



ST JOHNS PARK HIGH SCHOOL

STAGE 5 (YEAR 10) COURSES | 2024

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 Section 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 (NESA)** 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

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

Notification to Teacher

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

Notification to Student:

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

Sample N-Award Warning Letter



St Johns Park High School

Mimosa Road Greenfield Park NSW 2176

Ph: 02 9610 8035

Email: stjohns-pk-h.school@det.nsw.edu.au

Mr & Mrs Smith
1 First Street
Sydney NSW 2000

Thursday 9 March 2024

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 2024

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 – Year 10 Stage 5 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task	Essay	Visual Representation and Reflection	Essay	Analytical Speech	
Syllabus Content	Novel Study (Power)	Poetry: Bruce Dawe (Consumerism)	Shakespearean Drama: Macbeth (Representing Women)	Film: Social Justice	
Timing (date due)	Term 1 Week 8	Term 2 Week 5	Term 3 Week 6	Term 4 Week 4	
Outcomes Assessed	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01	EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01	EN5-RVL-01, EN5-URA-01, EN5-URC-01, EN5-ECA-01	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01	Weighting %
Total Value %	25	25	25	25	100
Areas to be assessed (tick relevant areas for each assessment)					
Reading, listening, viewing	✓			✓	
Writing, speaking, representing				✓	
Communicating and context		✓			
Analysing language	✓	✓	✓	✓	
Interpretive, imaginative and critical thinking	✓	✓	✓	✓	
Expressing views			✓	✓	

Subject Outcomes:

EN5-RVL-01: uses a range of personal, creative and critical strategies to read texts to interpret complex texts

EN5-URA-01: analyses how meaning is created through the use of and interpretation of increasingly complex language forms, features and structures

EN5-URB-01: evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes

EN5-URC-01: investigates and explains ways of valuing texts and the relationship between them

EN5-ECA-01: crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning

EN5-ECB-01: use processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

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) – Year 10 Stage 5 2024

Task Number	Task 1	Task 2	
Nature of the Task	Examination	Research (Project Based Learning) 4-part task	
Syllabus Content	Environmental Change and Management	Human Wellbeing	
Timing (date due)	Term 1/3 Monday, Week 9	Term 2/4 Part 1 Monday, Week 2 Parts 2 - 4 Wednesday Week 5	
Outcomes Assessed	GE5-2, GE5-3, E5-4, GE5-5	GE5-1, GE5-6, GE5-7, GE5-8	
Total Value %	50	50	
Weighting %			
100			
Areas to be assessed (tick relevant areas for each assessment)			
Geographical Knowledge	✓	✓	
Geographical concepts, tools and skills	✓	✓	
Communication	✓	✓	

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) – Year 10 Stage 5 2024

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

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 – Year 10 Stage 5 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task	In-Class Examination	Half-Yearly Examination	In-Class Examination	In-Class Examination	
Syllabus Content	Measurement Probability	Statistics Similarity	Trigonometry Non-linear relationships	Part A: Financial Maths Part B: Common Test All Mathematical concepts taught Year 7- Year 10	
Timing (date due)	Term 1 Week 8	Term 2 Week 5	Term 3 Week 5	Term 4 Week 3/4	
Outcomes Assessed	MA5.1-8MG, MA5.1-13SP	MA5.1-12SP MA5.1-11MG	MA5.1-10MG, MA5.1-7NA, MA5.1-4NA	All outcomes	Weighting %
Total Value %	25	25	25	25	100
Areas to be assessed: (tick relevant areas for each assessment)					
Knowledge, Skills and understanding					
Working Mathematically	✓	✓	✓	✓	
Number and Algebra				✓	
Measurement and Space	✓	✓	✓	✓	
Statistics and Probability	✓	✓		✓	

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 – Year 10 Stage 5 2024

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

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 – Year 10 Stage 5 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task	In-Class Examination	Half-Yearly Examination	In-Class Examination	In-Class Examination	
Syllabus Content	Measurement Indices and surds Probability	Statistics Equations & linear relationship	Circle geometry and geometrical figures Trigonometry Quadratic equations	Part A: Circle geometry and geometrical figures Trigonometry Quadratic equations Part B: Common Test All Mathematical concepts taught Year 7- Year 10	
Timing (date due)	Term 1 Week 8	Term 2 Week 3/4	Term 3 Week 6	Term 4 Week 3/4	
Outcomes Assessed	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,	Part A: MA5.3-4NA, MA5.3-9NA, MA5.3-12NA, MA5.3-10NA, MA5.3-11NA Part B: All Outcomes	Weighting %
Total Value %	25	25	25	25	100
Areas to be assessed: (tick relevant areas for each assessment)					
Knowledge, Skills and understanding					
Working Mathematically	✓	✓	✓	✓	
Number and Algebra	✓	✓	✓	✓	
Measurement and Space	✓		✓	✓	
Statistics and Probability	✓	✓		✓	

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 – Year 10 Stage 5 2024

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

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 – Year 10 Stage 5 2024

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

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 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task	Student Research Project (SRP)	Half Yearly Examination	Practical Skills Test	Yearly Examination	Weighting %
Syllabus Content	Biology The Living World	Biology & Physics The Living World & Physical World	Chemistry & Physics The Chemical World & Physical World	All content studied	
Timing (date due)	Term 1 Week 10	Term 3 Week 4/5	Term 3 Week 6	Term 4 Week 4	
Outcomes Assessed	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	
Total Value %	25	25	25	25	
Areas to be assessed: (tick relevant areas for each assessment)					
Knowing and understanding	✓	✓		✓	
Questioning and predicting	✓		✓	✓	
Planning and conducting investigations	✓		✓	✓	
Processing and analysing data and information	✓	✓	✓	✓	
Problem-solving	✓	✓		✓	
Communicating	✓			✓	

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 2024

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 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task	Half Yearly Examination	Practical	Independent Research	Yearly examination	
Syllabus Content	Core - A Sheep Enterprise	Core - A Pasture Production	Core - B Plant Propagation	Core - B Landscape designing/Ornamentals	
Timing (date due)	Term 2	Term 2 Week 8	Term 3 Week 7	Term 4 Week 4	
Outcomes Assessed	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	
					Weighting %
Total Value %	30	10	20	40	100

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 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task	Topic Test	Research Task	Topic Test	Research Task	
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 %	25	25	25	25	Weighting % 100

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



ENGLISH Assessment Schedule

Drama – Year 10 Stage 5 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task	Performance and Logbook Scripted Drama	Performance and Extended Response	Physical Theatre Performance and Logbook	Improvised Performance with given stimulus	
Syllabus Content	Dramatic Form - Commedia Dell'Arte	The Seven Stages of Grieving	Playbuilding	Performance Style - Improvisation	
Timing (date due)	Term 1 Week 9/10 Term 4 Week 6	Term 2 Week 9/10	Term 3 Week 9/10	Term 4 Week 6	
Outcomes Assessed	5.1.1, 5.1.2, 5.1.4, 5.2.1, 5.3.2	5.1.1, 5.1.3, 5.1.4, 5.2.2, 5.2.3, 5.3.1, 5.3.2	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.3.1, 5.3.3	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.3.3	
Total Value %					Weighting % 100

Subject Outcomes:

- 5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
- 5.1.2 contributes, selects, develops and structures ideas in improvisation and playbuilding
- 5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text
- 5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
- 5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
- 5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
- 5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
- 5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
- 5.3.2 analyses the contemporary and historical contexts of drama
- 5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.



Home Economics Assessment Schedule

Food Technology – Year 10 Stage 5 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task	Assessment and Cooking Practical	Assessment	Extended Response	Extended Response – Food Service	
Syllabus Content	Special Occasions	Food Trends	Food Trends Foods for Specific Need	Food Service and Catering	
Timing (date due)	Term 1 Week 9	Term 2 Week 10	Term 3	Term 4 Week 2	
Outcomes Assessed	FT5-1 FT5-2 FT5-6 FT5-7 FT5-8 FT5-9 FT5-10 FT5-11	FT5- 3 FT5- 4 FT5-9 FT5-11 FT5-12	FT5-12 FT5-13	FT5-5	
Total Value %	30	30	10	30	Weighting % 100

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) – Year 10 Stage 5 2024

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

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 Timber – Year 10 Stage 5 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task	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	
Syllabus Content	Design Process	Basic woodworking joints and its applications	All stages of coffee table production process	Folio documentation and evaluation	
Timing (date due)	Term 1 Week 7	Term 2 Week 5	Term 3 Week 8	Term 4 Week 4	
Outcomes Assessed	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	
Total Value %	30	20	30	20	Weighting % 100

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 2024

Task Number	Task 1	Task 2	Task 3	Task 4	Task 5	
Nature of the Task	Database Prototype and Report	Topic test	Dreamweaver Website and Report	Topic test	Programming Project	Weighting %
Syllabus Content	Databases	Databases	World Wide Web	World Wide Web	Coding with Python	
Timing (date due)	Term 1	Term2	Term2	Term 3	Term 4	
Outcomes Assessed	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	
Total Value %	30	15	30	15	10	
Areas to be assessed: (tick relevant areas for each assessment)						
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



Mathematics Assessment Schedule

Mathematics Accelerated Extension 1 – Year 10 Stage 5 2024

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

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 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task	Performance	Performance	Composition	Aural Skills/ Musicology	
Syllabus Content	Popular Music Performance as member of an ensemble	Australian Music Performance as member of an ensemble	Creation of musical composition (software based)	Written Assessment	
Timing (date due)	Term 1 Week 9	Term 2 Week 9	Term 3 Week 3	Term 3 Week 8	
Outcomes Assessed	5.1 – 5.3	5.1-5.3	5.5-5.6	5.4, 5.7-5.9	
Total Value %	25	25	25	25	Weighting % 100
Areas to be assessed: <i>(tick relevant areas for each assessment)</i>					
Performing	✓	✓			
Composing			✓		
Listening				✓	

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) – Year 10 Stage 5 2024

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

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 2024

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

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 2024

Term Planner – Term 1, 2024

	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
January/ February	1A		SDD	SDD	School Starts Years 7, 11 & 12 1 February	School Starts Years 8, 9 & 10 2 February	
February	2B						
February	3A						
February	4B						
February	5A			School Photos	School Swimming Carnival		
March	6B					Zone Swimming Carnival	
March	7A				Elevate Study Skills		
March	8B	NAPLAN	NAPLAN	NAPLAN	NAPLAN	NAPLAN	
March	9A	NAPLAN				Good Friday	
April	10B	Easter Monday			School Athletics Carnival		
April	11A		Multi- cultural Day			Last Day School 12 April	

Term Planner – Term 2, 2024

Month	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
April		Holidays	Holidays	Holidays	Holidays	Holidays	Holidays
April	1A	SDD	School Starts 30 April				
May	2B						
May	3A		School Cross Country				
May	4B						
May	5A				Zone Cross Country		
May/June	6B			Elevate Study Skills			
June	7A	King's Birthday Public Holiday					
June	8B						
June	9A				Zone Athletics	Zone Athletics	
June	10B					Last Day School 5 July	Holidays
June/July		Holidays	Holidays	Holidays	Holidays	Holidays	Holidays

Term Planner – Term 3, 2024

Month	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
July	1A	SDD	School Starts 23 July	Year 7-12 Parent/ Teacher Night			
July	2B			Senior Subject Selection Evening	Senior Subject Fair		
August	3A	SSW Athletics	SSW Athletics				
August	4B	Senior Interview Day					
August	5A						
August	6B						
September	7A						
September	8B						
September	9A						
September	10B					Last Day School 27 September	

Term Planner – Term 4, 2024

Month	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
October	1A	School Starts 14 October					
October	2B						
October	3A						
October	4B	Year 10 Yearly examinations	Year 10 Yearly examinations	Year 10 Yearly examinations	Year 10 Yearly examinations	Year 10 Yearly examinations	Year 10 Yearly examinations
November	5A						
November	6B					YEAR 10 PREPARATON FOR SENIOR STUDIES	YEAR 10 PICNIC DAY
November	7A	Year 10 EX-10-SION	Year 10 EX-10-SION	Year 10 EX-10-SION	Year 10 EX-10-SION	Year 10 EX-10-SION	Year 10 EX-10-SION
November December	8B	Year 10 EX-10-SION	Year 10 EX-10-SION	Year 10 EX-10-SION	Year 10 EX-10-SION	Year 10 EX-10-SION	Year 10 EX-10-SION
December	9A	Year 10 EX-10-SION	Year 10 EX-10-SION	Year 10 EX-10-SION	Year 10 EX-10-SION	Incentive Day	Year 10 EX-10-SION
December	10B	Year 10 EX-10-SION	Presentation Night	Last Day School 18 December	SDD	SDD	
		Holidays	Holidays	Holidays	Holidays	Holidays	Holidays

Excellence in Education



ST JOHNS PARK HIGH SCHOOL

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