



Orange High School

Year 10 RoSA Assessment Booklet



2023

Creating the Future

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ORANGE HIGH SCHOOL EXCELLENCE, OPPORTUNITY AND TRADITION

Orange High School Policy for Assessment in Stage 5

INTRODUCTION

Dear Student,

Orange High School is proud of high academic achievement. We look forward to working with each of you to achieve your potential in Stage 5.

It is very important that you read this book carefully. It contains the guidelines and expectations for your school based assessment tasks. The tasks will help form your final assessment for your Record of School Achievement (RoSA).

The staff at Orange High School are here to support you. Please seek assistance when you need it.

My best wishes for the coming year. Work hard and achieve your potential. Remember our school vision "At Orange High School we ignite a lifelong love of learning which supports us to explore, change and create our place in the world."

Warmest regards

Alison McLennan
Principal (rel)

WHAT IS ROSA?

The Record of Student Achievement (or RoSA) is the formal credential awarded to eligible students who choose to leave school prior to receiving their HSC. Students will also be able to view and download a transcript of their achievements when applying for jobs or further education or training. To be eligible for a RoSA, students will need to have completed the mandatory requirements for Stage 5 (Years 9 and 10).

What is the Record of Student Achievement (or RoSA)

The RoSA is an electronic record of student achievements and includes:

- Grades for all the courses a student has completed up until the point they leave school - including those completed in Year 10, Year 11 or even Year 12.
- Vocational courses and students' vocational experiences.
- Citizenship and leadership achievements such as First Aid courses, community languages courses and Duke of Edinburgh awards.
- Results from optional on-line literacy and numeracy tests, with particular emphasis on work readiness, that students will be able to undertake twice a year.

There are no external examinations for the RoSA. All assessment is internal and based on work completed in Stage 5 (Years 9 and 10). Students will be required to submit assessment tasks as delivered by their schools. Teachers will then use marks from those assessments to allocate a grade for each student at the end of the course. Teachers will submit those grades to the NSW Educational Standards Authority (ESA) for inclusion on the RoSA.

Student grades are based on the assessment tasks outlined in this document. These grades are based on the A - E Grade Scale and Course Performance Descriptors developed by the ESA. Grades are given for individual achievement and are determined by the depth of knowledge and understanding and the range of skills that students demonstrate.

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

WHAT ARE THE REQUIREMENTS FOR THE AWARD OF THE ROSA?

To meet the requirements of the RoSA in Stage 5 (Years 9 and 10), students are required to study both core courses and elective courses.

CORE COURSES: ALL STUDENTS MUST UNDERTAKE

- English
- Mathematics
- Science
- Human Society and its Environment – History and Geography
- Personal Development, Health and Physical Education

Elective Courses:

All Students must undertake at least one 200 hour elective course (studied in both Year 9 and 10).

Subsequent elective courses can be studied as:

- A second 200 hour course (studied in Year 9 and 10)
- A 100 hour course (studied in Year 9)

WORK REQUIREMENTS

A student will be considered to have satisfactorily completed a course if, in the **Principal's view**, there is sufficient evidence that the student has:

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

In all courses, students are required to

- Submit all assessment tasks by the **due date**
- Make a genuine attempt to complete course work – **in class and homework activities**
- **Attend** regularly (a minimum of 85% attendance is expected)

Where a student is not meeting these requirements in a particular course, a warning letter will be sent home informing parents that the student is at risk of receiving an N determination.

If the student has not met all mandatory requirements by the end of Year 10, they will not be eligible to receive a RoSA in that year and may not be able to progress to Year 11 and 12.

ORANGE HIGH SCHOOL ASSESSMENT PROGRAM

The assessment requirements for each course are set out in the course syllabus. Orange High School has developed an assessment program for each course offered, following these requirements. These programs are set out in this booklet and are designed to assist teachers to determine the final RoSA grade.

STUDENT RESPONSIBILITIES

- Attempt **all work** and submit work to an **acceptable standard** and in an appropriate format.
- Submit assessment tasks on the **due date**, directly to the teacher, and sign a sheet of receipt, both when the task is distributed and when it is submitted. Under no circumstances should an assessment task be left on a teacher's desk in their staffroom or classroom.
- Be aware of the procedures to be followed if absent when a task is to be submitted, or completed in class, or when an extension is sought. (See Below)
- If absent from lesson(s) **actively pursue** whether an assessment task has been issued.
- Satisfactorily **explain** all full and partial **absences** from school and class.
- Present their **own work** – copying and pasting or writing someone else's work (without acknowledging the source) is plagiarism and will result in a zero mark.
- Acknowledge all **sources** of information used, e.g. bibliographies.

(i) Illness/Misadventure and Consideration of Absence Applications by Students

Students who feel that their performance on the task has been affected by factors outside their control may wish to apply for special consideration. Students must formally apply by completing the Illness/Misadventure and/or Extension Application Form. The application form is available from a Deputy Principal. In the case of illness, a Doctors Certificate must accompany the application for illness and/or extension.

Misadventure refers to any **valid** reason, other than illness, for not completing, submitting or being present for an assessment task. **Documentary evidence** should accompany the application for misadventure and/or extension.

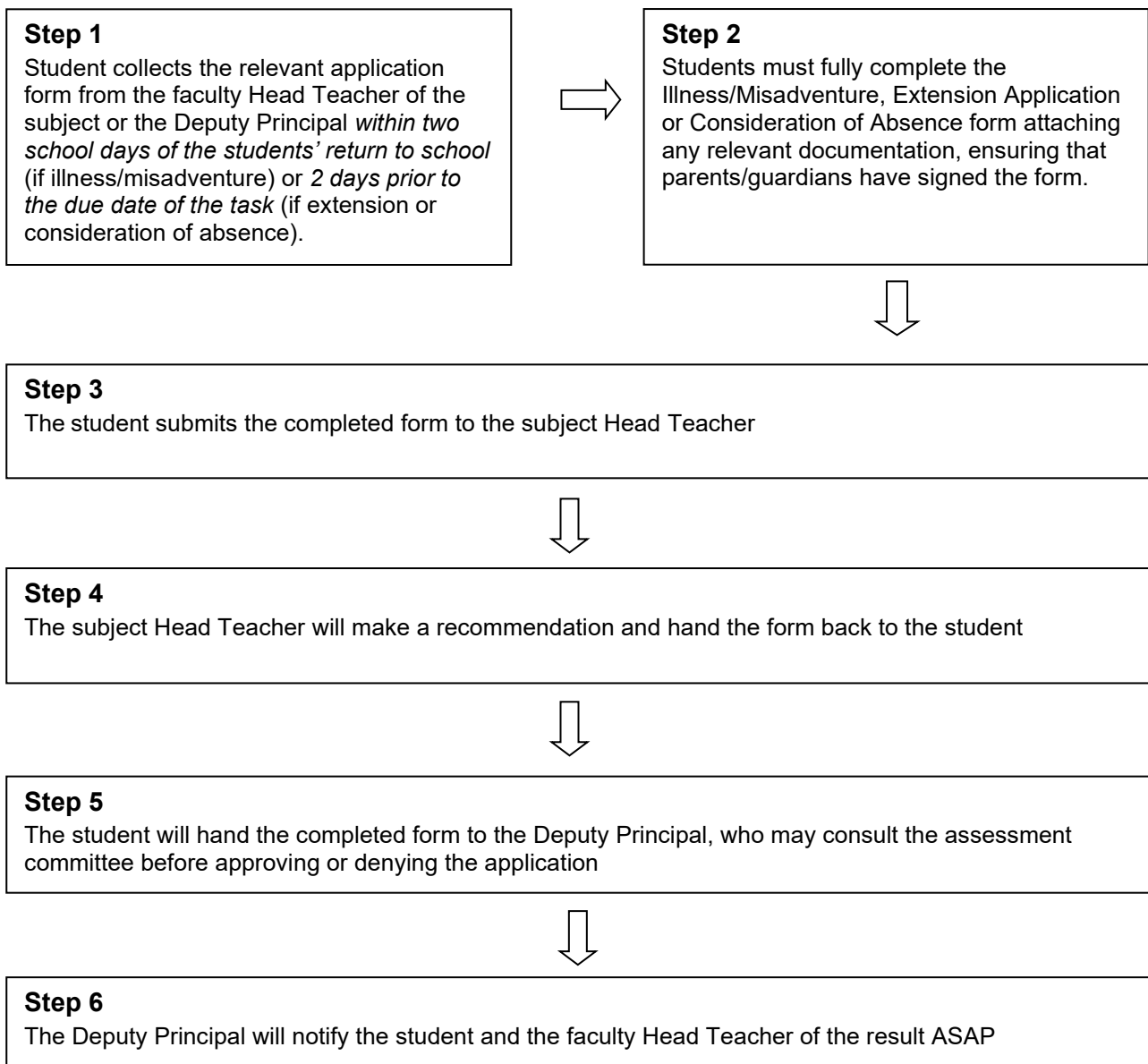
Consideration of absence can be sought for legitimate absences e.g. school sporting events that clash with in-class tests, important events, such as funerals.

It is important to note that:

- Students must pursue the illness/misadventure process. There is no onus on the class teacher to instigate this process.
- Work submitted late **without** approval for illness/misadventure, extension of time, or consideration of absence will be marked, though a **10% deduction penalty** per day will apply for each day that the task is late. If, after 5 days (from the original due date), the task has still not been submitted, a mark of **zero** will be awarded, and
- A NES A **determination warning letter** will be sent to the student's home address (See appendix D).

If the illness/misadventure application is approved, the student will complete the set task or an alternate task as soon as can be arranged, preferably on the next school day, or, in exceptional circumstances, an estimate will be used based on assessment evidence.

Process for seeking extension, consideration of absence or illness/misadventure



If the illness/misadventure, consideration of absence or extension application is approved, the student will complete the set task or an alternate task as soon as can be arranged, preferably on the next school day, or, an estimate will be used based on assessment evidence, or the school will use a mark based on a substitute task. Any substitute task should:

- Be based on the same components or outcomes as the original task,
- Test or measure the same knowledge or skills as the original task,
- As far as possible, be of comparable standard to the original task,
- Be assessed in the same manner as the original task.

Practical tasks cannot usually be made up due to the nature of the tasks except in exceptional circumstances.

Invalid reasons for illness/ misadventure will result in a mark of zero '0' for that task.

(ii) Extension of Time Requested by Students

Notice of **foreseeable absences** must be brought to the attention of the class teacher and subject Head Teacher so that negotiations can be made to set alternate dates/tasks.

Students are permitted to submit tasks prior to the due date in these situations where this has been negotiated with the class teacher and Head Teacher. It is the student's responsibility to plan around foreseeable absences.

Students who cannot submit a task on or by the due date, for reasons beyond their control, can make a written application at least **one week** prior to the original due date on the Extension of Time (Appendix C) or Consideration of Absence form (Appendix A).

(iii) Computer Failures

Technical failures related to computing equipment **will not** constitute sufficient grounds for the granting of an extension. Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable and up to date back up copies, allowing sufficient time to deal with potential technical failures and the retention of printed back-up copies. Where a computer/printer malfunction occurs the backup copy can be submitted. Preparation notes may be submitted to demonstrate student achievements, in the event of computer failure/malfunction.

(iv) Submission of Non-Written Tasks

Students must ensure that any disks, films or tapes are operable on standard school equipment. This must be checked **before** submission.

(v) Plagiarism and Internet Cheating

Where there is clear evidence of plagiarism in assessment tasks, students will receive a zero (0) for that task. Where direct quotes are used, these must be acknowledged by the appropriate use of quotation marks.

Students who simply copy material from the Internet and present material as their own will receive zero (0) for that task.

If a student fails to complete assessment tasks which contribute more than (in excess of) 50% of the available mark in any Board determined course, he/she will not have satisfactorily studied the course. In such circumstances an 'N' determination may be submitted for the course.

TEACHER RESPONSIBILITIES

Teachers must:

- Follow the Assessment Schedule for their subject.
- Provide a sheet of receipt for the student to sign both when the task is distributed and when it is submitted.
- Give students **at least TWO WEEKS** written notice for each assessment task.
- Ensure that absent students receive the information the next time the student attends the class.
- Negotiate the necessary changes with the class when an assessment task must be rescheduled due to unforeseen circumstances. The class will be informed in writing of any change. A minimum of two weeks' notice will be given in writing if the date of a task is to be varied.
- Ensure that the task is published on the school website for students and parents to access.

Every assessment task distributed to students will include the following information:

- Specific Question/s to answer
- Marking Criteria
- Outcomes being assessed
- Weighting of the task
- Date Due
- Date Distributed

ASSESSMENT, SCHOOL REVIEWS AND APPEALS TO THE BOARD

There is no provision for a review of marks awarded for assessment tasks. Reviews are limited to the assessment process.

In the event of an appeal or review, the only matters which the NESAs will consider are whether or not:

- a) The school's assessment program conforms to the NESAs requirements.

AND/OR

- b) The procedures used by the school for determining the final assessment mark conform to its stated assessment program.

AND/OR

- c) There are computational or other clerical errors in the determination of the assessment mark.

INDEX OF COURSES YEAR 10 – 2023

KLA	COURSE	CONTACT PERSON (HEAD TEACHER)
English	English	Ms Monica Peasley
Mathematics	Mandatory Mathematics 5.1. 5.2,5.3	Ms Joanne Stevenson
Science	Science	Mr Aaron Routh
	iSTEM	
	Marine Studies	
HSIE	Commerce	Mr Ian Paine
	Geography	
	History	
	Japanese	
PDHPE	PDHPE	Ms Tegan Dray
	Child Studies	
	Physical and Sport Studies	
Technical & Applied Sciences	Agriculture	Mr Dan Wait
	Food Technology	
	Industrial Technology Engineering	
	Industrial Technology Metal	
	Industrial Technology Timber	
Creative and Performing Arts	Dance	Ms Shea Atchison
	Drama	
	Photographic and Digital Media	
	Visual Arts	
	Visual Arts 3D	

SCHOOL TERM DATES – 2023

Term 1	27 January 2023 – 6 April 2023 (11 weeks)
Term 2	24 April 2023 – 30 June 2023 (10 weeks)
Term 3	17 July 2023 – 22 September 2023 (10 weeks)
Term 4	9 October 2023 – 19 December 2023 (11 weeks)

EXAMINATION DATES

MID-COURSE EXAMS	Mathematics and HSIE only Term 2, Week 5
END OF COURSE EXAMS	All subjects Term 4, Weeks 4 & 5

ASSESSMENT CALENDAR

Year 10 Assessment Calendar TERM 1, 2023		
WEEK DUE	SUBJECT	TYPE OF TASK
Term 1, progressive	Child Studies	Toy Portfolio
Term 1, Week 2		
Term 1, Week 3		
Term 1, Week 4		
Term 1, Week 5		
Term 1, Week 6	Marine Studies	Practical Skills
Term 1, Week 6-7	Japanese	Multi-modal Task
Term 1, Week 7	Agriculture	Marketing and Label Analysis
	English	In-class task
	History	Research/In class extended response
	Geography	Skills or Field Work
Term 1, Week 8	Commerce	Court Visit/Skills or Research task
	Food Technology	Practical task and Portfolio
	Science	First-hand scientific investigation
Term 1, Week 9	Dance	Performance
	Drama	Group devised Protest Performance (A)
	Industrial Technology Engineering	Written task
	Mathematics	Term 1 Test/Assessment Quiz
	Photographic and Digital Media	Body of Work and Journal
Term 1, Week 10	Drama	Individual Written Response (B)
	iSTEM	Fundamental design
	PDHPE	Athletics self-analysis
	Physical and Sport Studies	Research Task
	Visual Arts	Body of Work and Visual Diary submission
	Visual Arts 3D	Body of Work and Visual Diary submission
Term 1, Week 11		

Year 10 Assessment Calendar TERM 2, 2023		
WEEK DUE	SUBJECT	TYPE OF TASK
Term 2, Week 1	Industrial Technology Timber	Dartboard cabinet Folio
	Industrial Technology Metal	Fabrication Project Design Folio
Term 2, Week 2		
Term 2, Week 3	iSTEM	Design Folio
	Marine Studies	Gathering & Communicating information
Term 2, Week 3-4	Japanese	Multi-modal Task
Term 2, Week 4	PDHPE	Road Safety Campaign Analysis
Term 2, Week 5	Agriculture	Animal Technology Presentation
	Commerce	ICT or Writing Task
	Food Technology	Analysis of nutritionally modified meals
	Geography	End of Course Examination
	History	End of Course Examination
	Industrial Technology Timber	Personalised Box project
	Industrial Technology Metal	Fabrication Project Stage 1
	Mathematics	Mid-Course Examination
	Photographic and Digital Media	Scaffolded in-class Artist Study
	Visual Arts	Scaffolded Artist/Genre study
	Visual Arts 3D	Scaffolded Artist/Genre study
Term 2, Week 6	English	Essay
	Industrial Technology Engineering	Project 1 and Folio
	Physical and Sport Studies	Nutritional Plan Case study
Term 2, Week 7		
Term 2, Week 8		
Term 2, Week 9	Dance	Composition
Term 2, Week 10	Drama	Group devised Documentary Performance and Scaffolded Individual Reflection

Year 10 Assessment Calendar TERM 3, 2023		
WEEK DUE	SUBJECT	TYPE OF TASK
Term 3, Week 1		
Term 3, Week 2		
Term 3, Week 3		
Term 3, Week 4-5	Japanese	Multi-modal Task
Term 3, Week 5	Child Studies	Media Analysis
	Science	Individual Scientific Research Project
Term 3, Week 6	iSTEM	Individual Project
	History	Research/In class Extended Response
	Marine Studies	Practical skills & Communicating information
	Physical and Sport Studies	Fitness Program
Term 3, Week 7	Geography	Skills or Field Work
	Mathematics	Assignment
Term 3, Week 8	Agriculture	Plant Collection
	Commerce	Research Task
	Child Studies	Cultural Investigation
	Food Technology	New food trends
Term 3, Week 9	Drama	Scripted Duologue Performance (A)
	English	Creative Writing and Reflection
	PDHPE	Truth Sleuths Campaign
	Photographic and Digital Media	Body of Work and Journal
Term 3, Week 10	Dance	Performance/Composition
	Drama	Group Workshop Development (B)
	Visual Arts	Body of Work and Diary submission
	Visual Arts 3D	Body of Work and Diary submission

Year 10 Assessment Calendar TERM 4, 2023		
WEEK DUE	SUBJECT	TYPE OF TASK
Term 4, Weeks 1-5	Physical and Sport Studies	Event Management
Term 4, Week 1		
Term 4, Week 2		
Term 4, Week 3	Marine Studies	Individual Project
Term 4, Week 4	Industrial Technology Engineering	Project 2 and Folio
	iSTEM	Individual Project
Term 4, Week 4-5	English	End of Course Examination
	History	End of Course Examination
	Mathematics	End of Course Examination
	Science	End of Course Examination
	Agriculture	End of Course Examination
	Commerce	End of Course Examination
	Child Studies	End of Course Examination
	Drama	Written Examination
	Food Technology	End of Course Examination
	Geography	End of Course Examination
	Industrial Technology Engineering	End of Course Examination
	Industrial Technology Metal	End of Course Examination
	Industrial Technology Timber	End of Course Examination
	Japanese	End of Course Examination
	PDHPE	Getcha Head in the Game
	Photographic and Digital Media	End of Course Examination
Visual Arts	End of Course Examination	
Visual Arts 3D	End of Course Examination	
Term 4, Week 5	Dance	Appreciation
	Industrial Technology Metal	Fabrication Project Stage 2
	Industrial Technology Timber	Mantle Clock Project
Term 4, Week 6		
Term 4, Week 7		
Term 4, Week 8		
Term 4, Week 9		
Term 4, Week 10		
Term 4, Week 11		

ENGLISH KEY LEARNING AREA**Subject: English****Course Overview**

Students in Years 10 will read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities. Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to:

- Speak, listen, read, write, view and represent
- Use language to communicate appropriately and effectively
- Think in ways that are imaginative, interpretive and critical
- Express themselves and their relationships with others and the world
- Learn and reflect on their learning through their study of English

Units that are to be studied include:

- Terms 1 & 2: The Minority Experience
- Term 3: Dystopian Worlds
- Term 4: Representations of Australia

Year 10 Assessment Schedule – English				
TASK	DUE DATE	TYPE OF TASK	AREAS OF LEARNING	WEIGHT %
1	Term 1 Week 7	In-class task	Students explore a range of texts that represent experiences of minorities within society. They display their knowledge and understanding through a short in-class test and respond in extended analytical and reflective forms.	20
2	Term 2 Week 6	Essay		25
3	Term 3 Week 9	Creative Writing and Reflection	Students explore the conventions of Dystopian fiction in creative and reflective writing.	30
4	Term 4 Week 5	End of Course Examination	Demonstrates skills in textual deconstruction under time constraints.	25

MATHEMATICS KEY LEARNING AREA**Subject: Mathematics****Course Overview**

In Stage 5 Mathematics there are three specific endpoints or pathways that a student may follow. These are the 5.3, 5.2 and 5.1 pathways. These were formerly known as the Advanced (5.3), Intermediate (5.2) and Standard (5.1) courses. These are offered to cater for the full range of learners in Mathematics. The Stage 5.3 course includes the knowledge and skills from the Stage 5.2 course, and the Stage 5.2 course includes the knowledge and skills from the Stage 5.1 course.

Students wishing to study higher level Mathematics in Stage 6 are strongly advised to study the Stage 5.3 course. The 5.2/5.1 courses best prepare student for the Stage 6 General Mathematics course.

Year 10 Mathematics - Stage 5.3, 5.2 and 5.1 Pathways			
DUE DATE	TYPE OF TASK	AREAS OF LEARNING (OUTCOMES ASSESSED)	WEIGHT %
Term 1 Week 9	Term 1 Test/ Assessment Quiz	Topics covered in class	10
Term 2 Week 5	Mid-Course Examination	5.3 Course Surds, Indices and Measurement, Probability, Data 5.2 Course Measurement, Algebra, Indices, Probability, Data 5.1 Course Financial Mathematics, Measurement, Algebra, Indices, Probability	25
Term 3 Week 7	Assignment	Problem Solving Communicating Reasoning	25
Term 4 Week 5	End of Course Examination	All topics covered this year	40

SCIENCE KEY LEARNING AREA

Subject: Science

Course Overview

Students studying Science in Year 10 will have the opportunity to use scientific inquiry to actively engage in the processes of Working Scientifically to increase their understanding of the world around them. They will develop their understanding of science ideas and concepts, how scientific knowledge is refined over time and the significance of scientific evidence in evaluating claims, explanations and predictions.

Working Scientifically Part 1

Students formulate questions or hypotheses to be investigated scientifically. They apply scientific understanding and critical thinking skills to suggest possible solutions to identified problems. Individually and collaboratively they plan and undertake a range of types of first-hand investigations to accurately collect data using appropriate units, assessing risk and considering ethical issues associated with the method. They design and conduct controlled experiments to collect valid and reliable first-hand data.

Working Scientifically Part 2

Students process, analyse and evaluate data and information from first-hand investigations to draw conclusions consistent with the evidence, identifying sources of uncertainty and possible alternative explanations for findings. They assess the validity and reliability of claims made in secondary sources. They evaluate the methods and strategies they and others use and ways in which the quality of data could be improved, including the appropriate use of digital technologies. They communicate science ideas for specific purposes and construct evidence-based arguments using appropriate scientific language, conventions and representations.

Knowledge and Understanding of Science

The knowledge and understanding of the content of the Science is organised into four strands:

- A. **Physical World.** Is concerned with understanding the nature of forces and motion, and matter and energy. Students learn how these apply to systems ranging in scale from atoms to the Universe.
- B. **Chemical World.** Is concerned with the understanding the composition and behaviour of matter. Students learn how chemical and physical properties are determined by the structure and arrangement of atoms.
- C. **Earth and Space.** Is concerned with the Earth's dynamic structure and its place in the cosmos. Students explore that humans use resources and human activity has an influence on the Earth's surface and atmosphere.
- D. **Living World.** Is concerned with the understanding of living things. The key concepts are that cells are the basic unit of life and that there is a diverse range of living things. Students learn about the interdependence of living things and how they interact with the environment.

All Science classes are assessed by the same criteria as listed below:

Year 10 Science Semester 1 assessment (Term 1 & 2)				
TASK	DATE	TYPE OF TASK	AREAS OF LEARNING	WEIGHT % (SEMESTER)
1	Term 1 Week 8	First-hand scientific investigation	Students should be able to articulate their understanding of Working Scientifically. Specifically in the skills outlined in Working Scientifically Part 1 and Part 2.	25

Year 10 Science Semester 2 assessment (Term 3 & 4)				
TASK	DATE	TYPE OF TASK	AREAS OF LEARNING	WEIGHT % (SEMESTER)
2	Term 3 Week 5	Individual scientific research project	Students should be able to demonstrate all aspects of working scientifically Part 1 and Part 2.	25
3	Term 4 Week 5	End of Course Examination	Knowledge and understanding of all subject material studied throughout the year.	50

Subject: iSTEM

Course Overview

STEM refers to Science, Technology, Engineering and Mathematics. The basic contributors to healthy STEM are research, international engagement and education.

iSTEM is a School Developed Board Endorsed Course. This means that student success is recognised on their Record of School Achievement (RoSA) in Year 10. It covers a number of modules in the fields of science, technology and engineering.

Class members have the option to participate in a variety of competitions and STEM based intervention programs during the course. Students will also study a variety of themed units of work focusing on the application of science, technology, engineering and mathematics to real life, through inquiry and project based learning techniques.

STEM activities may include; Science and Engineering Challenge, Electric Vehicle Festival, Challenge days, RoboCUP and Robotics 3D CAD (Computer Assisted Design) printing and Velocity Rocket Challenges.

The main purpose of this Board of Studies endorsed course is to better engage students in science, technology engineering and mathematics. It is meant to challenge and excite students with the possibilities of the future. It involves many 21st century learning opportunities and emphasises inquiry based learning where students are encouraged to learn by doing.

The iSTEM School Developed Board Endorsed Course covers a number of STEM based fields, including; STEM Fundamentals, Aerodynamics, Motion, Mechatronics, Surveying, Design for Space, Statistics in Action, CAD (Computer Assisted Design) /CAM (Computer Assisted Manufacture) and STEM Project Based Learning Tasks. These specific modules are not reflected together in any existing BOSTES Syllabus document.

Course Outline

There are four core modules and seven elective modules. Each are 25 hours (indicative) in duration. We have designed our curriculum around 100 hours in each school year i.e. 100 hours in Year 9 and 100 hours in Year 10, a total of 200 hrs of electives.

Year 9		Year 10	
Core Module 1 STEM Fundamentals 25 Hours	Core Module 4 Mechatronics 25 Hours	Core Module 2 Aerodynamics 25 Hours	Elective Module 6 3D CAD/CAM 2 25 Hours
Elective Module 5 3D CAD/CAM 1 25 Hours	Elective Module 7 STEM Project Based Learning Task 1 25 Hours	Core Module 3 Motion 25 Hours	Elective Module 8 STEM Project Based Learning Task 2 25 Hours

Assessment schedule for Year 10

OUTCOMES FROM ISTEM	DATE DUE	MODULE	COMPONENT	TOTAL
5.1.1, 5.1.2, 5.2.1, 5.2.2	Term 1 Week 10	Aerodynamics	Task 1 Fundamental Design	25
5.5.1, 5.5.2, 5.7.1, 5.8.1	Term 2 Week 3	Aerodynamics	Task 2 Design Folio	25
5.2.1, 5.4.1	Term 3 Week 6	Project Based Learning Elective Design	Task 3 Individual Project	25
5.3.1, 5.3.2, 5.6.1, 5.6.2	Term 4 Week 4	Project Based Learning Elective Design	Task 4 Individual Project	25
				100

Subject: Marine Studies 200 hours (second 100 hours – Year 10)

Course Outline

The Marine Studies course is broken into a number of modules. The 200 hour course consists of the core module looking at the marine environment and 12 option modules. Option modules covered at Orange High in the 200 hour course include Antarctica, marine biology, managing water quality, marine mammals, Australian shipwrecks and our maritime history. The course involves theory and practical activities at school and in the natural marine environment. Students are required to demonstrate proficiency in the water and in handling water craft.

Year 10 Marine Studies - Semester 1 assessments (Term 1 & 2)				
TASK	DATE	TYPE OF TASK	AREAS OF LEARNING	WEIGHT %
1	Term 1 Week 6	Practical Skills	Practical competencies	30%
2	Term 2 Week 3	Gathering & Communicating Information	Knowledge and understanding	20%

Year 10 Marine Studies – Semester 2 assessment (Term 3 & 4)				
TASK	DATE	TYPE OF TASK	AREAS OF LEARNING	WEIGHT%
1	Term 3 Week 6	Practical Skills & Communicating Information	Practical competencies	20%
2	Term 4 Week 3	Individual Project	Knowledge and understanding	30%

HUMAN SOCIETY AND ITS ENVIRONMENT – KEY LEARNING AREA**Subject: Commerce**

Year 10 Commerce Semester 1 & 2					
TASK	DATE	TOPIC / COMPONENT	TYPE OF TASK	OUTCOMES ASSESSED	WEIGHT %
1	Term 1 Week 8	Law in Action	Court Visit/Skills or Research task	5.1, 5.2, 5.4, 5.6, 5.7, 5.8, 5.9	20
2	Term 2 Week 5	Law Society & Political Involvement	ICT or Writing Task	5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.8, 5.9	30
3	Term 3 Week 8	The Economic and Business Environment	Research Task	5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	20
4	Term 4 Week 5	Towards Independence	End of Course Examination	All outcomes	30

Table of Stage 5 Outcomes: - A/C Commerce

Stage 5	A student:
COM 5.1	Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
COM 5.2	Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
COM 5.3	Examines the role of law in society
COM 5.4	Analyses key factors affecting decisions
COM 5.5	Evaluates options for solving problems and issues
COM 5.6	Develops and implements plans designed to achieve goals
COM 5.7	Researches and assesses information using a variety of sources
COM 5.8	Explains information using a variety of forms
COM 5.9	Works independently and collaboratively to meet individual and collective goals within specified timeframes

Subject: Geography

Year 10 Geography Semester 1 (Classes 2, 4 and 5)					
TASK	DATE	TOPIC / COMPONENT	TYPE OF TASK	OUTCOMES ASSESSED	WEIGHT %
1	Term 1 Week 7	Environmental Change and Management	Skills or Field Work	GE5.2 GE5.7, GE5.8	25
2	Term 2 Week 5	All Topics: Environmental Change and Management and Human Wellbeing	End of Course Examination	All outcomes GE5.1, GE5.2, GE5.4, GE5.5, GE5.6, GE5.7, GE5.8, GE5.3	25

Year 10 Geography Semester 2 (Classes 1, 3, 6 & 7)					
TASK	DATE	TOPIC / COMPONENT	TYPE OF TASK	OUTCOMES ASSESSED	WEIGHT %
1	Term 3 Week 7	Environmental Change and Management	Skills or Field Work	GE5.2 GE5.7, GE5.8	25
2	Term 4 Week 5	All Topics: Environmental Change and Management and Human Wellbeing	End of Course Examination	All outcomes GE5.1, GE5.2, GE5.4 GE5.5, GE5.6, GE5.7, GE5.8, GE5.3.	25

Table of Stage 5 Outcomes: - A/C Geography

Stage 5	A student:
GE5-1	Explains the diverse features and characteristics of a range of places and environments
GE5-2	Explains processes and influences that form and transform places and environments
GE5-3	Analyses the effect of interactions and connections between people, places and environments
GE5-4	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

Subject: History

Year 10 History - Semester 1 (Classes 2, 4, 6 & 8)					
TASK	DATE	TOPIC/COMPONENT	TYPE OF TASK	OUTCOMES ASSESSED	WEIGHT %
1	Term 1 Week 7	Changing Rights & Freedoms	Research/ In Class Extended Response Task	HT5.5, HT5.2, HT5.10	20
2	Term 2 Week 5	All Topics	End of Course Examination	HT5.1, HT5.4, HT5.10	30

Year 10 History - Semester 2 (Classes 1, 3, 5 & 7)					
TASK	DATE	TOPIC/COMPONENT	TYPE OF TASK	OUTCOMES ASSESSED	WEIGHT %
1	Term 3 Week 6	Changing Rights & Freedoms	Research/ In Class Extended Response Task	HT5.5, HT5.2, HT5.10	20
2	Term 4 Week 5	All Topics	End of Course Examination	HT5.1, HT5.4, HT5.10	30

Table of Stage 5 Outcomes: - History

Outcomes	A student:
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

Subject: Japanese

Year 10 Japanese					
TASK	DATE	TOPIC / COMPONENT	TYPE OF TASK	OUTCOMES ASSESSED	WEIGHT %
1	Term 1 Week 6-7	Milestones & Aspirations	Multi-modal Task	LJA5-3C, LJA5-4C, LJA5-6U, LJA5-7U	25
2	Term 2 Week 3-4	Plans and Invitations	Multi-modal Task	LJA5-1C, LJA5-2C, LJA5-5U, LJA5-9U	25
3	Term 3 Week 4-5	Cities of Japan	Multi-modal Task	LJA5-3C, LJA5-4C, LJA5-6U, LJA5-7U	25
4	Term 4 Week 4-5	Semester 2 Stage 5 Topics	End of Course Examination	LJA5-1C, LJA5-2C LJA5-5U, LJA5-8U	25

Year 10 Japanese Stage 5 Table of Outcomes		
Interacting	LJA5-1C	Manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
Accessing & responding	LJA5-2C	Identifies and interprets information in a range of texts
	LJA5-3C	Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
Composing	LJA5-4C	Experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences
Systems of language	LJA5-5U	Demonstrates how Japanese pronunciation and intonation are used to convey meaning
	LJA5-6U	Demonstrates understanding of how Japanese writing conventions are used to convey meaning
	LJA5-7U	Analyses the function of complex Japanese grammatical structures to extend meaning
	LJA5-8U	Analyses linguistic, structural and cultural features in a range of texts
Role of Language & Culture	LJA5-9U	Explains and reflects on the interrelationship between language, culture and identity

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION KEY LEARNING AREA**Subject: Mandatory PDHPE**

Year 10 Stage 5 Mandatory PDHPE				
TASK	DATE	TYPE OF TASK	AREAS OF LEARNING (OUTCOMES)	WEIGHT %
1	Term 1 Week 10	Task 1 Athletics self-analysis	Students appraise and justify choices of actions when solving complex movement challenges.	25
2	Term 2 Week 4	Task 2 Road Safety Campaign Analysis	Students assess their own and others' capacity to reflect on and respond positively to challenges.	25
3	Term 3 Week 9	Task 3 Truth Sleuths Campaign	Students develop and apply a criteria to assess health information by creating a social media campaign.	25
4	Term 4 Week 5	Task 4 Getcha Head in the Game	Students explore sports administration and event management. They will assume responsibility & perform specific roles.	25

Subject: Child Studies

Course Overview

In the Year 9 course students will learn the different stages of human development and the needs of the individual at each stage of the life span, the reproductive system and conception. They will study relationships, roles and group interaction to fully understand group dynamics around them.

In the Year 10 course students build on the Year 9 content and study the importance of play and nutrition in early childhood. Students look closely at child development between 3 -5 years. Practical experiences are centred around preparing meals suitable for young toddlers and children. Learning experiences will include visits to kindergarten and pre-schools to involve students in children's games, reading, art and physical activities.

Year 10 Child Studies – 200 hour				
TASK	DATE	TYPE OF TASK	AREAS OF LEARNING (OUTCOMES)	WEIGHT %
1	Term 1 Progressive	Toy Portfolio	Knowledge and understanding of child growth and development Skills related to caring and nurturing children Gathering and communicating information	25
2	Term 3 Week 5	Media Analysis	Knowledge and understanding of child growth and development Skills related to caring and nurturing children Gathering and communicating information	25
3	Term 3 Week 8	Cultural Investigation	Knowledge and understanding of child growth and development Skills related to caring and nurturing children Gathering and communicating information	25
4	Term 4 Week 4	End of Course Examination	Knowledge and understanding of child growth and development Skills related to caring and nurturing children Gathering and communicating information	25

Subject: Physical and Sport Studies
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Course Overview

This is a school developed course that is derived from the physical activity sport and society syllabus. Students study from a broad range of topics which included coaching, body systems and exercise physiology, Australia's sporting identity, technology in sport and movement skills from a range of sporting activities.

Sports Studies (200 hours)				
TASK	DATE	TASK	AREAS OF LEARNING (OUTCOMES)	WEIGHT %
1	Term 1 Week 10	Task 1 Opportunities in Sport Research Task	Students analyse physical activity and sport from personal, social and cultural perspectives.	25
2	Term 2 Week 6	Task 2 Nutritional Plan Case Study	Students analyse the benefits of participation and performance in physical activity and sport.	25
3	Term 3 Week 6	Task 3 Fitness Program	Students demonstrate actions and strategies that contribute to active participation and skillful performance.	25
4	Term 4 Weeks 1-5	Task 4 Event Management	Students display management and planning skills to achieve personal and group goals.	25

TAS – INDUSTRIAL ARTS KEY LEARNING AREA**Subject: Agriculture**

Year 10 Agriculture				
UNIT	VITICULTURE	SHEEP	PASTURES	SUSTAINABILITY
TASK TITLE	Assessment Task 1 Marketing and Label Analysis	Assessment Task 2 Animal Technology Presentation	Assessment Task 3 Plant Collection	Assessment Task 4 End of Course Examination
DUE DATE	Term 1, Week 7	Term 2, Week 5	Term 3, Week 8	Term 4, Week 5
WEIGHTING	25%	25%	25%	25%
AREA OF LEARNING	Knowledge, understanding and skills	Knowledge, understanding and skills	Knowledge, understanding and skills	Knowledge, understanding and skills
OUTCOMES ASSESSED	AG5-3, AG5-5	AG5-8, AG5-9	AG5-2, AG5-6	All outcomes may be assessed

Subject: Food Technology

Year 10 Food Technology				
UNIT	FOOD PRODUCT DEVELOPMENT	FOOD FOR SPECIAL NEEDS	FOOD TRENDS	ALL UNITS STUDIED
TASK TITLE	Assessment Task 1 Practical Task and Portfolio	Assessment Task 2 Analysis of Nutritionally Modified Meals	Assessment Task 3 New Food Trends	Assessment Task 4 End of Course Examination
DUE DATE	Term 1, Week 8	Term 2, Week 5	Term 3, Week 8	Term 4, Week 5
WEIGHTING	25%	25%	25%	25%
OUTCOMES ASSESSED	FT5-9, FT5-11	FT5-6, FT5-8	FT5-7, FT5-12	All outcomes may be assessed
AREA OF LEARNING	Knowledge, Learning and Skills	Knowledge, Learning and Skills	Knowledge, Learning and Skills	Knowledge, Learning and Skills

Subject: Industrial Technology Engineering

Year 10 Engineering				
UNIT	TRANSPORT	TRANSPORT	CONTROL SYSTEMS	ALL UNITS STUDIED
TASK TITLE	Assessment Task 1 Written Task	Assessment Task 2 Project 1 and Folio	Assessment Task 3 Project 2 and Folio	Assessment Task 4 End of Course Examination
DUE DATE	Term 1, Week 9	Term 2, Week 6	Term 4, Week 4	Term 4, Week 5
WEIGHTING	25%	25%	25%	25%
OUTCOMES ASSESSED	IND5-8, IND5-9	IND5-3, IND5-4, IND5-5	IND5-7, IND5-8	All outcomes may be assessed
AREA OF LEARNING	Knowledge, Skills and understanding	Knowledge, Skills and understanding	Knowledge, Skills and understanding	Knowledge, Skills and understanding

Subject: Industrial Technology Metal

Year 10 Industrial Technology Metal				
UNIT				
TASK TITLE	Assessment Task 1 Fabrication Project Design Folio	Assessment Task 2 Fabrication Project Stage 1	Assessment Task 3 End of Course Examination	Assessment Task 4 Fabrication Project Stage 2
DUE DATE	Term 2, Week 1	Term 2, Week 5	Term 4, Week 5	Term 4, Week 5
WEIGHTING	25%	25%	25%	25%
AREA OF LEARNING	Knowledge, Learning and Skills	Knowledge, Learning and Skills	Knowledge, Learning and Skills	Knowledge, Learning and Skills
OUTCOMES ASSESSED	IND5-1, IND5-2, IND5-3, IND5.4,	IND5-1, IND5-2, IND5-5, IND5-7, IND5-8	All outcomes may be assessed	IND5-1, IND5-2, IND5-3

Outcomes	A student:
IND5-1	Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2	Applies design principles in the modification, development and production of projects
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
IND5-7	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

Subject: Industrial Technology Timber
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Year 10 Industrial Technology Timber				
UNIT	TIMBER 2			
TASK TITLE	Assessment Task 1 Dartboard Cabinet Folio	Assessment Task 2 Personalised Box Project	Assessment Task 3 End of Course Examination	Assessment Task 4 Mantle Clock Project
DUE DATE	Term 2, Week 1	Term 2, Week 5	Term 4, Week 5	Term 4, Week 5
WEIGHTING	25%	25%	25%	25%
AREA OF LEARNING	Knowledge, Learning and Skills	Knowledge, Learning and Skills	Knowledge, Learning and Skills	Knowledge, Learning and Skills
OUTCOMES ASSESSED	IND5-1, IND5-2, IND5-3, IND5.4,	IND5-1, IND5-2, IND5-5, IND5-7, IND5-8	All outcomes may be assessed	IND5-1, IND5-2, IND5-3

CREATIVE AND PERFORMING ARTS

Subject: Dance 200 hours (second 100 hours – Year 10)

Course Overview

This course enables students to express ideas creatively as they make and perform dances, and analyse dance works of art. This is completed through the components of Performance, Composition and Appreciation.

TASK	UNIT	DATE	TYPE OF TASK	OUTCOMES	WEIGHT %
1	Dance technique/ Performance quality	Term 1 Week 9	Performance	Video assessment of Performance routine that has been choreographed during lessons 5.1.1, 5.1.2, 5.1.3	30
2	Art as a Stimulus	Term 2 Week 9	Composition	Individual composition based on Art as a stimulus 5.2.1, 5.2.2, 5.3.2	30
3	Dance for Film	Term 3 Week 10	Performance/ Composition	Students create a group work using Dance to convey a concept through film and technology 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.3.2	20
4	A Modern spin/ Jazz: then and now	Term 4 Week 5	Appreciation	Dance analysis - Short answer and essay questions on a chosen choreographer and their dance work/s 5.3.1, 5.3.2, 5.3.3	20

Assessment Outcomes: Dance	
5.1.1	Demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
5.1.2	Demonstrates enhanced dance technique by manipulating aspects of the elements of dance
5.1.3	A student demonstrates an understanding and application of aspects of performance quality and interpretation through performance
5.2.1	A student explores the elements of dance as the basis of the communication of ideas
5.2.2	A student composes and structures dance movement that communicates an idea
5.3.1	A student describes and analyses dance as the communication of ideas within a context
5.3.2	A student identifies and analyses the link between their performances and compositions and dance works of art
5.3.3	A student applies understandings and experiences drawn from their own work and dance works of art

Subject: Drama

Course Overview

Within Year 10 Drama, students will study specific acting styles, theatre genres and political movements. They will connect theoretical concepts with practical workshops in formal writing, group performance, and individual performance assessment contexts. Students will learn about the potential effect of theatre as a way of promoting change in society, developing original performances grounded in real events, and delve into Stanislavski's realism approach to acting.

TASK	UNIT	DATE	TYPE OF TASK	OUTCOMES	WEIGHT %	
1	Political/Protest Theatre and Street Theatre	Term 1 Week 9	Part A: Group Devised Protest Performance	Making Drama Performing Drama Appreciating Drama	10	25%
		Term 1 Week 10	Part B: Individual Written Response		5 10	
2	Playbuilding/ Documentary Drama	Term 2 Week 10	Group Devised Documentary Performance and Scaffolded Individual Reflection	Making Drama Performing Drama Appreciating Drama	10 10 5	25%
3	Realism/ Scripted Drama	Term 3 Week 9	Part A: Scripted Duologue Performance	Making Drama Performing Drama	10	30%
		Term 3 Week 10	Part B: Group Workshop Development		20	
4	End of Course Examination	Term 4 Week 5	Written Examination	Appreciating Drama	20	20%

Assessment Outcomes: Drama	
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 the contemporary and historical contexts of drama Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology

Subject: Photographic and Digital Media
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Course Overview

This course enables students to enjoy making photographic and digital works, while developing concepts that represent their ideas and interests. Students will learn to appreciate different beliefs and values that affect the meaning of photographic and digital works.

Year 10 Photographic and Digital Media - 200 hour (second 100 hours)				
TASK	DATE	TYPE OF TASK	AREAS OF LEARNING (OUTCOMES)	WEIGHT %
1	Term 1 Week 9	Body of Work and Journal	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	30
2	Term 2 Week 5	Scaffolded in-class Artist Study	5.7, 5.8, 5.9, 5.10	20
3	Term 3 Week 9	Body of Work and Journal	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	30
4	Term 4 Week 5	End of Course Examination	5.7, 5.8, 5.9, 5.10	20

Assessment Outcomes: Photographic and Digital Media	
5.1	Develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
5.2	Makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
5.3	Makes photographic and digital works informed by an understanding of how the frames affect meaning
5.4	Investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
5.5	Makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
5.6	Selects appropriate procedures and techniques to make and refine photographic and digital works
5.7	Applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
5.8	Uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works
5.9	Uses the frames to make different interpretations of photographic and digital works
5.10	Constructs different critical and historical accounts of photographic and digital works

Subject: Visual Arts

Course Overview

In the Visual Arts course students deepen their understanding of a range of forms and practices and engage with the development of their artistic intentions through the study of other artists and a variety of genres, from different times and places.

Each term the students Body of Work and Visual Arts Process Diary will be assessed for marking. The diary work will consist of planning, ideas, inspiration, homework tasks, artist's studies, critical and historical writing, theory assignments, evaluation and experiments with media.

Year 10 Visual Arts – 200 hour (second 100 hours)				
TASK	DATE	TYPE OF TASK	OUTCOMES	WEIGHT %
1	Term 1 Week 10	Body of Work and Visual Diary submission	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	30
2	Term 2 Week 5	Scaffolded Artist/Genre study	5.7, 5.8, 5.9, 5.10	20
3	Term 3 Week 10	Body of Work and Visual Arts Diary submission	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	30
4	Term 4 Week 5	End of Course Examination	5.7, 5.9, 5.10	20

Assessment Outcomes: Visual Arts	
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

Subject: Visual Arts 3D

Course Overview

In this Visual Arts course students deepen their understanding of a range of 3D forms and practices and engage in the development of their artistic intentions through the study of other 3D artists and a variety of 3D genres, from different times and places.

Each term the students Body of Work and Visual Arts Process Diary will be assessed for marking. The diary work will consist of planning, ideas, inspiration, homework tasks, artist's studies, critical and historical writing, theory assignments, evaluation and experiments with 3D media and processes.

Year 10 Visual Arts 3D (200 hours)				
Task	Date	Type of Task	Outcomes	Weight %
1	Term 1 Week 10	Body of Work and Visual Diary submission	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7	30
2	Term 2 Week 5	Scaffolded Artist/Genre Study	5.7, 5.8, 5.9, 5.10	20
3	Term 3 Week 10	Body of Work and Visual Diary submission	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7	30
4	Term 4 Week 5	End of Course Examination	5.7, 5.8, 5.9, 5.10	20

Assessment Outcomes: Visual Arts 3D	
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

