



Denison College

OF SECONDARY EDUCATION

BATHURST HIGH CAMPUS | KELSO HIGH CAMPUS

Kelso High Campus



2024

Stage 5 - Year 10
Assessment Book

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2024 Stage 5 Year 10 Assessment

Principal's Message

Welcome to Year 10! This is an important year for students as preparation for senior school and post school opportunities. Students will find that their teachers' expectations around work in class and at home increase and they will also be expected to take more individual responsibility for their own learning.

At the successful completion of Year 10 students will be able to attain a RoSA which stands for a Record of Student Achievement. This is a necessary requirement for progressing to Year 11 or an alternative educational setting such as TAFE, or entering the workforce. In order to attain a RoSA students must meet the following requirements as determined by the NSW Education Services Authority (NESA):

- a) Follow each course;
- b) Apply themselves with diligence and sustained effort to the set tasks and experiences provided by the school and
- c) Achieve some or all course outcomes

This means that students must demonstrate that they are working consistently in class and at home to produce work that is reflective of their ability. It is also expected that attendance for each class will be at least 85% and that all assessment and class tasks will be submitted on time.

This booklet sets out exactly when each assessment task is due for each subject. Students with the support of their families are encouraged to use it as a reference to help plan and manage their time as effectively as possible.

Michael Sloan

Principal



Michael Sloan
Principal



Nathan Kenny
Deputy Principal Support



Karen Mortimore
Deputy Principal Year 10 (Rel)



Jenny Forster
Carers Adviser



Hannah English
Year 10 Adviser

2024 Stage 5 Year 10 Assessment

Year 10 Requirements

This assessment policy is based on NSW Education Standards Authority (NESA) and NSW Department of Education requirements. Detailed information is available on the NESA website

www.boardofstudies.nsw.edu.au where you will find links to:

- Stage 5 Assessment
- Stage 5 Syllabuses
- Record of School Achievement (RoSA) requirements
- NSW Higher School Certificate Minimum Standards

The NSW Department of Education Curriculum Policy Standards outline the requirements for public schools in NSW and can be found on the NSW Government – Education website via the following link:

<https://education.nsw.gov.au/policy-library/policies/pd-2005-0290>

Stage 5 Requirements

In NSW Department of Education schools, to complete Stage 5, students must:

- Satisfactorily complete mandatory hours in English, Mathematics, Science, History, Geography and PD/H/PE as per NESA requirements for a RoSA.
- Satisfactorily complete elective courses as mandated by the NSW Department of Education.

Life Skills

NESA has developed Life Skills courses in each broad area of learning that can be used to satisfy the mandatory curriculum requirements for the award of the RoSA.

- If students undertake one or more courses based on Life Skills outcomes and content, they will also receive a Profile of Student Achievement. The profile will outline the Life Skills outcomes they have achieved in each course.
- The Profile of Student Achievement will be printed and issued by NESA to students at the same time as their RoSA (or if ineligible for the RoSA, with their Transcript of Study).
- Life Skills outcomes will be shown on the profile as:
 - Achieved – for outcomes the student has achieved independently.
 - Achieved with support – for outcomes that have been achieved with additional support.

Special Provisions (for students with special needs)

<http://www.boardofstudies.nsw.edu.au/disability-provisions>

Disability provisions are available for a range of medical and learning conditions in the HSC. Where a student is likely to be granted disability provisions in the HSC year they may apply for provisions in Stage 5 examinations. For example, students with diabetes or students with conditions that prevent them from reading the examination questions and/or communicating responses may be approved for examination special provisions. Contact the Head Teacher Welfare for further information and application details.

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NSW Higher School Certificate Minimum Standards

All Year 12 students in NSW must reach the minimum standard of literacy and numeracy to receive a Higher School Certificate.

Set for success in everyday life

The standard is mapped against a nationally agreed standard of functional literacy and numeracy. It is part of a broader NSW Government strategy to support students to succeed in life and work. Students at risk of not demonstrating the standard will be identified early and supported to improve their reading, writing and numeracy skills.

Multiple opportunities to pass

Students can demonstrate they meet the standard by passing the online reading, writing and numeracy tests, which will be available for students to sit in:

- Year 10
- Year 11
- Year 12
- for up to five years after beginning their first Higher School Certificate courses.

Why have a minimum standard?

The best indicators of success (employment, higher salaries, and good health) rely on a student's literacy and numeracy skills.

Without targeted intervention and support to reach the standard, some students risk missing out on skills necessary for everyday life.

The minimum standard will prompt an early focus on literacy and numeracy, and help students meet progressive milestones. Advanced students will also benefit from an increased focus on literacy and numeracy by developing more sophisticated skills.

Students who don't meet the standard

All students should complete high school with a functional level of literacy and numeracy for everyday life and employment.

Students who don't demonstrate the standard will have five years after beginning their first Higher School Certificate courses to meet the minimum standard and receive a Higher School Certificate. They will receive a Record of School Achievement on leaving school.

While Mathematics will not be mandatory for Year 11 and 12, studying Mathematics General 1 is an option for students who need to improve their numeracy skills in order to meet the minimum standard.

Exemptions

Disability provisions will be available for the tests in line with existing provisions for the Higher School Certificate.

Some students, including those studying Life Skills courses in English and Mathematics, will be exempt from meeting the minimum standard.

Kelso High Campus Assessment Policies and Procedures

What is assessment and why do we do it?

Assessment is a process of gathering information about student achievement at various stages in a course. Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. At Kelso High Campus we use a variety of assessment tasks to assess students' performance. Tasks may include assignments, fieldwork and reports, oral presentations, tests and examinations, portfolios, practical investigations, long term pieces of work and performances. Most courses have between four and five assessment tasks. Tasks may be differentiated to meet a range of student needs however the assessment process will remain the same.

Students must make a genuine attempt at assessment tasks and can best meet course requirements if they:

- Attend all timetabled lessons and minimise absences from class for any reason.
- Complete all activities set during class time.
- Complete homework set by the teacher.
- Regularly revise all work.
- Complete all assessment tasks.

Assessment and organisation

- Students will be given written notification of each assessment task with a minimum of two weeks' notice before the due date of the task.
- Students may have more than one assessment task due at the same time and should schedule adequate time to complete each task.
- It is a student's responsibility to organise study and preparation time to ensure that assessment tasks are submitted by the due date.
- Students should start tasks early, break them into a series of small steps and set deadlines for completing each step.
- It is recommended that students make use of diaries, calendars and/or wall planners to organise their time.

Who can help with assessments?

1. The first person to ask for help is your class teacher – make sure you understand the task and ask questions about what is expected.
2. North North tutors are available to support ATSI students.
3. Other tutoring may be offered by individual faculties – ask Head Teachers.
4. If you are feeling overwhelmed, speak to someone – this may be another teacher, your Year Adviser or the School Counsellor.

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Honesty in assessment

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the student's own or must be acknowledged appropriately.

Malpractice, including plagiarism, could lead to a mark of zero and a non-award of the RoSA.

- Malpractice includes, but is not limited to:
 - copying someone else's work in part or in whole, and presenting it as your own, including using material directly from books, journals, CDs or the internet without reference to the source;
 - building on the ideas of another person without reference to the source;
 - buying, stealing or borrowing another person's work and presenting it as your own;
 - submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
 - using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement or paying someone to write or prepare material;
 - breaching school examination rules or using non-approved aides during an assessment task;
 - contriving false explanations to explain work not handed in by the due date; or
 - assisting another student to engage in malpractice.

Where there is evidence that a student has not submitted their own work a decision as to the consequence of malpractice will be determined by the faculty Head Teacher and Deputy Principal.

Task Submission Process

In Year 10 students must sign an assessment register to acknowledge they have received the task and sign again upon submission. The task will be handed to the class teacher during the lesson on the due date. **Technology breakdowns are not a valid or acceptable excuse for late or non-submission of tasks.**

Applications for extension of time and illness/misadventure consideration

Students may apply for an extension of time for illness or unavoidable misadventure (see Appendices of this booklet for the form). Documentation (e.g. doctor's certificate or written declaration) should be provided.

Late submission of assessment tasks

Assessment work submitted late without written application (See Appendices for form) and approval will incur the following penalties:

1 school day late	20% deduction
2 school days late	40% deduction
3 school days late	60% deduction
More than three school days late	100% deduction

Any cases of illness or misadventure on the due date will be treated on a case by case basis in negotiation with the class and/or Head Teacher.

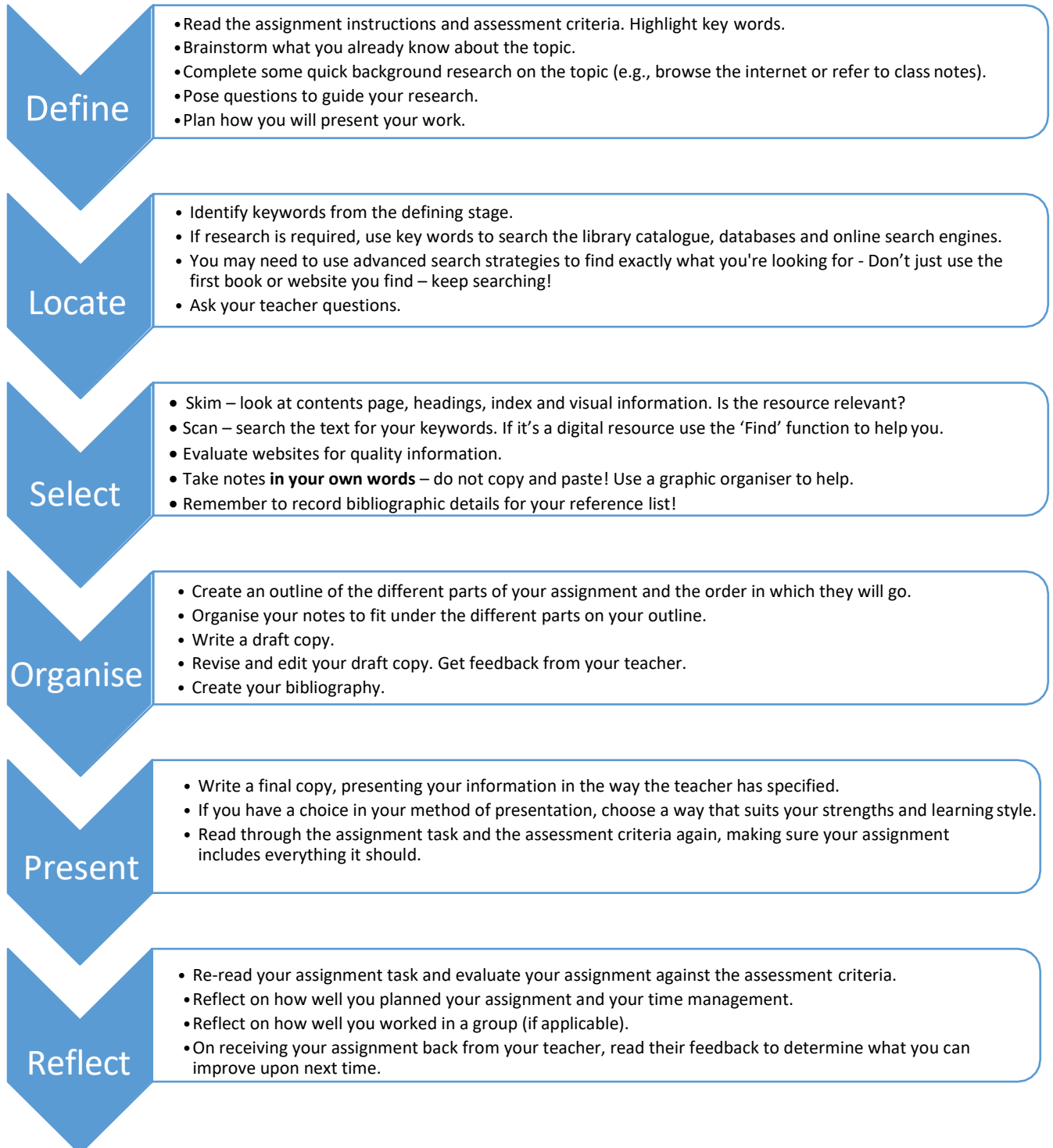
School reports

School reports will be issued twice a year in Term 2 and in Term 4.

2024 Stage 5 Year 10 Assessment

Strategies to Assist with Assessments

You should consider your assessment as a series of planned steps and stages – a work in progress!
Below is a flow chart to help you plan assessments and break tasks down to key steps.



2024 Stage 5 Year 10 Assessment

Improving your writing

This is an area many students find challenging. At Kelso High Campus we have been using the ALARM approach to build writing skills. ALARM stands for A Learning and Responding Matrix and this approach provides students with a framework to understand questions and structure their responses.

STEP ONE Understanding the question

You will be asked to respond to a range of questions throughout Stage 5. To understand what you need to write you should break the question down. Refer to the Glossary of Key Terms and ALARM colours to assist you here.

Steps for breaking down the question

- 1) **Circle** the verb – what do I need to do?
- 2) **Squiggly line** under the focus of the question.
- 3) **Highlight** the content – what do I need to know to answer the question?

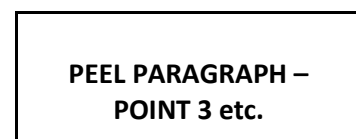
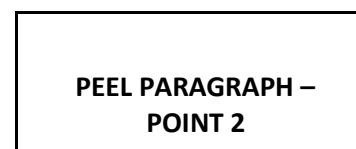
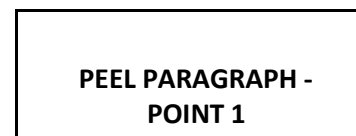
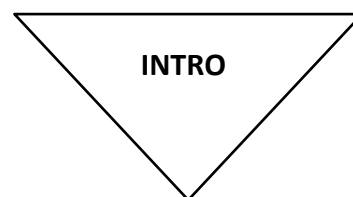
STEP TWO Writing your response

Forming an introduction

- What is your overall argument/thesis/response to the question?
- Give a summary of the ideas you will discuss in each PEEL paragraph (not a list!)

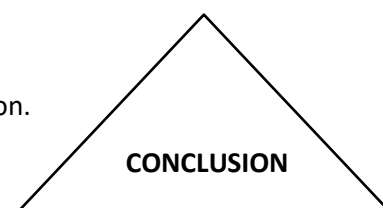
Paragraph structure

P	POINT	Topic sentence – what is the main point your paragraph will show.
E	EXPLAIN	Elaborate on your topic sentence by giving details that shows what is important about this point.
E	EVIDENCE/EXAMPLE	What supports your point? Be specific and detailed. This can include facts, statistics, quotes, techniques, source material.
L	LINK	Link back to the question – how does this point answer the question?



Conclusion

- Rewrite the question into a statement that directly answers the question.
- You should then give an overview of your main points.
- Try to write a closing statement that makes your point of view POP!



What language should you use?

If you want to do this...	Try this instead...
Start your paragraph with firstly, secondly, thirdly...	Take it out! State your topic sentence directly.
Say 'I believe' & 'In my opinion' etc.	Use third person. Say 'this shows', 'this portrays', 'therefore', 'it is evident that', 'as a result' etc.
Long sentences with lots of commas	Keep sentences short and sharp.
Chunking lots of ideas/examples together	Every example should have its own explanation.

When you need to explain both sides of the argument

On the other hand...
Whereas...
However...
Alternatively...
In contrast,

When you need to explain cause and consequence

Therefore...
As a result...
One consequence of this was ...
This means that...
The impact of this was...
This caused ...

When you need to explain significance/importance

This was significant because...
Significantly...
The most important...
It can be argued that...
This was a turning point because...

Setting S.M.A.R.T. Goals

What do you want to achieve this year? Do better in your school assignments? Be more organized? We all work better when we have goals. However to be effective, you must have S.M.A.R.T. goals:

SPECIFIC Your goal must be clear and specific. What goal do you actually want to achieve?

MEASURABLE You must be able to measure progress towards your goal, in time or quantity. To check whether your goal is measurable, ask yourself such questions as how much, how often and can I measure my progress?

ACHIEVABLE You must be able to achieve your goal, with some effort.

REALISTIC You must be willing and able to work towards your goal.

TIME-FRAMED When do you want to achieve your goal? One month, one term? If you set a long term goal, it often helps to also set a series of short term goals to reach your longer term one. Try recording your goals somewhere. Look at them regularly to check your progress. This can really help!

How to write a bibliography

Some key terms

Referencing: acknowledging all the sources you have used when doing an assignment

Bibliography: the list of references used at the end of your assignment

Why reference?

- ✓ To show the **research** you have done for your task
- ✓ To **acknowledge** when you've used other people's words, ideas, data and images
- ✓ So other people can **locate** the sources of information you have used
- ✓ Academic honesty – to avoid **plagiarism**

How to List Sources Correctly in a Bibliography

There are lots of different methods of referencing and writing bibliographies, the one most commonly used in secondary schools is the **Harvard** or Author-Date system.

BOOK

Author(s) of book – family name and initials, Year of publication, *Title of book – italicised*, Edition, Publisher, Place of publication.

E.g: Paterson, D, Willoughby, D & Willoughby, S, 2001, *Civil Rights in the USA, 1863-1980*, Heineman, Melbourne

NEWSPAPER, MAGAZINE OR JOURNAL ARTICLE

Author(s) of journal article – family name and initials, Year of publication, 'Title of journal article – in single quotation marks', *Title of publication – italicised*, Volume, Issue or number, Page number(s).

Eg: Hagan, K, 2014, 'Salt remains the hidden killer in fast food', *Sydney Morning Herald*, April 2, 2014, p.21

WEB PAGE

Author(s) of page – (person or organisation), Year (page created or revised), *Title of page - italicised*, Publisher (if applicable), Place of publication (if applicable), viewed date, URL.

E.g: Australian Sport Commission, 2016, *AIS*, viewed 3 April, 2016, <http://www.ausport.gov.au/>

DVD or BLU-RAY

Author/Producer/Director Year, *Title - italicised*, Type of medium, Publisher, Place. E.g: Teplitzky, J, 2014, *The Railway Man*, feature film, Paramount Pictures, Australia

➤ Finally, all references should be listed in your bibliography in **alphabetical order** by the author(s) names

Good websites for tips on referencing

<http://ergo.slv.vic.gov.au/learn-skills/essay-writing-skills/bibliographies/write-your-bibliography> <http://www.library.usyd.edu.au/elearning/learn/referencing/index.php>
<http://amow.boardofstudies.nsw.edu.au/module2/module2.html>

Online bibliography generators

Cite this for me:

<https://www.citethisforme.com/> *Bibme*:

<http://www.bibme.org/>

Refme: <https://www.refme.com/au/referencing-generator/harvard/>

Year 10

Core Courses

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

2024 Stage 5 Year 10 Assessment

Subject: Year 10 English

Head Teacher: J Adams

Course Objectives:

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills to:

- communicate through speaking, listening, reading, writing, viewing and representing
- use language to shape and make meaning according to purpose, audience and context
- think in ways that are imaginative, creative, interpretive and critical
- express themselves and their relationships with others and their world
- learn and reflect on their learning through their study of English.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can be found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10>

Task Distributed	Task Due	Task	Weight	Assessment Components	Additional Task Information	Outcomes
Term 1 Week 6	Term 1 Week 10	Task 1: In class extended response	20%	In-Class Task	Imaginative	EN5-1A EN5-3B, EN5-9E
Term 2 Week 6	Term 2 Week 9	Task 2: In class extended response	25%	In-Class Task	Speeches	EN5-4B, EN5-5C
Term 3 Week 6	Term 3 Week 10	Task 3: Texts in Time: Comparative Study	25%	Extended response	Prose Fiction/ Poetry Film/ Drama	EN5-2A EN5- 6C EN5-7D EN5-8D
Term 4 Week 5	Term 4 Week 7	Task 4: Yearly Examination	30%	Unseen texts, short responses and extended responses		EN5-1A EN5-3B, EN5-4B EN5-5C EN5-6C

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 10 Assessment

Subject: Year 10 Geography

Head Teacher: M Wood (Rel)

Course Objectives:

Students:

- develop knowledge and understanding of the features and characteristics of places and environments across a range of scales
- develop knowledge and understanding of interactions between people, places and environments
- apply geographical tools for geographical inquiry
- develop skills to acquire, process and communicate geographical information

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can be found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10>

Task Distributed	Task Due	Task	Weight	Assessment Components	Additional Task Information	Outcomes
Term 1 Week 5	Term 1 Week 9	Task 1: Investigative Study	40%	Geographical inquiry and research - Environmental Change and Management		GE5-2 GE5-3 GE5-5 GE5-7 GE5-8
Term 1 Week 10	Term 2 Week 4	Task 2: Extended response and skills component	40%	Geographical investigation of issues related to Human Wellbeing		GE5-1 GE5-4 GE5-6 GE5-7 GE5-8
Ongoing	Ongoing	Task 3: Application and Classwork	20%			All

Additional Course Information: Students will complete a Yearly Examination in Term 4 Week 7.

Assessment tasks must be submitted to: Class teacher – see submission instructions on task sheet

2024 Stage 5 Year 10 Assessment

Subject: Year 10 History

Head Teacher: M Wood (Rel)

Course Objectives:

Students:

- develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia
- develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia
- develop skills to undertake the process of historical inquiry
- develop skills to communicate their understanding of history.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10>

Task Distributed	Task Due	Task	Weight	Assessment Components	Additional Task Information	Outcomes (see Syllabus)
Term 3 Week 4	Term 3 Week 7	Task 1: Multimodal Historical Investigation	40%	Conflict Study		HT5-3 HT5-6 HT5-8 HT5-10
Term 4 Week 2	Term 4 Week 4	Task 2: Class Test	40%	Rights and Freedoms		HT5-2 HT5-3 HT5-4 HT5-5 HT5-9
Ongoing	Ongoing	Task 3: Classwork and Application	20%			HT5-1 HT5-4, HT5-5 HT5-7

Additional Course Information: Students will complete a Yearly Examination in Term 4 Week 7.

Assessment tasks must be submitted to: Class teacher – see submission instructions on task sheet

2024 Stage 5 Year 10 Assessment

Subject: Year 10 Mathematics 5.1 Course

Head Teacher: M Anderson

Course Objectives:

The aim of Mathematics 7–10 is to enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that helps them to interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives. Students who require ongoing support in completing these outcomes may consider either Mathematics Standard 1 or the Numeracy CEC course in Stage 6.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can be found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-k-10>

Task Distributed	Task Due	Task	Weight	Assessment Components	Additional Task Information	Outcomes (see Syllabus)
Term 1 Week 7	Term 1 Week 9	Task 1: Topic Test	20%	Term 1 course content	In class test	FIN EQU
Term 2 Week 7	Term 2 Week 9	Task 2: Topic Test	30%	Term 2 course content	In class test	ARE SUA VOL
Term 3 Week 7	Term 3 Week 9	Task 3: Topic Test	20%	Term 3 course content	In class test	TRG DAT
Term 4	Term 4 Week 7	Task 4: Yearly Examination	30%	All course content covered in 2024	Yearly Examination	All the above

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 10 Assessment

Subject: Year 10 Mathematics 5.2 Course

Head Teacher: M Anderson

Course Objectives:

The aim of Mathematics 7–10 is to enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that helps them to interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives. Successful understanding of the outcomes provides students with the foundation for Mathematics Standard 2 in Stage 6.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-k-10>

Task Distributed	Task Due	Task	Weight	Assessment Components	Additional Task Information	Outcomes (see Syllabus)
Term 1 Week 7	Term 1 Week 9	Task 1: Topic Test	20%	Term 1 course content	In class test	ALG EQU IND
Term 2 Week 7	Term 2 Week 9	Task 2: Topic Test	30%	Term 2 course content	In class test	ARE VOL
Term 3 Week 7	Term 3 Week 9	Task 3: Topic Test	20%	Term 3 course content	In class test	TRG LIN
Term 4	Term 4 Week 7	Task 4: Yearly Examination	30%	All course content covered in 2024	Yearly Exam	All the above

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 10 Assessment

Subject: Year 10 Mathematics 5.3 Course

Head Teacher: M Anderson

Course Objectives:

The aim of Mathematics 7–10 is to enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that helps them to interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives. Successful understanding of the Core outcomes provides students with the foundation for Mathematics Standard 2 in Stage 6. The aim for most students is to demonstrate achievement of as many of the outcomes as possible by the end of Stage 5, and successful understanding of this should prepare students for Mathematics Advanced and Extension 1.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-k-10>

Task Distributed	Task Due	Task	Weight	Assessment Components	Additional Task Information	Outcomes (see Syllabus)
Term 1 Week 7	Term 1 Week 9	Task 1: Topic Test	20%	Term 1 course content	In class test	FIN EQU
Term 2 Week 7	Term 2 Week 9	Task 2: Topic Test	30%	Term 2 course content	In class test	ARE SUA VOL
Term 3 Week 7	Term 3 Week 9	Task 3: Topic Test	20%	Term 3 course content	In class test	TRG DAT
Term 4	Term 4 Week 7	Task 4: Yearly Examination	30%	All course content covered in 2024	Yearly Exam	All the above

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 10 Assessment

Subject: Year 10 PDHPE

Head Teacher: Z Macpherson

Course Objectives:						
Students:						
<ul style="list-style-type: none"> • demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships • enact and strengthen health, safety, wellbeing and participation in physical activity • develop and use self-management skills that enable them to take personal responsibility for their actions and emotions • move with confidence, competence and creativity across various physical activity contexts • value and appreciate influences on personal health practices and demonstrate a commitment to lead and promote healthy, safe and active lives for themselves 						
Outcomes being assessed:						
Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:						
https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018						
Task Distributed	Task Due	Task	Weight	Assessment Components	Additional Task Information	Outcomes (see Syllabus)
Term 1 Week 5	Term 1 Week 7	Assessment Task 1	20%	Research task		5.4 5.9 5.11
Term 1 Week 11		Topic Test	5%	Term 1 course content		5.5 5.7
Term 2 Week 10		Topic Test	5%	Term 2 course content		5.5 5.7
Term 3 Week 1	Term 3 Week 5	Assessment Task 2	20%	In-class task		5.7 5.9
Term 1 Week 1	Ongoing	Assessment of participation and skill development in practical PE classes	50%	Skill development and participation		PD5-4 PD5-11
Additional Course Information: : Students will complete a Yearly Examination in Term 4 Week 7.						
Assessment tasks must be submitted to: Class teacher						

2024 Stage 5 Year 10 Assessment

Subject: Year 10 SCIENCE

Head Teacher: J Lawler

Outcomes Being Assessed:

Students develop:

- knowledge of the physical world, earth and space, living world and chemical world, and understanding about the nature, development, use and influence of science.
- knowledge, understanding of and skills in applying the processes of working scientifically.
- an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future.
- a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/science-7-10-2018>

Task Distributed	Task Due	Task	Weight	Assessment Components	Additional Task Information	Outcomes (see Syllabus)
Term 1 Week 7	Term 1 Week 10	Task 1: Secondary Research Task	30%	Living World – Genetics and Chemical World – Chemical Reactions	Out of class	SC5-12ES SC5-7WS SC5-9WS
Term 2 Week 2	Term 2 Week 4	Task 2: Depth Study	30%	Working Scientifically	In and out of class	SC5-15LW SC5-7WS SC5-8WS
Term 3 Week 1	Term 3 Week 5	Task 3: Student Investigation	40%	Earth & Space – The Universe	In and out of class	SC5-(4WS-7WS) SC5-9WS
Term 4	Term 4 Week 8	Task 4: Yearly Examination		Living World Chemical World Physical World Earth & Space Working Scientifically	Yearly Examination	SC5-14LW SC5-15LW SC5-17CW SC5-10PW SC5-12ES SC5-(4WS-9WS)

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 10 Assessment

Subject: Year 10 Work Education

Head Teacher: M Feening

Course Objectives:

Knowledge and understanding: Students develop knowledge and understanding of:

- the world of work
- roles of individuals and diverse organisations within the local and Australian community
- the role of education, employment and training in planning and managing transitions.

Skills: Students develop:

- skills related to workplace contexts, entrepreneurship and managing transitions
- research and communication skills that relate to the world of work.

Values and attitudes: Students value and appreciate:

- the importance of lifelong learning and its role in planning future pathways
- the benefits of collaboration and the contribution of diverse organisations to the community
- the significance of applying ethical, responsible and accountable practices in work and the community for individuals and organisations.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/work-education-7-10-2019>

Task Distributed	Task Due	Task	Weight	Assessment Components	Additional Task Information	Outcomes (See Syllabus)
Term 1 Week 6	Term 1 Week 10	Task 1: Technology in the workplace Term 1 Quiz	20%	Quiz Test for Term 1 content in class.	To be completed in class time during week 10 via the Google classroom	WE5-1, WE5-2 WE5-7, WE5-9 WE5-10
Term 2 Week 2	Term 2 Week 8 submit written Term 3 Week 2 Present expo	Task 2: Future Pathways Mini Job Expo Research Task	30%	Research Task for Mini Job expo.	Each Student will research a job of interest and will present as a Mini Job Expo to Year 8 in Term 3 Week 2 in the Gym	WE5-1, WE5-2 WE5-5, WE5-6 WE5-8, WE5-9, WE5-10
Ongoing	Ongoing	Bookwork, Application and Classwork	10%	Completion, submission and ongoing class application		ALL
Term 3 Week 7	Term 3 Week 9	Task 3: Managing Finances In class task and Term Quiz	20%	Financial Literacy. Budgeting task and term review quiz		WE5-7, WE5-8 WE5-9, WE5-10
Term 4 Week 1	Term 4 Week 6	Task 4: Mandatory Training	20%	LLN training VET induction Go2Work Placement Students Online Activation My Future Careers Profiling	Mandatory Training for all Year 10. All to be completed during scheduled lessons.	ALL

Additional Course Information: Students must complete ALL Mandatory Training in Term 4

Assessment tasks must be submitted to: Class teacher and via Work Education Google Classroom– see submission instructions on task sheet

Year 10

Elective Courses

- Aboriginal Studies
- Agriculture
- Aquaculture (BHC)
- Child Studies
- Commerce
- Dance (BHC)
- Drama (BHC)
- Food Technology
- History Elective
- Industrial Technology – Automotive
- Industrial Technology – Engineering (BHC)
- Industrial Technology – Metal
- Industrial Technology – Timber
- Information and Software Technology
- iSTEM
- Japanese
- Marine Studies (BHC)
- Music
- Physical Activity and Sports Studies
- Textiles Technology
- Visual Arts
- Visual Design

2024 Stage 5 Year 10 Assessment

Subject: Year 10 Aboriginal Studies Line B

Head Teacher: M Wood (Rel)

Course Objectives:

Students will develop:

- knowledge, understanding and appreciation of similarities and diversity in Aboriginal identities, communities and cultural expression
- understanding and appreciation of the importance of Aboriginal autonomy to Australia’s future
- understanding and appreciation of Aboriginal Peoples’ ongoing contribution to, and interaction with, the wider Australian society
- understanding of the factors influencing attitudes towards Aboriginal Peoples and cultures, and the effects of these attitudes

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/aboriginal-studies>

Task Distributed	Task Due	Task	Weight	Topic	Outcomes
Term 1 Week 4	Term 1 Week 9	Task 1: Perspective Response Narrative	25%	Core 1: Aboriginal Identities	AST5-1 AST5-2 AST5-4 AST5-5 AST5-6
Term 2 Week 3	Term 2 Week 9	Task 2: Research Report	25%	Option 8: Aboriginal Peoples and Sport	AST5-6 AST5-7 AST5-8 AST5-9
Term 3 Week 1	Term 3 Week 10	Task 3: Visual Art Piece and Description	25%	Option 2: Aboriginal Peoples and the Visual Arts	AST5-1 AST5-3 AST5-5 AST5-8 AST5-10
Term 4 Week 1	Term 4 Week 5	Task 4: Case Study Report and Response	25%	Option 9: Aboriginal Peoples’ Interaction with Legal and Political Systems	AST5-2 AST5-4 AST5-6 AST5-9 AST5-11

Additional Course Information: The subject is a Year 9/10 composite class

Assessment tasks must be submitted to: Google Classroom or hard-copy to classroom teacher

2024 Stage 5 Year 10 Assessment

Subject: Year 10 Agriculture

Line C

Head Teacher: J Lawler

Course Objectives:

Students develop:

- knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives
- knowledge and understanding of the local and global interaction of agriculture with Australia's economy, culture and society
- knowledge of and skills in the effective and responsible production and marketing of agricultural products
- an understanding of sustainable and ethical practices that support productive and profitable agriculture
- skills in problem-solving, including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts
- knowledge and skills in implementing collaborative and safe work practices in agricultural contexts

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/agricultural-technology-2019>

Task Distributed	Task Due	Task	Weight	Assessment Components	Additional Task Information	Outcomes
Term 1 Week 7	Term 1 Week 9	Practical & Theory Test	30%	Sheep Production	In class practical and test	AG5-7 AG5-10 AG5-13 AG5-14
Term 2 Week 3	Term 2 Week 5	Research Task	20%	Dairy Production	Out of class	AG5-1 AG5-4 AG5-8 AG5-9
Term 3 Week 6	Term 3 Week 10	Report	20%	Pastures & Cropping	In and out of class components	AG5-1 AG5-6 AG5-11 AG5-12
Term 4 Week 3	Term 4 Week 5	Research Task	30%	Horticulture production	In and out of class components	AG5-2 AG5-4 AG5-7 AG5-10 AG5-12
	Term 4 Week 7	Yearly Exam		Sheep Production Sustainable Agriculture Pastures & Cropping Poultry	Examination conditions	AG5-1 – AG5-14

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 10 Assessment

Subject: Year 10 Aquaculture (BHC) Line B

Head Teacher: P Ford

Outcomes being assessed

- MAR5-1** identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships
- MAR5-2** identifies, describes and evaluates the social and economic importance of marine ecosystems
- MAR5-3** identifies, describes and evaluates the effects humans have had on the marine environment
- MAR5-4** explains why aquaculture provides an economically sustainable source of food
- MAR5-5** assesses the potential of aquaculture to sustain wild fish stocks and the aquatic environment
- MAR5-6** evaluates the economic and environmental sustainability of aquacultural pursuits
- MAR5-7** identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment
- MAR5-8** identifies, describes and evaluates policies for monitoring and conserving the marine environment
- MAR5-9** selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings
- MAR5-10** demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations
- MAR5-11** identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits
- MAR5-12** identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment
- MAR5-13** collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information
- MAR5-14** recalls aspects of the marine environment using relevant conventions, terminology and symbols

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/marine-and-aquaculture-technology-2019>

Task Distributed	Task Due	Task	Weight	Topic	Outcomes
Term 1 Week 1	Term 2 Week 2	Task 1: Research task, practical skills and knowledge assessment	30%	Aquaculture Systems modification	MAR5-1 MAR5-2 MAR5-11
Term 2 Week 2	Term 3 Week 3	Task 2: Practical skills and knowledge assessment	40%	Working effectively in an Aquaculture Setting	MAR5-9 MAR5-10 MA5-13 MA5-14
Term 3 Week 3	Term 4 Week 4	Task 3: Research task Knowledge assessment	30%	Sustainable Aquaculture	MAR5-3 MAR5-4 MAR5-5 MAR5-6 MAR5-7 MAR5-8 MAR5-12

Additional Course Information: Correct PPE is required for all farming tasks

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 10 Assessment

Subject: Year 10 Child Studies Line A

Head Teacher: Z Macpherson

<p>Course Objectives: Students develop:</p> <ul style="list-style-type: none"> • knowledge and understanding of child development from preconception to the early years • skills in researching, communicating and evaluating issues related to child development • an appreciation of the role positive parenting and caring have on a child's wellbeing • an appreciation of the positive impact that significant others play in the growth and development of children • knowledge, understanding and skills required to positively influence the wellbeing of children <p>Outcomes being assessed: Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link: https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/child-studies-7-10-2019</p>						
Task Distributed	Task Due	Task	Weight	Assessment Components	Additional Task Information	Outcomes (See Syllabus)
Term 1 Week 6	Term 1 Week 8	Task 1: Assessment task	35%	Research task		CS5-12
Term 2 Week 2	Term 2 Week 4	Task 2: Class test	30%	Term 1 course content		CS5-1,2,3
Term 3 Week 7	Term 3 Week 9	Task 3: Assessment task	35%	In-class task		CS5-10,11
<p>Additional Course Information: Assessment tasks must be submitted to: Class teacher</p>						

2024 Stage 5 Year 10 Assessment

**Subject: Year 10 Commerce Line A
(Rel)**

Head Teacher: M Wood (Rel)

Course Objectives:

Students develop knowledge and understanding of:

- consumer, financial, economic, business, legal, political and employment matters

Students develop skills in:

- decision-making and problem-solving in relation to consumer, financial, economic, business, legal, political and employment issues
- effective research and communication
- working independently and collaboratively

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/commerce-7-10-2019>

Task Distributed	Task Due	Task	Weight	Assessment components	Additional Task Information	Outcomes
Term 1 Week 6	Term 1 Week 10	Task 1: Investigative Study	20%	Inquiry and research – Law, Society and Political Involvement		COM5-2 COM5-3 COM5-6 COM5-7 COM5-8
Term 1 Week 9	Term 2 Week 5	Task 2: In-class test	20%	Our Economy		COM5-1 COM5-4 COM5-5
Ongoing	Ongoing	Bookwork, Application and Classwork	20%			ALL
Term 3 Week 7	Term 3 Week 9	Task 3: Data Analysis and Research Task	20%	Work and Employment Futures		COM5-2 COM5-6 COM5-7 COM5-8
Term 3 Week 9	Term 4 Week 4	Task 4: Running a Business	20%			COM5-4 COM5-5 COM5-6 COM5-9

Additional Course Information: Students will complete a Yearly Examination in Term 4

Assessment tasks must be submitted to: Class teacher – see submission instructions on task sheet

2024 Stage 5 Year 10 Assessment

Subject: Year 10 Dance (BHC) Line B

Head Teacher: V Manock

Outcomes being assessed:

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

The outcomes for this course can found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/dance-7-10>

Task Distributed	Task Due	Task	Weight	Topic	Additional Task Information	Outcomes
Term 1 Week 3	Term 1 Week 7	Composition	15%	Spatial Elements		5.2.1, 5.2.2
Term 1 Week 8	Term 2 Week 6	Performance Appreciation	35%	Contemporary Dance and History Test		5.1.1 5.1.3 5.3.1 5.3.3
Term 2 Week 7	Term 3 Week 6	Composition	15%	Film		5.2.1 5.2.2 5.3.3
Term 3 Week 8	Term 4 Week 5	Performance Appreciation	35%	Musical Theatre Dance and Analysis		5.1.1 5.1.2 5.1.3 5.3.2 5.3.3

Additional course information: Combined Year 9 and 10 class in 2024

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 10 Assessment

Subject: Year 10 Drama (BHC)

Line B

Head Teacher: V Manock

Outcomes being assessed:

- 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

The outcomes for this course can found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/drama-7-10-syllabus>

Task Distributed	Task Due	Task	Weight	Topic	Additional Task Information	Outcomes
Term 1 Week 2	Term 1 Week 9	Task 1: Creating and Appreciation	30%	Research Task		5.1.1 5.1.3 5.1.4 5.3.2
Term 1 Week 9	Term 2 Week 5	Task 2: Creating and Performing	25%	Group Performance: Dramatic Forms		5.1.2 5.1.3 5.2.1 5.2.3
Term 2 Week 9	Term 3 Week 5	Task 3: Creating and Performing	25%	Monologue: Performance Style		5.1.2 5.1.3 5.2.1 5.2.2
Term 4 Week 1	Term 4 Week 5	Task 4: Appreciation	20%	Written Examination		5.3.1 5.3.2 5.3.3

Additional course information: This is a combined Year 9 and 10 class.

Assessment tasks must be submitted to: The class teacher by the due date specified in each Assessment Notification

2024 Stage 5 Year 10 Assessment

Subject: Year 10 Food Technology Lines A, B + C Head Teacher: William Maloney

Course Objectives:

Students develop:

- knowledge, understanding and skills related to food hygiene, safety and the provision of quality food
- knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food
- knowledge and understanding of nutrition and food consumption, and the consequences of food choices on health
- skills in researching, evaluating and communicating issues in relation to food
- skills in designing, producing and evaluating solutions for specific food purposes
- knowledge and understanding of the significant role of food in society
- an appreciation of the significant role of food in society and how food is used to develop solutions to personal, social and global issues.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can be found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/food-technology-2019>

Task Distributed	Task Due	Task	Assessment Components	Outcomes
Term 1 Week 4	Term 1 Week 10	Assignment - Food Service and Catering	Written Task with practical component	FT5-3
Term 2 Week 2	Term 2 Week 4	Practical Skills Exam		FT5-2
Term 3 Week 2	Term 3 Week 6	Assignment – Food for Specific Needs	Written Task with practical component	FT5-6 FT5-7
Term 4 Week 1	Term 4 Week 3	Practical Skills Exam		FT5-10

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 10 Assessment

Subject: Year 10 History Elective Line C

Head Teacher: M Wood (Rel)

<p>Course Objectives: The aim of the History Elective is to encourage students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past, and to enable them to participate as informed, responsible and active citizens.</p> <p>Outcomes being assessed: Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link: https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10</p>						
Task Distributed	Task Due	Task	Weight	Assessment Components	Additional Task Information	Outcomes (See Syllabus)
Term 1 Week 6	Term 1 Week 8	Task 1: Multimodal Historical Investigation	30%	Multimodal Presentation		HT5-1 HT5-2 HT5-6 HT5-7 HT5-8
Term 2 Week 4	Term 2 Week 6	Task 2: Class Test	30%	Source Portfolio		HT5-1 HT5-5 HT5-6 HT5-8 HT5-9 HT5-10
Term 3 Week 5	Term 3 Week 7	Task 3	30%	Research Essay		HT5-1 HT5-3 HT5-4 HT5-8 HT5-10
Ongoing	Ongoing	Bookwork and Application	10%			
<p>Additional Course Information: Students will complete a Yearly Examination in Term 4 Assessment tasks must be submitted to: Class teacher – see submission instructions on task sheet</p>						

2024 Stage 5 Year 10 Assessment

Subject: Year 10 Industrial Technology Automotive Lines B & C

Head Teacher: W Maloney

Course Objectives:

Students:

- develop knowledge and skills in the design and production of practical projects, problem solving and applying WHS procedures
- develop knowledge and understanding of the relationship between the properties of materials and their applications
- develop skills in communicating ideas, processes and technical information with a range of audiences
- develop knowledge and understanding to critically evaluate manufactured products
- appreciate the contribution and impact of innovation and technologies on leisure, lifestyle, work and further learning
- appreciate the finite nature of some resources and the impact of their use on the environment and society
- value the development of skills and gain satisfaction from their use to solve problems and create quality products.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019>

Task Distributed	Task Due	Task	Grade	Assessment components	Outcomes (See Syllabus)
Term 1 Week 2	Term 2 Week 3	Task 1: Practical Project and associated portfolio Projects include: Diagnose, maintain and service braking systems	A to E	Practical focus: Follows safe work practices Working safely with hydraulic fluids Uses technical procedures to eliminate issues Theory focus: Research of hand and power tools and techniques Sketches Safety Tests	IND5-1 IND5-3
Term 3 Week 2	Term 3 Week 4	Task 2: Practical Skills Exam & Evaluation	A to E	Project evaluation	IND5-3 IND5-8
Term 3 Week 2	Term 4 Week 4	Task 3: Practical Project and evidence portfolio. Projects include: Diagnosing complex systems including cooling system, fuel system and lubrication system	A to E	Students are to compile examples of their work demonstrating specific skills such as: Identifying components within a system Methodical process to diagnose faults Construct systems diagram Justification of selected materials for specific applications	IND5-2 IND5-3 IND5-4 IND5-5

Additional Course Information: Students are required to complete all mandatory safety training and must wear leather enclosed shoes prior to the commencement of practical work.

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 10 Assessment

Subject: Year 10 Industrial Technology Engineering (BHC) Line B Head Teacher: P Ford

Outcomes being assessed:

- IND5-1** identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
- IND5-2** applies design principles in the modification, development and production of projects
- IND5-3** identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- IND5-4** selects, justifies and uses a range of relevant and associated materials for specific applications
- IND5-5** selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- IND5-6** identifies and participates in collaborative work practices in the learning environment
- IND5-7** applies and transfers skills, processes and materials to a variety of contexts and projects
- IND5-8** evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- IND5-9** describes, analyses and uses a range of current, new and emerging technologies and their various applications
- IND5-10** describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

The outcomes for this course can found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019>

Task Distributed	Task Due	Task	Weight	Topic	Outcomes (see Syllabus)
Term 1 Week 2	Term 2 Week 6	Task 1: Practical skills and knowledge assessment	30%	Alternative power systems	IND5-1 IND5-2 IND5-3 IND5-6
Term 2 Week 2	Term 3 Week 5	Task 2: Practical skills and knowledge assessment	30%	Engineering mechanisms	IND5-1 IND5-3 IND5-4 IND5-7
Term 3 Week 3	Term 3 Week 10	Task 3: Practical skills and knowledge assessment	30%	Materials design and fabrication	IND5-5 IND5-8 IND5-9
Term 4 Week 1	Term 4 Week 4	Task 4: Practical skills and knowledge assessment	10%	Fabrication project	IND5-1 IND5-2 IND5-3

Additional Course Information: Correct PPE is required for all practical tasks.

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 10 Assessment

Subject: Year 10 Industrial Technology Metal Line B Head Teacher: W Maloney

Course Objectives:

Students:

- develop knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices
- develop knowledge and skills in the design and production of practical projects
- develop knowledge and understanding of the relationship between the properties of materials and their applications
- develop skills in communicating ideas, processes and technical information with a range of audiences
- develop understanding to transfer knowledge and skills to other experiences
- appreciate the finite nature of some resources and the impact of their use on the environment and society
- value the development of skills and gain satisfaction from their use to solve problems and create quality products.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019>

Task Distributed	Task Due	Task	Assessment Components	Outcomes
Term 1 Week 5	Term 2 Week 4	Task 1: Observation Checklist of practical skills and communication techniques	Project management documentation: <ul style="list-style-type: none"> • Equipment that will be used • Material used • Cost of material • Production portfolio: processes employed with images (procedural text) • Research of joinery methods and fasteners • Investigate finishing requirements 	IND5-3 IND5-6 IND5-7
Term 2 Week 8	Term 3 Week 3	Task 2: Industry Research Task	<ul style="list-style-type: none"> • Investigate a range of career paths in industry • Investigate historical technologies related to industry • Investigate new and emerging technologies and advanced manufacturing to assist in production • Evaluate impact of technology on timber/metal industry. 	IND5-9 IND5-10
Term 3 Week 3	Term 4 Week 3	Task 3: Fabricated G-Clamp, Motorbike stand, Machining Operations	Project management documentation: <ul style="list-style-type: none"> • Documents the design process to aid in the modification of practical projects. • Presents information graphically with the use of CAD and spreadsheets Production processes employed with images (procedural text)	IND5-2 IND5-3 IND5-5

Additional Course Information: Students are required to complete all mandatory safety training and must wear leather enclosed shoes prior to the commencement of practical work. Students will receive a grade of A to E for each task.

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 10 Assessment

Subject: Year 10 Industrial Technology Timber Line B Head Teacher: W Maloney

Course Objectives:

- develop knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices
- develop knowledge and skills in the design and production of practical projects
- develop knowledge and understanding of the relationship between the properties of materials and their applications
- develop skills in communicating ideas, processes and technical information with a range of audiences
- develop understanding to transfer knowledge and skills to other experiences
- appreciate the finite nature of some resources and the impact of their use on the environment and society
- value the development of skills and gain satisfaction from their use to solve problems and create quality products.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019>

Task Distributed	Task Due	Task	Additional Task Information	Outcomes
Term 1 Week 2	Term 2 Week 2 (12 Weeks)	Task 1: Observation checklist of practical skills and communication techniques Projects include: <ul style="list-style-type: none"> • Coffee table 	Practical focus: <ul style="list-style-type: none"> • Follows safe work practices. • Use of hand tools to produce practical projects • Resource management Theory focus: <ul style="list-style-type: none"> • Research of hand and power tools and techniques • Safety Tests • Project communication 	IND5-3 IND5-6 IND5-7
Term 2 Week 3	Term 3 Week 2 (10 Weeks)	Task 2: Industry Research Task Lolly Machine with Industry research task	<ul style="list-style-type: none"> • Investigate a range of career paths in industry • Investigate historical technologies related to industry • Investigate new and emerging technologies and advanced manufacturing to assist in production • Evaluate impact of technology on timber/metal industry 	IND5-9 IND5-10
Term 3 Week 3	Term 4 Week 4 (12 Weeks)	Task 4: Practical project and associated project management documentation Projects include: <ul style="list-style-type: none"> • Tambour Box 	Students are to compile examples of their work demonstrating specific skills such as: <ul style="list-style-type: none"> • Project planning including use of check lists, parts lists, costings & time/action plans • Research of tools, procedures and technologies • Justification of selection of materials and consumables for specific applications. 	IND5-2 IND5-3 IND5-5
Term 4	Term 4 Week 7	Written Examination		

Additional Course Information: Students are required to complete all mandatory safety training and must wear leather enclosed shoes prior to the commencement of practical work. Students will receive a grade of A to E for each task.

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 10 Assessment

Subject: Year 10 Information and Software TechnologyLine C Head Teacher: W Maloney

Course Objectives:

Students will develop:

- knowledge and understanding of a range of computer software and hardware
- problem-solving and critical thinking skills in order to design and develop creative information and software technology solutions for a variety of real-world problems
- responsible and ethical attitudes related to the use of information and software technology
- knowledge and understanding of the effects of past, current and emerging information and software technologies on the individual and society
- effective communication skills and collaborative work practices leading to information and software technology solutions for specific problems.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

https://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/info_soft_tech_710_syl.pdf

Task Distributed	Task Due	Task	Weight	Assessment Components	Additional Task Information	Outcomes
Term 1 Week 5	Term 2 Week 2	Task 1	A to E	Portfolio Practical project		5.1.1 5.5.2
Term 2 Week 8	Term 3 Week 4	Task 2	A to E	Portfolio Practical project		5.2.1 5.2.2 5.4.1
Term 3 Week 6	Term 4 Week 6	Task 3	A to E	Portfolio Practical project		5.5.1 5.5.3

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 10 Assessment

Subject: Year 10 iSTEM

Line A

Head Teacher: W Maloney

The aim of the course is to engage and encourage student interest and skills in STEM, appreciate the scope, impact and pathways into STEM careers and learn how to work collaboratively, entrepreneurially, and innovatively to solve real-world problems.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

<https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/istem#/asset2>

Task Distributed	Task Due	Task	Grade	Assessment Components	Additional Task Information	Outcomes
Term 1 Week 5	Term 2 Week 2	Task 1	A to E	Portfolio Practical project		ST5-9
Term 2 Week 5	Term 3 Week 4	Task 2	A to E	Portfolio Practical project		ST5-10
Term 3 Week 6	Term 4 Week 4	Task 3	A to E	Portfolio Practical project		ST5-1 ST5-8

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 10 Assessment

Subject: Year 10 Japanese

Line C

Head Teacher: M Wood (Rel)

<p>Outcomes Being Assessed: Students:</p> <ul style="list-style-type: none"> • develop an interest in and enjoyment of language learning • appreciate and value their own heritage, culture and identity • appreciate and respect the culture, beliefs and values of others through language learning • obtain, process and respond to information through a range of spoken, written, digital and/or multimodal texts. <p>Outcomes being assessed: Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can be found in the syllabus via the following link: https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/japanese-k-10-2017</p>						
Task Distributed	Task Due	Task	Weight	Assessment Components	Additional Task Information	Outcomes
Term 1 Week 5	Term 1 Week 7	Task 1: Me, my friends, our spare time	30%	Reading and writing		LJA5-2C 5-3C 5-4C 5-6U
Term 2 Week 2	Term 2 Week 4	Task 2: My house, my home	30%	Listening and speaking		LJA5-1C 5-5U 5-8U
Term 3 Week 6	Term 3 Week 8	Task 3: My busy life	30%	Reading and writing		LJA5-4U 5-6U 5-7U 5-9U
Ongoing	Ongoing	Classwork & Application	10%			All
<p>Additional Course Information: Final examination - Term 4 Japanese travels Extension work topics: Learning Japanese songs, Promoting Harmony Day, My generation, Traditional vs contemporary Japan, email or letter exchange.</p> <p>Assessment tasks must be submitted to: Class teacher (Ms R. Alliband) – see submission instructions on task sheet</p>						

2024 Stage 5 Year 10 Assessment

Subject: Year 10 Marine Studies (BHC)

Line B

Head Teacher: R Weithaler

Outcomes being assessed:

MAR5-1 identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships

MAR5-2 identifies, describes and evaluates the social and economic importance of marine ecosystems

MAR5-3 identifies, describes and evaluates the effects humans have had on the marine environment

MAR5-4 explains why aquaculture provides an economically sustainable source of food

MAR5-5 assesses the potential of aquaculture to sustain wild fish stocks and the aquatic environment

MAR5-6 evaluates the economic and environmental sustainability of aquacultural pursuits

MAR5-7 identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment

MAR5-8 identifies, describes and evaluates policies for monitoring and conserving the marine environment

MAR5-9 selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings

MAR5-10 demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations

MAR5-11 identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits

MAR5-12 identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment

MAR5-13 collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information

MAR5-14 recalls aspects of the marine environment using relevant conventions, terminology and symbols

The outcomes for this course can found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/marine-and-aquaculture-technology-2019>

Task Distributed	Task Due	Task	Weight	Topic	Outcomes
Term 1 Week 4	Term 1 Week 9	Task 1: Research	20%	Core 2	MAR5-3 MAR5-11 MAR5-12 MAR5-13
Term 2 Week 1	Term 2 Week 6	Task 2: Depth Study/Model	25%	Aquaculture	MAR5-9 MAR5-10 MAR5-13 MAR5-14
Term 3 Week 1	Term 3 Week 8	Task 3: Research/Model	30%	Leisure/General Interest	MAR5-9 MAR5-10 MAR5-13
	Term 4 Week 5	Task 4: Yeary Examination	25%		MAR5-1 MAR5-7 MAR5-8 MAR5-14

Additional Course Information: Excursion to supplement and enhance learning experiences

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 10 Assessment

Subject: Year 10 Music

Line A

Head Teacher: S Ash

Outcomes Being Assessed:

• Knowledge, understanding and skills

Students will develop knowledge, understanding and skills in the concepts of music through:

- **performing** as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques
- **composing** as a means of self-expression, musical creation and problem solving
- **listening** as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts

Values and attitudes

Students will value and appreciate:

- the **aesthetic** value of music and the enjoyment of engaging in performing, composing, listening and responding.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10>

Task Distributed	Task Due	Task	Weight	Assessment Components	Addition Task Information	Outcomes
Term 1 Week 2	Term 1 Week 8	Performance Aural	10% 10%	Performance and aural analysis presentation	In class presentation, solo and group	5.1 5.2 5.3 5.7 5.8 5.9 5.12
Term 1 Week 10	Term 2 Week 5	Composition Musicology	15% 15%	Individual composition and analysis	Hand in individual assignment And in class written task	5.4 5.5 5.6 5.7 5.8 5.9 5.10 5.12
Term 2 Week 7	Term 3 Week 7	Aural Composition	15% 10%	Individual composition and listening task	Hand in assignment and in class assessment	5.4 5.5 5.6 5.7 5.8 5.9 5.10 5.12
Term 3 Week 9	Term 4 Week 3	Musicology Performance	10% 15%	Individual performance and research task	Hand in assignment And in class assessment	5.1 5.2 5.3 5.11 5.12

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 10 Assessment

Subject: Year 10 Physical Activity and Sports Studies Lines A and B
Head Teacher: Z Macpherson

<p>Course Objectives: Students develop:</p> <ul style="list-style-type: none"> • knowledge and understanding of the contribution of physical activity to wellbeing • a foundation for efficient participation and performance in physical activity • personal skills to participate in physical activity and sport with confidence • a commitment to lifelong participation in physical activity and sport • an appreciation of the enjoyment and challenge of physical activity and sport have to wellbeing and society <p>Outcomes being assessed: Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link: https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/physical-activity-sports-studies-7-10-2019</p>						
Task Distributed	Task Due	Task	Weight	Assessment Components	Additional Task Information	Outcomes (See Syllabus)
Term 1 Week 2	Term 1 Week 10	Assessment Task 1	25%	Sports Coaching Task		PASS 5-1 PASS5-10
Term 3 Week 4	Term 3 Week 9	Assessment Task 2	25%	Research Task		PASS5-8 PASS5-5
Term 1 Week 1	Ongoing	Assessment of participation and skill development in practical PE classes	50%	Skill development and participation		PASS5-9
<p>Additional Course Information: Assessment tasks must be submitted to: Class teacher</p>						

2024 Stage 5 Year 10 Assessment

Subject: Year 10 Textiles Technology

Line B

Head Teacher: W Maloney

Course Objectives:

Students develop:

- knowledge and understanding of the properties and performance of textiles
- knowledge and understanding of the role of textiles in society
- skills in creative communication of design ideas
- skills in designing, producing and evaluating quality textiles items
- appreciation of the impact of textiles and innovation on the environment and other global issues

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/textiles-technology-2019>

Task Distributed	Task Due	Task	Grade	Assessment Components	Additional Task Information	Outcomes
Term 1 Week 2	Term 1 Week 11	Project Work: Recycled denim	A to E	Designing, producing & evaluating Properties & Performance of Textiles Contemporary perspectives of textiles	Practical item completed & associated documentation	TEX5-7 TEX5-12
Term 1 Week 10	Term 2 Week 10	Project work: Textile Arts	A to E	Designing, producing & evaluating Properties & Performance of Textiles Historical perspectives of textiles	Practical Item completed & associated documentation	TEX5-9 TEX5-1
Term 2 Week 10	Term 4 Week 3 Progress mark	Project work: Focus area of choice	A to E	Designing, producing & evaluating Properties & Performance of Textiles The practice of textile designers	Practical item completed & associated documentation	TEX5-8 TEX5-11

Additional Course Information: The majority of class time is spent completing project work

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 10 Assessment

Subject: Year 10 Visual Arts

Line C

Head Teacher: S Ash

Course Objectives:

- to make artworks informed by their understanding of practice, the conceptual framework and the frames
- to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames
- to engage in the practice of the visual arts and understand how the visual arts is subject to different interpretations.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can be found in the syllabus via the following link:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10>

Task Distributed	Task Due	Task	Weight	Assessment Components	Additional Task Information	Outcomes
Term 1 Week 3	Term 1 Week 7	Task 1: Written Task	15%	Historical and critical study based on unit of study		5.7 5.8 5.9 5.10
Term 1 Week 4	Term 2 Week 4	Task 2: Portfolio of artworks and art diary	30%	Media exploration and skill development in a portfolio of works	In class work	5.1 5.2 5.3 5.4 5.5 5.6
Term 3 Week 2	Term 3 Week 7	Task 3: Written Task	15%	Historical and critical study based on unit of study		5.7 5.8 5.9 5.10
Term 2 Week 7	Term 4 Week 2	Task 4: Portfolio of artworks and art diary	40%	Portfolio of artworks and diary	In class work	5.1 5.2 5.3 5.4 5.5 5.6

Additional Course Information: Each student must have an art diary, which will comprise part of their assessment.

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 10 Assessment

Subject: Year 10 Visual Design

Line C

Head Teacher: S Ash

Course Objectives:

- to make visual design works informed by their understanding of practice, the conceptual framework and the frames
- to critically and historically interpret visual design works informed by their understanding of practice, the conceptual framework and the frames
- to engage in the practice of the visual design and understand how this field is subject to different interpretations.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can be found in the syllabus via the following link:

https://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/visual_design_710_syl.pdf

Task Distributed	Task Due	Task	Weight	Assessment Components	Additional Task Information	Outcomes
Term 1 Week 3	Term 1 Week 7	Task 1 Written Task	15%	Historical and critical study based on unit of study	Take home task	5.7 5.8 5.9 5.10
Term 1 Week 4	Term 2 Week 4	Task 2: Portfolio of designed works and design diary	30%	Media exploration and skill development in a portfolio of works	In class work	5.1 5.2 5.3 5.4 5.5 5.6
Term 3 Week 2	Term 3 Week 7	Task 3: Written Task	15%	Historical and critical study based on unit of study		5.7 5.8 5.9 5.10
Term 2 Week 7	Term 4 Week 2	Task 4: Portfolio of designed works and design diary	40%	Media exploration and skill development in a portfolio of works	In class work	5.1 5.2 5.3 5.4 5.5 5.6

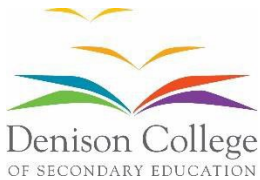
Additional Course Information: Each student must have a design (art) diary, which will comprise part of their assessment.

Assessment tasks must be submitted to: Class teacher

Appendix

- Illness/Misadventure Application Form
- Glossary of Key Words
- ALARM Colour Coding Key

2024 Stage 5 Year 10 Assessment



Denison College of Secondary Education Kelso High Campus



STAGE 5

Application for Extension of Time and Application for Illness/Misadventure Consideration Form Assessment Tasks and Examinations

- Extension applications **MUST** be submitted at least one day **before** the due date of an assessment task or before sitting for a test or examination
- Illness/Misadventure applications **MUST** be submitted **within one week** of the date of the task or examination. This form should be used if you had an illness or a misadventure that prevented you from doing the task or examination, or that **impacted** on your performance during the task or examination.

Student name: _____ Year: _____ Date: _____

I wish to apply for an extension of time/consideration due to illness/misadventure (*delete whichever does not apply*).

Course: _____ Date task is due or test/exam: _____

Assessment Task or Examination: _____

Explain the reasons for your application:

Independent evidence provided:

- Doctor's Certificate supplied: Yes/No
- Written declaration by parent/carer Yes/No
- I declare that the information I have provided is true:

Student signature: _____ Date: _____

Office Use Only

Head Teacher decision and commentApproved/Declined

New date if granted: _____ Head Teacher Signature: _____

Head Teacher is to retain a copy, a copy given to the student and a copy placed in the students file (Office)

2024 Stage 5 Year 10 Assessment

Glossary of Key Words

The syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilize, employ in a particular situation
Appreciate	Make a judgment about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together arguments or items
Contrast	Show how things are different or opposite
Critically(analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to analysis/ evaluation
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgment based on criteria
Examine	Enquire into
Explain	Relate cause and effect; make the relationships between things evident
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward a point of view, idea, argument, suggestion for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesize	Putting together various elements to make a whole

ALARM – Colour Coding Key

Identify	Name and define each area of content; what? Verbs: <i>name; define; classify; recall; identify</i>
Describe	Provide the features, characteristics of the area of content; what? Verbs: <i>describe; outline; recount</i>
Explain	Explain the purpose/function of the area of content; what is the effect/impact; give evidence; why? Verbs: <i>explain; account; clarify; construct; demonstrate; predict; summarise</i>
Analyse	Explain how each feature/characteristic addresses the problem/issue; what is the effect/impact; give evidence; how do they interact – relationships; how? Verbs: <i>apply; calculate; compare; distinguish; examine; extract; investigate</i>
Critically analyse	Explain the positives and negatives of each area of content; how well does this relate to the set criteria/main idea? Verbs: <i>extrapolate; interpret; synthesise; compare & contrast</i>
Evaluate	Explain to what extent each component/feature is successful/effective/suitable/useful/important/ impact Verbs: <i>To what extent; assess; deduce; justify; recommend; predict; propose</i>
Critically evaluate	Overall evaluations – conclude as to how successful/effective all the components are overall
Concept	Explanation of the essential idea/concept of the topic – big picture
Appreciate	Connection to real life