



Dulwich High School
of Visual Arts & Design

Year 10

ROSA

Assessment

Information

2025

Welcome to Year 10!

Year 10 is the first year of your senior schooling. At the successful completion this year, you will be awarded a Year 10 Record of School Achievement (RoSA). You must complete the Year 10 course requirements to receive a RoSA grade reflective of your abilities. Dulwich High School Visual Arts and Design has developed a Year 10 curriculum that will offer students a wide range of opportunities to achieve a RoSA and prepare for Year 11 and Year 12.

The New South Wales Education Standards Authority (NESA) manages the RoSA course and Dulwich High School of Visual Arts and Design follows NESA rules for the award of the RoSA.

RoSA - A Credential for School Leavers

While formal RoSA credentials are for school leavers, all Year 10 students will be able to access their end of course results if they leave school before they finish their HSC. Students who leave school and satisfy eligibility requirements for the RoSA will receive the formal credential; otherwise, students will receive a Transcript of Study. Students who receive their HSC will be able to receive a RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

Curriculum Requirements

Students must achieve the outcomes of courses studied to be eligible for the RoSA. To achieve these outcomes students, need to:

- Attend school regularly.
- Actively participate in all lessons showing effort and dedication.
- Complete all assessment tasks.

Year 10 Assessment

Assessment is the process of identifying, gathering and interpreting information about student achievement. In the context of the RoSA, the school's internal assessment program aims to provide a cumulative measure of a student's achievement in each of their courses.

School based assessment uses a wide range of syllabus outcomes and a variety of tasks over the year to provide students with broad learning experiences and opportunities to demonstrate their knowledge and understanding in their subjects.

Assessment Programs

Faculties develop an assessment program for each course. This means the teacher will:

- Identify the student tasks, which best measure, each component of the syllabus.
- Specify values to be applied to each of the tasks to maintain the relative importance of each of the components. These are the weightings included in the booklet.
- Schedule the various tasks throughout the course.
- Prepare a statement for students showing the requirements in each course before the commencement of the assessment program.

Accommodations and Adjustments

If a student has a disability Dulwich High School of Visual Arts and Design will follow NESA procedures to ensure the student is able to make a fair attempt at the task. The learning support team will manage all adjustments and accommodations entitlements (special provisions) for identified students. It is the teacher's job to implement the approved accommodations and adjustments for identified students.

HSC special provisions will be managed by the learning support team acting upon NESA advice. Additional information is available at: <http://www.boardofstudies.nsw.edu.au/disability-provisions/>

Assessment Task Notification

Assessment advice includes: the type of task, the components and weights for each course and the week the tasks are due.

Dulwich High School of Visual Arts and Design will provide students with:

- An assessment booklet at the beginning of each year.
- Assessment notifications at least two weeks before an assessment task is due.
- Students will sign a form to show they have received the assessment task notification.

The written assessment notice contains information on the nature of the task, the weightings and course components specified, such as outcomes to be assessed from the relevant syllabus. Any changes to assessment dates will be given in writing and with a two-week notice approved by the Principal.

If a student is absent when information about an assessment task is given out, it is their responsibility to ask about the task notification information. Students have received prior information about the time an assessment task, so they know when tasks are due.

Information and Advice About Assessment

Students can obtain further advice about assessment tasks from:

- The class teacher.
- The head teacher of the faculty concerned.
- The deputy principal for information about the schools' procedures.
- The learning centre.
- The library.
- The NESA website for information about how the RoSA assessment program must be delivered in schools.

Absence When an Assessment Task is Notified

Whenever a student is absent from school, it is their responsibility to ensure that they find out what work has been missed and to catch up on that work. The same conditions apply if the student is absent when an assessment task is notified.

Students are not entitled to any automatic extension of time for the task.

Leave

Extended leave from school can only be granted by the Principal. Students must return an 'Application for Extended Leave' form to the Principal stating the nature and duration of the leave to be taken. Only in exceptional circumstances will leave be granted during an assessment week or when a task is due.

If leave is granted by the Principal, class teachers, Year Adviser and the Deputy Principal will be notified prior to the leave. The assessment task, in most cases, will be due on the day prior to the leave. The granting of leave and a possible concession is always at the discretion of the Principal.

If a family wishes to apply for extended leave please email the school with your leave request, our school email address is: dulwich-h.school@det.nsw.edu.au and the school will provide the family with the DoE 'Application for Extended Leave' form, this will need to be filled out and returned to the school as soon as possible.

Submission of Tasks

All hand-in tasks, major works and assessments must be given to the class teacher in the lesson at the specified time and date. If the teacher is absent on the due date, the Head Teacher of the subject will collect the assessment task.

If the class teacher is away for an in-class task the Head Teacher will plan for the task to be done at the set time.

Late submissions must follow the illness/misadventure process outlined on page 8. Tasks submitted without a satisfactory explanation will result in a mark penalty.

Note: students who do not attend school on the due date to complete a task may also be given a mark penalty.

Technology and Assessment Tasks

Some assessment tasks will require students to use technology while others may require tasks to be submitted in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format. It is the responsibility of the student to ensure the handing in of a task by the due date at the beginning of the period. The library printer is only available before school, recess, and lunch for student printing (not during class time).

Technology failure is NOT a valid reason for failure to submit a task on time.

To minimise problems in relation to technology, students should adhere to the following protocols:

- When working at home, continually back up all work on the hard drive of their computer and on an external storage device such as a flash drive or email.
- When working at school, save the latest version of their work to their personal file on the school server whenever possible.

Note: students should keep all notes and rough drafts of assessment tasks.

Illness or Misadventure

If a student is sick, will be away from school due to misadventure or they have a significant reason why they cannot do their best in an assessment task he/she can ask for special consideration. This is called an illness or misadventure claim.

If a student attempts an assessment task, the mark obtained in that task will stand until the matter is resolved. If a student does not attempt an assessment, they must contact the Head Teacher of the subject as soon as possible if they wish to be considered for an illness/misadventure claim (please refer to the steps outlined on page 8 for illness/ misadventure).

An application form is available at the back of this booklet and is available from Head Teachers and the Deputy Principals.

The application form asks students to provide independent evidence of illness/ misadventure. The student must return that documentation (e.g., medical certificate) to the Head Teacher of the subject on the first day of their return to school. The Deputy Principal will determine the validity of each illness/misadventure application.

If the school accepts the illness/misadventure claim, the student through the Head Teacher of the subject must arrange a new time for an alternative task that is within two days of their return to school. Every student is expected to sit for every assessment task. Alternative tasks must be arranged as soon as possible after the student has returned to school.

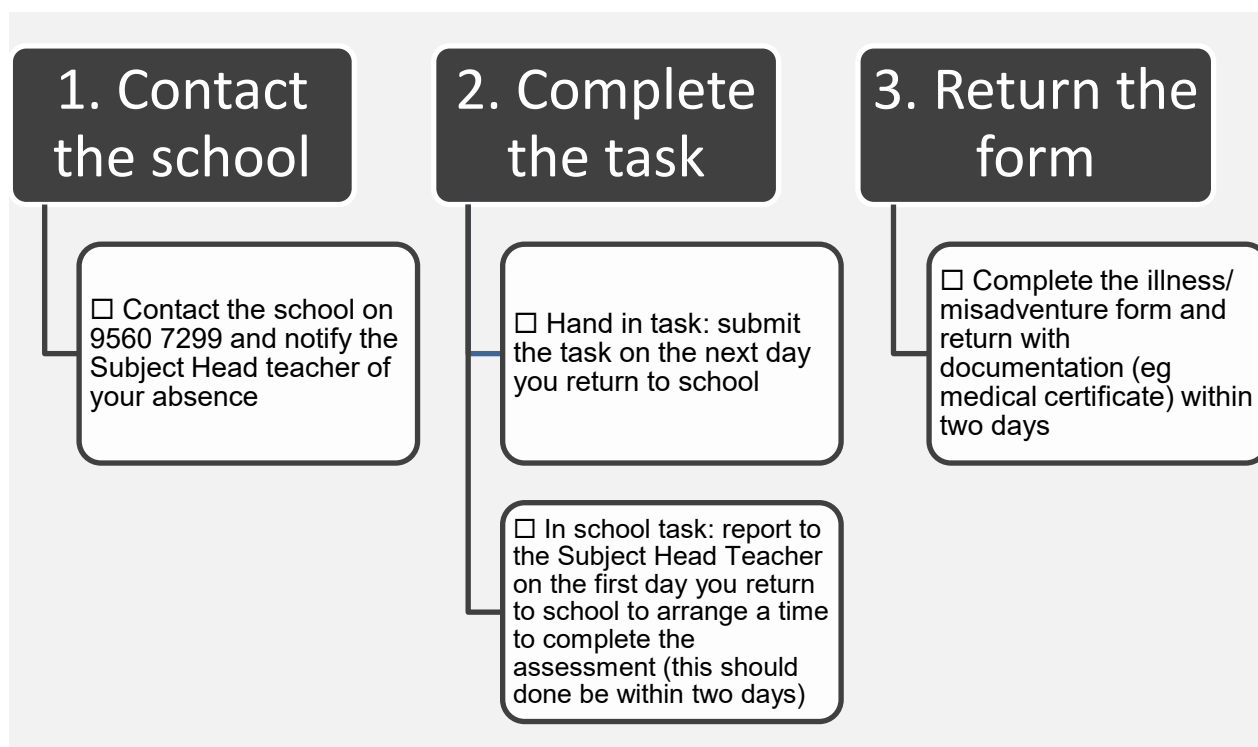
Only in exceptional circumstances will a student be granted an estimate rather than completing an alternative task. In this circumstance the Deputy Principal will determine, after consultation with the Head Teacher of the subject, if the student is unable to complete another appropriate task. The Head Teacher of the subject will provide a mark that supports the student's current rank in that subject.

In the case of an illness/misadventure occurring during an assessment, the student should immediately notify the Head Teacher of the subject and obtain a doctor's certificate as soon as possible after the assessment. The certificate needs to be handed to the Head Teacher of that subject on the day the student returns to school. Other appropriate documentation needs to be supplied in the case of misadventure.

Illness/misadventure protocols apply to all assessment tasks including oral presentations, vivas, exams, individual and group performances.

The Illness Misadventure Process Checklist

If you are absent due to illness/misadventure when a task is due:



Note:

- 1) It is the student's responsibility to follow these procedures and to complete all assessment tasks. The Head Teacher will retain the form and file in the subject folder for the course.
- 2) Students who do not follow these procedures and provide appropriate documentation will receive a mark penalty and may be issued with an 'N' determination course warning letter.
- 3) In some circumstances the Head Teacher will require students to complete an alternative equivalent task.
- 4) Technology failure or printer breakdown will not be accepted for late submission or absence.

'N' Determinations

Students and their parents/guardians will be notified when students are in danger of receiving an 'N' determination. Official warnings will be issued when students have not:

- a) Followed the course developed or endorsed by NESAs.
- b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- c) Achieved some or all the course outcomes.

This may include, but not be limited to:

- Making a genuine attempt at assessment tasks.
- Submitting the task on time, consequently being awarded zero.
- Non completion of class, homework, or coursework

Official warnings are issued to give students the opportunity to redeem themselves. Official warnings are course specific not task specific.

If a student is sick or has a reason for not completing the task it is their responsibility to complete an illness or misadventure form and hand it to the Head Teacher of the subject as soon as they return to school

A zero mark is awarded for a task submitted after the due date, not submitting a task at all, a non-serious attempt or plagiarism.

Note: to complete more than 50% of the course all students will complete assessment tasks even if they miss the due date without explanation.

Appeals Against an Assessment Task Grade

Students wishing to appeal against the grade(s) in any subject(s) awarded to them should submit a written appeal, together with evidence, to the Deputy Principal. To be successful in such appeals, students need to substantiate that the grade(s) awarded in the course(s) was inconsistent with the assessment procedures from the school.

The school review panel will consist of the Deputy Principal, the Head Teacher concerned and the Year Adviser. The Year Adviser will act as student advocate.

Please note contesting the marks awarded by the teacher for assessment tasks will not be subject to review.

Where students are appealing their final grade and the appeal for a ROSA grade is upheld, the deputy principal will send notification of the new grade(s) to NESA. Where possible, all reviews of the grade(s) awarded in any subject will be resolved within the school.

However, provision has been made for subsequent appeals to the principal and then NESA. For additional reference see: <https://ace.nesa.nsw.edu.au/appeals>

Malpractice

Malpractice is dishonest behaviour carried out for the purpose of gaining unfair advantage. It includes:

- Plagiarism is 'the wrongful attempt to pass off another's work as one's own' or 'the act of copying without permission or acknowledgement.'
- Cheating is deliberately copying someone else's work and claiming it as one's own
- Giving work to other people to copy and claim as their own is also malpractice.

Proven plagiarism or cheating may incur the following penalties when any student:

- Deliberately plagiarises someone else's work, the student/s may receive a mark of zero for the assessment task.
- Cheats in an examination or in any other assessment situation, may receive a mark of zero.
- Gives their work from an assessment task or knowingly allows their work to be copied, may receive a mark of zero.

Any student who feels that he/she has been wrongly accused of plagiarism or cheating may appeal against the zero-assessment allocated by writing a full account to the Deputy Principal, who will decide on the merits of the appeal.

Students who attempt to gain unfair advantage over other students by actions such as plagiarism or cheating, or who abet such activities will be subject to disciplinary action. This may take the form of:

- A written reprimand, providing the student does not gain any unfair advantage.
- Making alternative arrangements for assessment.
- Cancellation of the result in the component of the assessment concerned.

Any action taken will relate only to the assessment item concerned.

The penalty will be determined the Deputy Principal in consultation with the Head Teacher of the subject. The Year Adviser and Principal will be informed of the offence and the action taken. The parent/caregiver of the student must also be advised, and the incident entered into the student's record on Sentral.

Subsequent or more serious breaches of discipline such as an attempt to gain access to, or alter, computer records of student assessments, may lead to:

- Cancellation of the total assessment in the unit or course concerned.
- Cancellation of all the candidate's results for a period of study, with that period being determined by the school.

All instances of alleged malpractice will be reported to the Deputy Principal. Where the Deputy Principal is satisfied there is clear evidence of malpractice, the award of zero (0) will be recorded for the assessment task. The outcome in such cases will be conveyed in writing to parents and the students will be issued a warning letter.

Use of AI Technologies for Assessment

The use of AI software such as ChatGPT is a form of academic malpractice and severely limits students' personal engagement with course content and mastery of subject-specific skills.

Students that are found using AI technologies will receive a Curriculum Concern warning for the piece of work in question which also means they will receive a mark of 0 for that task.

Stage 5 Assessment Calendar

Week	TERM 1				
Weeks 1 to 5: No Assessment					
6					
7	HSIE: History				
8	Commerce		NEO: Ceramics		
9	PASS NEO: Video Production	PDHPE			
10	NEO: Creative Writing	NEO: Human Anatomy	LOTE - Japanese Food Technology	NEO: Games & Sports Design & Technology	NEO: Philosophy
11	English	NEO: Music Production		Drama	
Week	TERM 2				
1	International Studies		Mathematics		
2	Photographic & Digital Media Visual Design	NEO: Darkroom Photography NEO: Painting	Visual Arts NEO: Printmaking		
3	Music				
4	NEO: Textiles Studio		Industrial Technology - Timber	Science	NEO: STEAM
5	HSIE: History				
6	Commerce				
7	English				
8	PASS NEO: Video Production				
9	PDHPE		NEO: Entertainment Mathematics		
10			LOTE - Japanese Drama	NEO: Ceramics	
Week	TERM 3				
2	Industrial Technology - Timber				
3	Photographic & Digital Media				
4					Design & Technology
5	English		Food Technology		
6	International Studies				NEO: STEAM
7	Mathematics				
8	PDHPE		Visual Arts	Science	
9	PDHPE NEO: Creative Writing			NEO: Video Production NEO: Printmaking	HSIE: Geography NEO: Philosophy
10	Visual Design NEO: Painting	NEO: Textiles Studio NEO: Human Anatomy	LOTE - Japanese NEO: Entertainment	NEO: Games & Sports Drama	NEO: Darkroom Photography
Week	TERM 4				
1					
2	PASS Photographic & Digital Media		NEO: Ceramics		
3	PDHPE English Visual Arts	Industrial Technology - Timber	Music Drama Food Technology Mathematics	Design & Technology HSIE: Geography International Studies	LOTE - Japanese Commerce
4	NEO: Graphic Design Visual Design	NEO: Textiles Studio		Science	
5					NEO: STEAM
Week 6 to 10: No Assessments					

Year 10

Assessment Program

2025

Commerce

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 1, Week 8	Term 2, Week 6	Term 4, Week 3	
Nature of Task	<p>Media File and Discussion Option 5: Law in Action</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Research and Representation Option 6: Travel</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Examination Core 2: The Economic and Business Environment Core 3: Employment and Work Futures</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	COM5-1, COM5-3, COM5-7	COM5-2, COM5-7, COM5-8	COM 5-1, COM5-4, COM5-5, COM5-8	
Task Weighting %	30	30	40	100

Commerce Course Outcomes

A Student:

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

Design & Technology

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 1, Week 10	Term 3, Week 4	Term 4, Week 3	
Nature of Task	<p>Design Project 1 Material Technologies</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Design Project 2 Digital Technologies</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>End of Course Examination Material Technologies</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	DT5-1, DT5-3, DT5-7, DT5-8, DT5-10	DT5-2, DT5-5, DT5-6, DT5-8, DT5-9	DT5-4, DT5-5, DT5-6, DT5-7	
Task Weighting %	30	40	30	

Design & Technology Course Outcomes

A Student:

- DT5-1 analyses and applies a range of design concepts and processes.
- DT5-2 applies and justifies an appropriate process of design when developing design ideas and solutions.
- DT5-3 evaluates and explains the impact of past, current, and emerging technologies on the individual, society, and environments.
- DT5-4 analyses the work and responsibilities of designers and the factors affecting their work.
- DT5-5 evaluates designed solutions that consider preferred futures, the principles of appropriate technology and ethical and responsible design.
- DT5-6 develops and evaluates innovative, enterprising, and creative design ideas and solutions.
- DT5-7 uses appropriate techniques when communicating design ideas and solutions to a range of audiences.
- DT5-8 selects and applies management strategies when developing design solutions.
- DT5-9 applies risk management practices and works safely in developing quality design solutions.
- DT5-10 selects and uses a range of technologies competently in the development and management of quality design solutions.

Drama

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Timing	Term 1, Week 11	Term 2, Week 10	Term 3, Week 10	Term 4, Week 3	
Nature of Task	<p>Group Devised Piece and Evocation Frantic Assembly</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Scene and Essay Play Study</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Chorus Piece and IDEAL Paragraph Greek Theatre</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Examination Play Study</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	5.1.2, 5.1.3, 5.3.1, 5.3.3	5.1.1, 5.3.1, 5.3.3	5.1.4, 5.2.1, 5.3.1, 5.3.2	5.3.1, 5.3.2, 5.3.3	
Task Weighting %	25	25	25	25	

Drama Course Outcomes

A Student:

- 5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation, and action.
- 5.1.2 contributes, selects, develops, and structures ideas in improvisation and play building.
- 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.

English

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Timing	Term 1, Week 11	Term 2, Week 7	Term 3, Week 5	Term 4, Week 3	
Nature of Task	<p>Essay Power</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p>Imaginative Piece and Critical Reflection Genre Study: Gothic</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p>Multimodal Presentation Representations of War</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p>End of Course Examination The Classic Novel Representations of War</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01	
Task Weighting %	25	20	25	30	100

English Course Outcomes

A Student:

- EN5-RVL-01 uses a range of personal, creative, and critical strategies to interpret complex texts.
- EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures.
- EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes.
- EN5-URC-01 investigates and explains ways of valuing texts and the relationships between them.
- EN5-ECA-01 crafts personal, creative, and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning.
- EN5-ECB-01 uses processes of planning, monitoring, revising, and reflecting to purposefully develop and refine composition of texts.

Food Technology

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 1, Week 10	Term 3, Week 5	Term 4, Week 3	
Nature of Task	<p>Research and Practical Task Food Service & Catering</p> <p><input checked="" type="checkbox"/> Home Task</p> <p><input checked="" type="checkbox"/> School Task</p>	<p>Research and Practical Task Food Product Development</p> <p><input checked="" type="checkbox"/> Home Task</p> <p><input checked="" type="checkbox"/> School Task</p>	<p>End of Course Examination Food Service & Catering, Food Product Development, Food Trends</p> <p><input checked="" type="checkbox"/> Home Task</p> <p><input checked="" type="checkbox"/> School Task</p>	
Outcomes	FT5-1, FT5-2, FT5-4, FT5-5, FT5-10	FT5-1, FT5-5, FT5-10, FT5-11, FT5-13	FT5-1, FT5-2, FT5-3, FT5-6, FT5-7, FT5-12	
Task Weighting %	40	40	20	

Food Technology Course Outcomes

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 OHS 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 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 uses 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.

HSIE: History Semester 1

Component	Task 1	Task 2	Weighting %
Timing	Term 1, Week 7	Term 2, Week 5	
Nature of Task	<p>Primary Source Study Australians at War</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Research Essay Rights and Freedoms</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	HT5-1, HT5-4, HT5-5, HT5-9	HT5-2, HT5-3, HT5-6, HT5-8, HT5-10	
Task Weighting %	50	50	100

History Course Outcomes

A Student:

- HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia.
- HT5-2 sequences and explain significant patterns of continuity and change in the development of the modern world and Australia.
- HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia.
- HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia.
- HT5-5 Identifies and evaluates the usefulness of sources in the historical inquiry process.
- HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia.
- HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia
- HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry.
- HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past.
- HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

HSIE: Geography Semester 2

Component	Task 1	Task 2	Weighting %
Timing	Term 3, Week 9	Term 4, Week 3	
Nature of Task	<p>Geographic Report Environmental Change and Management</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Geographic Skills Course Examination Human Wellbeing</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8	GE5-1, GE5-2, GE5-6, GE5-7, GE5-8	
Task Weighting %	50	50	100

Geography Course Outcomes

A Student:

- GE5-1 explains the diverse features and characteristics of a range of places and environments.
- GE5-2 explains processes and influences that form and transform places and environments.
- GE5-3 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.

Industrial Technology - Timber

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 2, Week 4	Term 3, Week 2	Term 4, Week 3	
Nature of Task	<p>Project 1 Bread Box</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Research Project / Project 2 Sustainable and Emerging Technologies</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Examination Shaker Side Table</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	IND5-1 IND5-3, IND5-5, IND5-8	IND5-6, IND5-9, IND5-10	IND5-3, IND5-4, IND5-8, IND5-9, IND5-10	
Task Weighting %	35	25	40	100

Industrial Technology Timber Course Outcomes

A Student:

- IND5-1 identifies, assesses, applies, and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes, and technologies.
- IND5-2 applies design principles in the modification, development, and production of projects.
- IND5-3 identifies, selects, and uses a range of hand and machine tools, equipment, and processes to produce quality practical projects.
- IND5-4 selects, justifies, and uses a range of relevant and associated materials for specific applications.
- IND5-5 selects, interprets, and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.
- IND5-6 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 qualities 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.

International Studies

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 2, Week 1	Term 3, Week 6	Term 4, Week 3	
Nature of Task	<p>Research Report Culture and the Media</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Social Commentary Analysis Culture in Film and Literature</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Examination Culture and Sport</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	IS5-3, IS5-6, IS5-7 IS5-8	IS5-2, IS5-3, IS5-11, IS5-12	IS5-4, IS5-6, IS5-9, IS5-10, IS5-11	
Task Weighting %	35	35	30	100

International Studies Course Outcomes

A Student:

- IS5-1 analyses a variety of definitions of culture.
- IS5-2 describes characteristics of culture.
- IS5-3 examines cultural similarities and differences.
- IS5-4 examines cultural diversity.
- IS5-5 accounts for the dynamic nature of culture.
- IS5-6 identifies influences on cultures and their interconnectedness.
- IS5-7 recognises bias and stereotypes.
- IS5-8 analyses different contexts, perspectives and interpretations of cultural beliefs and practices.
- IS5-9 evaluates culturally significant issues, events, and scenarios from a variety of perspectives.
- IS5-10 applies understanding of cultural differences when communicating across cultures.
- IS5-11 applies strategies to challenge stereotypes.
- IS5-12 selects and uses a range of written, visual, and oral forms, to describe, analyse and communicate about cultures.

LOTE - Japanese

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Timing	Term 1, Week 10	Term 2, Week 10	Term 3, Week 10	Term 4, Week 3	
Nature of Task	<p>Understanding and Creating Text In My Free Time</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Interacting Directions</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Understanding Text School Trips</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Creating Text Part Time Job</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	ML5-UND-01, ML5-CRT-01	ML5-UND-01	ML5-INT-01	ML5-CRT-01	
Task Weighting %	40	20	20	20	100

LOTE - Japanese Course Outcomes

A Student:

- ML5-INT-01 exchanges information, ideas, and perspectives in a range of contexts by manipulating culturally appropriate language.
- ML5-UND-01 analyses and responds to information, ideas, and perspectives in a range of texts to demonstrate understanding.
- ML5-CRT-01 creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language.

Mathematics

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Timing	Term 2, Week 1	Term 2, Week 9	Term 3, Week 7	Term 4, Week 3	
Nature of Task	<p>In-Class Task Algebraic Techniques, Equations, Linear Relationships</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Take-Home Task Data Analysis Area & Surface Area Volume</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p>Open Book Task Trigonometry, Financial Mathematics, Indices</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>End of Course Examination All Topics</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	MA5-ALG-C-01, MA5-ALG-P-01, MA5-ALG-P-02, MA5-EQU-C-01, MA5-EQU-P-01, MA5-EQU-P-02, MA5-LIN-C-01, MA5-LIN-C-02, MA5-LIN-P-01	MA5-DAT-C-01, MA5-DAT-C-02, MA5-DAT-P-01, MA5-ARE-C-01, MA5-ARE-P-01, MA5-VOL-C-01, MA5-VOL-P-01	MA5-TRG-C-01, MA5-TRG-C-02, MA5-TRG-P-02, MA5-FIN-C-01, MA5-FIN-C-02, MA5-FNC-P-01, MA5-IND-C-01, MA5-IND-P-01, MA5-IND-P-02	Refer to all course outcomes	
Task Weighting %	25	25	25	25	100

Mathematics Course Outcomes

A Student:

MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions.	MA5-LIN-P-01	graphs and interprets linear relationships using the gradient/slope-intercept form
MA5-ALG-P-01	simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv)	MA5-LIN-P-01	describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv).
MA5-ALG-P-02	selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (Path: Adv).	MA5-LOG-P-01	establishes and applies the laws of logarithms to solve problems (Path: Adv)
MA5-ARE-C-01	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids.	MA5-MAG-C-01	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
MA5-ARE-P-01	applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (Path: Stn, Adv)	MA5-NLI-C-01	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts
MA5-DAT-C-01	compares and analyses datasets using summary statistics and graphical representations.	MA5-NLI-C-02	identifies and compares features of parabolas and exponential curves in various contexts
MA5-DAT-C-02	displays and interprets datasets involving bivariate data	MA5-NLI-P-01	interprets and compares non-linear relationships and their transformations, both algebraically and graphically (Path: Adv)
MA5-DAT-P-01	plans, conducts and reviews a statistical inquiry into a question of interest (Path: Stn, Adv)	MA5-POL-P-01	defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems (Path: Adv, Ext)
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction.	MA5-RAT-P-01	identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)
MA5-EQU-P-01	solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3 = k$ (Path: Adv).	MA5-RAT-P-02	analyses and constructs graphs relating to rates of change (Path: Stn, Adv)
MA5-EQU-P-02	solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv)	MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems
MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money	MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation	MA5-TRG-P-02	establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (Path: Adv)
MA5-FNC-P-01	uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables (Path: Adv)	MA5-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders
MA5-IND-C-01	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases	MA5-VOL-P-01	applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (Path: Stn, Adv)
MA5-IND-P-01	applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv)	MA5-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders
MA5-IND-P-02	describes and performs operations with surds and fractional indices (Path: Adv).	MA5-VOL-P-01	applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (Path: Stn, Adv)
MA5-LIN-C-01	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools.	MAO-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form		
MA5-LIN-P-01	describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv).		

Music

Component	Task 1	Task 2	Weighting %
Timing	Term 2, Week 3	Term 4, Week 3	
Nature of Task	<p>Song Writing Task Australian Music</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Film Music Composition PBL Task Music for Radio, Film, Television and Multimedia</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	5.2, 5.5, 5.9	5.6, 5.7, 5.10	
Task Weighting %	50	50	

Music Course Outcomes

A Student:

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts.
- 5.2 performs repertoire in a range of styles and genres demonstration 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 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 literacy 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.

Personal Development, Health, and Physical Education (PDHPE)

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Week 8/9	Term 4, Week 3	
Nature of Task	<p style="text-align: center;">Skills and Application Assessment Athletics</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p style="text-align: center;">Research Task Looking Good & Feeling Great</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p style="text-align: center;">Skills and Application Assessment International and Cultural Games</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p style="text-align: center;">End of Course Examination All Units</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	PD5-1, PD5-6, PD5-7, PD5-9 PD5-4, PD5-11	PD5-2, PD5-6 PD5-7, PD5-8 PD5-4, PD5-11	PD5-1, PD5-2, PD5-3, PD5-6 PD5-7, PD5-4, PD5-11	PD5-1, PD5-2, PD5-3, PD5-6 PD5-7, PD5-9	
Task Weighting %	25	25	25	25	100

Personal Development, Health, and Physical Education (PDHPE) Course Outcomes

A Student:

- PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges.
- PD5-2 researches and appraises the effectiveness of health information and support services available in the community.
- PD5-3 analyses factors and strategies that enhance inclusivity, equality, and respectful 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.
- PD9-10 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.

Physical Activity and Sports Studies (PASS)

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 1, Week 9	Term 2, Week 8	Term 4, Week 2	
Nature of Task	<p>Coaching Task Coaching</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Community Project Lifestyle, Leisure, and Recreation</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Critical Inquiry: Cultural Identity Physical Activity and Sport for Specific Groups</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	
Outcomes	PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9	PASS5-3, PASS5-4, PASS5-5, PASS5-7, PASS5-9, PASS5-10	PASS5-3, PASS5-4, PASS5-6,	
Task Weighting %	30	35	35	100

Physical Activity and Sports Studies Course Outcomes

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.

Photographic and Digital Media

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 2, Week 2	Term 3, Week 3	Term 4, Week 2	
Nature of Task	Practical Task Poetry of Place <input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task	Practical Task Video Production <input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task	Writing Task Written Examination <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
Outcomes	5.2, 5.4, 5.6	5.1, 5.3, 5.5	5.7, 5.8, 5.9	
Task Weighting %	30	30	40	100

Photography and Digital Media Course Outcomes

A Student:

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

Science

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 2, Week 4	Term 3, Week 8	Term 4, Week 4	
Nature of Task	<p>Semester 1 Exam Immunity and Disease Chemistry, Genetics</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Student Research Project All Topics Available</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Semester 2 Exam Forces, Energy and Motion, Genetics, Evolution</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	SC5-7WS, SC5-14LW, SC5-15LW, SC5-16CW, SC5-17CW	SC5-4WS, SC5- 5WS, SC5-6WS, SC5- 7WS, SC5-9WS	SC5-7WS, SC5-10PW SC5-11PW, SC5-14LW, SC5-15LW	
Task Weighting %	30	40	30	100

Science Course Outcomes

A Student:

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

Visual Arts

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 2, Week 2	Term 3, Week 8	Term 4, Week 3	
Nature of Task	<p>Artmaking ISMs</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Artmaking Architectural Forms</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Art History and Criticism Examination</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	5.2, 5.5, 5.6	5.1, 5.3, 5.4	5.7, 5.8, 5.9, 5.10	
Task Weighting %	30	30	40	

Visual Arts Course Outcomes

A Student:

- 5.1 uses a range of strategies to explore different art making conventions and procedures to make artworks.
- 5.2 explores the function and relationships between artist-artwork-world-audience.
- 5.3 makes artworks that involve some understanding of the frames.
- 5.4 recognises and uses aspects of the world as a source of ideas, concepts, and subject matter in the visual arts.
- 5.5 investigates ways to develop meaning in their artworks.
- 5.6 selects different materials and techniques to make artworks.
- 5.7 explores aspects of practice in critical and historical interpretations of art.
- 5.8 explores the function of and relationships between artist-artwork-world-audience.
- 5.9 begins to acknowledge that art can be interpreted from different points of view.
- 5.10 recognises that art criticism and art history construct meaning.

Visual Design

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 2, Week 2	Term 3, Week 10	Term 4, Week 4	
Nature of Task	<p>Artmaking Composition</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Artmaking Woven in Time and Place</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Art History and Criticism Examination</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	5.1, 5.6	5.2, 5.3, 5.4	5.7, 5.8, 5.9	
Task Weighting %	30	40	30	

Visual Design Course Outcomes

A Student:

- 5.1 develops autonomy in selecting & 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 the relationships between artist – 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 & extend concepts & different meanings in their visual design artworks.
- 5.6 selects appropriate procedures & 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-work-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.

Year 10

New Educational Opportunities

(NEO)

Assessment Program

2025

NEO: Ceramics

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 1, Week 8	Term 2, Week 10	Term 4, Week 2	
Nature of Task	<p>Coil and Slab Methods Introductory Skills</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Contemporary Traditional Handbuilding Techniques</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Handbuilding Sculptural Forms</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	NCER1, NCER4	NCER2, NCER4	NCER3, NCER5	
Task Weighting %	30	30	40	

Course Outcomes

A Student:

- NCER1 engage in the development of different techniques and aesthetic considerations suited to artistic intentions in the making of ceramic works.
- NCER2 explore ways of generating ideas as representations in the making of ceramic works.
- NCER3 develop entrepreneurial skills to identify problem or opportunity, plan and produce a product for an authentic purpose or even.
- NCER4 utilises a variety of hand-building techniques to create ceramic works.
- NCER5 Utilises a variety of decorating techniques to enhance aesthetic qualities of ceramic work.

NEO: Creative Writing

Component	Task 1	Task 2	Weighting %
Timing	Term 1, Week 10	Term 3, Week 9	
Nature of Task	<p>Creative Nonfiction Creative Nonfiction</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p>Imagining Worlds The Short Story</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	
Outcomes	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01	
Task Weighting %	50	50	100

Course Outcomes

A Student:

- EN5-RVL-01 uses a range of personal, creative, and critical strategies to interpret complex texts.
- EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures.
- EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes.
- EN5-URC-01 investigates and explains ways of valuing texts and the relationships between them.
- EN5-ECA-01 crafts personal, creative, and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning.
- EN5-ECB-01 uses processes of planning, monitoring, revising, and reflecting to purposefully develop and refine composition of texts.

NEO: Darkroom Photography

Component	Task 1	Task 2	Weighting %
Timing	Term 2, Week 2	Term 3, Week 10	
Nature of Task	<p>Pinhole Photography</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Photography in the Darkroom</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	NEODP.1, NEODP.3, NEODP.5	NEODP.2, NEODP.4	
Task Weighting %	50	50	100

Course Outcomes

A Student:

- NEODP.1 uses a range of strategies to explore photographic conventions and procedures to make photographic works.
- NEODP.2 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in making of photographic works.
- NEODP.3 selects different materials and techniques to make photographic works.
- NEODP.4 demonstrates developing technical accomplishment and refinement in making photographic works.
- NEODP.5 demonstrates creative thinking and resolution on an individual or small collaboration project.

NEO: Entertainment

Component	Task 1	Task 2	Weighting %
Timing	Term 2, Week 9	Term 3, Week 10	
Nature of Task	Instructional Video Backstage <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	Production Operations Lights Up <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
Outcomes	ENT-SAFE-01	ENT-PLAN-01, ENT-EVENT-01	
Task Weighting %	50	50	

Course Outcomes

A Student:

- ENT-SAFE-01 explains core WHS expectations and the safe use, handling and storage of equipment.
- ENT-PLAN-01 identifies the required steps in the organisation of an event and collaborates with a team to ensure all event requirements are planned in advance.
- ENT-EVENT-01 works collaboratively in a team in the setup, execution and pack down of an event.

NEO: Games & Sports

Component	Task 1	Task 2	Weighting %
Timing	Term 1, Week 10	Term 3, Week 10	
Nature of Task	Organisation and Execution of Assigned Skill Drill Instruction in Games and Sport <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	Group Development of New Game/Sport Games and Sports Applications 1 <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
Outcomes	NGS1, NGS2	NEO1, NEO2	
Task Weighting %	50	50	100

Course Outcomes

A Student:

- NGS1 develop skills and knowledge in a range of games and sports.
- NGS2 analyse the range of roles and responsibilities in the organisation of games and sports.
- NEO1 develop entrepreneurial skills to identify problem or opportunity, plan and produce a product for an authentic purpose of event.
- NEO2 create innovative solutions to produce a breakthrough game/sport.

NEO: Human Anatomy

Component	Task 1	Task 2	Weighting %
Timing	Term 1, Week 10	Term 3, Week 10	
Nature of Task	Semester 1 Examination <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	Semester 2 Examination <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
Outcomes	NHA1, NHA2	NHA3, NHA4	
Unit of Work	Introduction to Human Anatomy, Structure, and Naming Convention. Exploration of the Muscular System. Exploration of the Urinary System. Exploration of the Respiratory System. Exploration of the Digestive System. Exploration of the Endocrine System.	Exploration of the Reproductive System. Exploration of the Lymphatic System. Exploration of the Integumentary System. Exploration of the Nervous System. Exploration of the Circulatory System. Exploration of the Skeletal System.	
Task Weighting %	50	50	

Course Outcomes

A Student:

- NHA1 identify and explain the levels of progression from individual cells to complete organism.
- NHA2 identifies, labels and describes the structures of the 11-body system.
- NHA3 analyse the naming conventions used throughout the human body.
- NHA4 Discuss the interconnected nature of each system, and their overall impact on human health.

NEO: Painting

Component	Task 1	Task 2	Weighting %
Timing	Term 2, Week 2	Term 3, Week 10	
Nature of Task	<p>Acrylic Painting</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Oil Painting</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	NEODP.1, NEODP.3, NEODP.5	NEODP.2, NEODP.4	
Task Weighting %	50	50	100

Course Outcomes

A Student:

- NEOP.1 uses a range of strategies to explore painting techniques, styles, and mediums to create original works of art.
- NEOP.2 recognises and uses aspects of the environment, personal experiences, and cultural references as sources of inspiration in the creation of painted works.
- NEOP.3 selects and combines various materials and tools to experiment with different painting methods and textures
- NEOP.4 demonstrates developing technical skill and proficiency in applying painting techniques to achieve desired artistic outcomes.
- NEOP.5 demonstrates innovative thinking and problem-solving in the development and resolution of individual or collaborative painting projects.

NEO: Philosophy

Component	Task 1	Task 2	Weighting %
Timing	Term 1, Week 10	Term 3, Week 9	
Nature of Task	<p>Script History of Philosophy</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p>Essay Reality</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	
Outcomes	PHIL-1, PHIL-2, PHIL-5	PHIL-1, PHIL-3, PHIL-4	
Task Weighting %	50	50	100

Course Outcomes

A Student:

- PHIL-1 composes critical, creative, informative, and discursive texts to express valued, original, and critical ideas.
- PHIL-2 discusses and expresses theoretical ideas from a variety of philosophical perspectives.
- PHIL-3 uses increasingly sophisticated written techniques to express informed philosophical ideas.
- PHIL-4 makes connections between philosophy and the world in which they live.
- PHIL-5 discusses and substantiates both personal insights and the ideas of others.

NEO: Printmaking

Component	Task 1	Task 2	Weighting %
Timing	Term 1, Week 8	Term 3, Week 9	
Nature of Task	<p>Introduction to Printmaking</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Drypoint Etching</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	NEOPM.1, NEOPM.3, NEOPM.5	NEOPM.2, NEOPM.4	
Task Weighting %	50	50	100

Course Outcomes

A Student:

- NEOPM.1 uses a range of strategies to explore printmaking conventions and procedures to make printed works.
- NEOPM.2 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in making of printed works.
- NEOPM.3 selects different materials and techniques to make printed works.
- NEOPM.4 demonstrates developing technical accomplishment and refinement in making printed works.
- NEOPM.5 demonstrates creative thinking and resolution on an individual or small collaboration project.

NEO: STEAM

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 2, Week 4	Term 3, Week 6	Term 4, Week 5	
Nature of Task	Design Challenge 1 Rapid Prototyping <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	Design Challenge 2 Laser Cutting <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	Design Challenge 3 3D Printing <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
Outcomes	NEO-STM1, NEO-STM2, NEO-STM3, NEO-STM4	NEO-STM1, NEO-STM2, NEO-STM3, NEO-STM4	NEO-STM1, NEO-STM2, NEO-STM3, NEO-STM4	
Task Weighting %	30	40	30	100

Course Outcomes

A Student:

- NEO-STM1 develop entrepreneurial skills to identify a problem or opportunity, plan and produce a product for an authentic purpose or event.
- NEO-STM2 create innovative solutions to produce a breakthrough product.
- NEO-STM3 develop knowledge and understanding of a wide range of the Textiles Industry terminology, techniques and processes.
- NEO-STM4 apply principles of design in the planning and production of projects

NEO: Textiles Studio

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 2, Week 4	Term 3, Week 10	Term 4, Week 4	
Nature of Task	<p>Design Project 1 Textiles Project 1</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Design Market Project 2 Textiles Project 2 Design Market</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Design Project 3 Textiles Project 3</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	NEO-TD 1, NEO-TD 2 NEO-TD 3, NEO-TD 4	NEO-TD 1, NEO-TD 2 NEO-TD 3, NEO-TD 4	NEO-TD 1, NEO-TD 2 NEO-TD 3, NEO-TD 4	
Task Weighting %	30	40	30	100

Course Outcomes

A Student:

- NEO-TD1 develop entrepreneurial skills to identify a problem or opportunity, plan and produce a product for an authentic purpose or event.
- NEO-TD2 create innovative solutions to produce a breakthrough product.
- NEO-TD3 develop knowledge and understanding of a wide range of the Textiles Industry terminology, techniques and processes.
- NEO-TD4 apply principles of design in the planning and production of projects

NEO: Video Production

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 1, Week 9	Term 2, Week 8	Term 3, Week 9	
Nature of Task	<p>Artmaking The Genre Flip <i>Editing</i></p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Art History and Criticism Moving Visions <i>Cinematography</i></p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Artmaking Cinemagic <i>Visual Effects</i></p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	NOVP1, NOVP5	NOVP2, NOVP4	NOVP1, NOVP3	
Task Weighting %	30	30	40	100

Course Outcomes

A Student:

- NOVP1 Investigates the world as a source of ideas, concepts and subject matter for narrative based digital video production.
- NOVP2 demonstrates knowledge and skills to make digital video productions informed by their understanding of practice, the conceptual framework, and frames.
- NOVP3 makes digital video production informed by their understanding of the function of the relationships between the videographer, the video, world, and audience.
- NOVP4 uses their understanding of the function and relationship between videographer, world, and audience in critical and historical interpretations of digital video productions and films.
- NOVP5 participates effectively in the digital video production process as a team member in a group or individual project.

Dulwich High School of Visual Arts & Design

Illness/Misadventure Form

Name: _____ Course: _____ Year _____ Class _____

Name of Assessment Task: _____ *Nature of tasks (please circle) Examination,*
Performance, Assessment Task No _____ *Performance, Practical Task, Speaking Task,*
Task, weighting _____ *Written Tasks, Viewing Assignment, Research*
Date Due _____ *Activity, Portfolio, Field Work.*

Class Teacher _____



To be completed by the student Section A

Outline reasons for this application for Illness/Misadventure and attach relevant documentation. (e.g., medical certificate)

Parent/Carer Signature _____ Student Signature _____

Date: _____ Date: _____



To be completed by the Head Teacher Section B

Head Teacher's name: _____ Faculty _____ Course _____

Receipt date of illness/Misadventure form; _____

Task submitted/completed Yes No Date completed _____

Date of rescheduled task _____

Comments: _____

Resolution accepted

HT Signature _____



To be completed by Deputy Principal Section C

Resolution accepted

Resolution rejected

Comments

Deputy Principal signature _____ Date: _____

