



Assessment Booklet

YEAR 10 2024



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* VET Subject Assessment Schedules at the back of the booklet

An Introduction to Stage 5

Stage 5 of the curriculum encompasses Years 9 and 10. The NSW Education Standards Authority (NESA) dictates the program of studies for all students in New South Wales schools in Years 7 - 10. At this stage of the curriculum electives are introduced, giving students more ownership of their studies. At the end of Stage 5, the school will submit a grade to NESA for each of the completed mandatory and elective courses. If a student leaves school before the completion of the Higher School Certificate, the Record of School Achievement (RoSA) can be requested from NESA and it will include these submitted grades.

In Years 9 and 10 mandatory studies are:

- English
- Mathematics
- Science
- Personal Development, Health and Physical Education
- Geography
- History

Stage 5 Leaders:

<ul style="list-style-type: none">• Ms E McEwan and Ms D Nguyen (Year 9 Year Advisors)• Ms S Pinzin (Year 9 Deputy Principal)• Mr P Wood and Ms M Reilly-Brown (Year 10 Year Advisors)• Mr N Train (Year 10 Deputy Principal)• Mr D Martin (Head Teacher Wellbeing)• Mr M Staines (Head Teacher Curriculum and Assessment)	<h3>Stage 5 Homepage</h3> <p>The Year 9 Homepage is located on Level 4 (Magenta Level)</p> <p>The Year 10 Homepage is located on Level 6 (Green Level)</p>
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If you would like to get in contact with any of the Stage 5 Leaders, please contact Arthur Phillip High School either by phone or email and request the attention of the relevant staff member.

T: (02) 8855 8100

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Respect

Success

Responsibility

An Introduction to Assessment:

This handbook will provide you with a guide to the successful attainment of your Year 10 RoSA (Record of School Achievement). The successful completion of Stage 5 and a Year 10 RoSA is the step all students must take to move onto the Higher School Certificate (HSC), which is the highest educational award in NSW schools.

For each of your assessment tasks that you are issued, you will get information including:

- a description of each task and its requirements
- task weighting (how much the task is worth)
- when it is due (it may be a class task or take home task)
- a marking criteria (how it will be marked)

After each task, you will be given detailed feedback on your strengths, as well as how you can improve. Your assessment tasks are outlined in this booklet.

What is Assessment?

“Assessment is the process of identifying, gathering and interpreting information about a student’s learning. The purpose of assessment is to provide information on student achievement and progress.”

- Principles for assessment and reporting in NSW schools, 1996

The Record of School Achievement requires you to complete the following:

- A. Follow the course developed by NESA. [1] [SEP]
- B. Apply yourself with diligence and sustained effort to the set tasks and experiences.
- C. Achieve some or all of the course outcomes.

There are four key elements to success in schooling:

1. **Consistency**- regularly and diligently undertake the work required of you in class and at home.
2. **Application**: show a focused approach to your studies and take a genuine interest in widening your knowledge and developing your skills.
3. **Attitude**- have a positive attitude towards school and the learning you undertake everyday in class.
4. **Attendance**- attend school as much as possible, and arrive to each class on time.

Students must develop a work ethic that reflects a serious commitment to their studies to maximise their potential. If students need any help with school or other matters, please make contact with the Year Advisor.

Record of School Achievement (RoSA)

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC). The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until, and including, some results from Year 12. The RoSA is useful to students who leave school before the end of Year 12, because they can show it to potential employers or places of further education.

To be eligible for a RoSA, students must:

i) Follow the course developed or endorsed by NESA.

- The school will provide a program of study designed to satisfy the requirements of the syllabus issued for each subject. Students must ensure the program of study is adhered to through to completion.

ii) Apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

- Students must attend school on a regular basis, being absent on as few occasions as possible. All absences must be explained with a parental/carer note that provides an acceptable reason. Excessive absence (more than 20%) jeopardises student achievement of a RoSA due to reduced ability to achieve the course outcomes and complete the course work.

- In addition to the assessment tasks, the marks that determine a student's grade will come from other homework, book work, excursions, activities and assignments that form part of the course and must also be seriously attempted.

iii) Achieve some or all of the course outcomes.

- Students must make a genuine and serious attempt at assessment tasks. These tasks are used to determine the level of achievement of course outcomes for each student and therefore, the final grade in each course. Where an assessment task is not attempted or where the attempt is non-serious, students place their RoSA in jeopardy.

- Students must have completed/submitted tasks adding up to at least 50% of the marks for a course otherwise an 'N' Determination may result. **An 'N' Determination in a Stage 5 mandatory subject (English, Mathematics, Science, History, Geography and PDHPE) will result in the student not receiving a RoSA. An 'N' Determination in a 200-Hour elective subject may have the same result.**

iv) Sit for and make a serious attempt at Assessment.

- Students must sit for and make a serious attempt on every course assessment. Any absence must be supported by a medical certificate or other appropriate documentation.
- Students must attempt each exam paper in a genuine and serious way. Not completing all sections of the paper, writing or drawing defamatory or silly things may be viewed as non-serious attempts.

RoSA Grades A-E

To be eligible to earn a grade in a subject, students MUST adhere to the above outlined requirements (i-iv).

Grades are:

- Based on student achievement in their assessment work
- Monitored by NESA for fairness and consistency
- Submitted to NESA by the school in Term 4

APHS Assessment Expectations (Students and Parents/Carers)

All stakeholders in a student's education have a responsibility for aspects of assessment. Success can best be achieved when ALL stakeholders carry out their responsibilities. The information below outlines the roles and responsibilities for:

- The Student
- The Parent/Carer

Roles and Responsibilities: The Student

- Attempt **all** assessment tasks to the best of their ability and **submit/complete tasks by the due date**.
- Organise a **study and homework schedule** to promote success in assessment tasks.
- Familiarise themselves with the **course assessment schedules** available within this handbook and seek advice from teachers/Head teachers to clarify any assessment issues.
- Show responsibility and **follow up with their teachers after an absence** to ensure they are aware of assessment tasks notified in their absence. **Absence is not an excuse for missing tasks.**
- If required, provide documentary evidence to support an illness or misadventure claim (for example, a medical certificate)
- Ensure assignments are all their own work (**no plagiarism**) and that the work of others is appropriately presented and referenced. **There will be consequences for plagiarised work.**
- **Reflect on the feedback** provided to inform future improvement and success.

Roles and Responsibilities: The Parent/Carer

- Encourage students to organise, plan, complete and submit work on time.
- Provide a space for effective study and school work.
- Liaise with the school when a child is experiencing difficulties.
- Be informed about their child's assessment program.

Important information for the Submission of Tasks

APHS Stage 5 Assessment Policy:

The consequences for not meeting deadlines are :

- Submitted late - Zero mark awarded and ROSA Course Warning Letter sent by Head Teacher.
- Students who produce a doctor's certificate or appropriate supporting documentation may receive full marks once reviewed by the Year Group Deputy Principal, in consultation with the Subject Head Teacher.

How do I correctly submit tasks?

When tasks are due to be submitted or completed, the following conditions apply:

- If the task is required to be submitted to the teacher in person, the task must be **handed directly to the class teacher or to the Subject Head teacher** if the teacher is absent. A completed task **cannot be delivered by leaving it on the teacher's desk or submitting it to any other person.**
- Submitting assessment tasks online:** It is the student's responsibility to read the assessment task notification and understand where the teacher requires students to submit their work (Google Drive/Turnitin etc). If you do not have access to the Google Classroom, speak to your teacher/subject Head Teacher.
- Students must be **officially present all day** when handing in, or completing a task – coming to school merely for the relevant period, then leaving, will be noted by the teacher as being submitted on the next full day of attendance.

What if I am present at school but fail to complete/submit the task?

When a task is carried out in class time (e.g. speech, a practical exam, class test) and a student fails to do the task, the teacher will award a **zero mark and a Course Warning letter for an N Determination will be issued**. The teacher will still require the task, or a substitute task to be completed in order to satisfy course requirements and to provide appropriate feedback.

When a task is to be completed out of class time (e.g. assignment, project etc.) and a student fails to submit it, he/she will receive **zero marks and a Course Warning letter for an N Determination will be issued** for the task. The teacher will still require the task, or a substitute task to be completed in order to provide appropriate feedback.

What if I am absent from school on the assessment submission due date?

Students who are prevented from submitting/attending an assessment task (including a practical examination) on the due date due to **illness or unforeseen misadventure** will need to complete an **Illness/Misadventure form**. For this to be approved, a student must complete and submit it online within **48 hours of the task due date**.

The **Illness/Misadventure Application form** can be found by clicking on the '**Assessment**' icon at the **APHS Student Hub**. To support your **Illness/Misadventure Application** application, you will need to upload a **Doctor's Certificate**. **A letter from a parent/caregiver does not satisfy this requirement.**

Long term absences: Students who are absent long term will need a justifiable explanation with evidence and must seek approval from the Principal. If leave is granted, it is the student's responsibility to email his/her teacher of course/assessment requirements and complete the task to the best of his/her ability by the due date or negotiate a time with the teacher to complete the task upon return to school.

Student Grievances: Where students find they have grievances concerning assessment practices, the student and/or parent/carer should contact the Subject Head Teacher.

What if I submit the task by the due date, but my teacher deemed it to be a Non-Serious Attempt?

Students who do not make a serious attempt at the assessment task will be awarded a **zero mark** and a **Course Warning letter for an N Determination will be issued**. Students who provide answers to questions in a language other than English (unless specifically instructed to do so) will have **zero marks** awarded. Please contact your Subject Head Teacher via email if you require further information.

What if I engage in Malpractice?

All work presented in assessment tasks (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to you receiving **zero marks** and a **Course Warning letter for an N Determination will be issued**.

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- Buying, stealing, borrowing or using another person's work in part or full and presenting it as your own. **This includes, but is not limited to the use of Artificial Intelligence (AI) technology.**
- Building on the ideas of another person without reference to the source.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- Breaching school examination rules.
- Using non-approved aids during an assessment task, i.e. mobile phone.
- Contriving false explanations to explain work not handed in by the due date.
- Assisting another student to engage in malpractice.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence may include, but is not limited to the student:

- Providing evidence of, and explaining the process of their work. This may include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas.
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Course Warnings for an N Determination:

What is a Course Warning?

The awarding of the Record of School Achievement (RoSA) and the Higher School Certificate (HSC) is a worthy goal for students from Years 9 to 12. These credentials can be used as a means of accessing post-school training and other career opportunities. It is for these reasons, and to maintain the integrity of the system, that (NESA) has put in place for all schools strict guidelines regarding students' satisfactory completion of courses.

To satisfy the Course Completion Criteria in every subject, students are required to:

- **Complete coursework, homework and assessment tasks**
- **Demonstrate sustained diligence and application in class**

If a student is in danger of not completing these requirements, an official **Course Warning letter for an N Determination will be sent home**. **Written warnings** are both **emailed and mailed** home. Written warnings are sent home as soon as possible, in order for actions to be taken by the student and his/her parents/carers to rectify the situation.

NESA insists that a student must be given the opportunity to **resolve** Course Warnings (complete an assessment task/coursework and hand it in at a later date). Students are given the opportunity to resolve Course Warnings because:

- The task is used as evidence that a student has satisfied the requirements of a course.
- It supports ongoing learning, and demonstrates that a student can achieve the intended outcomes.

Note: Resolving a task does not, however, withdraw or void the warning. The student will still receive zero marks.

What do I need to do if I receive a Course Warning?

1. Each Course Warning letter will state the **action required by the student to RESOLVE** their warning letter (see the table below). **Read this information CAREFULLY.**

Task Name/Course Requirement/Course Outcome	Date Task Initially Due (if applicable)	Action required by student	Date to be completed by (if applicable)

2. Return the Course Warning letter slip to the Homebase SASS staff, **signed** by a parent/carer and the student.

Acknowledgement of Official Warning
Please return to the school office

I have received the letter dated _____ advising me that _____ is in danger of not meeting the course completion requirements for _____, and am aware that this is the _____ official warning.

This course is mandatory for the award of the Record of School Achievement..

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

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____

3. Submit the task by the **Course Warning Due Date** to the classroom teacher. The Course Warning letter will state the due date, and this date is at least **four weeks** from the date the letter is sent home.

Practical assessments/projects:

You are to report to your classroom teacher at the negotiated room to perform/submit the task.

Please be aware that you may be required to complete this task during a recess break.

4. Allow up to **2 weeks** for the Subject Head Teacher and Classroom teacher to review your assessment task and provide constructive feedback.

Once steps 1 - 4 have been successfully completed, then your warning letter will appear RESOLVED on sentral. Students who resolve their warning letters will receive a mark of **zero, as the task was not completed by the initial due date and/or breached assessment protocols and/or did not submit the task at all.**

What if I completed/submitted the online *Illness/Misadventure Application* within 48 hours of the task due date but still received a Course Warning letter?

Upon review of your online ***Illness/Misadventure Application*** by the **Subject Head Teacher** of the course, he/she will determine if special consideration is awarded/approved and will then remove your Course Warning via Sentral.

What if I fail to resolve my Course Warning/s?

If students do not fulfil a course's requirements, they may receive an **'N' determination**.

- **NESA requires TWO warnings for a student, in order for an N Determination** to be made by the Principal at the end of the course. A warning is NOT issued for disciplinary reasons. It is NOT intended as a 'stain' on a student's character or record. Simply, it is a concern that the student is not meeting course outcomes and that he/she may be in danger of not satisfactorily meeting course requirements.
- Students are warned via a letter from the school if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem. If a student receives an 'N' determination in a mandatory curriculum requirement course, they **will not be eligible for the RoSA**.

NAPLAN (Year 9)

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. It has been an everyday part of the school calendar since 2008.

NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy. The assessments are undertaken nationwide, every year.

NAPLAN is made up of tests in the four areas (or ‘domains’) of:

- **reading**
- **writing**
- **language conventions (spelling, grammar and punctuation)**
- **numeracy**

NAPLAN tests skills in literacy and numeracy that are developed over time through the school curriculum.

For more information, please visit: <https://www.nap.edu.au/home>

HSC Minimum Standard of Literacy and Numeracy

What is the HSC minimum standard?

Since 2021, students in NSW have had to meet a minimum standard of literacy and numeracy to be eligible for the HSC credential. The HSC minimum standard is a practical level of reading, writing and numeracy used in everyday life, for work and further study.

Students will need to complete a series of short online reading, writing and numeracy tests and achieve a minimum Level 3 or 4 to meet the minimum standard. You can attempt each test twice a year starting in Year 10.

The standard has been introduced to help improve the literacy and numeracy of students, and ensure that they have the basic skills required for life after school.

Since 2021 it has been compulsory to complete the online tests. If a student doesn't meet the minimum standard, they will not be able to receive a HSC. However, they don't need to meet the HSC minimum standard to:

- study HSC courses
- sit HSC exams
- receive HSC assessment and exam results
- receive an ATAR
- receive a Record of School Achievement (RoSA)

You can read more about the standards here: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

You can also read about what each short test will involve and look at example questions here: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/online-tests>

Study Hall

Students who require support for homework and/or assessment are encouraged to attend the Study Hall. It is free of charge and there are staff members to assist with various subjects.

Students who have **not resolved their Course Warnings** are advised to attend the study hall, in order for them to receive support to complete assessment tasks and coursework.

When	Where	Teacher/s
<ul style="list-style-type: none"> • Every Monday from 3:05 pm to 4:30 pm 	<ul style="list-style-type: none"> • Year 8 Homebase (Level 3) 	<ul style="list-style-type: none"> • Coordinated by Mr Staines • Staffed by a variety of teachers from different subjects (on a rotational basis)

STRIVE Values

To fulfil my potential, I **STRIVE** to demonstrate:

Respect	Success	Responsibility
<ul style="list-style-type: none"> • Allow others to participate without distraction or disruption • Recognise the rights of others and be polite • Take care of personal, school and other individual's property • Acknowledge other people's work • Accept individual differences • Be sensitive to other people's needs and feelings • Encourage others 	<ul style="list-style-type: none"> • Work to the best of my ability • Set myself goals and aim to achieve them • Accept challenges • Participate in school activities • Participate without fear of failure 	<ul style="list-style-type: none"> • Be prepared for lessons • Arrive on time to class and school • Prepare for set tasks • Seek and accept help when needed • Meet due dates and produce my own work • Use all available resources • Take pride in myself and my school

Year 10 Assessment Calendar - 2024

Term 1 - 2024

WEEK 1	
WEEK 2	
WEEK 3	
WEEK 4	
WEEK 5	
WEEK 6	
WEEK 7	Geography; History; iSTEM;
WEEK 8	English; Graphics Technology; PDHPE;
WEEK 9	Commerce; Music; Physical Activity and Sports Study; Work Education;
WEEK 10	Mathematics 5.1; Mathematics 5.2; Mathematics 5.3; Science;
WEEK 11	Food Technology;

Term 2 - 2024

WEEK 1	
WEEK 2	Graphics Technology; Information and Software Technology; Science;
WEEK 3	Photographic and Digital Media; Visual Design;
WEEK 4	Geography; History; Mathematics 5.1; Mathematics 5.2; Mathematics 5.3; Music; Visual Arts;
WEEK 5	Industrial Technology - Metal; Industrial Technology - Metal; Industrial Technology - Timber; Industrial Technology - Timber; Work Education;
WEEK 6	
WEEK 7	Food Technology;
WEEK 8	
WEEK 9	Commerce; English; Physical Activity and Sports Study; Physical Activity and Sports Study;
WEEK 10	Graphics Technology; iSTEM; PDHPE;

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Assessment Schedule 2024

Commerce - Stage 5 - Year 10

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Class Test	PBL Assignment	Podcast	Yearly Exam	
Topic	Law and Society	Political Involvement	Economics and Business Environment	Travel	
Timing	Term 1 Week 9, 2024	Term 2 Week 9, 2024	Term 3 Week 9, 2024	Term 4 Week 2, 2024	
Outcomes assessed	COM5-1, COM5-2, COM5-3, COM5-8	COM5-2, COM5-3, COM5-7, COM5-9	COM5-2, COM5-5, COM5-7, COM5-8	COM5-1, COM5-2, COM5-3, COM5-8	
Components					Weighting %
Total %	25	25	25	25	100

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

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Assessment Schedule 2024

English - Stage 5 - Year 10

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Extended Response (Discursive) and Reflection Hand in	Essay Task In class	Multimodal (Poem and Short Story Analysis / Annotation) In class presentation	Reading Paper In class	
Topic	What matters to me?	Close Study of a Novel	Between the Lines: Communicating Ideas Through Texts	Page to Screen	
Timing	Term 1 Week 8, 2024	Term 2 Week 9, 2024	Term 3 Week 9, 2024	Term 4 Week 3, 2024	
Outcomes assessed	EN5-ECA-01, EN5-ECB-01, EN5-URB-01	EN5-ECA-01, EN5-RVL-01, EN5-URB-01	EN5-RVL-01, EN5-URA-01, EN5-URC-01	EN5-RVL-01, EN5-URB-01, EN5-URC-01	
Components					Weighting %
Total %	25	25	25	25	100

A Student:

EN5-ECA-01	creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas
EN5-ECB-01	uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts
EN5-RVL-01	uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
EN5-URA-01	analyses how meaning is created through the use of and response to language forms, features and structures
EN5-URB-01	examines and explains how texts represent ideas, experiences and values
EN5-URC-01	identifies and explains ways of valuing texts and the connections between them

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Food Technology - Stage 5 - Year 10

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Research Task	Practical Task	Research Task	Practical Task	
Topic	Food Service and Catering Food Trucks and Trends	Food Practical	Food Product Development Movie Snack Foods	Food Practical	
Timing	Term 1 Week 11, 2024	Term 2 Week 7, 2024	Term 3 Week 8, 2024	Term 4 Week 4, 2024	
Outcomes assessed	FT5-1, FT5-2, FT5-10, FT5-11, FT5-13	FT5-1, FT5-2, FT5-5, FT5-10, FT5-11	FT5-8, FT5-9, FT5-10, FT5-11, FT5-12	FT5-1, FT5-2, FT5-5, FT5-10, FT5-11	
Components					Weighting %
Total %	20	30	20	30	100

A Student:

FT5-1	demonstrates hygienic handling of food to ensure a safe and appealing product
FT5-2	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
FT5-3	describes the physical and chemical properties of a variety of foods
FT5-4	accounts for changes to the properties of food which occur during food processing, preparation and storage
FT5-5	applies appropriate methods of food processing, preparation and storage
FT5-6	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT5-7	justifies food choices by analysing the factors that influence eating habits
FT5-8	collects, evaluates and applies information from a variety of sources
FT5-9	communicates ideas and information using a range of media and appropriate terminology
FT5-10	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT5-11	plans, prepares, presents and evaluates food solutions for specific purposes
FT5-12	examines the relationship between food, technology and society
FT5-13	evaluates the impact of activities related to food on the individual, society and the environment

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Geography - Stage 5 - Year 10

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Research Task	Skills Test	Comparison Assessment Task	Yearly Exam	
Topic	Environmental Change and Management	Environmental Change and Management	Human Wellbeing	Human Wellbeing	
Timing	Term 1 Week 7, 2024	Term 2 Week 4, 2024	Term 3 Week 8, 2024	Term 4 Week 2, 2024	
Outcomes assessed	GE5-2, GE5-3, GE5-4, GE5-5	GE5-7	GE5-3, GE5-5, GE5-8	GE5-2, GE5-3, GE5-4, GE5-5, GE5-7	
Components					Weighting %
Total %	25	25	25	25	100

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

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Information and Software Technology - Stage 5 - Year 10

Task number	Task 1	Task 2	Task 3	
Nature of Task	Programming Problems	Website, digital story book or game		
Topic	Software Development and Programming	Networking Systems	Robotics	
Timing	Term 2 Week 2, 2024	Term 3 Week 3, 2024	Term 4 Week 4, 2024	
Outcomes assessed	5.1.1, 5.2.1, 5.2.3, 5.3.2	5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.4.1, 5.5.2	5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.4.1, 5.5.1, 5.5.3	
Components				Weighting %
Practical	10	25	25	60
Portfolio/Theory	15	15	10	40
Total %	25	40	35	100

A Student:

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

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iSTEM - Stage 5 - Year 10

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Engineer a solution to the design of the Exolab	Test and identify the ideal growing conditions for the selected algae species	Test and identify the ideal growing conditions for the selected algae species	Extension Challenge: Science paper	
Topic	Powerhouse-1	Powerhouse-1	Powerhouse-1	Powerhouse-1	
Timing	Term 1 Week 7, 2024	Term 2 Week 10, 2024	Term 3 Week 6, 2024	Term 4 Week 8, 2024	
Outcomes assessed	ST5-3, ST5-4, ST5-6	ST5-4	ST5-4	ST5-8, ST5-9	
Components					Weighting %
Total %	20	30	25	25	100

A Student:

ST5-1	designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems
ST5-2	demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts
ST5-3	applies engineering design processes to address real-world STEM-based problems
ST5-4	works independently and collaboratively to produce practical solutions to real-world scenarios
ST5-5	analyses a range of contexts and applies STEM principles and processes
ST5-6	selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems
ST5-7	selects and applies project management strategies when developing and evaluating STEM-based design solutions
ST5-8	uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences
ST5-9	collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions
ST5-10	analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment

Arthur Phillip High School

Assessment Schedule 2024

Mathematics 5.1 - Stage 5 - Year 10

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	In Class Written Task	In Class Written Task	Investigation Task and In Class Validation	In Class Written Task	
Topic	Algebra Techniques Indices Area, Surface and Area	Financial Mathematics	Right Angle Triangles	Linear Relationships Non Linear Relationships	
Timing	Term 1 Week 10, 2024	Term 2 Week 4, 2024	Term 3 Week 7, 2024	Term 4 Week 3, 2024	
Outcomes assessed	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-5NA, MA5.1-8MG	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-4NA	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-10MG	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-6NA, MA5.1-7NA	
Components					Weighting %
Total %	20	20	30	30	100

A Student:

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 prism
MA5.1-9MG	interprets very small 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
MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events

Arthur Phillip High School

Assessment Schedule 2024

Mathematics 5.2 - Stage 5 - Year 10

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	In Class Written Task	In Class Written Task	Investigation Task and In Class Validation	In Class Written Task	
Topic	Algebra Techniques Indices Area, Surface Area and Volume	Financial Mathematics Bivariate Data	Right Angle Triangles	Linear Relationships Non Linear Relationships Right Angle Triangles	
Timing	Term 1 Week 10, 2024	Term 2 Week 4, 2024	Term 3 Week 7, 2024	Term 4 Week 3, 2024	
Outcomes assessed	MA5.1-7NA, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-11MG, MA5.2-12MG	MA5.1-4NA, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-16SP	MA5.1-10MG, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-10NA	
Components					Weighting %
Total %	20	20	30	30	100

A Student:

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
MA5.1-4NA	solves financial problems involving earning, spending and investing money
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.1-7NA	graphs simple non-linear relationships
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
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.2-10NA	connects algebraic and graphical representations of simple non-linear relationships
MA5.1-11MG	describes and applies the properties of similar figures and scale drawings
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
MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events
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

Arthur Phillip High School

Assessment Schedule 2024

Mathematics 5.3 - Stage 5 - Year 10

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	In Class Written Task	In Class Written Task	Investigation Task and In Class Validation	In Class Written Task	
Topic	Algebra Techniques Surface Area and Volumes	Equations Surds Indices	Linear Relationships Non Linear Relationships	Log and Exponential Trigonometry Probability	
Timing	Term 1 Week 10, 2024	Term 2 Week 4, 2024	Term 3 Week 7, 2024	Term 4 Week 3, 2024	
Outcomes assessed	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-5NA, MA5.3-6NA, MA5.3-13MG, MA5.3-14MG	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-5NA, MA5.3-7NA	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-8NA, MA5.3-9NA	MA5.2-17SP, MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-15MG	
Components					Weighting %
Total %	20	20	30	30	100

A Student:

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
MA5.3-13MG	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
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments
MA5.3-18SP	uses standard deviation to analyse data
MA5.3-19SP	investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

Arthur Phillip High School

Assessment Schedule 2024

Music - Stage 5 - Year 10

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	In Class Performance	Composition Submission	In Class Performance	In Class Listening Exam	
Topic	Rock Elements and Styles	Rock Elements and Styles	Music and Society	Music and Society	
Timing	Term 1 Week 9, 2024	Term 2 Week 4, 2024	Term 3 Week 8, 2024	Term 4 Week 3, 2024	
Outcomes assessed	5.1, 5.3	5.4, 5.6, 5.10	5.2, 5.3	5.7, 5.8, 5.9, 5.12	
Components					Weighting %
Performing	25		25		50
Composing		25			25
Listening				25	25
Total %	25	25	25	25	100

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 artform
5.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Arthur Phillip High School

Assessment Schedule 2024

PDHPE - Stage 5 - Year 10

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Media Task	Practical Skills	Fitness Expo Project	Practical Skills	
Topic	Tackling Life's Challenges	Practical Assessment - Semester 1	Game Changer Fitness for Parramatta	Practical Assessment - Semester 2	
Timing	Term 1 Week 8, 2024	Term 2 Week 10, 2024	Term 3 Week 6, 2024	Term 4 Week 4, 2024	
Outcomes assessed	PD5-1, PD5-2, PD5-9	PD5-3, PD5-10	PD5-6, PD5-7, PD5-9	PD5-3, PD5-10	
Components					Weighting %
Knowledge and understanding of course content	10	10	15	10	45
Skills in critical thinking, research, analysis and communicating	10	15	15	15	55
Total %	20	25	30	25	100

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 relationships
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 challenges
PD5-6	critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
PD5-7	plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
PD5-8	designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
PD5-9	assesses and applies self-management skills to effectively manage complex situations
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

Arthur Phillip High School

Assessment Schedule 2024

Photographic and Digital Media - Stage 5 - Year 10

Task number	Task 1	Task 2	
Nature of Task	Portfolio Submission and Study Submission	Portfolio Submission and Study Submission	
Topic	Digital Imaging and Manipulation	Composition in Digital Photography	
Timing	Term 2 Week 3, 2024	Term 4 Week 2, 2024	
Outcomes assessed	5.1, 5.3, 5.4, 5.6	5.2, 5.5, 5.7, 5.8	
Components			Weighting %
Image Making	30	30	60
Historical/Critical	20	20	40
Total %	50	50	100

A Student:

5.1	developing skills in a range of photographic and digital techniques
5.2	makes images that consider the relationships between the photographer, the world around them and the audience who view the images
5.3	makes images that have personal and/or cultural and/or contemporary meaning, that consider the formal qualities such as colour, balance and composition
5.4	investigates the world as a source of ideas, concepts and subject matter for works and selects appropriate techniques to make and refine images
5.5	makes informed choices to develop and extend concepts and different meanings in their works
5.6	applies their photographic knowledge and experiences to critically and historically interpret photographic works
5.7	uses their understanding of the relationships between the photographer, the world around them and the audience to analyse and interpret photographic images
5.8	interprets images from different points of view such as personal and/or cultural and/or contemporary and considers the formal qualities such as colour, balance and composition

Arthur Phillip High School

Assessment Schedule 2024

Physical Activity and Sports Study - Stage 5 - Year 10

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Practical Assessment and Training Program	Practical Assessment	Presentation	Coaching Task (Practical and Theory)	
Topic	Physical Fitness	Challenge Games	Presentation	Sports Coaching	
Timing	Term 1 Week 9, 2024	Term 2 Week 9, 2024	Term 2 Week 9, 2024	Term 3 Week 8, 2024	
Outcomes assessed	PASS5-1, PASS5-2, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10	PASS5-1, PASS5-8, PASS5-9, PASS5-10	PASS5-1, PASS5-2, PASS5-8, PASS5-10	PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9	
Components					Weighting %
Knowledge and understanding of course content	20	5	15	10	50
Skills in critical thinking, research, analysis and communicating	20	15	5	10	50
Total %	40	20	20	20	100

A Student:

PASS5-1	discusses factors that limit and enhance the capacity to move and perform
PASS5-2	analyses the benefits of participation and performance in physical activity and sport
PASS5-3	discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4	analyses physical activity and sport from personal, social and cultural perspectives
PASS5-5	demonstrates actions and strategies that contribute to active participation and skilful performance
PASS5-6	evaluates the characteristics of participation and quality performance in physical activity and sport
PASS5-7	works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8	displays management and planning skills to achieve personal and group goals
PASS5-9	performs movement skills with increasing proficiency
PASS5-10	analyses and appraises information, opinions and observations to inform physical activity and sport decisions

Arthur Phillip High School

Assessment Schedule 2024

Science - Stage 5 - Year 10

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Half yearly Exam	SRP Report	Research Task	Yearly Exam	
Topic	Chemical Changes	Student Research Project	Plate Tectonics	All Year 10 Topics	
Timing	Term 1 Week 10, 2024	Term 2 Week 2, 2024	Term 3 Week 7, 2024	Term 4 Week 1, 2024	
Outcomes assessed	SC5-6WS, SC5-7WS, SC5-9WS	SC5-5WS, SC5-7WS, SC5-9WS	SC5-8WS, SC5-9WS, SC5-13ES	SC5-8WS, SC5-10PW, SC5-12ES, SC5-13ES, SC5-15LW, SC5-17CW	
Components					Weighting %
Total %	25	30	20	25	100

A Student:

SC5-1VA	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC5-2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
SC5-3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
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
SC5-16LW	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

Arthur Phillip High School

Assessment Schedule 2024

Visual Arts - Stage 5 - Year 10

Task number	Task 1	Task 2	
Nature of Task	Art Making and Art Studying Submission	Art Making and Art Studying Submission	
Topic	Buildings and Interiors	Objects and Perception Reality verses Illusion	
Timing	Term 2 Week 4, 2024	Term 4 Week 4, 2024	
Outcomes assessed	5.1, 5.2, 5.3, 5.7, 5.8	5.4, 5.5, 5.6, 5.9, 5.10	
Components			Weighting %
Artmaking	30	30	60
Art Studying	20	20	40
Total %	50	50	100

A Student:

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

Arthur Phillip High School

Assessment Schedule 2024

Visual Design - Stage 5 - Year 10

Task number	Task 1	Task 2	
Nature of Task	Art Making Submission & Art Study Submission	Art Making Submission & Art Study Submission	
Topic	Interior Design	Illustration and Publication	
Timing	Term 2 Week 3, 2024	Term 4 Week 2, 2024	
Outcomes assessed	5.5, 5.6, 5.7, 5.10	5.1, 5.4, 5.7, 5.8	
Components			Weighting %
Making	30	30	60
Studying	20	20	40
Total %	50	50	100

A Student:

5.1	develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks
5.2	makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
5.3	makes visual design artworks informed by an understanding of how the frames affect meaning
5.4	investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks
5.5	makes informed choices to develop and extend concepts and different meanings in their visual design artworks
5.6	selects appropriate procedures and techniques to make and refine visual design artworks
5.7	applies their understanding of aspects of practice to critically and historically interpret visual design artworks
5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of visual design artworks
5.9	uses the frames to make different interpretations of visual design artworks
5.10	constructs different critical and historical accounts of visual design artworks

Arthur Phillip High School

Assessment Schedule 2024

Work Education - Stage 5 - Year 10

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Practical Task	Portfolio	PBL	Yearly Exam	
Topic	Resume Writing and Interview Skills		Community Participation		
Timing	Term 1 Week 9, 2024	Term 2 Week 5, 2024	Term 3 Week 9, 2024	Term 4 Week 2, 2024	
Outcomes assessed	WE5-2, WE5-3, WE5-4, WE5-5, WE5-6, WE5-7, WE5-8, WE5-9, WE5-10	WE5-1, WE5-2, WE5-7, WE5-9, WE5-10	WE5-1, WE5-2, WE5-5, WE5-6, WE5-7, WE5-8, WE5-9, WE5-10	WE5-1, WE5-4, WE5-7, WE5-8, WE5-9, WE5-10	
Components					Weighting %
Total %	25	25	25	25	100

A Student:

WE5-1	analyses employment trends and changes in the nature of work
WE5-2	analyses current workplace issues and their implications
WE5-3	examines the roles of diverse organisations in the Australian community
WE5-4	evaluates the roles and responsibilities of individuals within the Australian community
WE5-5	explains the roles of education, employment and training organisations
WE5-6	assesses personal goals, attributes and values in the context of education, training and employment
WE5-7	explains skills, attributes and entrepreneurial behaviours in a range of contexts
WE5-8	assesses options for career development and managing transitions
WE5-9	selects and analyses relevant information from a variety of sources
WE5-10	selects and uses appropriate forms to communicate information about the world of work for different audiences