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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

Chad Bliss
Principal

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 is 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 or Year 10)

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 the Board; 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.

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.

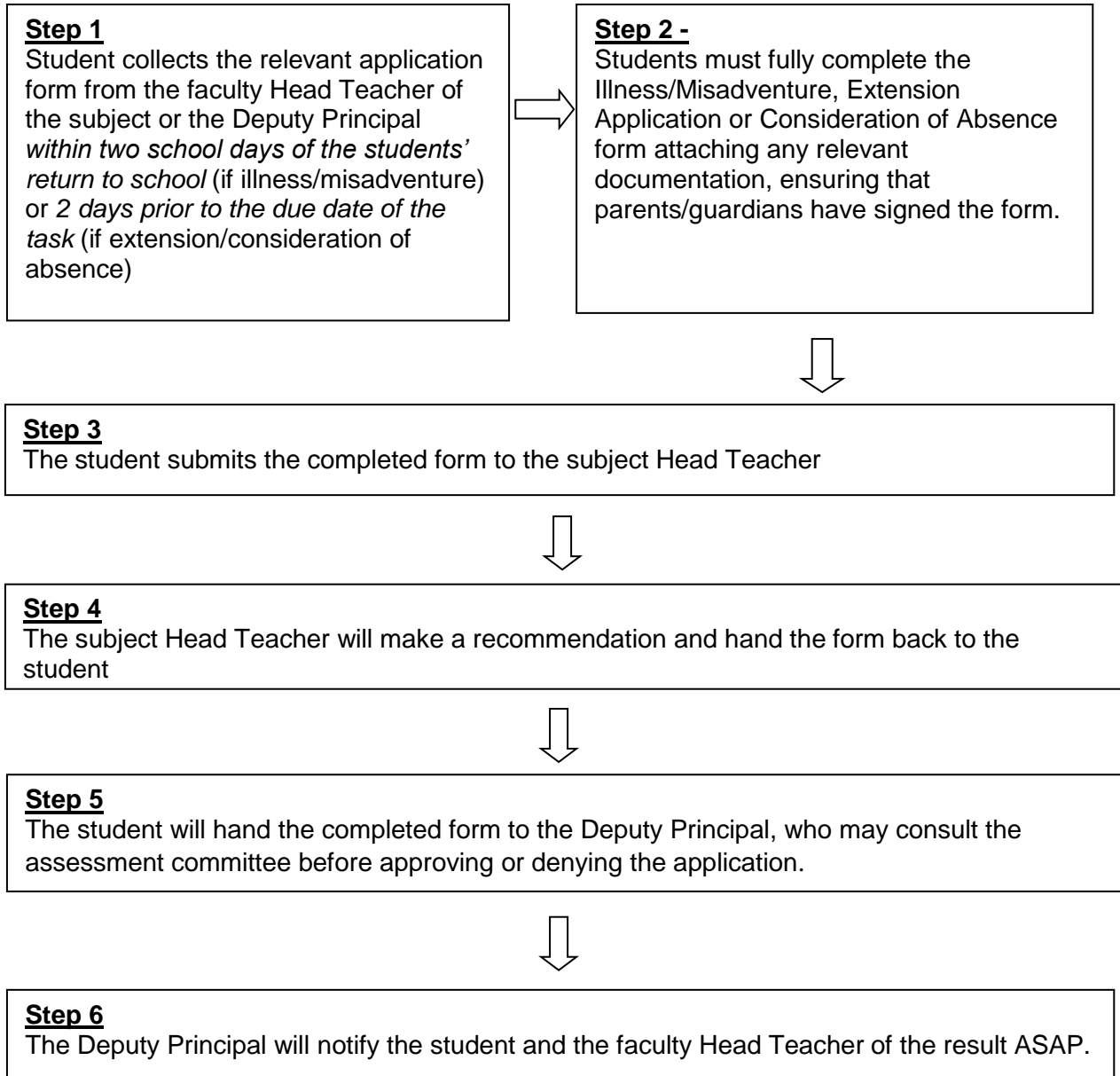
Consideration of absence can be sought for legitimate absences e.g. school sporting events that clash with in-class tests, important events, such as funerals.

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 NESAs **N 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 NESA will consider are whether or not:

- a) The school's assessment program conforms to the NESA 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 - 2019

| KLA | COURSE | CONTACT PERSON (HEAD TEACHER) |
|---|-------------------------------------|--|
| English | Mandatory English | Mrs Lucinda Macdonald (Relieving) |
| Mathematics | Mandatory Mathematics 5.1 | Ms Joanne Stevenson (Relieving) |
| | Mandatory Mathematics 5.2 | |
| | Mandatory Mathematics 5.3 | |
| Science | Mandatory Science | Mr Peter Shea |
| | Marine Studies | |
| | iSTEM | |
| HSIE | Mandatory History | Mr Ian Paine |
| | Mandatory Geography | |
| | Information Software and Technology | |
| PDHPE | Child Studies | Ms Tegan Dray (Relieving) |
| | Mandatory PDHPE | |
| | Sport Studies | |
| Technical & Applied Sciences | Agriculture | Mr Dan Wait |
| | Engineering Technology | |
| | Metal Technology | |
| | Timber Technology | |
| | Food Technology | |
| Creative and Performing Arts | Dance | Ms Pauline Frost |
| | Music | |
| | Photo & Digital | |
| | Visual Arts | |

School Term Dates – 2018

| | |
|---------------|---|
| Term 1 | 29 January 2019 – 12 April 2019 (11 weeks) |
| Term 2 | 29 April 2019 – 5 July 2019 (10 weeks) |
| Term 3 | 22 July 2019 – 27 September 2019 (10 weeks) |
| Term 4 | 14 October, 2019 – 20 December, 2019 (10 weeks) |

EXAMINATION DATES

| | |
|----------------------------|---|
| MID-COURSE EXAMS | Term 2, Weeks 5 (27 - 29 May, 2019) |
| END OF COURSE EXAMS | Term 4, Week 5 (11 – 13 November, 2019) |

ASSESSMENT CALENDAR

| Assessment Calendar TERM 1, 2019 | | |
|---|---------------------------------|---|
| WEEK DUE | SUBJECT | TYPE OF TASK |
| Term 1, Ongoing | Child Studies | “Baby Think it Over” Assessment |
| | Engineering Technology | Practical tasks & E portfolio |
| | Food Technology | Assessment of practical Skill development |
| | Timber Technology | A) Development of Practical Skills B) Project Work |
| Term 1, Week 2 | | |
| Term 1, Week 3 | Marine Studies | Boating Licence Theory Exam |
| Term 1, Week 4 | | |
| Term 1, Week 5 | | |
| Term 1, Week 6 | History | Power Point and Source Speech |
| Term 1, Week 7 | Geography | Skills of Field Work |
| | Marine Studies | Boating Licence skills demonstration |
| Term 1, Week 8 | Agriculture | Viticulture - marketing |
| | Music | Performance |
| Term 1, Week 9 | Dance | Performance |
| | Food Technology | Practical task with support documentation |
| | Mathematics | Working Mathematically Assignment |
| | Photographic and Digital | BOW and Journal |
| | Visual Arts | BOW, Critical and Visual Diary |
| Term 1, Week 10 | English | Speech |
| | Science | Individual research task portfolio |
| | iStem | Fundamental design |
| | PDHPE | Practical Assessment (Athletics) |
| | Sport Studies | Fitness Testing |
| Term 1, Week 11 | | |

| Assessment Calendar TERM 2, 2019 | | |
|---|--|---|
| WEEK DUE | SUBJECT | TYPE OF TASK |
| Term 2 ongoing | Engineering Technology | Practical tasks and E portfolio |
| | Food Technology | Assessment of practical Skill development |
| | Timber Technology | A) Development of Practical Skills B) Project Work |
| Term 2, Weeks 1-3 | Information Software & Tech | Modelling and Simulation Major Project |
| Term 2, Week 1 | Marine Studies | Marine Culture & Industries presentations |
| Term 2, Week 2 | | |
| Term 2, Week 3 | Music | Listening and Performance |
| | iStem | Design Folio |
| | Engineering Technology | Research Assessment – Race Car |
| Term 2, Week 4 | History | Course Examination |
| | Marine Studies | First Aid refresher practical |
| | Timber Technology | Design Process, Portfolio planning |
| Term 2, Week 5 | Geography | Course Examination |
| | Mathematics | Mid Course Examination |
| | Science | Mid Course Examination |
| Term 2 Week 6 | Agriculture | Sheep Production Assessment |
| | PDHPE | Bloom's Marking Grid |
| Term 2 Week 7 | Sport Studies | Biomechanics Exam |
| Term 2 Week 8 | English | Extended Writing |
| Term 2 Week 9 | Photographic & Digital | In class task |
| | Visual Arts | Critical and Historical Study |
| Term 2 Week 10 | Information Software & Tech | Database Design Project |

| Assessment Calendar TERM 3, 2019 | | |
|---|-----------------------------------|---|
| WEEK DUE | SUBJECT | TYPE OF TASK |
| Term 3 – ongoing | Child Studies | Skills tasks |
| | Engineering Technology | Practical tasks and E portfolio |
| | Food Technology | Assessment of practical Skill development |
| | Timber Technology | A) Development of Practical Skills B) Project Work |
| Term 3, Week 1 | | |
| Term 3, Week 2 | | |
| Term 3, Week 3 | | |
| Term 3, Week 4 | | |
| Term 3, Week 5 | Mathematics | Term 3 test |
| | Photographic & Digital | BOW and Journal |
| Term 3, Week 6 | Child Studies | Research Task – Toy suitable for toddler |
| | iStem | Individual Project |
| | Marine Studies | Native wildlife of the MDB presentation |
| | Science | Individual Science Project |
| | Sport Studies | Preparing for the outdoor challenge |
| | History | Power Point and Source Speech |
| Term 3, Week 7 | Food Technology | Practical task with supporting documentation |
| | Geography | Skills or Field Work |
| | Marine Studies | MDB Fish ladder model |
| Term 3, Week 8 | Agriculture | Plant & Animal Identification |
| | Dance | Composition |
| Term 3, Week 9 | English | Representation Essay |
| | Music | Composition and Performance |
| | Marine Studies | Tides and Currents Theory Exam |
| | PDHPE | Research Task(theory) Skills Test (practical) |
| Term 3, Week 10 | Dance | Appreciation |
| | Visual Arts | BOW and Visual Art Diary |

| Assessment Calendar TERM 4, 2019 | | |
|---|---|---|
| WEEK DUE | SUBJECT | TYPE OF TASK |
| Term 4, Weeks 1-6 | Sport Studies | Event Management |
| Term 4, ongoing | Engineering Technology | Practical tasks and E portfolio |
| | Food Technology | Assessment of practical Skill development |
| | Timber Technology | A) Development of Practical Skills B) Project Work |
| Term 4, Week 2 | | |
| Term 4, Week 3 | | |
| Term 4, Week 4 | iStem | Individual Project |
| | Music | Listening and Performance |
| | Marine Studies | Common Marine Knots practical |
| | History | Course Examination |
| Term 4, Weeks 4-6 | Information Software & Tech | Software Programming Major Project |
| Term 4 Week 5 | Geography | Course Examination |
| | PDHPE | SEPEP Journal |
| | Marine Studies | Antarctic Exploration Presentation |
| | Agriculture | End of Course Examination/Practical Examination |
| | Child Studies | End of Course Examination |
| | Engineering Technology | End of Course Examination |
| | English | End of Course Examination |
| | Food Technology | End of Course Examination |
| | Mathematics | End of Course Examination |
| | Photographic & Digital Media | End of Course Examination |
| | Science | End of Course Examination |
| | Visual Arts | End of Course Examination |
| | Timber Technology | End of Course Examination |
| Term 4 Week 6 | | |
| Term 4, Week 7 | | |
| Term 4, Week 8 | | |
| Term 4 Week 9 | Dance | Performance |
| Term 4 Week 10 | | |

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:

- Minority Experiences
- Dystopian Worlds
- Drama
- Representations of Australia

| 2019 – Year 10 Assessment Schedule – English | | | | |
|---|-------------------|--|--|-----------------|
| Task | Due Date | Type of Task | Areas of Learning | Weight % |
| 1 | Term 1 Week 10 | Speech | Demonstrates conventions of a speech to engage the audience into the key ideas of a concept. | 25 |
| 2 | Term 2 Week 8 | Extended Writing | Explores the conventions of Dystopian fiction in creative writing. | 25 |
| 3 | Term 3 Week 9 | Representation Essay | Demonstrates an understanding of how composers represent ideas in dramatic texts through an essay. | 25 |
| 4 | Term 4 Week 5 | End of Course Examination Including 2 – 3 texts with short answer questions | Demonstrates skills in the application of literacy knowledge. | 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.

| 2019 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 | Working Mathematically Assignment | Problem Solving Communicating Reasoning | 15 |
| 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 Maths, Measurement, Algebra, Indices, Probability | 30 |
| Term 3 Week 5 | Term 3 test | 5.3 Course Equations, Linear Relationships, Trigonometry 5.2 Course Equations, Linear Relationships, Geometrical Figures 5.1 Course Data, Linear Relationships, Geometrical Figures | 20 |
| Term 4 Week 5 | End of Course Examination | All topics covered this year | 35 |

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:

| 2019 -Year 10 Science Semester 1 assessment (Term 1 & 2) | | | | | |
|---|-------------------------------|--------------------------------------|---------------------------------------|--|----------------------------|
| Task | Date | Topic | Type of Task | Areas of Learning | Weight % (semester) |
| 1 | Term 1 Week 10 (5/4/18) | Physical World | Individual research task Portfolio | Students should be able to articulate their understanding of Working Scientifically. Specifically in the skills outlined in Working Scientifically Part 1 | 60 |
| 2 | Term 2 Week 5 | Both Physical World and Living World | Mid-Course Examination | Knowledge and Understanding of Science section A and B | 40 |

| 2019 - Year 10 Science Semester 2 assessment (Term 3 & 4) | | | | | |
|--|-------------------------------|---|---------------------------|--|----------------------------|
| Task | Date | Topic | Type of Task | Areas of Learning | Weight % (semester) |
| 3 | Term 3 Week 6 (30/8/18) | Individual Science Project | Working Scientifically | Students should be able to demonstrate all aspects of working scientifically Part 1 and Part 2 | 60 |
| 4 | Term 4 Week 5 | Both Earth and Space and Chemical World | End of Course Examination | Knowledge and Understanding of Science section C and D | 40 |

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|--------------------------------|
| Subject: Marine Studies |
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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.

| 2019 - Year 10 Marine Studies – 200 hours (second 100 hours) Semester 1 assessments (Term 1 & 2) | | | | |
|---|------------------|---|-----------------------------|-----------------|
| Task | Date | Type of task | Areas of learning | Weight % |
| 1 | Term 1 Week 3 | Boating Licence Theory Exam | Knowledge and Understanding | 20% |
| 2 | Term 1 Week 7 | Boating Licence skills demonstration | Practical competencies | 10 |
| | Term 2 Week 4 | First aid Refresher practical | | 5% |
| 3 | Term 2 Week 1 | Marine Culture, Marine Industries presentations | Gathering and Communication | 15% |

| 2019 - Year 10 Marine Studies – 200 hours (second 100 hours) Semester 2 assessment (Term 3 & 4) | | | | |
|--|------------------|---|-----------------------------|-----------------|
| Task | Date | Type of task | Areas of learning | Weight % |
| 1 | Term 3 Week 9 | Tides and Currents Theory Exam | Knowledge and Understanding | 20% |
| 2 | Term 3 Week 7 | MDB Fish ladder model | Practical competencies | 5% |
| | Term 4 Week 4 | Common Marine Knots Practical | | 10% |
| 3 | Term 3 Week 6 | Native wildlife of the MDB presentation | Gathering and Communication | 5% |
| | Term 4 Week 5 | Antarctic Exploration Presentation | | 10% |

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|-----------------------|
| Subject: iSTEM |
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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 | Research | Skill | Problem solving | Total |
|----------------------------|---------------------------|---|---------------------------|-----------------|--------------|------------------------|--------------|
| 5.1.1,5.2.1, 5.2.1, 5.2.2 | Term 1 Week 10 | Aerodynamics | Task 1 Fundamental design | 5 | 10 | 10 | 25 |
| 5.5.1, 5.5.2, 5.7.1, 5.8.1 | Term 2 Week 3 | Aerodynamics | Task 2 Design Folio | 5 | 10 | 10 | 25 |
| 5.2.1, 5.4.1 | Term 3 Week 6 | Project Based Learning. Elective Design | Task 3 Individual Project | 5 | 10 | 10 | 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 | 5 | 10 | 10 | 25 |
| | | | | 20 | 40 | 40 | 100 |

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

| 2019 - 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 | Course Examination | All outcomes GE5.1,GE5.2, GE5.4, GE5.5,GE5.6, GE5.7, GE5.8 GE5.3. | 25 |

| 2019 - 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 | 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**2019 - Year 10 History Semester 1 (Classes 2, 4 and 6)**

| Task | Date | Topic / component | Type of task | Outcomes assessed | Weight % |
|------|------------------|-----------------------------|--|----------------------|----------|
| 1 | Term 1 Week 6 | Research and enquiry skills | Migration Experiences Power Point and Source Speech. | HT5.5, HT5.2, HT5.10 | 20 |
| 2 | Term 2 Week 4 | All Topics | Course Examination | HT5.1, HT5.4, HT5.10 | 30 |

2019 - 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 | Research and enquiry skills | Migration Experiences Power Point and Source Speech. | HT5.5, HT5.2, HT5.10 | 20 |
| 2 | Term 4 Week 4 | All Topics | 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 |

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| Subject: Information Software & Technology |
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| 2019 Year 10 Information and Software Technology 200 hours | | | | |
|---|--------------------|---|----------------------------|-----------------|
| Task | Date | Type of task | Outcomes assessed | Weight % |
| 1 | Term 2 Week 1-3 | Modelling and Simulation Major Project | 5.2.2, 5.3.2, 5.5.2 | 35 |
| 2 | Term 2 Week 10 | Database Design Project | 5.5.3, 5.5.2 | 30 |
| 3 | Term 4 Week 4-6 | Software Programming Major Project | 5.2.2, 5.4.1, 5.5.1, 5.5.2 | 35 |

Table of Stage 5 Outcomes: - Information Software & Technology

| | |
|------------|--|
| A student: | |
| 5.1.1 | selects and justified 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 applied 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 practice 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 | applied 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 |

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

| 2019 Year 10 Stage 5 Mandatory PDHPE | | | | |
|---|-------------------|---|--|----------------|
| Task | Date | Type of task | Areas of learning (outcomes) | Weight% |
| 1 | Term 1 Week 10 | Practical Assessment (Athletics) | Students adapt, transfer and improves movement skills to improve performance | 20 |
| 2 | Term 2 Week 6 | Bloom's Marking Grid | Students analyse attitudes, behaviours and consequences related to health issues affecting young people | 20 |
| 3 | Term 3 Week 9 | Research Task – theory Skills Test – practical | Students critically analyse health information, products and services to promote health. Students adapt, transfer and improves movement skills to improve performance | 40 |
| 4 | Term 4 Week 5 | SEPEP Journal | Students adopt roles to enhance their and others enjoyment of physical activity | 20 |

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| Subject: 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.

| TASK | DATE | TASK | Areas of Learning (Outcomes) | WEIGHT % |
|------|---------------------|---|---|----------|
| 1 | Term 1 Week 10 | Fitness Testing | Students demonstrate knowledge of fitness testing to improve sporting performance | 25 |
| 2 | Term 2 Week 7 | Biomechanics Exam | Students demonstrate knowledge of biomechanical principals that enhance sporting performance | 25 |
| 3 | Term 3 Week 6 | Outdoor Education – Preparing for the outdoor challenge | Students work in teams to develop skills to prepare themselves for an outdoor expedition | 25 |
| 4 | Term 4 Weeks 1-6 | Event Management | Students select and implement a variety of organisational skills to effectively plan a sporting event | 25 |

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| Subject: Child Studies |
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Course Overview

In the 100 hour 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 200 hour course students build on the 100 hour 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 centered 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.

| 2019 Year 10 Child Studies – 200 hour (second 100hrs) | | | | |
|--|------------------------|--|--|-----------------|
| Task | Date | Type of Task | Areas of Learning (Outcomes) | Weight % |
| 1 | Term 1 & 2 progressive | "Baby Think It Over" Assessment. | Knowledge and understanding of child growth and development. Skills related to caring and nurturing children. Gathering and communicating information. | 25 |
| 2 | Term 3 Week 6 | Research Task: Developmental Toy Suitable for Toddler | Knowledge and understanding of child growth and development. Skills related to caring and nurturing children. Gathering and communicating information. | 25 |
| 3 | Ongoing | Practical Work | Skills task | 25 |
| 4 | Term 4 Week 5 | End of Course Examination | Knowledge and understanding of child growth and development. Skills related to caring and nurturing children. Gathering and communicating information. | 25 |

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

The Agriculture course provides opportunity for students to develop knowledge, understanding and skills in relation to plant and animal production enterprises. Practical tasks provide hands on experiences and develop student’s analytical processes during completion of research and experimental design tasks, supporting operations including livestock management (Merino Flock and Cattle), vehicle operation and vineyard operation (pruning, picking and training etc.).

| 2019 Year 10 Agriculture 200 hours | | | | |
|---|------------------|---|--------------------------------|-----------------|
| Task | Date | Description | Areas of learning | Weight % |
| 1 | Term 1 Week 8 | Viticulture – Marketing | Marketing | 15 |
| 2 | Term 2 Week 6 | Sheep Production Assessment Task | Animal Production | 25 |
| 3 | Term 3 Week 8 | Pasture Plant and Weed Identification Collection and Identification Guide | Plant and Animal Management | 20 |
| 4 | Term 4 Week 5 | End of Course Practical Examination | All Areas | 15 |
| 5 | Term 4 Week 5 | End of Course Written Examination | All Areas | 25 |

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| Subject: Engineering Technology |
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Course Overview

The Engineering course provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries.

The 100 hour course develops knowledge and skills in the use of materials, tools and techniques related to structures and mechanisms.

The 200 hour course further enhances and develops engineering through the study of control systems and alternative energy.

The practical projects provide opportunities for the students to develop specific knowledge, understanding and skills related to Engineering. These may include: small structures, small vehicles, a range of devices and appliances, robotic systems, electronic and mechanical control systems.

| 2019 Year 10 Engineering 200 hours (second 100 hours) | | | | |
|--|------------------|---|--|-----------------|
| Task | Date | Type of task | Areas of learning (outcomes) | Weight % |
| 1 | Semester 1 | Practical Tasks and Support E Portfolio | Competence with Design, Communication & Evaluation Producing Quality Products Evaluate Manufactured products Properties & Application of materials | 30 |
| 2 | Term 2 Week 3 | Research Assessment Task Race Car | Competence with Design, Communication & Evaluation Producing Quality Products Evaluate Manufactured products Properties & Application of materials | 20 |
| 3 | Semester 2 | Project Tasks With E Portfolio | Competence with Design, Communication & Evaluation Producing Quality Products Evaluate Manufactured products Properties & Application of materials | 30 |
| 4 | Term 4 Week 5 | End of Course Examination | Knowledge & Application Aspects | 20 |

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|-----------------------------------|
| Subject: Timber Technology |
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Course Overview

The Timber Technology course provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.

The 100 hour course develops knowledge and skills in the use of materials, tools and techniques related to timber.

The 200 hour course further enhances and develops timber knowledge and skills through the study of cabinet work and Timber machining.

The practical projects provide opportunity for the students to develop specific knowledge, understanding and skills related to timber.

These may include: furniture items, decorative timber products, storage and transportation products, storage and display units.

| 2019 Year 10 Timber Technology – 200 hour (second 100 hours) | | | | |
|---|-------------------------|---|--|-----------------|
| Task | Date | Type of task | Areas of learning (outcomes) | Weight % |
| 1 | Semester 1 (ongoing) | Practical Work Part A Development of Practical Skills Part B Project Work | Competence with Design, Communication & Evaluation Producing Quality Products Evaluate Manufactured products Properties & Application of materials | 30 |
| 2 | Term 2 Week 4 | Design Process Portfolio planning for the production of a clock | Competence with Design, Communication & Evaluation Producing Quality Products Evaluate Manufactured products Properties & Application of materials | 20 |
| 3 | Semester 2 (ongoing) | Practical Work Part A Development of Practical Skills Part B Project Work | Competence with Design, Communication & Evaluation Producing Quality Products Evaluate Manufactured products Properties & Application of materials | 30 |
| 4 | Term 4 Week 5 | End of Course Examination | Knowledge & Application Aspects | 20 |

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| Subject: Food Technology |
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Course Overview

100 hour course: Students examine the diverse range of foods offered in the Australian marketplace and identify the factors that influence this selection. Students investigate the traditional use of bush foods by Aboriginal peoples, and early European settlements and multicultural influences on food selection and preparation. Students gain an understanding of nutritional requirements and basic menu planning for optimal health. Students also investigate and evaluate controversial food issues and common nutritional myths in order to make informed food choices.

200 hour course: Students examine a variety of catering industries There is a focus on the practical application of catering principles, such as menu planning for various settings, customer service, food presentation and system development for large scale catering events. Students examine a range of special occasions and prepare foods unique to specific celebrations. Students submit a proposal for a large-scale catering event and collaboratively host a celebration for a specific event.

| 2019 Year 10 Food Technology – 200 hour (second 100 hours) | | | | |
|---|-------------------------|---|---|-----------------|
| Task | Date | Type of task | Areas of learning (outcomes) | Weight % |
| 1 | Term 1 Week 9 | Food Product Development Practical Task with Supporting Documentation | Knowledge and understanding related to Food Technology concepts. Skills in researching, designing, evaluating and communicating. Appreciation of the role of food in society. | 20 |
| 3 | Semester 1 (ongoing) | Assessment of Practical Skill Development | Skills in food preparation. | 20 |
| 2 | Term 3 Week 7 | Food for Special Needs Practical task with Supporting Written Information | Knowledge and understanding related to Food Technology concepts. Skills in researching, designing, evaluating and communicating. Appreciation of the role of food in society. | 20 |
| 3 | Semester 2 (ongoing) | Assessment of Developing Practical Skills | Skills in food preparation. | 20 |
| 4 | Term 4 Week 5 | End of Course Examination | Knowledge and understanding related to Food Technology concepts. Appreciation of the role of food in society. | 20 |

CREATIVE AND PERFORMING ARTS KEY LEARNING AREA**Subject: Dance****Course Overview**

In the dance course students will compose and perform their own dance pieces and demonstrate their understanding and empathy for the art form of dance in both verbal and written forms.

| 2019 Year 10 Dance – 200 hours | | | | |
|---------------------------------------|-------------------|---------------------|--|-----------------|
| Task | Date | Type of task | Outcomes | Weight % |
| 1 | Term 1 Week 9 | Performance | Video assessment of Performance routine that has been choreographed during lessons. | 30 |
| 2 | Term 3 Week 8 | Composition | Individual composition based on Art stimulus. Students devise an individual composition based on the manipulation of motif using the elements of dance. | 30 |
| 3 | Term 3 Week 10 | Appreciation | Analysis of dance works on film. Essay | 20 |
| 4 | Term 4 Week 9 | Performance | Students perform choreographed piece in chosen dance style with self-analysis | 20 |

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| Subject: Music |
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Course Overview

The music 100 course combines the elements of performance, musicology, aural and composition with an emphasis on opportunities to play an instrument and participate in performance.

| 2019 Year 10 Music – 100 hours | | | | |
|---------------------------------------|------------------|-----------------------------------|---|-----------------|
| Task | Date | Type of task | Outcomes | Weight % |
| 1 | Term 1 Week 8 | Performance | Students perform a range of musical styles in a small ensemble | 15 |
| 2 | Term 2 Week 3 | Listening and Performance | Analysis of rock styles since 1980 and solo performance | 25 |
| 3 | Term 3 Week 9 | Composition and Performance | Students improvise, arrange, compose and perform in a small ensemble using the basic music concepts | 35 |
| 4 | Term 4 Week 4 | Listening and Performance | Students analyse music (choice of classics or musicals) and perform different styles as a soloist | 25 |

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| 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.

| 2019 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 | Photographic Practice through the Structural Frame | 30 |
| 2 | Term 2 Week 9 | In-Class task | Scaffolded Artist Critical Study | 20 |
| 3 | Term 3 Week 5 | Body of Work and Journal | Photographic Practice through the Post Modern Frame | 30 |
| 4 | Term 4 Week 5 | End of Course Exam | In-class Test – Historical and Critical Study | 20 |

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| Subject: Visual Arts |
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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.

| 2019 Year 10 Visual Arts – 200 hour (second 100 hours) | | | | |
|---|-------------------|--|---|-----------------|
| Task | Date | Type of task | Outcomes | Weight % |
| 1 | Term 1 Week 9 | Body of Work and Critical and Visual Diary | Mixed Media artmaking through the subjective, cultural, post modern and structural frames | 30 |
| 2 | Term 2 Week 9 | Critical and Historical Study | Scaffolded Artist Study | 30 |
| 3 | Term 3 Week 10 | Body of Work and Visual Arts Diary | Portfolio of Artworks and Diary | 30 |
| 4 | Term 4 Week 5 | End of Course Examination | Historical and Critical Study | 10 |