

ASSESSMENT INFORMATION YEAR 10 2024

PICTON HIGH SCHOOL



Picton High School Values Platform

At Picton High School, we value:

Staff who are committed to the learning and achievement of every student in an environment where success is celebrated.

A culture of respect, tolerance and inclusivity where students strive to achieve their personal best.

A safe and healthy school that fosters mutually respectful partnerships with the community.

Year 10 Subjects 2024

Mandatory:

English
Mathematics (Pathways 5.1-5.2 & 5.2-5.3)
Science
Geography
History
Personal Development, Health & Physical Education

Electives:

Agriculture
Child Studies
Commerce
Drama
Food Technology
Industrial Technology Metals/Auto
Industrial Technology Timber
Music
Outdoor Education
Physical Activity and Sports Studies (PASS)
Visual Arts

Star Humanities
Star STEM

FAQs

What do I need to have done to achieve a ROSA (Record of School Achievement)?

To achieve a ROSA you must have:

- Satisfactorily completed the courses and mandatory hours as set out by NESA (NSW Education Standards Authority)
- Applied yourself with diligence and sustained effort to the tasks and experiences provided by the school
- Achieved some or all of the course outcomes

What happens if I don't satisfactorily complete a course?

If you are in danger of not meeting the requirements in a course, you will be warned in writing. An official warning letter/s will be sent home informing the student and parents of the missing task and what needs to be completed to resolve the issue. Receiving two or more warning letters indicates serious concern. Please refer to the 'Picton High School 7-10 Assessment Policy' in this booklet for more detailed information on assessment processes and procedures.

Can I appeal a decision made by the school?

- Appeals for individual assessment tasks should be completed on the 'Assessment Appeal' form and submitted to faculty Head Teacher for review within 5 days of the task being returned.
- Appeals regarding 'N Determinations' will be made through the Senior Review and NESA Processes.

What will be assessed and when in Year 10?

- Each subject area has different types of tasks and due dates. These are set out in this booklet
- Students will be provided with more detailed written notification for all formal assessment tasks. Two weeks notice (minimum) for formal assessments will also be given
- Students may receive their results in the form of grades or marks
- The final grade a student receives on their semester reports are allocated by the school and measured against NESA Course Performance Descriptors.

What happens if I miss an assessment task?

- Assessment tasks are expected to be submitted by the due date. Students are required to follow assessment processes outlined in the assessment policy component of this booklet if deadlines are unable to be met due to illness, misadventure or other extenuating circumstances to avoid disciplinary consequences. Appropriate appeals forms are also located in this booklet and should be submitted, along with accompanying documentation, to the Head Teacher.

FAQs continued...

What happens if I have technological difficulties?

If students choose or are required to use computer technology to produce their work, they should ensure that they print off regular hard copies and back up their work so they can show 'work in progress'. Software compatibility can also prove a potential problem. Computer, printing and other technological malfunctions are **not** acceptable reasons for late submission of assessment tasks.

What is plagiarism?

Plagiarism is where you claim another person's work as your own without acknowledgement. Plagiarism can include copying from the internet, copying others work from a published book or copying another student's work. Any form of cheating in assessment tasks is a very serious issue and will be reviewed by the Head Teacher. Additional information regarding plagiarism is located in the assessment policy component of this booklet.

Can I enrol in a TVET course in Year 10?

There are a limited number of places available for Year 10 students in TVET courses as priority goes to Year 11 students, however, it is possible. TVET courses generally run on one afternoon a week from 2pm—6pm and are most appropriate for students completing the STAR program. It is the student's responsibility to get to TAFE and back home. See the Careers Adviser for further information.

Can I do an SBAT (School Based Apprenticeship or Traineeship) in Year 10?

Yes you can. This involves three days at school, one day at the workplace and one day at TAFE. Students find SBATs challenging as they are required to catch up with the work they miss from school in their own time. Students and their families are responsible for finding an appropriate apprenticeship. See the Careers Adviser for rules and procedures regarding SBATs.

PHS Assessment Policy (7-10)

Assessment procedures (Years 7-10)

Missed Assessment Tasks

If a student knows it is inevitable that they will miss or has missed an assessment task, they should contact their class teacher immediately after the fact is known. Except in unforeseen circumstances, any student who will be unable to undertake an assessment task on the published date should advise the appropriate class teacher of this matter prior to the published date.

Illness, Injury or Misadventure

Students must attend school on the date of a task or date the task is due. If a student is sick and cannot attend or an unforeseen situation or emergency arises, an 'Illness and Misadventure' application should be completed and presented to the class teacher on the first day of return to school or, if possible, prior to the original submission date. If a student fails to complete a task due to illness/misadventure and the class teacher considers the student has a valid reason, an extension may be granted or a grade may be awarded based on a substitute task.

If the task is an in-class task, where possible, students will be provided with an alternative task when they return to school. If it is not possible to provide a substitute task or an extension, the class teacher will consult with the Head Teacher to seek a resolution. **The Head Teacher may also refer an appeal directly to the Deputy Principal for review. Students with prolonged absences should follow the same procedure.**

Where there is no valid reason for not completing an assessment task, the school will enact their student discipline and management policies. This may include the student being required to complete the outstanding assessment during lunch times with their relevant teacher and/or Head Teacher, an assessment warning letter and/or phone call home being completed, the student being required to attend the Tuesday afternoon Study Centre or other disciplinary consequences as decided upon by the teacher and Head Teacher of the faculty. These disciplinary actions are designed to give the student every opportunity to meet outcomes and gain a grade which reflects their true ability.

If a teacher is absent on the day an assessment task is due/scheduled to take place, it will be the responsibility of the Head Teacher to implement their faculty policy processes for staff absences. This may include re-scheduling the task to another date or assisting another staff member to administer the assessment successfully.

Hand in tasks

Hand in tasks must be submitted **before 9:00am** on the due date to the class teacher or faculty Head Teacher unless specified differently on the official assessment notification for that particular task. If a class teacher is absent on the day a task is due, students must ensure the task is submitted to the faculty Head Teacher. A student can seek an extension of time to submit the task by completing the appropriate appeals form (illness/misadventure or change of due date). Students seeking an extension of time for an assessment for any reason other than those associated with illness and misadventure must submit 'Request for change of due date' appeals form in advance of the due date before the extension can be considered. The class teacher will only grant an extension of time if:

- the student gives an acceptable and compelling reason for the impending late submission of the assessment task; and
- the extension of time is negotiated prior to the due date.

If the reason offered is acceptable and prior negotiation has occurred, no penalty will be incurred so long as the assessment task is submitted on or before the negotiated date. It is unlikely that an extension of time in excess of two (2) weeks will be granted. Students are not to assume the extension of time will be granted. If the class teacher has not granted an extension of time, and the assessment task is not submitted or submitted after the due date, consequences according to the Student Management Policy and Assessment Policy will be enacted. In exceptional circumstances, an extension of time may be granted after the original due date.

An extension of time will not be granted if:

- the reason offered is deemed unacceptable
- no reason is offered
- the student did not lodge a written application for an extension of time with the appropriate teacher prior to the due date.

Students must submit all tasks regardless of how late they are submitted. Feedback provided to students based on their work in the task is a valuable part of the learning process.

Examinations

Students may be required to sit formal examinations. These may be completed in a timetabled examination week in an examination setting (such as the hall) or may be completed in class at any time (as outlined in a subject's assessment schedule). Any student who fails to sit an examination during the specified examination period will be required to complete an 'Illness and Misadventure' form and submit this on the first day they return to school. If appropriate documentation is not provided, the school will issue consequences in accordance with the Student Management Policy. If students feel that the consequences enacted by their teacher and/or the Head Teacher of a faculty are inappropriate, an appeal can be lodged with the Deputy Principal.

Malpractice in Assessment Tasks

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:

- a student being in possession of a mobile phone during an assessment task
- using material directly from books, journals, CDs or the Internet without reference
- building on the ideas of another person without reference to the source
- copying, buying, stealing or borrowing another person's work and presenting it as one's own
- submitting work to which another person, a parent, coach or expert has contributed substantially
- using words, ideas, designs or workmanship of others in practical and performance tasks
- paying someone to write or prepare material
- not making a genuine effort with an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice (e.g. giving a student a copy of your assessment task even if you tell them to change the words).

Issues of malpractice need to be investigated by the Head Teacher of the respective course. The **Head Teacher** will:

- advise the student(s) of the lodgment of the issue.
- provide the student(s) with an opportunity to address the issue
- plan a course of action and communicate this to the student, the student's parents and the class teacher.

If the malpractice is proven, the Head Teacher will enact consequences from the Student Management Policy and processes from the Assessment Policy. This may include being required to complete the class again, including during lunch breaks or in the Study Centre on Tuesday afternoons. Students are made aware that sharing their task with other students prior to it being submitted may be considered as malpractice and lead to disciplinary consequences for this student also.

Non serious attempts

If a student's attempt at a particular task results in a seriously low grade, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgment.

Students must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to all set tasks and experiences provided in the course by the school.

If a teacher deems that a student has made a non-serious attempt at a task, the student will be required to resubmit/re attempt the task. This may take place during their own time (i.e. lunch time) at school or the student may be permitted to work on the task at home; this will be decided upon by the classroom teacher and/or Head Teacher of the faculty. Students may also face consequences according to the Student Management Policy. If a student believes that the consequences enacted by their teacher and/or the Head Teacher of a faculty are inappropriate, an appeal can be lodged with the Deputy Principal.

Starting at Picton High School after the Assessment Program has begun

Students who enrol after the assessment program in their subjects has begun will be required to do all further tasks in the program. To help allocate the most appropriate grades at the end of the reporting period, a student's performance on these tasks will be compared to descriptors on the Common Grade Scale.

Additional consequences for late submission

To ensure equity, students who submit work late without successful documentation will be deemed ineligible to receive academic commitment awards at the annual Presentation evening as one criteria of these awards is consistently following course requirements. Students may also place their position on the Rewards Excursions in jeopardy as they will not have demonstrated consistent application throughout the year. Report comments may also refer to late or non-submission of tasks. Technology breakdowns are not a valid or acceptable excuse for late or non-submission of tasks.

Year 10

The following information is taken directly from the NESA website.

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

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

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable, participation in any uncompleted Preliminary Stage 6 courses or HSC courses. It is useful to students leaving school prior to the HSC because they can show it to potential employers of places of further learning.

To be eligible for a RoSA, students must have:

- satisfactorily completed the courses and mandatory hours as set out by NESA
- applied themselves with diligence and sustained effort to the tasks and experiences provided by the school
- achieved some or all of the course outcomes

Students in danger of not meeting course requirements will receive official N warning letters which provide information to students and parents/ carers of areas of concern and appropriate actions to rectify the issue(s). Students who are presented with two or more official N warning notification letters in any one subject are considered to be 'causing concern' and appropriate interventions may be enacted.

Request for change of due date for assessment task

(This form is to be submitted a minimum of 1 week before the due date of the task)

Student's Name: _____ Year: _____

Subject: _____

Description of Task: _____

Due Date (As advertised): _____

REASON – For change from due date of assessment task: _____

SUPPORTING DOCUMENTS – Please identify and attach if applicable

Student's Signature: _____

Parent's Signature: _____

To be completed by TEACHER:-

Name: _____ Faculty: _____

☐ Approved

☐ Not approved

Alternative Arrangements: _____

Teacher Signature: _____ Date: _____

Illness and Misadventure application

(This form is to be submitted a minimum of 1 week before the due date of the task)

Student's Name: _____ Year: _____

Subject: _____

Description of Task: _____

Due Date (As advertised): _____

REASON – For illness/ misadventure: _____

SUPPORTING DOCUMENTS – Please identify and attach if applicable

Student's Signature: _____

Parent's Signature: _____

To be completed by TEACHER:-

Name: _____ Faculty: _____

☐ Approved

☐ Not approved

Alternative Arrangements: _____

Teacher Signature: _____ Date: _____

Assessment appeal form

Students are to use this form if they wish to appeal an assessment grade or outcome.

Student's Name: _____
Date: _____
Subject: _____
Teacher's Name: _____

Please give details of the reason for the appeal:

Action Taken:

Name: _____

Signed: _____

Date: _____

[illegible]

YEAR 10 ASSESSMENT TASK GRID 2024															SUBJECT: AGRICULTURE	
TASK	SYLLABUS OUTCOMES															
COURSE	AG5-1	AG5-2	AG5-3	AG5-4	AG5-5	AG5-6	AG5-7	AG5-8	AG5-9	AG5-10	AG5-11	AG5-12	AG5-13	AG5-14	TYPE	DUE DATE
Farming Systems	X	X		X	X	X	X		X	X	X	X	X	X	Hand in	Term 1 Week 9
Pork Production	X		X		X		X		X	X		X			Hand In	Term 2 Week 6
Sheep Production	X	X	X	X	X	X		X	X	X			X	X	Hand In	Term 3 Week 8
Examination	X	X	X	X	X	X	X	X	X	X	X	X	X	X	In Class	Term 4 Week 3

Outcomes: A Student

AG5-1	explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets.
AG5-2	explains the interactions within and between agricultural enterprises and systems.
AG5-3	explains the interactions within and between the agricultural sector and Australia's economy, culture and society.
AG5-4	investigates and implements responsible production systems for plant and animal enterprises.
AG5-5	investigates and applies responsible marketing principles and processes.
AG5-6	explains and evaluates the impact of management decisions on plant production enterprises.
AG5-7	explains and evaluates the impact of management decisions on animal production enterprises.
AG5-8	evaluates the impact of past and current agricultural practices on agricultural sustainability.
AG5-9	evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics.
AG5-10	implements and justifies the application of animal welfare guidelines to agricultural practices.
AG5-11	designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts.
AG5-12	collects and analyses agricultural data and communicates results using a range of technologies.
AG5-13	applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery.
AG5-14	demonstrates plant and animal management practices safely and in collaboration with others.

YEAR 10 ASSESSMENT TASK GRID 2024								SUBJECT: CHILD STUDIES	
TASK	SYLLABUS OUTCOMES								
COURSE	CS5-2	CS5-4	CS5-5	CS5-7	CS5-8	CS5-11	CS5-12	TYPE	DUE DATE
Play and the developing child “Children’s toy and report”	X	x	x					Hand in	Term 1 Week 8
Children’s Literature “Children’s Picture Book”			X	X			X	Hand in	Term 2 Week 8
Health and Safety in Childhood “Disease Poster”	x				x	x		Hand in	Term 3 Week 9

Outcomes: A student

CS5-2	describes the factors that affect the health and wellbeing of the child
CS5-4	plans and implements engaging activities when educating and caring for young children within a safe environment
CS5-5	evaluates strategies that promote the growth and development of children
CS5-7	discusses the importance of positive relationships for the growth and development of children
CS5-8	evaluates the role of community resources that promote and support the wellbeing of children and families
CS5-11	analyses and compares information from a variety of sources to develop an understanding of child growth and development
CS5-12	applies evaluation techniques when creating, discussing and assessing information related to child growth and development

YEAR 10 ASSESSMENT TASK GRID 2024										SUBJECT: COMMERCE	
TASK	SYLLABUS OUTCOMES										
COURSE	COM 5.1	COM 5.2	COM 5.3	COM 5.4	COM 5.5	COM 5.6	COM 5.7	COM 5.8	COM 5.9	TYPE	DUE DATE
The Economic and Business Environment Task				X			X		X	Take Home	Term 1 Week 9
Promoting and Selling Task	X	X				X				In class	Term 2 Week 8
Employment and Work Futures Task			X		X			X		Take Home	Term 3 Week 6

Outcomes: A student

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

YEAR 10 ASSESSMENT TASK GRID 2024											SUBJECT: <i>DRAMA</i>	
TASK	SYLLABUS OUTCOMES											
COURSE	5.1.1	5.1.2	5.1.3	5.1.4	5.2.1	5.2.2	5.2.3	5.3.1	5.3.2	5.3.3	SUBMISSION	DUE DATE
<u>Composition:</u> Mime Performance + Rationale	X	X				X		X		X	In class	Term 2 Week 2
<u>Performance Assessment:</u> Group Performance + Written Response		X		X	X	X	X	X	X		In class	Term 3 Week 2
<u>Appreciation Assessment:</u> Monologue Performance + logbook submission	X		X			X	X				In class	Term 4 Week 2

Outcomes: A student

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

YEAR 10 ASSESSMENT TASK GRID – 2024										SUBJECT: ENGLISH	
TASK	SYLLABUS OUTCOMES										
COURSE	EN5-1A	EN5-2A	EN5-3B	EN5-4B	EN5-5C	EN5-6C	EN5-7D	EN5-8D	EN5-9E	SUBMISSION	DUE DATE
Area of Study: Belonging	X		X			X				In class	Term 1 Week 10
Shakespearean Tragedy		X			X		X			Take home	Term 2 Week 10
Tales of Australia				X				X	X	Take home	Term 3 Week 10

Outcomes: A student

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

YEAR 10 ASSESSMENT TASK GRID 2024														SUBJECT: FOOD TECHNOLOGY	
TASK	SYLLABUS OUTCOMES														
COURSE	FT-1	FT-2	FT-3	FT-4	FT-5	FT-6	FT-7	FT-8	FT-9	FT-10	FT-11	FT-12	FT-13	TYPE	DUE DATE
Food Product and Development	X							X		X	X			Hand in and practical	Term 1 Week 9
Food Equity	X					X	X	X				X	X	Alarm scaffold report	Term 2 Week 9
Food Service and Catering		X		X	X				X	X				Hand in and practical	Term 3 Week 9

Outcomes: A Student

FT-1	demonstrates hygienic handling of food to ensure a safe and appealing product
FT-2	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
FT-3	describes the physical and chemical properties of a variety of foods
FT-4	accounts for changes to the properties of food which occur during food processing, preparation and storage
FT-5	applies appropriate methods of food processing, preparation and storage
FT-6	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT-7	justifies food choices by analysing the factors that influence eating habits
FT-8	collects, evaluates and applies information using a range of media and appropriate terminology
FT-9	communicates ideas and information using a range of media and appropriate terminology
FT-10	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT-11	plans, prepares, presents and evaluates food solutions for specific purposes
FT-12	examines the relationship between food, technology and society
FT-13	evaluates the impact of activities related to food on the individual, society and the environment

YEAR 10 ASSESSMENT TASK GRID - 2024							SUBJECT: GEOGRAPHY		
TASK	SYLLABUS OUTCOMES						TYPE		DUE DATE
COURSE	GE5.1	GE5.2	GE5.4	GE5.5	GE5.6	GE5.8		SEMESTER 1	SEMESTER 2
Environmental Change and Management Task		X	X	X		X	Take Home	Term 1 Week 11	Term 3 Week 10
Human Wellbeing Task	X				X	X	In Class	Term 2 Week 5	Term 4 Week 4
Outcomes: 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								
GE5.4	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								
GE5.8	communicates geographical information to a range of audiences using a variety of strategies								

YEAR 10 ASSESSMENT TASK GRID - 2024							SUBJECT: <i>HISTORY</i>		
TASK	SYLLABUS OUTCOMES						TYPE	DUE DATE	
COURSE	HT5.2	HT5.3	HT5.5	HT5.8	HT5.9	HT5.10		SEMESTER 1	SEMESTER 2
The World From 1945 Task	X	X			X	X	In class	Term 1 Week 7	Term 3 Week 6
Changing Rights and Freedoms Task		X	X	X		X	At home	Term 2 Week 3	Term 4 Week 3

PLEASE NOTE: Classes R1, R2, Y1 and Y2 will study History in Semester 1.
Classes R3, R4 and Y3 will study History in Semester 2.

Outcomes: A Student

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 and of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT5.5	identifies and evaluates the usefulness of sources in the historical inquiry process
HT5.8	selects and analyses a range of historical sources to locate information relevant to an history 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

YEAR 10 ASSESSMENT TASK GRID 2024													SUBJECT: INDUSTRIAL TECHNOLOGY METAL/AUTO	
TASK	SYLLABUS OUTCOMES													
COURSE	5.1.1	5.1.2	5.2.1	5.2.2	5.3.1	5.3.2	5.4.1	5.4.2	5.5.1	5.6.1	5.7.1	5.7.2	TYPE	DUE DATE
Practical Skills Project	X	X		X				X					In class	Term 2 Week 2
Practical Project & Folio: Major Project	X		X		X		X		X	X	X	X	Hand in	Term 4 Week 4
Yearly Examination		X	X	X	X	X				X			In class	Term 4 Week 5

Outcomes: A Student

5.1.1	identifies, assesses and manages the risks and WHS issues associated with the uses of a range of materials, hand tools, machine tools and processes.
5.1.2	applies WHS practises to hand tools, machine tools, equipment and processes.
5.2.1	applies design principles in the modification, development and production of projects.
5.2.2	identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects.
5.3.1	justifies the use of a range of relevant and associated materials.
5.3.2	selects and uses appropriate materials for specific applications.
5.4.1	selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.
5.4.2	works cooperatively with others in the achievement of common goals.
5.5.1	applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects.
5.6.1	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.
5.7.1	describes, analyses and uses a range of current, new and emerging technologies and their various applications.
5.7.2	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

YEAR 10 ASSESSMENT TASK GRID 2024													SUBJECT: INDUSTRIAL TECHNOLOGY TIMBER	
TASK	SYLLABUS OUTCOMES													
COURSE	5.1.1	5.1.2	5.2.1	5.2.2	5.3.1	5.3.2	5.4.1	5.4.2	5.5.1	5.6.1	5.7.1	5.7.2	TYPE	DUE DATE
Practical Joints Exercise	X	X		X				X						Term 2 Week 2
Practical Project & Folio: Major Project	X		X		X		X		X	X	X	X		Term 4 Week 4
Final Assessment		X	X	X	X	X				X				Term 4 Week 5

Outcomes: A Student

5.1.1	identifies, assesses and manages the risks and WHS issues associated with the uses of a range of materials, hand tools, machine tools and processes.
5.1.2	applies WHS practises to hand tools, machine tools, equipment and processes.
5.2.1	applies design principles in the modification, development and production of projects.
5.2.2	identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects.
5.3.1	justifies the use of a range of relevant and associated materials.
5.3.2	selects and uses appropriate materials for specific applications.
5.4.1	selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.
5.4.2	works cooperatively with others in the achievement of common goals.
5.5.1	applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects.
5.6.1	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.
5.7.1	describes, analyses and uses a range of current, new and emerging technologies and their various applications.
5.7.2	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

YEAR 10 ASSESSMENT TASK GRID 2024

SUBJECT:
MATHEMATICS

Students to ensure they are following the right pathway.

TASK		SYLLABUS OUTCOMES										Students to ensure they are following the right pathway.								
COURSE	MA5.1-1WM	MA5.1-2WM	MA5..1-3WM	MA5.1-4NA			MA5.1-5NA		MA5.1-6NA	MA5.1-7NA	MA5.1-8MG		MA5.1-9MG	MA5.1-10MG	MA5.1-11MG	MA5.1-12SP		MA5.1-13SP	DUE DATE	
	MA5.2-1WM	MA5.2-2WM	MA5..2-3WM	MA5.2-4NA	MA5.2-5NA	MA5.2-6NA	MA5.2-7NA	MA5.2-8NA	MA5.2-9NA	MA5.2-10NA	MA5.2-11MG	MA5.2-12MG		MA5.2-13MG	MA5.2-14MG	MA5.2-15SP	MA5.2-16SP	MA5.2-17SP		
	MA5.3-1WM	MA5.3-2WM	MA5.3-3WM	MA5.3-4NA	MA5.3-5NA	MA5.3-6NA	MA5.3-7NA	MA5.3-8NA	MA5.3-9NA	MA5.3-10NA	MA5.3-11MG	MA5.3-12MG	MA5.3-13MG	MA5.3-14MG	MA5.3-15MG	MA5.3-16MG	MA5.3-17MG	MA5.3-18SP		
Assessment 1 Open Book Test	X	X	X	X	X	X	X			X	X	X							Term 1 Week 9	
Assessment 2 In class Test	x	x	x				x				x				x	x	x		Term 2 Week 4	
Assessment 3 Research Task	x	x	x								x	x	x	x	x				Term 3 Week 6	
Assessment 4 In class Test	x	x	x	x	x			x	x	x								x	Term 4 Week 3	

Outcomes: A student

Stage 5.1

MA5.1-1WM	uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.1-2WM	selects and uses appropriate strategies to solve problems
MA5.1-3WM	provides reasoning to support conclusions that are appropriate to the context
MA5.1-4NA	solves financial problems involving earning, spending and investing money
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-7NA	graphs simple non-linear relationships
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG	interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-11MG	describes and applies the properties of similar figures and scale drawings
MA5.1-12WM	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13WM	calculates relative frequencies to estimate probabilities of simple and compound events

Stage 5.2	
MA5.2-1WM	selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM	interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2-3WM	constructs arguments to prove and justify results
MA5.2-4NA	solves financial problems involving compound interest
MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-9NA	uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-10NA	connects algebraic and graphical representations of simple non-linear relationships
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP	investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments

Stage 5.3	
MA5.3-1WM	uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
MA5.3-2WM	generalises mathematical ideas and techniques to analyse and solve problems efficiently
MA5.3-3WM	uses deductive reasoning in presenting arguments and formal proofs
MA5.3-4NA	draws, interprets and analyses graphs of physical phenomena
MA5.3-5NA	selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3-6NA	performs operations with surds and indices
MA5.3-7NA	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.3-8NA	uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
MA5.3-9NA	sketches and interprets a variety of non-linear relationships
MA5.3-10NA	recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
MA5.3-11MG	uses the definition of a logarithm to establish and apply the laws of logarithms
MA5.3-12MG	uses function notation to describe and sketch functions
MA5.3-13MG	applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
MA5.3-14MG	applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
MA5.3-15MG	applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
MA5.3-16MG	proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
MA5.3-17MG	applies deductive reasoning to prove circle theorems and to solve related problems
MA5.3-18SP	uses standard deviation to analyse data

YEAR 10 ASSESSMENT TASK GRID 2024													SUBJECT: MUSIC	
TASK	SYLLABUS OUTCOMES													
COURSE	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	5.9	5.10	5.11	5.12	TYPE	DUE DATE
Viva Voca							X	X		X	X		In class	Term 1 Week 9
Half Yearly Exam	X	X	X						X				In class	Term 2 Week 8
Composition				X	X	X						X	In class	Term 4 Week 2

Outcomes: A Student

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

YEAR 10 ASSESSMENT TASK GRID 2024															SUBJECT: OUTDOOR EDUCATION	
	TASK	SYLLABUS OUTCOMES													TYPE	DUE DATE
	COURSE	OE 5.1	OE5.2	OE5.3	OE 5.4	OE5.5	OE5.6	OE5.7	OE5.8	OE5.9	OE5.10	OE5.11	OE5.12	OE5.13		
Semester 1	Environment & Conservation											X	X	X	Take Home Assessment (Theory)	Term 1 Week 8
	Building Connection	X	X	X											In-Class Practical (Prac/Theory)	Term 2 Week 3-8
Semester 2	Expedition Preparation				X	X									Take Home Assessment (Theory)	Term 3 Week 8
	Expedition Preparation				X	X		X	X						In-Class Practical (Prac)	Term 3 Week 6-8

Outcomes: A student

OE5-1	participates safely in outdoor education activities demonstrating knowledge of natural environments
OE5-2	investigates natural environments and their role in promoting health and wellbeing
OE5-3	analyses the benefits of participation in experiences in natural environments to promote personal growth, health and wellbeing
OE5-4	explains and applies key considerations and skills related to planning and preparing for outdoor education activities
OE5-5	applies risk management techniques in outdoor education activities
OE5-6	understands first aid and emergency response procedures relevant to outdoor education activities
OE5-7	demonstrates skills and knowledge for relationship building and effective group functioning
OE5-8	demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities
OE5-9	demonstrates interpersonal and self-management skills to achieve personal and group goals in outdoor environments
OE5-10	explains the relationship between environments and the health and wellbeing of people
OE5-11	describes the impact of participation in practical outdoor education activities on natural environment/s over time
OE5-12	proposes ways in which natural environments can be protected and/or managed
OE5-13	demonstrates minimal impact techniques when participating in outdoor activities.

YEAR 10 ASSESSMENT TASK GRID 2024												SUBJECT: PDHPE	
TASK	SYLLABUS OUTCOMES												
COURSE	PD 5.1	PD 5.2	PD 5.3	PD 5.4	PD 5.5	PD 5.6	PD 5.7	PD 5.8	PD 5.9	PD 5.10	PD 5.11	TYPE	DUE DATE
Athletics (Term 1)					X						X	In class (practical)	Term 1 Weeks 9-11
It couldn't happen to me	X	X							X			Take home assessment (theory)	Term 2 Week 1
Talking Sexual Health		X					X		X			In class theory (examination)	Term 3 Week 9
World Games				X							X	In class (practical)	Term 3 Week 8-10

Outcomes: A student

PD5-1	assesses their own and others' capacity to reflect on and respond positively to challenges
PD5-2	researches and appraises the effectiveness of health information and support services available in the community
PD5-3	analyses factors and strategies that enhance inclusivity, equality and respectful
PD5-4	adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
PD5-5	appraises and justifies choices of actions when solving complex movement
PD5-6	critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
PD5-7	plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their
PD5-8	designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical
PD5-9	critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
PD5-10	critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
PD5-11	refines and applies movement skills and concepts to compose and perform innovative movement sequences

YEAR 10 ASSESSMENT TASK GRID 2024															SUBJECT: SCIENCE	
TASK	SYLLABUS OUTCOMES															
COURSE	SC5- 4WS	SC5- 5WS	SC5- 6WS	SC5- 7WS	SC5- 8WS	SC5- 9WS	SC5-10PW	SC5- 11PW	SC5- 12ES	SC5- 13ES	SC5-14LW	SC5- 15LW	SC5-16CW	SC5-17CW	TYPE	DUE DATE
Data Processing Task		X		X	X	X							X	X	In Class	Term 1 Week 8
Depth Study Portfolio			X	X	X	X	X	X							Hand In	Term 2 Week 9
VALID 10	X	X	X	X	X	X	X	X	X	X	X	X	X	X	In Class	Term 3 Week 7/8
Data Processing Task				X	X		X	X	X	X	X	X	X	X	In Class	Term 4 Week 2

Outcomes: A Student

SC5-4WS	develops questions or hypotheses to be investigated scientifically.
SC5-5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively.
SC5-6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively.
SC5-7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions.
SC5-8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems.
SC5-9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.
SC5-10PW	applies models, theories and laws to explain situations involving energy, force and motion.
SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems.
SC5-12ES	describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community.
SC5-13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues.
SC5-14LW	analyses interactions between components and processes within biological systems.
SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.
SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available.
SC5-17CW	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.

YEAR 10 ASSESSMENT TASK GRID 2024											SUBJECT: <i>VISUAL ARTS</i>	
TASK	SYLLABUS OUTCOMES											
COURSE	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	5.9	5.10	TYPE	DUE DATE
Research Task							X	X			Hand in	Term 1 Week 6
Art Making 1 and VAPD	X			X		X					In class and hand in	Term 2 Week 4
Yearly Exam									X	X	In class	Term 4 Week 2
Art Making 2 and VAPD		X	X		X						In class and hand in	Term 4 Week 4

Outcomes: A Student

5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artwork.
5.2	makes artworks informed by their understanding of the function of and relationships between the 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 meaning in their artworks.
5.6	demonstrates developing technical accomplishments 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.

YEAR 10 ASSESSMENT TASK GRID - 2024																				SUBJECT: STAR Humanities		
TASK	SYLLABUS OUTCOMES																					
COURSE	English	EN5-1A	EN5-3B	EN5-4B	EN5-5C	EN5-7D	EN5-8D	History	HT5-8	HT5-7	HT5-3	HT5-5	HT5-9	HT5-10	Geography	GE5-2	GE5-4	GE5-6	GE5-7	GE5-8	TYPE	DUE DATE
In Depth Study: The Holocaust				X	X							X	X						X		In class	Term 2 Week 2
Human Wellbeing						X	X			X							X	X		X	In class	Term 3 Week 2
Historical Groups		X	X						X		X			X		X					In class	Term 4 Week 4

Outcomes: A student

English:

EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning

EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds

EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

History:

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

HT5-5 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

Geography:

GE5-2 explains processes and influences that form and transform places and environments

GE5-4 accounts for perspectives of people and organisations on a range of geographical issues

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

YEAR 10 ASSESSMENT TASK GRID - 2024																							SUBJECT: STAR STEM				
TASK	SYLLABUS OUTCOMES																										
COURSE	Maths	1WM, 2WM, 3WM	4NA	6NA	8NA, 9NA	10NA	11MG	12MG	13MG	14MG	15SP	16SP	Science	4WS	5WS	6WS	7WS	8WS	9WS	10PW	12ES	14LW	15LW	16CW	17CW	TYPE	DUE DATE
Motion		X		X	X	X			X			X		X	X	X	X	X	X	X						In class	Term 1 Week 9
Waves and Energy		X	X				X	X							X		X				X				X	In class	Term 2 Week 10
VALID 10		X												X	X	X	X	X	X	X	X	X	X	X	X	In class	Term 3 Week 8-9
Inheritance		X	X								X	X							X X			X	X			In class	Term 4 Week 5

Outcomes: A student Mathematics

MA5.2-1WM	selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM	interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2-3WM	constructs arguments to prove and justify results
MA5.2-4NA	solves financial problems involving compound interest
MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-9NA	uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-10NA	connects algebraic and graphical representations of simple non-linear relationships
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP	investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments

Science

SC5-4WS	develops questions or hypotheses to be investigated scientifically.
SC5-5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively.
SC5-6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively.
SC5-7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions.
SC5-8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems.
SC5-9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.
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SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems.
SC5-12ES	describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community.
SC5-13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues.
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SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.
SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available.
SC5-17CW	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.

YEAR 10 ASSESSMENT TASK GRID 2024												SUBJECT: STAR PDHPE	
TASK	SYLLABUS OUTCOMES											TYPE	DUE DATE
COURSE	PD 5.1	PD 5.2	PD 5.3	PD 5.4	PD 5.5	PD 5.6	PD 5.7	PD 5.8	PD 5.9	PD 5.10	PD 5.11		
Athletics (Term 1)					X						X	In class (practical)	Term 1 Weeks 9-11
It couldn't happen to me	X	X							X			Take home assessment (theory)	Term 2 Week 1
Talking Sexual Health		X					X		X			In class theory (examination)	Term 3 Week 9
World Games				X							X	In class (practical)	Term 3 Week 8-10

Outcomes: A student

PD5-1	assesses their own and others' capacity to reflect on and respond positively to challenges
PD5-2	researches and appraises the effectiveness of health information and support services available in the community
PD5-3	analyses factors and strategies that enhance inclusivity, equality and respectful
PD5-4	adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
PD5-5	appraises and justifies choices of actions when solving complex movement
PD5-6	critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
PD5-7	plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their
PD5-8	designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical
PD5-9	critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
PD5-10	critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
PD5-11	refines and applies movement skills and concepts to compose and perform innovative movement sequences