based on:

- Accurate drawing to communicated information
- Design processes used to produce both manual and computer based graphical presentations
- Safe working practices within the working environment
- Use of graphic conventions, standards and procedures
- Ability to select and apply techniques in the design and creation of computer-based presentations
- Understanding of the relationships between graphics technology, the individual, society and the environment

Term	Week	Topics Assessed	Type of Task	Weighting
2	4	Architectural Drawing	Design Project and Folio	35%
2	10	Australian Architecture	Design Project and Folio	15%
3	9	Graphic Design and Communication	Design Project and Folio	25%
4	3/4	All Topics	Yearly Examination	25%

Scope and Sequence

Term	Week	Topics
1	1 – 11	Option Module: Architectural Drawing
2	1 – 10	Option Module: Architectural Drawing Option Module: Australian Architecture
3	1 – 10	Option Module: Graphic Design and Communication
4	1 – 11	Option Module: Student Negotiated Project

REPORTING OUTCOMES FOR GRAPHICS TECHNOLOGY

Semester 1 Outcomes

YEAR 10

- Communicates information to specific audiences
- Designs and creates both manual and computer-based graphical presentations
- Uses graphics conventions, standards and procedures
- Undertakes safe working practices

YEAR 10 LIFE SKILLS

- Participates in the development of graphics projects
- Uses computer-based presentation techniques
- Undertakes safe working practices
- Recognises that there is a range of graphics standards

Semester 2 Outcomes

YEAR 10

- Communicates information to specific audiences
- Designs and creates both manual and computer-based graphical presentations
- Uses graphics conventions, standards and procedures
- Undertakes safe working practices

YEAR 10 LIFE SKILLS

- Participates in the development of graphics projects
- Uses computer-based presentation techniques
- Undertakes safe working practices
- Recognises that there is a range of graphics standards

HSIE HISTORY (Semester 1)

In HISTORY, assessment will be based on:

- Knowledge and understanding of historical events, perspectives and concepts
- Skills in investigating, communicating and interpreting historical events
- Using evidence from historical sources to gain an understanding of the past
- Ability to communicate effectively in written, verbal, visual and digital forms

Term	Week	Topics Assessed	Type of Task	Weighting
1	6	Australia in the Vietnam War Era	Responses to Communism Essay	30%
1	10	Changing Rights and Freedoms	Source Analysis Exam	35%
2	4	Changing Rights and Freedoms	Land Rights Research Essay	35%

Homework Expectations:

- Homework will be given on a regular basis
- This may be on Google Classroom or is to be completed in student books
- Students will need to revise information and apply historical skills in preparation for assessment tasks

Scope and Sequence

Term	Week	Topics
1	1 – 7	Australia in the Vietnam War Era
1	1 – 8	Changing Rights and Freedoms
2	1 - 5	Changing Rights and Freedoms

REPORTING OUTCOMES FOR HSIE HISTORY (Semester1)

Semester 1 Outcomes

YEAR 10

- Explains the motives and actions of past individuals and groups in shaping the modern world
- Explains different contexts, perspectives and interpretations of the modern world
- Applies a range of historical terms and concepts when communicating an understanding about the past
- Uses and evaluates historical sources to demonstrate an understanding about the past
- Communicates appropriately in written, verbal, visual and digital forms

YEAR 10 LIFE SKILLS

- Attempts to sequence important events and periods
- Communicates some knowledge or understanding of past events that have shaped the modern world
- Uses some historical terminology when communicating about the past
- Communicates knowledge or understanding in written, verbal, visual or digital form

HSIE GEOGRAPHY (Semester 2)

In GEOGRAPHY, assessment will be based on:

- Knowledge and understanding of a variety of communities and environments in Australia and its regional and global context
- Use and application of a variety of geographical tools and skills
- Knowledge and understanding of human impacts on natural processes
- Ability to communicate effectively in written, verbal, visual and digital form

Term	Week	Topics Assessed	Type of Task	Weighting
2	9	Human Wellbeing	Research Presentation	30%
3	10	Environmental Management and Change	(Fieldwork Excursion Week 8) Fieldwork Report	35%
4	3/4	All Topics	Yearly Examination	35%

Homework Expectations:

Homework will be given on a regular basis and may require students to:

- Complete classwork where necessary
- Complete activities to reinforce material covered in class
- Revise for examinations and prepare for assessment tasks
- Homework may need to be completed on Google Classroom or in students workbooks

Scope and Sequence

Term	Week	Topics
2	6-10	Human Wellbeing
3	1-4	Human Wellbeing
3	5 – 10	Environmental Management and Change
4	1 – 11	Environmental Management and Change

REPORTING OUTCOMES FOR HSIE GEOGRAPHY (Semester 2)

Semester 2 Outcomes

YEAR 10

- Explains the processes and influences that form and transform environments
- Analyses the impact of human interactions on places and environments
- Assesses management strategies for their sustainability
- Analyses differences in human wellbeing and ways to improve it
- Appropriately selects and uses relevant geographical tools for inquiry
- Communicates appropriately in written, verbal, visual and digital forms

YEAR 10 LIFE SKILLS

- Applies basic geographical tools
- Demonstrates some knowledge of the impact of human activity on places and environments
- Demonstrates some knowledge of management strategies on places and environments
- Researches basic geographical information
- Attempts to communicate in written, verbal, visual or digital forms

HISTORY ELECTIVE

In HISTORY ELECTIVE, assessment will be based on:

- Knowledge and understanding of historical events, motives and perspectives
- Ability to use and analyse historical sources
- Skills in investigating, communicating and interpreting historical events
- Ability to communicate appropriately in written, oral, visual and digital forms

Term	Week	Topics Assessed	Type of Task	Weighting
1	10	Crime and Punishment	Historical Documentary Research Task	25%
2	10	Assassinations of the 20th Century	JFK Assassination Report	25%
3	10	Pacific Migration and Easter Island	Feature Article	20%
4	4/5	All Topics	Yearly Examination	30%

Scope and Sequence

Term	Week	Topics
1	1 – 11	Crime and Punishment from the ancient to the modern world
2	1 – 10	Assassinations of the 20th Century
3	1 – 10	Pacific migration and the rise and destruction of Easter Island society
4	1 – 11	History of medicine from prehistoric times

REPORTING OUTCOMES FOR HISTORY ELECTIVE

Semester 1 Outcomes

YEAR 10

- Sequences and explains major historical events to show an understanding of the past
- Explains different contexts, perspectives and interpretations of the past
- Applies a range of historical terms and concepts to communicate an understanding about the past
- Comprehends and evaluates the usefulness of sources in the historical inquiry process
- Communicates appropriately in written, verbal, visual and digital forms

YEAR 10 LIFE SKILLS

- Recalls facts, ideas and principles about the past
- Researches and presents set topics
- Attempts to use sources to gain information about the past
- Communicates in written, verbal, visual or digital form

Semester 2 Outcomes

YEAR 10

- Explains the importance of key features of past societies to show an understanding of the past
- Comprehends and evaluates the usefulness of sources in the historical inquiry process
- Explains different contexts, perspectives and interpretations of the past
- Applies a range of historical terms and concepts to communicate an understanding about the past
- Communicates appropriately in written, verbal, visual and digital forms

YEAR 10 LIFE SKILLS

- Recalls facts, ideas and principles about the past
- Researches and presents set topics
- Attempts to use sources to gain information about the past
- Communicates in written, verbal, visual or digital form

INDUSTRIAL TECHNOLOGY – TIMBER

In INDUSTRIAL TECHNOLOGY – TIMBER, assessment will be based on:

- Application of a design process: research, making choices – modification / adaptation, evaluation developing a planned approach to translating a design into a finished product
- Selection of appropriate technology
- Drawing skills
- Management of materials construction of the finished product: application of appropriate technology
- Safe working practises with tools and equipment

Term	Week	Topics Assessed	Type of Task	Weighting
2	3	Small Scale Furniture Project	Practical Project and Production Folio	30%
3	10	Wood Turning	Project	15%
4	2	Large Scale Furniture Project	Practical Project and Production Folio	40%
4	5	All Topics	Yearly Examination	15%

Scope and Sequence

Term	Week	Topics
1	1 – 11	Specialised Module: Timber 2 - WHS and risk management Specialised Module: Timber 2 - Links to industry
2	1 - 10	Specialised Module: Timber 2 - Tools, equipment and techniques Specialised Module: Timber 2 - Design
3	1 – 10	Specialised Module: Timber 2 - Materials Specialised Module: Timber 2 - Societal and environmental impact
4	1 – 11	Specialised Module: Timber 2 - Workplace communication skills

REPORTING OUTCOMES FOR INDUSTRIAL TECHNOLOGY – TIMBER

Semester 1 Outcomes

YEAR 10

- Knowledge and application of safety procedures
- Produces quality projects
- Recalls and understands basic concepts
- Presents information using a variety of communication methods

YEAR 10 LIFE SKILLS

- Follows safety procedures
- Applies knowledge and skills to practical work
- Follows verbal and written instructions
- Recalls and understands basic concepts

Semester 2 Outcomes

YEAR 10

- Knowledge and application of safety procedures
- Produces quality projects
- Recalls and understands basic concepts
- Presents information using a variety of communication methods

YEAR 10 LIFE SKILLS

- Follows safety procedures
- Applies knowledge and skills to practical work
- Follows verbal and written instructions
- Recalls and understands basic concepts

IST

INFORMATION AND SOFTWARE TECHNOLOGY

In IST, assessment will be based on:

- Competence in selecting, justifying and using a range of hardware and software applications.
- Ability to analyse problems, initiate independent research in an ethical manner and communicate ideas.
- Higher-order thinking skills and problem-solving strategies in project work.
- Competence in self-management skills including time and resource management during project work.
- Ability to communicate and document thoughts and understanding through reflective writing in project logs.
- Ability to evaluate processes and solutions for a variety of real-world problems.
- Collaborative approach to projects, leadership, negotiation and interpersonal skills.
- Knowledge of current and emerging technologies and their effects on the individual, workplace and society.

Term	Week	Topics Assessed	Type of Task	Weighting
1	8	Authoring and Multimedia	Multimedia Presentation	25%
2	8	Software Design and Development	Algorithms and Programming	20%
3	7	Data Base Design	Design Task	20%
4	3	All Core and Option Topics	Yearly Examination	35%

Core Topics	Option Topics
<ul style="list-style-type: none"> ● Design, Produce & Evaluate ● Past, Current & Emerging Technologies ● Data Handling ● Hardware ● Issues ● People ● Software 	<ul style="list-style-type: none"> ● Digital Media ● Internet & Website Development ● Authoring & Multimedia ● Data Base Design ● Software Development & Programming

REPORTING OUTCOMES FOR INFORMATION AND SOFTWARE TECHNOLOGY

Semester 1 Outcomes

YEAR 10

- Uses appropriate terminology to describe hardware, software and processes
- Designs, produces and evaluates appropriate solutions to challenging problems
- Analyses the effects of past, current and emerging technologies
- Communicates ideas, processes and solutions to a targeted audience
- Justifies responsible practices and ethical use of information and software technology

YEAR 10 LIFE SKILLS

- Uses a range of hardware and software programs
- Uses information and software technology in solving a range of problems
- Explores the impact of past, current and emerging information technologies
- Demonstrates communication skills in the development of solutions
- Recognises the need for responsible use of information and software technology

Semester 2 Outcomes

YEAR 10

- Uses appropriate terminology to describe hardware, software and processes
- Designs, produces and evaluates appropriate solutions to challenging problems
- Analyses the effects of past, current and emerging technologies
- Justifies responsible practices and ethical use of information and software technology

YEAR 10 LIFE SKILLS

- Uses a range of hardware and software programs
- Uses information and software technology in solving a range of problems
- Explores the impact of past, current and emerging information technologies
- Recognises the need for responsible use of information and software technology

JAPANESE

In JAPANESE, assessment will be based on:

- Understanding Japanese Culture, land and the people
- Understanding spoken and written Japanese
- Communicating effectively in spoken and written Japanese
- Becoming proficient in Hiragana, Katakana and some Kanji

Term	Week	Topics Assessed	Type of Task	Weighting
1	9	Katakana & Kanji Scripts, Personal World, Young Peoples Milestones, Recalling Significant Events	Reading, Writing and Speaking Assessment	20%
2	6	All Core Topics	Half Yearly Examination (Listening, Reading and Writing)	20%
3	7	ICT Board Game Task	ICT, Research and Writing	30%
4	3/4	All Units	Yearly Examination (Listening, Reading and Writing)	20%
1 – 4	Ongoing	Japanese Cultural Interest	Project Based Task	10%

Scope and Sequence

Term	Week	Topics
1	2-4	Year 9 Units Consolidation - Personal World, Eating Out, Parts of the Body, Time and Daily Routine, School Life Clothing and Fashion, Katakana and Kanji Scripts Hobbies & Free Time, Young Peoples Milestones, Recalling Significant Events
	5-6	
	7-11	
2	1 – 4	Direction, City and Country Living, Neighborhood Part-time Work, Career Aspirations and Spending Money Shopping and Department Stores in Japan
	5 - 7	
	8 – 10	
3	1 – 5	Housing Travelling (School Trips) and Transportation
	6 - 10	
4	1 – 5	Calendar, Season and Weather Youth Subcultures & Stereotypes in Japan
	6 – 11	

REPORTING OUTCOMES FOR JAPANESE

Semester 1 Outcomes

YEAR 10

- Analyses information and ideas in written texts and responds appropriately
- Analyses information and ideas in spoken texts and responds appropriately
- Uses Japanese by incorporating structures to express own ideas
- Uses linguistic patterns in Japanese to convey information and express ideas

YEAR 10 LIFE SKILLS

- Obtains and gives information in Japanese
- Uses written Japanese to communicate
- Explores ways in which meaning is conveyed by non verbal communication
- Explores ways in which meaning is conveyed by written language
- Explores own and other cultures

Semester 2 Outcomes

YEAR 10

- Selects, summarises and analyses information and ideas into spoken texts and responds appropriately
- Selects, summarises and analyses information and ideas in written texts and responds appropriately
- Experiments with linguistic patterns and structures in Japanese to convey information and to express own ideas
- Demonstrates understanding of nature and languages as systems by describing and comparing linguistic features across languages

YEAR 10 LIFE SKILLS

- Uses Japanese to interact with others in everyday contexts
- Explores Japanese pronunciation and intonation
- Explores Japanese language patterns and structures
- Engages with letter combinations and/or symbols in Japanese
- Explores their own and other languages and cultures

MARINE AND AQUACULTURE TECHNOLOGY

In MARINE AND AQUACULTURE TECHNOLOGY, assessment will be based on:

- Researching the local volunteer groups that accept school students as members
- Constructing a working aquarium involving the principles needed to sustain an ecosystem
- Recognising and rectifying problems that may arise in aquarium maintenance
- Researching the economic and environmental costs of flow-through and recirculating aquaculture systems
- Designing an intensive aquaculture system on a sloping site
- Monitoring water quality using remote sensors and digital recording techniques
- Carrying out planned research activities using appropriate measurements observations, classification and recording skill

Term	Week	Topics Assessed	Type of Task	Weighting
1	9	Marine and Maritime Management and Employment	Brochure Task	25%
2	10	Aquarium Design, Construction and Maintenance	Maintenance Portfolio and Management Plan	25%
3	3	Estuaries and Oceans	Combined Topic Test	25%
4	4	Personal Interest Project	Scientific Research Report	25%

Scope and Sequence

Term	Week	Topics
1	1 – 4 5 – 11	Core 2: Marine and Maritime Management and Employment Basic Snorkeling
2	1 – 6 7 – 10	Aquarium Design and Construction Estuaries
3	1 & 2 3 – 8 9 & 10	Estuaries Oceans Personal Interest Project
4	1 – 4 6 – 11	Personal Interest Project Designing Systems for Aquaculture

REPORTING OUTCOMES FOR MARINE AND AQUACULTURE TECHNOLOGY

Semester 1 Outcomes

YEAR 10

- Identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits
- Identifies, describes and evaluates policies for monitoring and conserving the marine environment
- Identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment

YEAR 10 LIFE SKILLS

- Recognises a range of marine and aquaculture plants and animals that can be grown to provide food
- Recognises the need for marine and aquaculture environments to be managed and cared for
- Explores the opportunities provided within marine and aquaculture environments for leisure, community work

Semester 2 Outcomes

YEAR 10

- Identifies, describes and evaluates the effects humans have had on the marine environment
- Explains why aquaculture provides an economically sustainable source of food.
- Assesses the potential of aquaculture to sustain wild fish stocks and the aquatic environment
- Evaluates the economic and environmental sustainability of aquacultural pursuits

YEAR 10 LIFE SKILLS

- Explores the effects of people's activities on marine and aquaculture environments
- Ensures safe treatment of and care for plants and animals in their personal use of marine and aquatic environments

MATHEMATICS

In MATHEMATICS, assessment will be based on:

- Student knowledge and understanding of key concepts
- Use and application of scientific calculators
- Application of working mathematically skills in the content strands
Number & Algebra / Measurement & Geometry / Statistics & Probability

Year 10 Stage 5.1 / 5.2

Term	Week	Topics Assessed	Type of Task	Weighting
1	6	Term 1 Topics	Common Exam (Stage 5.1, 5.2, 5.3)	20%
2	2	Term 1 & 2 Topics	Common Exam (Stage 5.1, 5.2, 5.3)	25%
3	5	Term 2 & 3 Topics	Common Exam (Stage 5.1, 5.2, 5.3)	20%
4	3	All Topics	Common Exam (Stage 5.1, 5.2, 5.3)	35%

Year 10 Stage 5.3

Term	Week	Topics Assessed	Type of Task	Weighting
1	6	Term 1 Topics	Common Exam (Stage 5.1, 5.2, 5.3)	20%
2	2	Term 1 & 2 Topics	Common Exam (Stage 5.1, 5.2, 5.3)	20%
2	2	Term 1 & 2 Topics	5.3 Exam	10%
3	5	Term 2 & 3 Topics	Common Exam (Stage 5.1, 5.2, 5.3)	20%
4	3	All Topics	Common Exam (Stage 5.1, 5.2, 5.3)	20%
4	3	Term 3 & 4 Topics	5.3 Exam	10%

The table below illustrates the connection between possible report grades, RoSA grades (awarded in Yr 10) and the Stage 5 sub stages (5.1, 5.2 & 5.3)

Report Grades	Limited	Basic		Sound		High		Extensive (Outstanding)	
RoSA Grades	E2	D3	D4	C5	C6	B7	B8	A9	A10
5.1									
5.2									
5.3									

Areas for Assessment

*Working Mathematically

*Number and Algebra

*Measurement and Geometry

*Statistics and Probability

Scope and Sequence

Term	Week	Topics
1	1 – 4 5 – 9 9 – 11	Measurement Algebraic Expressions and Indices (5.1 & 5.2) / Indices and Surds (5.3 only) Probability
2	1 – 5/6 6/7 – 10 7 – 10	Single Variable and Bivariate Statistics Linear Relationships Expressions, Equations and Linear Relationships (5.3 only)
3	1 – 3 4 – 6 7 – 10 7 – 10	Geometrical Figures (All) Trigonometry Equations, Formulas and Inequalities (5.1) Quadratic Expressions and Quadratic Equations (5.2 & 5.3)
4	1 – 6 1 – 6 7 – 10 7 – 11	Quadratic Expressions, Equations and Non-Linear Relationships Non-Linear Relationships, Functions and Their Graphs (5.3 only) Logarithms and Polynomials (5.3 only) Preparation Beyond Stage 5 Mathematics (5.1 & 5.2)

REPORTING OUTCOMES FOR MATHEMATICS

Semester 1 Outcomes

YEAR 10

- Measurement & Geometry: Perimeter, Area, Surface Area & Volume
- Number & Algebra: Algebraic Expressions & Indices
- Statistics & Probability: Venn Diagrams & Two-Way Tables (5.1 only)
- Statistics & Probability: Venn Diagrams, Two-Way Tables, Conditional Statements, Two-Step Experiments, Tree Diagrams, Dependent & Independent Events (5.2 & 5.3)

YEAR 10 LIFE SKILLS

- Working Mathematically
- Number & Algebra
- Measurement & Geometry
- Statistics & Probability

Semester 2 Outcomes

YEAR 10

- Measurement & Geometry: Trigonometry
- Measurement & Geometry: Geometrical Figures
- Number & Algebra: Linear Relationships
- Statistics & Probability
- Number & Algebra: Expressions & Equations
- Number & Algebra: Non-Linear Relationships & Functions (5.3 only)

YEAR 10 LIFE SKILLS

- Working Mathematically
- Number & Algebra
- Measurement & Geometry
- Statistics & Probability

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MUSIC

In MUSIC, assessment will be based on:

- **Performing:** As a means of self expression, interpreting musical symbols and developing solo and/or ensemble techniques
- **Practice Diary:** Practice throughout the year will be monitored both in and out of class time and recorded in a practice diary as part of ongoing music practical skills
- **Composing:** As a means of self expression, musical creation and problem solving
- **Listening/Musicology:** As a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts

Term	Week	Topics Assessed	Type of Task	Weighting
1	11	Baroque, Classical and Romantic Music	Composition / Performance	25%
2	9	Australian Art Music	Composition / Performance	25%
3	8	Peakform	Composition / Performance	30%
4	4	The Recording Studio	Listening / Musicology	20%

Scope and Sequence

Term	Week	Topics
1	1 – 10	Baroque, Classical and Romantic Period
2	1 – 10	Australian Art Music
3	1 – 10	Peakform – Reflection on Performance Practice.
4	1 – 11	The Recording Studio

REPORTING OUTCOMES FOR MUSIC

Semester 1 Outcomes

YEAR 10

- Performs with technical fluency and understanding of relevant repertoire/genres (Performing)
- Composes music as a means of self-expression, using accurate notation (Composing)
- Demonstrates discerning aural awareness (Listening)
- Communicates complicated musicology concepts with cultural and historical awareness (Musicology)

YEAR 10 LIFE SKILLS

- Performs music individually and as part of an ensemble (Performing)
- Composes music as a means of self-expression (Composing)
- Listens with aural awareness and a basic understanding of musical concepts (Listening)

Semester 2 Outcomes

YEAR 10

- Performs with a developed understanding of concepts and stylistic features
- Composes with a developed understanding of musical literacy
- Demonstrates a developed understanding of concepts through aural identification
- Written responses demonstrate an understanding of musical concepts and practice.

YEAR 10 LIFE SKILLS

- Performs music effectively both individually and as part of an ensemble
- Composes music with a basic understanding of musical notation
- Listens with aural awareness and a basic understanding of musical concepts

PDHPE

PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

In PDHPE, assessment will be based on:

- Ability to describe the nature of health and analyse how a variety of dynamic health issues may impact young people and society as a whole
- Ability to value and appreciate influences on personal health practices and demonstrate a commitment to lead and promote healthy, safe and active lives for themselves, others and communities
- Ability to develop interpersonal skills that enable students to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing
- Ability to demonstrate an understanding of movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts

Term	Week	Topics Assessed	Type of Task	Weighting
1	2-8	Striking Games	Practical Group Composition and Performance Task (In Class)	15%
1	9	What's The Risk?	Research and Extended Response	15%
2	4 – 10	Group Composition Gym Sports	Movement Skills Performance & Understanding of Striking Games (In Class)	15%
2	8	Nobody Is Perfect!	Research and Oral Presentation Task	15%
3	1 – 10	Non-Traditional Games	Movement Skills Performance & Understanding of Non-Traditional Games (In Class)	20%
4	3/ 4	All Topics	Yearly Examination	20%

Scope and Sequence

Term	Week	Topics	
1	1 – 8	Striking Games (Practical)	Please Note: ● Sports uniform is required for practical lessons. ● Practical units may change terms dependent on availability of facilities and/or resources.
	9 – 11	Athletics/Cross Country (Practical)	
	1 – 11	What's the Risk? (Theory)	
2	1 – 3	Athletics/Cross Country (Practical)	
	4 – 10	GymSports (Movement & Compositional Practical)	
	1 – 10	Nobody Is Perfect (Theory)	
3	1 – 10	Non-Traditional Games (Practical)	
	1 – 10	B StreetSmart (Theory)	
4	1 – 11	Fitness for Fun (Practical)	
	1 – 11	Entering The Workplace (Theory)	

Homework and Organisation Expectations:

- Complete all classwork to the best of your ability
- Revise for examinations
- Prepare for assessment tasks well in advance of the due date
- Undertake library and computer-based research
- Bring practical uniform for required lessons

REPORTING OUTCOMES FOR PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

Semester 1 Outcomes

YEAR 10

- Understands and applies the elements of movement composition
- Evaluates situations where health, safety and wellbeing may be at risk
- Participates and refines movement skills in a range of practical settings

YEAR 10 LIFE SKILLS

- Moves with confidence when performing with others
- Identifies situations where health, safety and wellbeing may be at risk
- Demonstrates movement skills in a range of physical activities

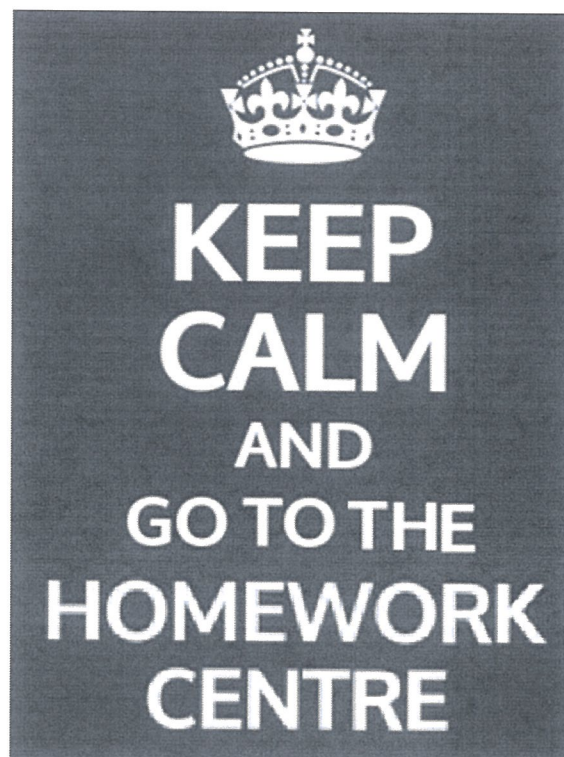
Semester 2 Outcomes

YEAR 10

- Investigates the impact of the media on health issues affecting young people
- Analyses behaviours and consequences related to diverse health issues
- Demonstrates specialised movement skills within Striking Games
- Demonstrates specialised movement skills within Non Traditional Games
- Participates in physical activities to develop an understanding of team play

YEAR 10 LIFE SKILLS

- Identifies a range of health issues affecting young people
- Identifies consequences related to diverse health issues
- Demonstrates fundamental movement skills in a range of practical settings
- Participates in physical activities to develop an understanding of team play



PASS

PHYSICAL ACTIVITY & SPORTS STUDIES

In PASS, assessment will be based on:

- Ability to design and conduct appropriate coaching sessions for younger students
- Knowledge and understanding of the terminology, concepts and rules of a variety of physical activities
- Understanding of sport competition organisation and carnival organisation
- Understanding of how innovative forms of technology have changed the way sport is played and officiated
- Ability to demonstrate an understanding of movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts.
- Participation in a range of individual and group physical activities that promote physical fitness

Term	Week	Topics Assessed	Type of Task	Weighting
1	1-10	Sports Preparation	Research Presentation - Fitness App	20%
2	1-10	Coaching	Lesson Plan Practical Coaching	10% 15%
3	1-10	Event Management	Gala Day Organisation/Management Report	10% 10%
4	Year 10 Exam Week	All Topics	Yearly Examination	25%
1-4	1-10	Practical PASS Lessons	Practical Skills & Application (Ongoing in Class)	5% Semester 1 5% Semester 2

Scope and Sequence

Term	Week	Topics
1	1 – 10	Event Management (Theory and Practical)
2	1 – 10	Sports Preparation (Theory and Practical)
3	1 – 10	Sports Coaching (Theory and Practical)
4	1 – 11	How's Your Form - Enhancing Performance (Theory and Practical)

Homework and Organisation Expectations:

- Complete all classwork to the best of your ability
- Revise for examinations
- Prepare for assessment tasks well in advance of the due date
- Undertake library and computer-based research
- Bring practical uniform for required lessons

REPORTING OUTCOMES FOR PHYSICAL ACTIVITY & SPORTS STUDIES

Semester 1 Outcomes

YEAR 10

- Manages a selected physical activity or sport to promote participation
- Evaluates and analyses the success of an event
- Participates confidently in a variety of physical activities

YEAR 10 LIFE SKILLS

- Supports and cooperates with others in an organised event
- Participates in planning and preparing for a group physical activity
- Participates confidently in a range of physical activities

Semester 2 Outcomes

YEAR 10

- Analyses information and opinions to make a judgement
- Designs and conducts appropriate coaching sessions
- Participates confidently in a variety of physical activities
- Analyses and appraises physical activity and health information

YEAR 10 LIFE SKILLS

- Identifies how technology has changed sport
- Identifies qualities and characteristics of effective coaches
- Participates consistently in a variety of physical activities
- Recognises factors that affect health and fitness



PHOTOGRAPHY AND DIGITAL MEDIA

In PHOTOGRAPHY AND DIGITAL MEDIA, assessment will be based on:

Making

- **Making:** Knowledge and skills used to produce creative and technically accomplished images (Summative Assessment) (work in class and free time at school)
- **Practice:** Problem-solving ability to select appropriate procedures and techniques to make and refine photographs (Formative Assessment in class)
- **Photography Diary (PD):** Ability to record, organise and present your photographic processes over time (Formative Assessment based on work in class and at home).

Theory

- **Research:** Ability to gather and present information on and analyse Photographers and their works using the 'Frames and the Artist's Practice. (Summative assessment based on homework)
- **Exam:** Ability to communicate an analysis of images and art works (Summative Assessment).

Term	Week	Topics Assessed	Type of Task	Weighting
2	1	Vanitas Studio Photography	Making Practice Photographic Diary (In Class)	30%
2	4	Critical and Historical Research/Presentation	Robyn Stacey Half Yearly Theory In Class Essay	15%
3	6	Creative Illusions	Making Practice Photographic Diary (In Class / At Home)	30%
4	3/4	Previously Seen and Unseen Works	Yearly Examination	20%
1-4		Exhibition	At school exhibition	5%

Scope and Sequence

Term	Week	Topics
1 2	1 – 10 1	Vanitas (History of Digital Photography / Still Life / Studio / Lighting) Vanitas due
2 3	2 – 7 8 – 10 1 – 2	People and Places Theory: Critical and historical research and extended response techniques Research and Theory Presentation (due)
3 4	3 – 10 1	Creative Illusions - Major Work Creative Illusions
4	2 - 3 4 4 – 11	Exam Preparation/Study of Images - 'Unseen' Works Photography Exam Layout, design and presentation of digital images

Homework Expectations

- Students complete regular photographic homework/practise/personal exploration.
- Students complete work from class.
- Students complete homework when notified, such as vocabulary lists, and researching photographic works for inspiration.
- Students revise theory work in preparation for PDM Exams.
- Students prepare and complete assessment tasks when set.

REPORTING OUTCOMES FOR PHOTOGRAPHY AND DIGITAL MEDIA

Semester 1 Outcomes

YEAR 10

- Creates work which demonstrates an understanding of photographic and digital practices (Making)
- Demonstrates informed, independent problem solving (Practice)
- Develops and presents ideas in a thorough, creative manner (Photography Diary)
- Researches and explores information which is reflected in their digital media (Research)

YEAR 10 LIFE SKILLS

- Creates work with some understanding of photographic practices (Making)
- Demonstrates problem-solving (Practice)
- Develops and presents ideas (Photography Diary)
- Researches photographic and digital Images (Research)

Semester 2 Outcomes

YEAR 10

- Creates images demonstrating technical skills and conceptual understanding (Making)
- Demonstrates independent problem solving (Practice)
- Develops and presents concepts in a thorough, informed, creative manner (Visual Arts Process Diary)
- Writes informed analysis of photographic and digital images (Examination)

YEAR 10 LIFE SKILLS

- Creates work with some understanding of photographic practices (Making)
- Demonstrates problem solving (Practice)
- Develops and presents ideas (Photography Diary)
- Researches photographic and digital images (Research)

**“HARD WORK BEATS
TALENT WHEN TALENT
DOESN'T WORK HARD”**
-TIM NOTKE

The only place
Success
comes before
WORK
is in the dictionary
Vince Lombardi



SCIENCE

In SCIENCE, assessment will be based on:

- Describing and explaining important scientific concepts
- Process and analysing data
- Undertaking first-hand investigations to collect valid and reliable data
- Communicating ideas using appropriate scientific language and representations

Term	Week	Topics Assessed	Type of Task	Weighting
1	9	Chemical Reactions and Investigating Scientifically	Topic Test	15%
2	2	Practical Skills	Practical Laboratory Skills Test	15%
2	2 8	Investigating Scientifically Planning (Wk 2) Completed Assignment (Wk 8)	Project Independent Scientific Investigation and Report (Written and Oral)	25%
3	8	Uniquely Human and Plate Tectonics	Topic Test	15%
4	3/4	All Topics	Yearly Exam	30%

Scope and Sequence

Term	Week	Topics
1	1 – 5 6 – 9 10-11	Chemical Reactions Investigating Scientifically Light and the Electromagnetic Spectrum
2	1 – 5 6 – 10	Light and the Electromagnetic Spectrum continued Uniquely Human
3	1 – 5 6 – 10	Motion Plate Tectonics and Disasters
4	1 & 2 3 & 4 5 – 11	Disasters continued Exams Scientific Skills

REPORTING OUTCOMES FOR SCIENCE

Semester 1 Outcomes

YEAR 10

- Describes and explains important scientific concepts
- Undertakes first-hand investigations to collect valid and reliable data
- Processes and analyses data
- Communicates ideas using appropriate scientific language and representations

YEAR 10 LIFE SKILLS

- Identifies important ideas
- Participates safely in practical tasks
- Suggests ways to solve problems

Semester 2 Outcomes

YEAR 10

- Describes and explains important scientific concepts
- Undertakes first-hand investigations to collect valid and reliable data
- Processes and analyses data
- Communicates ideas using appropriate scientific language and representations

YEAR 10 LIFE SKILLS

- Identifies important ideas
- Participates safely in practical tasks
- Suggests ways to solve problems

Public Schools NSW Ultimo 90072 Workplace Skills Assessment Schedule

Stage 5 Board Endorsed Course - 2022

QUALIFICATION: BSB10120 Certificate I in Workplace Skills

Training Package : BSB Business Services (version 7.1)

The information may change in 2022 due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimum disruption or disadvantage

NESA Course Code:

84451

LMBR UI CODE:

TBC

Year 10

Term	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	NESA STATUS	INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	Record of School Achievement (ROSA) Requirements
Term 1	BSBOPS101	Use business resources	C	M	15	Cluster A: Use business resources safely Use business resources safely Written questioning and Structured Activity, Structured activity – Case Studies, Direct observation of practical work Term1 week 8	Stage 5 Board Endorsed Course 100 hrs x 1 Year
	BSBWHS211	Contribute to the health and safety of self and others	E	E	15		
	Term 2	BSBPWF101	Plan and prepare for work readiness	C	M		
Term 3	BSBCMM211 BSBTEC101	Apply communication skills Operate digital devices	E	E	10	Cluster B TBC	No mandatory work placement
			E	E	15	Cluster C: TBC	
Term 4	BSBPWF202	Plan and apply time management	E	E	15	Cluster D: TBC	
			Total hours		90		

SCOPE AND SEQUENCE – Course name: Stage 5 Workplace Skills

Georges River College Peakhurst Campus

Qualification: BSB10120 Certificate I in Workplace Skills

Stage 5 Year 10

Unit Code	Unit Title	NESA Hrs	Term 1		Term 2		Term 3		Term 4	
			Weeks 1-5	6-10	1-5	6-10	1-5	6-10	1-5	6-10
BSBOPS101	Use business resources	15								
BSBWHS211	Contribute to the health and safety of self and others	15								
BSBPPEF101	Plan and prepare for work readiness	20								
BSBCMM211	Apply communication skills	10								
BSBTEC101	Operate digital devices	15								
BSBPPEF202	Plan and apply time management	15								

VISUAL ARTS

In VISUAL ARTS, assessment will be based on:

Art Practical 60%

- **Practical:** Knowledge and skills used to produce creative and technically accomplished artworks (Summative Assessment based on work in class and free time at school, some homework)
- **Practice:** Problem solving ability to select appropriate procedures and techniques to make and refine artworks (Formative Assessment conducted in class)
- **Visual Arts Diary (VAD):** Ability to record, organise and present your art making process over time (Formative Assessment based on work in class and homework)

Art Theory 40%

- **Research:** ability to gather and present information on artists and their works using the 'Frames', 'The Conceptual Framework' and Artists Practice (Summative Assessment based on homework)
- **Exams:** Ability to analyse art works
 - Section 1: Ability to analyse previously unseen art works
 - Section 2: Ability to write an extended response on at least 2 artists' works using the 'Frames', 'Conceptual Framework' and Artists Practice (Formal Summative Assessment)

Term	Week	Topics Assessed	Type of Task	Weighting
2	1	Installation and Environmental Art (3D and 4D) based on well-known site specific artists Christo, Goldsworthy, Wei Wei, Kusama	Practical Practice Theory VAD	20%
3	2	Post Modernism and Appropriation	Practical Practice Theory VAD	20%
4	1	Major Body of Work - Self and Identity or Negotiated Student Choice	Practical Practice	40%
4	3/4	Yearly Examination Previously Seen and Unseen Works	Yearly Examination	20%

Scope and Sequence

Term	Week	Topics
1 2	1 – 11 1	Installation And Environment Installation And Environment Completion
2	2 – 4	Personal Artistic Reflection, Innovation, Experimentation
2 3	5 – 10 1-2	Post modernism and appropriation Completion
3	3	Personal Artistic Reflection, Innovation, Experimentation
3 4	4 – 10 1	Major Body of Work (Student choice of medium/topic) Self and Identity or negotiated topic Major Body of Work Completion
4	2 – 3	Exam Preparation
4	4 – 11	Personal Artistic Reflection, Innovation, Experimentation

REPORTING OUTCOMES FOR VISUAL ARTS

Semester 1 Outcomes

YEAR 10

- Makes artworks demonstrating technical skill and conceptual understanding in various media (Practical)
- Demonstrates creative and independent problem solving (Practice)
- Develops and presents concepts in a thorough, informed and creative manner (Visual Arts Diary)
- Researches and explores information which can be reflected in their art making (Research, Theory)

REPORTING OUTCOMES FOR

VISUAL ARTS

(continued)

YEAR 10 LIFE SKILLS

- Makes artworks demonstrating some technical skill and conceptual understanding in various media (Practical)
- Demonstrates problem solving (Practice)
- Develops and presents ideas in a creative manner (Visual Arts Diary)
- Researches information on Visual Art works which may be reflected in their own art making (Research, Theory)

Semester 2 Outcomes

YEAR 10

- Makes artworks demonstrating accomplished technical skill and conceptual understanding (Practical)
- Demonstrates creative, informed and independent problem solving (Practice)
- Develops and communicates concepts in a thorough, informed and creative manner (Visual Arts Diary)
- Written responses demonstrate an extensive understanding of artist's practice (Examination)

YEAR 10 LIFE SKILLS

- Makes artworks, demonstrating some technical skill and conceptual understanding in various media (Practical)
- Demonstrates creative problem solving (Practice)
- Develops and presents ideas in a creative manner. (Visual Arts Diary)
- Written responses about art works they can see exhibit some understanding of artist's practice (Examination)(Negotiated)

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WORK EDUCATION

In WORK EDUCATION, assessment will be based on:

- Knowledge and understanding of employment and work concepts and terminology
- Skills in investigating, researching, communicating and interpreting employment and work situations and issues

Term	Week	Topics Assessed	Type of Task	Weighting
1	6	Technology in the Workplace	Class Quiz	20%
2	6	Enterprise and Entrepreneurial Behaviours	Group Presentation with Individual Components	25%
3	10	Managing Finances	Budgeting Task	25%
4	3/4	Yearly Examination	Yearly Examination	30%

Scope and Sequence

Term	Week	Topics
1	1 – 6 7-11	Core 4: Technology in the Workplace Core 5: Workplace Safety
2	1 – 2 3 - 10	Core 5: Workplace Safety Option 4: Enterprise and Entrepreneurial Behaviours
3 3	1 – 6 7 - 10	Option 5: Preparing for the Workplace Managing Finances
4	1-2 3-10	Managing Finances Exploring Post School Pathways

REPORTING OUTCOMES FOR WORK EDUCATION

Semester 1 Outcomes

YEAR 10

- Analyses employment trends and changes in the nature of work
- Analyses current workplace issues and their implications
- Identifies roles and responsibilities of individuals within the Australian Community
- Communicates appropriately in written, oral, visual and digital form

YEAR 10 LIFE SKILLS

- Uses some workplace terminology appropriately
- Identifies issues or changes in the nature of work
- Attempts to research and present workplace or employment information
- Attempts to communicate in written, oral visual or digital form

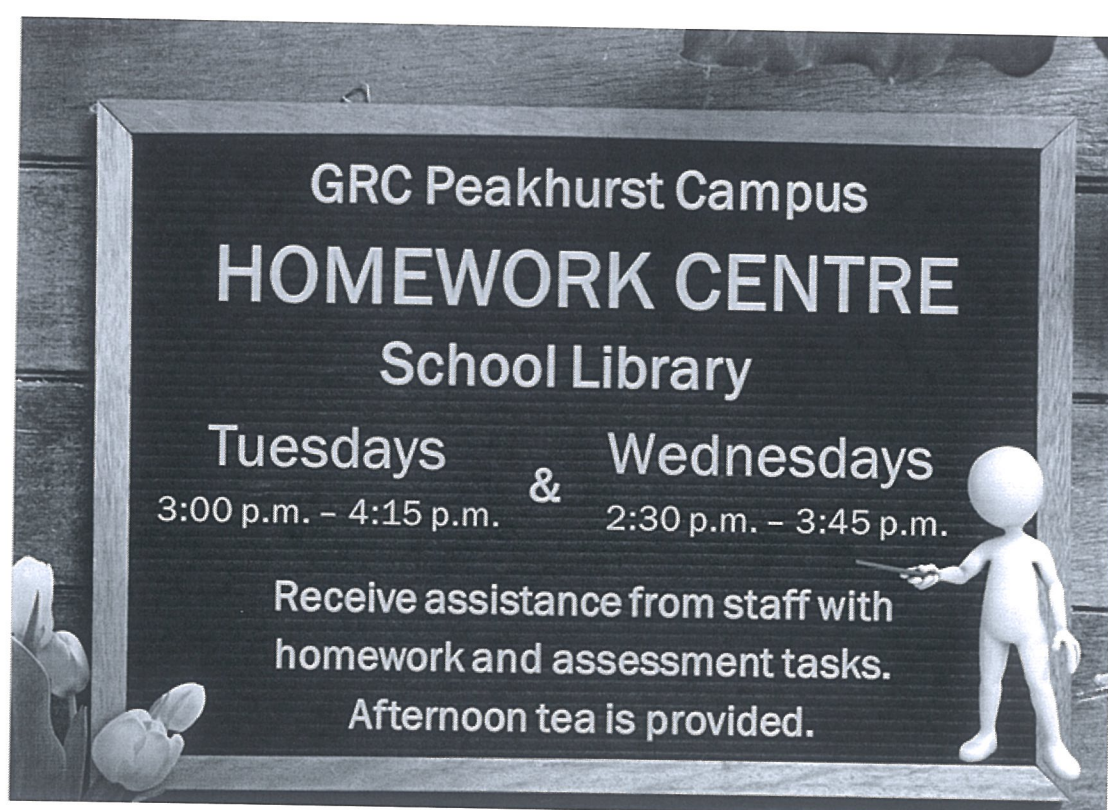
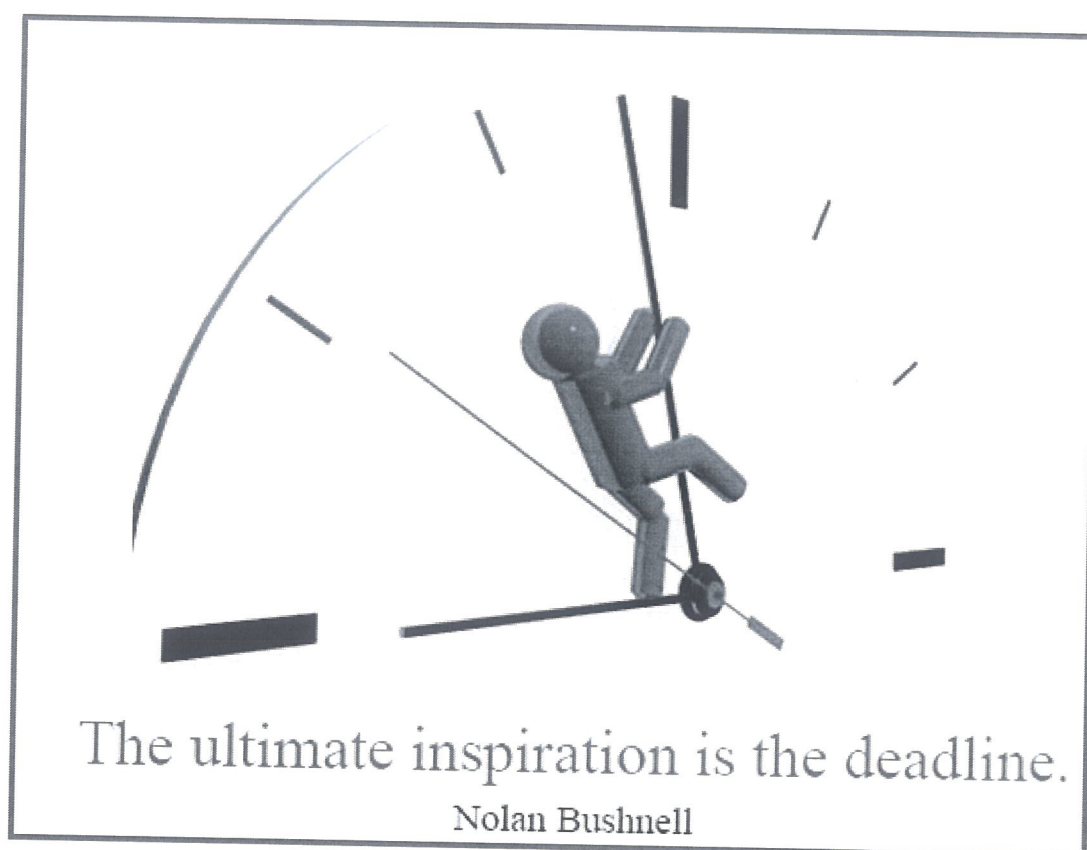
Semester 2 Outcomes

YEAR 10

- Explains skills, attributes and entrepreneurial behaviours in a range of contexts
- Assesses options for career development and managing transitions
- Selects and analyses relevant information from a variety of sources
- Communicates appropriately in written, oral, visual and digital form

YEAR 10 LIFE SKILLS

- Uses employment terminology
- Demonstrates some knowledge of employment issues
- Attempts to research and present legal or employment information
- Attempts to communicate in written, oral or digital form



GRC Peakhurst Campus

How to Activate your NESA Students Online Account

1. Please copy the link below into your web browser:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>



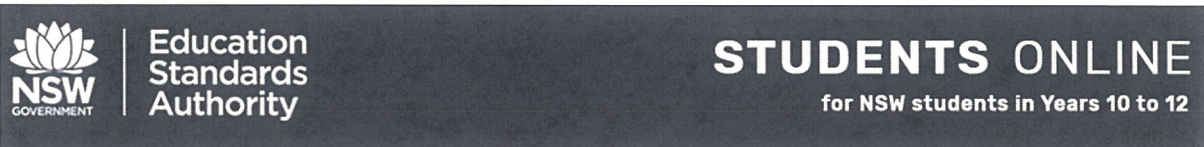
2. Move your cursor to the LOG IN tab, hover over it, go down to Students online and click on it

NESA is regularly updating its advice as the coronavirus outbreak unfolds. [Get our latest COVID-19 advice](#)

The screenshot shows the ESA website with several annotations:

- Header:** The NSW Government logo and "Education Standards Authority" are on the left. A search bar is on the right.
- Navigation:** A horizontal menu includes "KINDERGARTEN – YEAR 10", "YEAR 11 – YEAR 12", "TEACHER ACCREDITATION", "REGULATION", and "ABOUT".
- Main Content:** A large banner reads "We work with the NSW community to drive improvements in student achievement". Below it, a section titled "Check out the top-scoring HSC students for 2021" features a list of top achievers and a "Celebrate student achievement" graphic.
- Annotations:** A blue arrow points to the "LOG IN" tab in the top right corner. A second blue arrow points to the "Students Online" link in the dropdown menu that appears when hovering over "LOG IN".
- Footer:** The footer contains sections for "HSC minimum standard" and "Teacher accreditation", each with a brief description and a list of links.

3. On the right hand side of your screen, click on [activate your account now](#)



[HOME](#) [MY ACCOUNT](#) [HELP](#) [CONTACT US](#) [ABOUT](#)

Welcome to Students Online

Students Online is your source for information about your study from Year 10 to the HSC.

What you need to know

2022 HSC students

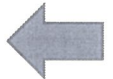
- Assessment ranks are available after the final HSC exam has finished.

Login


Login below or [activate your account now](#)

Student
Number:

PIN:



4. Fill in all information needed and click SUBMIT



Education Standards Authority

STUDENTS ONLINE
for NSW students in Years 10 to 12

HOME MY ACCOUNT HELP CONTACT US ABOUT

Account activation

Activate your Students Online account

Access your enrolment details see your accumulating results and download your credential with your Students Online account. All NSW high school students in years 10, 11 and 12 are eligible for an account.

Submit your details below. Your NESA Student Number will be displayed and you will also be sent an email to the address your school has supplied to NESA. Open the link in your email and enter your NESA Student Number to create your six-digit PIN.

If you have issues activating your account, contact your school to check how your details, particularly your given name and email address, are officially recorded.

Activate my account

School: *

Select school ▼

Given Name(s): *

Enter your given name(s) EXACTLY as you are formally known by your school. For example, if your full name is 'Maxwell Anthony Smith', your school may have supplied your 'Given Name(s)' to NESA as 'Maxwell Anthony', 'Maxwell', or even, possibly, 'Max'.

Last Name: *

Date of birth: *

Day ▼

Month ▼

2006 ▼

SUBMIT

5. You will have a STUDENTS ONLINE screen where you will be given your NESA Student Number (write it down).
6. Please log onto your school email. This email will contain an activation link. Open the link and enter your NESA Student Number to create your six-digit PIN.

You need your NESA Student Number and six-digit PIN to log into your account each time, so keep them both safe.

If you have any problems activating your account, please contact the school.

Regards

GRC Peakhurst

