



ST JOHNS PARK  
HIGH SCHOOL

STAGE 5 (YEAR 10)  
COURSES | 2023

**ASSESSMENT  
CREDENTIALLING GUIDELINES  
FOR THE RECORD OF SCHOOL  
ACHIEVEMENT (RoSA)**

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The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses. The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning. The RoSA is also available to students who, from 2020, have not demonstrated the [HSC minimum standard](#) to receive their HSC.

## Eligibility for a RoSA

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the [Education Act](#).

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

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

Students who have not met the above requirements cannot be regarded as having satisfactorily completed a course. Courses deemed not to have been completed satisfactorily (meaning an N Determination has been given by the Principal) will not appear on the Record of School Achievement (RoSA) and students may not be able to move onto the corresponding Year 11 courses.

## Life Skills

Students with disability can complete the [Life Skills](#) curriculum option.

Students who leave school before completing their HSC, but who have satisfactorily completed Year 11 or Year 10 Life Skills courses, can receive a RoSA.

For every satisfactorily completed Life Skills course an accompanying Profile of Student Achievement is included with the RoSA to provide students with more details of their achievements from each course.

## Receiving the RoSA

Schools are responsible for requesting a RoSA through the enrolments section in [Schools Online](#). Once this has been completed, will send a PDF of the RoSA to student's [Students Online](#) account. Students cannot directly request a RoSA themselves.

Schools are able to generate an eRecord and check the student's course information is correctly recorded. This online eRecord can be used as an interim result report until the formal RoSA credential is delivered to the student's Students Online account. At any time, all students in Years 11 and 12 can access an online eRecord to provide potential employers when seeking casual work via their Students Online account.

Students who remain at school to complete their HSC will not receive a RoSA.

NESA will issue a student a RoSA when students formally inform their school that they are leaving because they:

1. have turned 17 and are leaving secondary schooling;
2. have found full-time paid employment for 25 hours or more a week (provided the student is at least 15 years of age);
3. are attending training as a fulltime student at TAFE NSW or private training institution;
4. are undertaking a traineeship or apprenticeship; or 5. are doing a combination of the above.

## Prescribed Patterns of Study

They must also complete the following mandatory Years 7-10 curriculum requirements.

- **English:** Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- **Mathematics:** Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- **Science:** Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- **Human Society and its Environment:** Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each Stage.
- **Languages Other than English:** 100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
- **Technological and Applied Studies:** Our Technology (mandatory) Years 7–8 syllabus to be studied for 200 hours.
- **Creative Arts:** Two hundred hours to be completed, consisting of our 100-hour mandatory courses in each of Visual Arts and Music. We expect that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
- **Personal Development, Health and Physical Education:** Our mandatory 300-hour course to be completed. This integrated course is to be studied in each of Years 7–10.

### Stage 5 Additional (elective studies)

- **Elective Studies:** Schools are not required to offer additional studies. However, additional Board Developed Courses, Content Endorsed Courses or School Developed Board Endorsed Courses can be credentialled on the RoSA if they are taught during Stage 5 and in accordance with syllabus and indicative time requirements. At St Johns Park High School students' study two electives at two hundred hours each year. In Visual Arts and Music, which contain mandatory and additional courses, students must complete the mandatory course before commencing any additional courses.

## **‘N’ determinations**

If students don't complete a course's requirements they will receive an 'N' determination.

Students are warned via a letter from their school if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem.

If a student receives an 'N' determination in a mandatory curriculum requirement course, they won't be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' determination.

If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

## **Stage 5 Grading**

Each student will receive a grade (A, B, C, D, or E) based on their achievement in the course. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2).

The process of determining ROSA grades requires teachers to:

- devise and administer assessment tasks that address the knowledge and skills and objectives and outcomes of the syllabus;
- observe and record assessment judgements (eg. marks, grades, comments, descriptions, work samples, portfolios, journals, etc);
- use assessment information to make a summative judgement of each student's overall level of achievement at the end of the course;
- use Stage 5 Course Performance Descriptors to determine Stage 5 grades. The descriptors are used across all schools in the state to ensure consistency.

## **What Are Course Performance Descriptors?**

Course Performance Descriptors are a series of positive statements which summarise observable and measurable features of student achievement and assist teachers to award Final Grades to students based on descriptions of typical achievement from elementary to excellent.

The NESA Course Performance Descriptors for Stage 5 describe levels of achievement that relate to the set of outcomes for this stage in each course. Schools must apply the same set of Course Performance Descriptors to both 100 hour and 200-hour courses.

Course Performance Descriptors for each subject are available on the NESA Website <https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Click on the "Kindergarten - Year 10" button and then "Stage 5 (Years 9-10)". From there select the subject you wish to investigate, scroll down to assessment, then click on "Course Performance Descriptors".

Students are directed to the **NSW Education Standards Authority (NESA)** website for further information

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/leaving-school/record-of-school-achievement>



# SJPHS School Assessment Requirements

St Johns Park High School is committed to developing quality assessment tasks that report on clearly articulated criteria.

All students will be given clear guidelines for assessment tasks. This is managed by ensuring all assessment task notifications:

- detail the task, set a time frame and state the criteria
- are given in writing at least two weeks in advance
- have an explicit marking rubric attached
- state the report outcomes met by the task

## The Responsibilities of the Teacher

In order to support students to successfully meet the **NSW Education Standards Authority (NESA)** requirements for The Record of School achievement RoSA our teachers will:

- Supply their students with further information about each assessment task during the course. The schedule of tasks for each course appears in Part 2 and 3 of this booklet.
- Written notice of the details of an assessment task will be provided a minimum of **two weeks** before the start date of the assessment task. It is the responsibility of students to be aware of their assessment schedule and contact their teacher if they do not obtain the necessary information.
- Under certain circumstances, Head Teachers may find it necessary to vary their Assessment Schedules. If this should occur, students will be informed in writing. If a change of date for a task is required there is no need for a further two weeks' notice provided the task is not being brought forward.
- If a task is given and is found to be compromised, it may be discarded and an alternative task set. If an alternative task is to be given, students must be informed in writing.
- Arrange for disability provisions for the completion of assessment tasks for those students who have been granted such provisions by NESA or in accordance with the adjustments and accommodation agreed upon the student's current Individual Learning Plan (ILP).
- Mark and return assessment tasks to students, with **appropriate feedback** and information about their performance in the task in a timely manner. This information will include marks and ranks where appropriate, marking guidelines, and strategies and suggestions for improvement. This feedback may be both written and/or oral.
- Collate and maintain the assessment marks and related information during the course. The final assessment grades will be submitted to the **NSW Education Standards Authority (NESA)** by the date indicated by the school.
- Refer appeals and variations to the Principal for determination, under exceptional circumstances

## The Responsibilities of the Student

To meet the assessment requirements for the Stage 5 RoSA, the student will:

- Make a **serious attempt** in all assessment tasks for each course that they are studying. If a student is deemed to have made a non-serious attempt, a mark of **ZERO** will be awarded for that task. Students will be required to complete the task again to be deemed satisfactory
- **Complete** assessment tasks according to assessment schedules, following all instructions and completing all parts of the task. Each faculty assessment schedule sets out the outcomes, weightings, nature and approximate due date of each assessment task.
- Submit all tasks **on time**. Students will be awarded a mark of **ZERO and an N Award Warning letter** should a task be submitted late, without first gaining an extension from the course Head Teacher. If an extension has been granted there is no mark penalty.

All tasks **not completed by the due date** must still be completed to ensure students meet NSW Education Standards Authority (NESA) requirements for the awarding of a RoSA. If a Stage 5 student fails to complete tasks they may receive an 'N' determination for that course and this will be recorded on their RoSA.

Where **medical or extraordinary circumstances** prevent the completion of the task on/by the due date, **notify your Teacher or the Head Teacher** of the course immediately (or on the next day you return to school). The student **MUST** provide documentation, i.e. medical certificate on the next day they are present at school. Where **satisfactory documentation** is provided, the student may be given an alternative task and students are required to hand in task upon return or at a time negotiated by your teacher and Head Teacher of the faculty. **If you present more than one medical certificate in a subject/s an interview with the Deputy Principal will be requested with your parent/guardian.** In exceptional circumstances, an estimate may be given for the task.

- **SIGN** a register acknowledging receipt of the assessment task and again on submission of the task, in the case of a dispute this signed register will be the **ONLY** proof of notification and submission of a task.
- If absent on the day a task is **issued**, see their class teacher or Head Teacher to obtain the task and any other information on the relevant task on the **NEXT** day the student returns to school. Do not wait until the next lesson, as extra time will not be provided.
- **Be marked present ALL DAY**, students must arrive to school on time and attend all timetabled lessons, including assemblies on the day an assessment task is due. Doctors certificate must be presented for lateness or early leave provisions.
- Submit the assessment to the class teacher (or Head Teacher if class teacher is absent) by the due date and time specified otherwise by the end of the school day. **Assessment tasks should not be delivered by friends, other people, or left on the teacher's desk.** Assessment tasks submitted electronically (e.g. USB, email) must also be accompanied by a hard copy by the due date, unless otherwise stated by the teacher
- Be granted extension of time in exceptional circumstances. Technology issues or inadequate preparation is **NOT** grounds for an extension. Students are expected to follow responsible practices when using technologies, including ensuring that their equipment is reliable, and saving their work in multiple locations. **The Head Teacher will advise the teacher of any alternative arrangements for the task that may be approved, depending on the circumstances.**

- **Keep a copy** of the task in print and/or electronic form in case the original is misplaced.
- **Ensure** that submitted work is their own and not copied or plagiarised from another source (including friends). This could result in a mark of ZERO and is referred to as Malpractice.

Any student found to be involved in malpractice in an assessment task will be awarded a mark of **ZERO** for that task. Parents/guardians will be notified, and the Principal may take further action. Malpractice includes, but is not limited to:

- Cheating
  - Attempting to cheat
  - Assisting others to cheat
  - Submitting any work that is not their own
  - Disrupting an assessment task in any way
  - buying, stealing or borrowing another person's work and presenting it as their own;
  - using non-approved aides during an assessment task
- Follow up any concerns with assessment tasks at the time they are marked and returned. See Appeals Procedure for school-based assessment task. Any appeals made by the student regarding the mark allocated for a task **MUST be directed to the Head Teacher**. Changes to mark allocation will only take place after consultation between the classroom teacher, Head Teacher and relevant Deputy Principal.
  - Follow the rules of conduct for examination tasks and attend each examination as outlined below:

### **Rules for the Conduct of a Student in Examinations**

If an assessment task is an examination, the student must:

- Not speak to any person other than a teacher / supervisor during the examination
- Not behave in any way likely to disturb the work of any other student, or upset the conduct of the examination
- Not take into the examination room, anything other than the specified equipment, including phone and smart watches. Students are to remove their watch and place it in clear view on the examination desk
- Not cheat, copy or plagiarise from textbooks, internet or prepared materials
- Not write, use any equipment including highlighters, or annotate examination paper in any way during reading time
- Write clearly, preferably with black pen
- Write answers in the correct answer booklets
- Follow the teachers or supervisors' instructions at all times
- Make a serious attempt at the examination (**attempt ALL sections**)



## **Official Warning Letters**

Where a student fails to comply with **NSW Education Standards Authority (NESAs)** or school requirements for the satisfactory completion of the Higher School Certificate course, students will receive an official warning letter from the school outlining the nature of any outstanding learning responses or assessment tasks. The warning letter is designed to give students the opportunity to redeem themselves. It will contain details of work to be completed and the timeframe for completion and return.

Failure by the student to respond to the requests made in official warning letters may lead to the issue of a non-award (**N Determination**) in that course. An N award will mean that the student may not be eligible for their Record of School Achievement.

## **School-based Assessment Task Appeals Procedure**

In the event that a student questions or has concerns relating to marked assessment tasks, these must be raised by the Head Teacher and/or student with the teacher within **one week** of receipt of the marked task. **Appeals need to be lodged with the Head Teacher, in writing, within ONE week of receipt of the marked task.** If necessary, appeals may be referred to the Principal for determination.

## **Parallel Classes**

Where more than one class is operating, common assessment tasks must be given and arrangements made to ensure both the delivery and marking of the task is consistent and equitable.

## **Repeating Students**

If a student is repeating the Year 10 course, he/she will be assessed on his/her repeat performance only.

## **Students transferring from another school**

A RoSA is not issued to students if they are transferring schools. Transferring students are managed between schools. It is the school's responsibility to inform us of a student's arrival by updating the student's details within Schools Online during the enrolments process.

## **Records and Reporting of Unsatisfactory Progress**

A student who does not complete assessment tasks will have his/her parents/guardians contacted by letter and/or phone call. All reports of unsatisfactory progress will be kept in the student's file and an entry made on the school computer system.



# Stage 5 Assessment Task Extension Application

<b>Name:</b>		<b>Class:</b>	
<b>Course:</b>		<b>Teacher:</b>	
<b>Assessment Task No:</b>		<b>Due Date of Task:</b>	
<b>Reason for Extension Request:</b> (please circle)			
Late submission	Illness	Misadventure	Other
<b>Supporting documentation attached:</b> (please circle)			
Doctor's Certificate		Other (please describe)	
<b>Signature of student:</b>		<b>Date:</b>	
<b>Signature of teacher:</b>		<b>Date:</b>	

## Notification to Teacher

<b>Name:</b>		<b>Class:</b>	
<b>Course:</b>		<b>Teacher:</b>	
<b>Assessment Task No</b>		<b>Due Date of Task:</b>	
The extension has/has not been approved. Provide Reason:			
<b>Signature of Head Teacher:</b>		<b>Date:</b>	

## Notification to Student:

<b>Name:</b>		<b>Class:</b>	
<b>Course:</b>		<b>Teacher:</b>	
<b>Assessment Task No</b>		<b>Due Date of Task:</b>	
The extension has/has not been approved. Provide Reason:			
<b>Signature of Head Teacher:</b>		<b>Date:</b>	

# Sample N-Award Warning Letter



**St Johns Park High School**  
Mimosa Road Greenfield Park NSW 2176  
Ph: 02 9610 8035  
Email: stjohnspk-h.school@det.nsw.edu.au

Mr & Mrs Smith  
1 First Street  
Sydney NSW 2000

Thursday 9 March 2023

Dear {Parents}

## Re: OFFICIAL WARNING – Non completion of a Stage 5 (Years 9 - 10) Course

I am writing to advise that your {SonAndDaughter} {FirstName} {Surname} is in danger of not meeting the requirements for satisfactory completion of the Stage 5 course in {IncidentSubject}.

This is the INSERT NUMBER HERE (1st, 2nd etc) [b]official warning [b]we have issued notifying you that {FirstName} is at risk of not completing this course.

Where the non-completion is in a mandatory course, the student will not be eligible for the award of the Record of School Achievement and may not be eligible to enter Preliminary (Year 11) courses. Any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed'. Any elective course not satisfactorily completed will not appear on the student's Record of School Achievement.

### Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, the NSW Education Standards Authority (NESA) requires the Principal to have sufficient evidence that the student has:

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

Where students have not met one or more of these requirements by the end of the course, the Principal is required to inform NESA that the student has not satisfactorily completed the course.

To date, {FirstName} has not satisfactorily met **select one or more of the following a, b, c** of the Course Completion Criteria.

The following tasks or requirements need to be completed by {FirstName} to correct the problem.

Task Nam/Course Requirement	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
{Task Name}	{Percentage Weighting}	{Due Date}	{Action Required}	{Completion Date}

To support {FirstName} in meeting the course requirements, we request that you discuss this matter with him and encourage and support him to carry out the required actions. If you have any questions about this matter, please contact the Faculty Head Teacher.

Yours sincerely,

---

Class Teacher

Head Teacher

Principal

---

### **Acknowledgment of Official Warning**

#### **Please return to the Classroom Teacher**

I have received the letter dated {TodaysDateShort} advising me that {FirstName} {Surname} is in danger of not meeting the course completion requirements for {IncidentSubject}.

I am aware that this is/is not a mandatory course. I am aware that any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed' and that the student will not be eligible for the award of the Record of School Achievement, and may not be eligible to enter Preliminary (Year 11) courses.

Parent/Guardian's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_



# ST JOHNS PARK HIGH SCHOOL

## Stage 5 Mandatory Course Assessment Schedules 2023

Course Assessment Schedules provide students with the general nature and timing of formal tasks. Students are issued with the assessment schedule at the commencement of the Year 10 course. Students are expected to complete **all** tasks which are part of the assessment program in each course of study

In exceptionally rare circumstances a change to the assessment schedule may need to be made. The Head Teacher of the course, will inform all students affected in writing of the change. Sufficient time will be given to students to complete their work by the new due date/s. All care will be taken to minimise clashes and heavy work load periods, but this cannot always be guaranteed.

Assessment schedules for each course set out the timing of each task. Course teachers will advise, in writing, the precise timing and nature of the task at least two weeks before the task is to be administered or is due. It is the student's responsibility to be alert to the notification and due date of tasks by reference to the Assessment Schedule. If uncertain about a task, students should communicate directly with their Course Teacher or the Course Head Teacher.



## English Assessment Schedule

### English – Stage 5, Year 10 2023

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of the Task</b>	Narrative	Essay	Essay	Persuasive Speech	<b>Weighting %</b>
<b>Syllabus Content</b>	Social Justice Creative Writing	Power – Novel Study	Representing Women	Politics & Persuasion	
<b>Timing (date due)</b>	Term 1 Week 8	Term 2 Week 5	Term 3 Week 6	Term 4 Week 4	
<b>Outcomes Assessed</b>	EN5-7D, EN5-8D, EN5-9E	EN5-2A, EN5-5C, EN5-6C	EN5-2A, EN5-6C, EN5-8D	EN5-1A, EN5-2A, EN4-4B, EN5-9E	
<b>Total Value %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	
<b>Areas to be assessed</b> ( <i>tick relevant areas for each assessment</i> )					
Reading, listening, viewing	✓			✓	
Writing, speaking, representing				✓	
Communicating and context	✓	✓			
Analysing language	✓	✓	✓	✓	
Interpretive, imaginative and critical thinking	✓	✓	✓	✓	
Expressing views			✓	✓	

#### Subject Outcomes:

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



## HSIE Assessment Schedule Geography (semesterised) – Stage 5, Year 10 2023

Task Number	Task 1	Task 2	
<b>Nature of the Task</b>	Examination	Research (Project Based Learning) 4-part task	
<b>Syllabus Content</b>	Environmental Change and Management	Human Wellbeing	
<b>Timing (date due)</b>	<b>Term 1/3</b> Monday, Week 9B	<b>Term 2/4</b> <b>Part 1</b> Monday, Week 2B <b>Parts 2 - 4</b> Wednesday Week 5A	
<b>Outcomes Assessed</b>	GE5-2, GE5-3, E5-4, GE5-5	GE5-1, GE5-6, GE5-7, GE5-8	
<b>Total Value %</b>	50	50	
<b>Areas to be assessed (tick relevant areas for each assessment)</b>			
<b>Geographical Knowledge</b>	✓	✓	
<b>Geographical concepts, tools and skills</b>	✓	✓	
<b>Communication</b>	✓	✓	

### Subject Outcomes

- GE5-1 Explains the diverse features and characteristics of a range of places and environments
- GE5-2 Explains processes and influences that form and transform places and environments
- GE5-3 Analyses the effect of interactions and connections between people, place and environments
- GE5-4 Accounts for perspectives of people and organisations on a range of geographical issues
- GE5-5 Assesses management strategies for places and environments for their sustainability
- GE5-6 Analyses differences in human wellbeing and ways to improve human wellbeing
- GE5-7 Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- GE5-8 Communicates geographical information to a range of audiences using a variety of strategies



## HSIE Assessment Schedule

### History (semesterised) – Stage 5, Year 10 2023

Task Number	Task 1	Task 2		
<b>Nature of the Task</b>	Rights and Freedoms (1945 – present)	Overview: The Modern World and Australia. The Holocaust.		
<b>Syllabus Content</b>	Research Task	Examination		
<b>Timing (date due)</b>	Term 1 Week 9B	Term 2 Week 4/5		
<b>Outcomes Assessed</b>	HT5-5, HT5-7, HT5-8, HT5-9, HT5-10.	HT5-4, HT5-6, HT5-9, HT5-10		<b>Weighting %</b>
<b>Total Value %</b>	50	50		<b>100</b>
<b>Areas to be assessed (tick relevant areas for each assessment)</b>				
<b>Historical Knowledge</b>	✓	✓		
<b>Research and historical inquiry skills</b>	✓			
<b>Communication</b>	✓	✓		

#### Subject Outcomes

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





## Mathematics Assessment Schedule

### Mathematics 5.1 –Stage 5, Year 10 2023

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of the Task</b>	In-Class Examination	Half-Yearly Examination	In-Class Examination	In-Class Examination	
<b>Syllabus Content</b>	Measurement Probability	Statistics Similarity	Trigonometry Non-linear relationships	<b>Part A:</b> Financial Maths <b>Part B: Common Test</b> All Mathematical concepts taught Year 7- Year 10	
<b>Timing (date due)</b>	<b>Term 1 Week 7</b>	<b>Term 2 Week 4</b>	<b>Term 3 Week 8/9</b>	<b>Term 4 Week 4</b>	
<b>Outcomes Assessed</b>	MA5.1-8MG, MA5.1-13SP	MA5.1-12SP MA5.1-11MG	MA5.1-10MG, MA5.1-7NA, MA5.1-4NA	All outcomes	<b>Weighting %</b>
<b>Total Value %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>
<b>Areas to be assessed: (tick relevant areas for each assessment)</b>					
<b>Knowledge, Skills and understanding</b>					
<b>Working Mathematically</b>	✓	✓	✓	✓	
<b>Number and Algebra</b>				✓	
<b>Measurement and Geometry</b>	✓	✓	✓	✓	
<b>Statistics and Probability</b>	✓	✓		✓	

#### Subject Outcomes:

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

MA5.1-7NA graphs simple non-linear relationships

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

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

MA5.1-11MG describes and applies the properties of similar figures and scale drawings

MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media

MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events



## Mathematics Assessment Schedule

### Mathematics 5.2 –Stage 5, Year 10 2023

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of the Task</b>	In-Class Examination	Half-Yearly Examination	In-Class Examination	In-Class Examination	
<b>Syllabus Content</b>	Measurement Indices and surds	Probability Statistics	Expression, equations & linear relationship Geometrical figures Trigonometry	<b>Part A:</b> Quadratic expressions and quadratic equations, Non – Linear relationships <b>Part B: Common Test</b> All Mathematical concepts taught Year 7- 10	
<b>Timing (date due)</b>	<b>Term 1 Week 7</b>	<b>Term 2 Week 4</b>	<b>Term 3 Week 8/9</b>	<b>Term 4 Week 4</b>	
<b>Outcomes Assessed</b>	MA5.2-11MG, MA5.2-12MG, MA5.2-7NA	MA5.2-15SP, MA5.2-16SP, MA5.2-17SP, MA5.2-6NA, MA5.2-8NA	MA5.2-13MG, MA5.2-14MG, MA5.2-8NA	MA5.2-8NA, MA5.2-6NA, MA5.2-5NA, MA5.2-10NA <b>Part B:</b> All outcomes	<b>Weighting %</b>
<b>Total Value %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>
<b>Areas to be assessed: (tick relevant areas for each assessment)</b>					
<b>Knowledge, Skills and understanding</b>					
<b>Working Mathematically</b>	✓	✓	✓	✓	
<b>Number and Algebra</b>	✓		✓	✓	
<b>Measurement and Geometry</b>	✓		✓	✓	
<b>Statistics and Probability</b>		✓		✓	

#### Subject Outcomes:

MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions  
 MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices  
 MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques  
 MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids  
 MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders

MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings  
 MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar  
 MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data  
 MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time  
 MA5.2-17SP describes and calculates probabilities in multi-step chance experiments



## Mathematics Assessment Schedule

### Mathematics 5.3 –Stage 5, Year 10 2023

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of the Task</b>	In-Class Examination	Half-Yearly Examination	In-Class Examination	In-Class Examination	
<b>Syllabus Content</b>	Measurement Indices and surds Probability	Statistics Equations & linear relationship	Circle geometry and geometrical figures Trigonometry Quadratic equations	<b>Part A:</b> Circle geometry and geometrical figures Trigonometry Quadratic equations <b>Part B: Common Test</b> All Mathematical concepts taught Year 7- Year 10	
<b>Timing (date due)</b>	<b>Term 1 Week 7</b>	<b>Term 2 Week 4</b>	<b>Term 3 Week 8/9</b>	<b>Term 4 Week 4</b>	
<b>Outcomes Assessed</b>	MA5.3-13MG, MA5.3-14, MA5.3-6NA	MA5.2-17SP, MA5.3-18SP, MA5.3-19SP, MA5.3-8NA, MA5.3-5NA MA5.3-7NA	MA5.3-4NA, MA5.3-9NA, MA5.3-12NA,	<b>Part A:</b> MA5.3-4NA, MA5.3-9NA, MA5.3-12NA, MA5.3-10NA, MA5.3-11NA <b>Part B:</b> All Outcomes	<b>Weighting %</b>
<b>Total Value %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

**Areas to be assessed:** *(tick relevant areas for each assessment)*

**Knowledge, Skills and understanding**

<b>Working Mathematically</b>	✓	✓	✓	✓	
<b>Number and Algebra</b>	✓	✓	✓	✓	
<b>Measurement and Geometry</b>	✓		✓	✓	
<b>Statistics and Probability</b>	✓	✓		✓	

**Subject Outcomes:**

MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions  
 MA5.3-6NA performs operations with surds and indices  
 MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations  
 MA5.3-8NA uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line  
 MA5.3-9NA sketches and interprets a variety of nonlinear relationships  
 MA5.3-10NA recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems  
 MA5.3-11NA uses the definition of a logarithm to establish and apply the laws of logarithms  
 MA5.3-12NA uses function notation to describe and sketch functions

MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids  
 MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids  
 MA5.3-15MG applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions  
 MA3-16MG measures and constructs angles, and applies angle relationships to find unknown angles  
 MA5.2-17SP describes and calculates probabilities in multi-step chance experiments  
 MA5.3-18SP uses standard deviation to analyse data  
 MA5.3-19SP investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes



## Mathematics Assessment Schedule

### Mathematics Accelerated Advanced –Stage 5, Year 10 2023

Task Number	Task 1	Task 2	Task 3	
<b>Nature of the Task Syllabus Content</b>	<b>Investigation Style Task</b> Functions Further functions	<b>Topic Test</b> Algebraic techniques Equations and inequalities Trigonometry Trigonometric functions Introduction to differentiation	<b>Preliminary Examination</b> Probability Discrete probability distributions Exponential and logarithmic functions All content studied in this course	
<b>Timing (date due)</b>	<b>Term 1</b> Weeks 8/9	<b>Term 2</b> Weeks 4/5	<b>Term 3</b> Weeks 9/10	
<b>Outcomes Assessed</b>	MA11-1, MA11-2, MA11-8, MA11-9	MA11-3, MA11-4, MA11-5	MA11-6, MA11-7, All other outcomes	
<b>Components</b>				<b>Weighting %</b>
Concepts, skills and techniques Use of concepts, skills and techniques to solve mathematical problems in a wide range of practical contexts	10	20	20	<b>50</b>
Reasoning and communication Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	10	20	20	<b>50</b>
<b>Total Value %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

#### Subject Outcomes

**MA11-1** uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems

**MA11-2** uses the concepts of functions and relations to model, analyse and solve practical problems

**MA11-3** uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes

**MA11-4** uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities

**MA11-5** interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems

**MA11-6** manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems

**MA11-7** uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions

**MA11-8** uses appropriate technology to investigate, organise, model and interpret information in a range of contexts

**MA11-9** provides reasoning to support conclusions which are appropriate to the context



## PDHPE Assessment Schedule PDHPE –Stage 5, Year 10 2023

	Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Theory</b>	<b>Nature of the Task Syllabus Content</b>	<b>'Mental Health PBL'</b> Exhibition	<b>'Life's a Challenge'</b> Career planning portfolio	<b>'Fit for Life'</b> Fitness portfolio	<b>'Yearly Examination'</b> All content studied	<b>Weighting %</b>
	<b>Timing (Date due)</b>	Term 1 Week 9/10	Term 2 Week 4/5	Term 3 Week 7/8	Term 4 Week 4/5	
	<b>Outcomes Assessed</b>	PD5-6, PD5-7	PD5-1, PD5-9	PD5-2, PD5-9	PD5-1, PD5-2, PD5-6, PD5-7, PD5-9	
	<b>Value %</b>	<b>15</b>	<b>10</b>	<b>10</b>	<b>15</b>	
<b>Practical</b>	<b>Nature of the Task Syllabus Content</b>	<b>'Athletics'</b> Assessment of athletic technique	<b>'Dance'</b> Dance performance and composition	<b>'World Games'</b> Assessment of skill technique and game strategies	<b>'Fit for Life'</b> Group fitness presentation	<b>Weighting %</b>
	<b>Timing (date due)</b>	Term 1 Weeks 1-7	Term 1 Week 7- Term2 Week 4	Ongoing Term 2 Ongoing Term 4	Term 3 Weeks 7-10	
	<b>Outcomes Assessed</b>	PD5-5	PD5-11	PD5-5	PD5-7	
	<b>Value %</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>10</b>	
<b>Total Value %</b>		<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

### Subject Outcomes:

PD5-1: Assesses their own and others' capacity to reflect on and respond positively to challenges

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

PD5-5: appraises and justifies choices of actions when solving complex movement challenges

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

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

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

PD5-11: refines and applies movement skills and concepts to compose and perform innovative movement sequences



## Science Assessment Schedule Science –Stage 5, Year 10 2023

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of the Task</b>	Student Research Project (SRP)	Half Yearly Examination	Practical Skills Test	Yearly Examination	<b>Weighting %</b>
<b>Syllabus Content</b>	Biology The Living World	Biology & Physics The Living World & Physical World	Chemistry & Physics The Chemical World & Physical World	All content studied	
<b>Timing (date due)</b>	Term 1 Week 10	Term 3 Week 4/5	Term 3 Week 6	Term 4 Week 4	
<b>Outcomes Assessed</b>	SC5-4WS to 9WS SC5-15LW	SC5-7WS to 9WS SC5-11PW, SC5-15LW	SC5-4WS to 8WS	SC5-4WS to 9WS SC5-11PW, 13ES, 15LW, 17CW	
<b>Total Value %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	

**Areas to be assessed:** (tick relevant areas for each assessment)

<b>Knowing and understanding</b>	✓	✓		✓
<b>Questioning and predicting</b>	✓		✓	✓
<b>Planning and conducting investigations</b>	✓		✓	✓
<b>Processing and analysing data and information</b>	✓	✓	✓	✓
<b>Problem-solving</b>	✓	✓		✓
<b>Communicating</b>	✓			✓

**Subject Outcomes:**

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

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

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

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

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

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

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

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

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

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



# ST JOHNS PARK

## Stage 5 Elective Course Assessment Schedules 2023

Schools are not required to offer additional studies. However, additional Board Developed Courses, Content Endorsed Courses or School Developed Board Endorsed Courses can be credentialled on the RoSA if they are taught during Stage 5 and in accordance with syllabus and indicative time requirements.

At St Johns Park High School students' study two electives at two hundred hours each year. In Visual Arts and Music, which contain mandatory and additional courses, students must complete the mandatory course before commencing any additional courses.



## Industrial Arts Assessment Schedule Agriculture – Year 10 Stage 5 2023

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of the Task</b>	Half Yearly Examination	Practical	Independent Research	Yearly examination	
<b>Syllabus Content</b>	Core- A Sheep Enterprise	Core –A Pasture Production	Core-B Plant Propagation	Core – B Landscape designing/Ornamentals	
<b>Timing (date due)</b>	Term 2	Term 2 Week 8	Term 3 Week 7	Term 4 Week 4	
<b>Outcomes Assessed</b>	AG 5-1, AG 5-3, AG 5-4, AG 5-5, AG 5-13	AG 5-5, AG 5-7, AG 5-10	AG 5-1, AG 5-3, AG 5-4, AG 5-8, AG 5-10, AG 5-13	AG 5-12. AG5-1. AG5-3, AG5-4	
<b>Total Value %</b>	<b>30</b>	<b>10</b>	<b>20</b>	<b>40</b>	

### Subject Outcomes:

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





HSIE Assessment Schedule  
**Commerce – Year 10 Stage 5 2023**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task	Topic Test	Research Task	Topic Test	Research Task	<b>Weighting %</b>
Syllabus Content	Law, Society and Political Involvement	Investing	Economic and Business Environment	Towards Independence	
Timing (date due)	Term 1 Week 9	Term 2 Week 4/5	Term 3 Week 9	Term 4 Week 4/5	
Outcomes Assessed	COM5-1, COM5-2, COM5-3, COM5-4	COM5-6, COM5-7, COM5-8, COM5-9	COM5-1, COM5-2, COM5-4, COM5-5	COM5-2, COM5-4, COM5-5, COM5-7	
Total Value %	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	

**Subject Outcomes:**

- COM5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
- COM5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
- COM5-3 examines the role of law in society
- COM5-4 analyses key factors affecting decisions
- COM5-5 evaluates options for solving problems and issues
- COM5-6 develops and implements plans designed to achieve goals
- COM5-7 researches and assesses information using a variety of sources
- COM5-8 explains information using a variety of forms
- COM5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes



## Home Economics Assessment Schedule Food Technology – Year 10 Stage 5 2023

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of the Task</b>	Procedural Plan and Cooking Practical	Procedural Plan and Cooking Practical	Research and Extended Response	Procedural Plan and Cooking Practical	<b>Weighting %</b>
<b>Syllabus Content</b>	Special Occasions Safety Plans	Historical and current food trends	Foods for Specific Need	Food Service and Catering	
<b>Timing (date due)</b>	Term 1	Term 2	Term 3	Term 4 Week 2	
<b>Outcomes Assessed</b>	FT5-, FT5-8, FT5-9, FT5-10, FT5-11	FT5-1, FT5- 3, FT5- 4, FT5-9, FT5-12, FT5-6, FT5-7	FT5-6, FT5-7	FT5-1 FT5-2 FT5- 4 FT5-5 FT5-1	
<b>Total Value %</b>	30	30	10	30	

### Subject Outcomes:

FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product

FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

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

FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage

FT5-5 applies appropriate methods of food processing, preparation and storage

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

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

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

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

FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes

FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes

FT512 examines the relationship between food, technology and society

FT513 evaluates the impact of activities related to food on the individual, society and the environment



## PDHPE Assessment Schedule

### Gifted and Talented Athletics Program (GAP) –Stage 5, Year 10 2023

	Task Number	Task 1	Task 2	Task 3	
<b>Theory</b>	<b>Nature of the Task Syllabus Content</b>	Report Physical Fitness	Designing a Coaching Session Coaching	Yearly Examination All content studied	<b>Weighting %</b>
	<b>Timing (Date due)</b>	Term 1 Week 10	Term 4 Weeks 1/2	Term 4 Week 4/5	
	<b>Outcomes Assessed</b>	PASS5-8 PASS5-10,	PASS5-5, PASS5-8	PASS5-5, PASS5-8, PASS5-10	
	<b>Value %</b>	<b>25</b>	<b>5</b>	<b>20</b>	
<b>Practical</b>	<b>Nature of the Task Syllabus Content</b>	Fitness Facilitator Physical Fitness	Coaching – Gala Day Coaching	Leading a Coaching Session Coaching	<b>Weighting %</b>
	<b>Timing (date due)</b>	Term 1 Week 10	Term 3/4 Ongoing	Term 3/4 Ongoing	
	<b>Outcomes Assessed</b>	PASS5-7, PASS5-9	PASS5-8	PASS5-7	
	<b>Value %</b>	<b>25</b>	<b>15</b>	<b>10</b>	
<b>Total Value %</b>		<b>50</b>	<b>20</b>	<b>30</b>	<b>100</b>

#### Subject Outcomes:

PASS5-5: demonstrates actions and strategies that contribute to active participation and skilful performance

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



## Industrial Arts Assessment Schedule

### Industrial Technology Engineering – Year 10 Stage 5 2023

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of the Task</b>	Coffee Table design research task and proposal	Application of three different types of joints in the project	Production of the project, practical skill tasks	Documentation and development of Portfolio	<b>Weighting %</b>
<b>Syllabus Content</b>	Design Process	Basic woodworking joints and its applications	all stages of coffee table production process	Folio documentation and evaluation	
<b>Timing (date due)</b>	Term 1 Week 7	Term 2 Week 5	Term 3 Week 8	Term 4 Week 4	
<b>Outcomes Assessed</b>	IND5-1, IND5-2, IND5-3 IND5-4, IND5-6,	IND5-2, IND5-3, IND5-7	IND5-1, IND5-2, IND5-5, IND5-6, IND5-3	IND5-4, IND5-8, IND5-9, IND5-10	
<b>Total Value %</b>	30	20	30	20	

#### Subject Outcomes:

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

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

IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

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

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

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

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

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

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



## Industrial Arts Assessment Schedule

### Industrial Technology Timber – Year 10 Stage 5 2023

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of the Task</b>	Coffee Table design research task and proposal	Application of three different types of joints in the project	Production of the project, practical skill tasks	Documentation and development of Portfolio	<b>Weighting %</b>
<b>Syllabus Content</b>	Design Process	Basic woodworking joints and its applications	All stages of coffee table production process	Folio documentation and evaluation	
<b>Timing (date due)</b>	Term 1 Week 7	Term 2 Week 5	Term 3 Week 8	Term 4 Week 4	
<b>Outcomes Assessed</b>	IND5-1, IND5-2, IND5-3 IND5-4, IND5-6,	IND5-2, IND5-3, IND5-7	IND5-1, IND5-2, IND5-5, IND5-6, IND5-3	IND5-4, IND5-8, IND5-9, IND5-10	
<b>Total Value %</b>	30	20	30	20	

#### Subject Outcomes:

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

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

IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

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

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

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

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

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

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



## Home Economics Assessment Schedule Information and Software Technology – Year 10 Stage 5 2023

Task Number	Task 1	Task 2	Task 3	Task 4	Task 5	
<b>Nature of the Task</b>	Database Prototype and Report	Topic test	Dreamweaver Website and Report	Topic test	Programming Project	<b>Weighting %</b>
<b>Syllabus Content</b>	Databases	Databases	World Wide Web	World Wide Web	Coding with Python	
<b>Timing (date due)</b>	Term 1	Term2	Term2	Term 3	Term 4	
<b>Outcomes Assessed</b>	1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 5.2	1.1, 2.3, 3.1, 4.1	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 5.1, 5.2, 5.3	1.1, 2.3, 3.1, 4.1	1.1, 1.2, 2.1, 2.2, 3.2, 5.1	
<b>Total Value %</b>	<b>30</b>	<b>15</b>	<b>30</b>	<b>15</b>	<b>10</b>	
<b>Areas to be assessed: (tick relevant areas for each assessment)</b>						
Computer software and hardware	✓	✓	✓	✓	✓	
Information and software technologies and society	✓	✓	✓	✓		
Designing and developing software solutions	✓		✓		✓	
Communication and collaborative practices	✓		✓		✓	
Responsible and ethical practices	✓	✓	✓	✓	✓	

**Subject Outcomes:**

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



## Languages Assessment Schedule Italian – Year 10, Stage 5 2023

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of the Task</b>	Research (Written and Oral Presentation)	Examination (Reading, Writing and Listening)	Research (Reading and Writing)	Examination (Reading, Writing, Listening and Speaking)	<b>Weighting %</b>
<b>Syllabus Content</b>	Il mio mondo – My world	Mettiamoci in forma!- Let's get fit!	Cosa facciamo di bello?- What's something nice we can do?	Cosa hai guardato? – What did you watch?	
<b>Timing (date due)</b>	Term 1 Week 8	Term 2 Week 4/5	Term 3 Week 8	Term 4 Week 4/5	
<b>Outcomes Assessed</b>	LIT5-1C, LIT5-2C, LIT5-3C, LIT5-5U, LIT5-8U	LIT5-1C, LIT5-2C, LIT5-3C, LIT5-4C, LIT5-6U, LIT5-7U	LIT5-1C, LIT5-2C, LIT5-3C, LIT5-5U, LIT5-8U	LIT5-1C, LIT5-2C, LIT5-3C, LIT5-4C, LIT5-5U, LIT5-6U, LIT5-7U, LIT5-8U	
<b>Total Value %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	

### Subject Outcomes:

LIT5-1C manipulates Italian in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

LIT5-2C identifies and interprets information in a range of texts

LIT5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

LIT5-4C experiments with linguistic patterns and structures to compose texts in Italian, using a range of formats for a variety of contexts, purposes and audiences

LIT5-5U demonstrates how Italian pronunciation and intonation are used to convey meaning

LIT5-6U analyses the function of complex Italian grammatical structures to extend meaning

LIT5-7U analyses linguistic, structural and cultural features in a range of texts

LIT5-8U explains and reflects on the interrelationship between language, culture and identity



## Mathematics Assessment Schedule

### Mathematics Accelerated Extension 1 – Stage 5, Year 10 2023

Task Number	Task 1	Task 2	Task 3	
<b>Nature of the Task Syllabus Content</b>	<b>Investigation Style Task</b> Further Inequalities Further Functions	<b>Topic Test</b> Further Trigonometric Functions Permutations and Combinations	<b>Preliminary Examination</b> Polynomials and Inverse Functions Further Exponential Growth & Decay <b>All content studied in this course</b>	
<b>Timing (date due)</b>	Term 1 Week 7/8	Term 2 Week 4/5	Term 3 Weeks 9/10	
<b>Outcomes Assessed</b>	ME11-1, ME11-2, ME11-6, ME11-7	ME11-3, ME11-5	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
<b>Components</b>				<b>Weighting %</b>
Concepts, skills and techniques Use of concepts, skills and techniques to solve mathematical problems in a wide range of practical contexts	10	20	20	<b>50</b>
Reasoning and communication Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	10	20	20	<b>50</b>
<b>Total Value %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

#### Subject Outcomes

**ME11-1** uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses

**ME11-2** manipulates algebraic expressions and graphical functions to solve problems

**ME11-3** applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems

**ME11-4** applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay & related rates of change

**ME11-5** uses concepts of permutations and combinations to solve problems involving counting or ordering

**ME11-6** uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts

**ME11-7** communicates making comprehensive use of mathematical language, notation, diagrams and graphs





## Creative and Performing Arts Assessment Schedule Music (Rock/Pop Band) – Year 10, Stage 5 2023

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of the Task</b>	Performance	Performance	Composition	Aural Skills/ Musicology	
<b>Syllabus Content</b>	Popular Music Performance as member of an ensemble	Australian Music Performance as member of an ensemble	Creation of musical composition (software based)	Written Assessment	
<b>Timing (date due)</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Week 3	Term 3 Week 8	
<b>Outcomes Assessed</b>	5.1 – 5.3	5.1-5.3	5.5-5.6	5.4, 5.7-5.9	
<b>Total Value %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	
<b>Areas to be assessed:</b> <i>(tick relevant areas for each assessment)</i>					
<b>Performing</b>	✓	✓			
<b>Composing</b>			✓		
<b>Listening</b>				✓	

### Subject Outcomes:

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.6 uses different forms of technology in the composition process
- 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
- 5.8 demonstrates an understanding of musical literacy through aural identification, discrimination, memorisation and notation in the music selected for study
- 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology and the interpretation and analysis of scores used in the music selected for study
- 5.10 demonstrates an understanding of the influence and impact of technology on music



## PDHPE Assessment Schedule

### Physical Activity and Sports Studies (PASS) –Stage 5, Year 10 2023

	Task Number	Task 1	Task 2	Task 3	
<b>Theory</b>	<b>Nature of the Task Syllabus Content</b>	Report Physical Fitness	Coaching session – hand in Coaching	Yearly Examination All content studied	<b>Weighting %</b>
	<b>Timing (Date due)</b>	Term 1 Week 10	Term 4 Weeks 1/2	Term 4 Week 4/5	
	<b>Outcomes Assessed</b>	PASS5-8 PASS5-10,	PASS5-5, PASS5-8	PASS5-5, PASS5-8, PASS5-10	
	<b>Value %</b>	<b>25</b>	<b>5</b>	<b>20</b>	
<b>Practical</b>	<b>Nature of the Task Syllabus Content</b>	Fitness Facilitator Physical Fitness	Coaching – Gala Day Coaching	Skills & Participation Coaching	<b>Weighting %</b>
	<b>Timing (date due)</b>	Term 1 Week 10	Term 3/4 Ongoing	Term 3/4 Ongoing	
	<b>Outcomes Assessed</b>	PASS5-7, PASS5-9	PASS5-8	PASS5-7	
	<b>Value %</b>	<b>25</b>	<b>15</b>	<b>10</b>	
<b>Total Value %</b>		<b>50</b>	<b>20</b>	<b>30</b>	<b>100</b>

#### Subject Outcomes:

PASS5-5: demonstrates actions and strategies that contribute to active participation and skilful performance

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



## Creative and Performing Arts Assessment Schedule Visual Arts – Year 10, Stage 5 2023

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of the Task</b>	Collage	Collagraph/Printmaking	Landscape painting	Student directed artmaking practice	
<b>Syllabus Content</b>	Practical and related critical historical study	Practical and related critical historical study	Practical and related critical historical study	Practical and related critical historical study	
<b>Timing (date due)</b>	Term 1 Week 8	Term 2 Week 8	Term 2 Week 8	Term 4 Week 5	
<b>Outcomes Assessed</b>	5.1 – 5.10	5.1 – 5.10	5.1 – 5.10	5.1 – 5.10	
<b>Total Value %</b>					
<b>Areas to be assessed: (tick relevant areas for each assessment)</b>					
<b>Artmaking</b>	✓	✓	✓	✓	
<b>Critical and Historical Studies</b>	✓	✓	✓	✓	

### Subject Outcomes:

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



ST JOHNS PARK  
HIGH SCHOOL

# Year 10 Assessment Term Planner 2023

## Term Planner – Term 1, 2023

Month	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
January	1B	23	24	25	Australia Day Holiday 26	SDD 27	
January/ February	2A	SDD 30	School Starts Years 7, 11 & 12 31	School Starts Years 8, 9 & 10 1	2	3	
February	3B	6	7	8	9	10	
February	4A	13	14	15	16	17	
February	5B	20	21	22	School Swimming Carnival 23	24	
March	6A	27	28	Zone Swimming Carnival 1	2	3	
March	7B	6	7	Athletics Carnival 8	9	10	
March	8A	13	School Photos 14	15	16	17	
March	9B	20	21	22	23	24	
March/ April	10A	27	28	29	30	Welfare Incursion 31	
April	11B	3	4	5	Last Day School 6	Good Friday 7	

## Term Planner – Term 2, 2023

Month	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
April		Holidays	Holidays	Holidays	Holidays	Holidays	Holidays
April	1A	SDD 24	ANZAC Day 25	School Starts 26	27	28	
May	2B	1	2	3	4	5	
May	3A	8	9	10	11	12	
May	4B	15	16	17	18	19	
May	5A	22	23	24	25	26	
May/ June	6B	29	30	31	1	2	
June	7A	5	6	7	8	9	
June	8B	Queen's Birthday 12	13	14	15	16	
June	9A	19	20	21	22	23	
June	10B	26	27	28	29	Last Day School 30	Holidays
June/July		Holidays	Holidays	Holidays	Holidays	Holidays	Holidays

## Term Planner – Term 3, 2023

Month	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
July	1A	SDD 17	School Starts 18	19	20	21	
July	2B	24	25	26	27	28	
August	3A	29	30	31	1	2	
August	4B	Trial HSC 7	Trial HSC 8	Trial HSC 9	Trial HSC 10	Trial HSC 11	
August	5A	Trial HSC 14	Trial HSC 15	Trial HSC 16	Trial HSC 17	Trial HSC 18	
August	6B	21	22	23	24	25	
August/ September	7A	28	29	30	31	1	
September	8B	2	3	4	5	6	
September	9A	Final Preliminary Examinations 11	Final Preliminary Examinations 12	Final Preliminary Examinations 13	Final Preliminary Examinations 14	Final Preliminary Examinations 15	
September	10B	Final Preliminary Examinations 18	Final Preliminary Examinations 19	Final Preliminary Examinations 20	Final Preliminary Examinations 21	Final Preliminary Examinations 22	

## Term Planner – Term 4, 2023 HSC Year Commences

Month	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
October	1A	School Starts 9	10	HSC Exams commence 11	12	13	
October	2B	16	17	18	19	20	
October	3A	23	24	25	26	27	
October	4B	Final Year 10 Examinations 30	Final Year 10 Examinations 31	Final Year 10 Examinations	Final Year 10 Examinations	Final Year 10 Examinations	
November	5A	Final Year 10 Examinations 6	Final Year 10 Examinations 7	8	9	10	
November	6B	13	14	15	16	17	
November	7A	EX-10-SION 20	EX-10-SION 21	EX-10-SION 22	EX-10-SION 23	EX-10-SION 24	
November / December	8B	EX-10-SION 27	EX-10-SION 28	EX-10-SION 29	EX-10-SION 30	EX-10-SION 1	
December	9A	EX-10-SION 4	EX-10-SION 5	EX-10-SION 6	EX-10-SION 7	EX-10-SION 8	
December	10B	EX-10-SION 11	EX-10-SION 12	EX-10-SION 13	EX-10-SION 14	EX-10-SION 15	
December	11A	Last Day School 18	SDD 19	Holidays	Holidays	Holidays	Holidays





# Excellence in Education



## ST JOHNS PARK HIGH SCHOOL

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