

Year 10

Assessment Schedule



2025



CARDIFF HIGH SCHOOL

Celebrating Excellence, Opportunities and Success



Course Overview

In Stage 5 Aboriginal Studies Year 10, students will cover the following topics: Aboriginal Self-determination and Autonomy, Aboriginal Enterprise and Organisations, Aboriginal Peoples and Sport and Aboriginal Peoples' Interaction with the Legal and Political System

Assessment Program

(May vary with notification)

No.	Title – Nature of Task	Weighting	Outcomes	Due Date
1	Aboriginal Self Determination and Autonomy – Museum Display Research Task	25%	AST5-1, AST5-2, AST5-3, AST5-4, AST5-5, AST5-7, AST5-8, AST5-11	T1W9
2	Aboriginal Enterprise and Organisations – Presentation	25%	AST5-5, AST5-6, AST5-7, AST5-11	T2W5
3	Aboriginal Peoples and Sport – Research Task	25%	AST5-1, AST5-6, AST5-9, AST5-10	T3W6
4	Aboriginal Peoples' Interaction with the Legal and Political System – Topic Test	25%	AST5-2, AST5-6, AST5-7, AST5-10	T4W3
Total		100%		

Outcomes

- AST5-1 describes the factors that contribute to an Aboriginal person's identity
- AST5-2 explains ways in which Aboriginal Peoples maintain identity
- AST5-3 describes the dynamic nature of Aboriginal cultures
- AST5-4 explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
- AST5-5 explains the importance of families and communities to Aboriginal Peoples
- AST5-6 explains the importance of self-determination and autonomy to Aboriginal Peoples' participation nationally and internationally
- AST5-7 assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally
- AST5-8 analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples
- AST5-9 analyses the factors that influence non-Aboriginal peoples' range of perceptions of Aboriginal Peoples and cultures
- AST5-10 independently identifies and applies appropriate community consultation protocols and ethical research practices to gather and interpret data
- AST5-11 independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

Additional Faculty Information

- Course Coordinator – Mrs R Ridgeway

Additional School Information

- Refer to Cardiff High School's Assessment Policy for full details on late submission, illness, misadventure and N Awards.
- These timings are indicative and may change due to varying circumstances.
- Late submissions will incur a ZERO penalty, unless illness and misadventure procedures are correctly followed and approved.



Course Overview

Child Studies develops students' understanding and skills to positively influence the wellbeing and development of children in the critical early years of development in a range of settings and contexts.

Assessment Program

(May vary with notification)

No.	Title – Nature of Task	Weighting	Outcomes	Due Date
1	Food and Nutrition in Childhood – Party Menu	25%	CS5-2, CS5-5 CS5-6, CS5-11	T1W9
2	Culture – Research Task	25%	CS5-1, CS5-3, CS5-11, CS5-12	T2W6
3	The Diverse Needs of Children – Research Task	25%	CS5-4, CS5-7, CS5-8, CS5-9, CS5-10, CS5-12	T3W5
4	Media & Technology in Childhood – Analysis	25%	CS5-2, CS5-6, CS5-11, CS5-12	T3W10
Total		100%		

Outcomes

- CS5-1 identifies the characteristics of a child at each stage of growth and development
- CS5-2 describes the factors that affect the health and wellbeing of the child
- CS5-3 analyses the evolution of childhood experiences and parenting roles over time
- CS5-4 plans and implements engaging activities when educating and caring for young children within a safe environment
- CS5-5 evaluates strategies that promote the growth and development of children
- CS5-7 discusses the importance of positive relationships for the growth and development of children
- CS5-6 describes a range of parenting practices for optimal growth and development
- CS5-8 evaluates the role of community resources that promote and support the wellbeing of children and families
- CS5-9 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
- CS5-10 demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
- CS5-11 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- CS5-12 applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Additional Faculty Information

- Course Coordinator – Mrs S Crow
- Head Teacher – Mr P Anderson

Additional School Information

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Course Overview

In Stage 5 Commerce Year 10, students will cover the following units: Law, Society and Political Involvement, Economic and Business Environment, Investing, Promoting and Selling and Towards Independence.

Assessment Program

(May vary with notification)

No.	Title – Nature of Task	Weighting	Outcomes	Due Date
1	Law, Society & Political Involvement – Topic Test	25%	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-8, COM5-9	T1W9
2	Economic and Business Environment – Research Assignment	25%	COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	T2W4
3	Promoting and Selling – Topic Test	25%	COM5-1, COM5-2, COM5-4, COM5-8, COM5-9	T3W6
4	Towards Independence – Research Assignment	25%	COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	T4W3
Total		100%		

Outcomes

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

Additional Faculty Information

- Course Coordinator – Mr C Phillips

Additional School Information

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Course Overview

In Year 10 English, students will study a variety of increasingly complex texts, modes and media to deepen their understanding of the form, techniques and stylistic features that characterise texts. Such detailed study is designed to support students as they prepare for the rigours of senior studies. Students will also engage in textual analysis to guide them as they draft, revise and publish their own analytical, persuasive, discursive, imaginative and reflective texts.

Assessment Program

(May vary with notification)

No.	Title – Nature of Task	Weighting	Outcomes	Due Date
1	Close Study of Novel – Extended response and Reflection	25%	EN5-URA-01, EN5-URB-01, EN5-ECA-01, EN5-ECB-01	T1W10
2	Texts in time and place – Multimodal podcast	25%	EN5-RVL-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01	T2W9
3	Close Study of Poet – Short and extended response	25%	EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01	T3W8
4	Getting it Write Senior Bootcamp – Short answer to unseen texts	25%	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01	T4W4
Total		100%		

Outcomes

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

Additional Faculty Information

- Course coordinator – Mrs R Riddell
- It is expected that students will diligently complete all tasks set by the class teacher and submit both homework and classwork upon request for marking and review.

Additional School Information

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Course Overview

The study of Food Technology provides students with a broad knowledge of food properties, processing, preparation, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in relation to the production of food. Students develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. The course also provides students with contexts through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

Assessment Program

(May vary with notification)

No.	Title – Nature of Task	Weighting	Outcomes	Due Date
1	Grazy Snap – Blog & Practical	25%	FT5-1, 3, 4, 9, 11, 12	T1W8
2	Food Service and Catering & High Tea – Practical	25%	FT5-2, 3, 4, 5, 10, 11, 12	T2W6
3	Food for Specific Needs (Funtiki) – Practical	25%	FT5-1, 6, 7, 8, 10, 13	T3W8
4	Food for Special Occasions (New Year's Eve Countdown Celebration) – Practical	25%	FT5-2, 8, 9, 10, 11, 13	T4W3
Total		100%		

Outcomes

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

Additional Faculty Information

- Course Coordinator – Mr M Honeywill
- Apron, Head Covering, Leather Shoes, Display Folder

Additional School Information

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Course Overview

In Stage 5 Geography Year 10, students will cover the following topics: Environmental Management and Change and Human Wellbeing.

Assessment Program

(May vary with notification)

No.	Title – Nature of Task	Weighting	Outcomes	Due Date
1	Coastal Management – Fieldwork and Report (SCOPE)	50%	GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8	T3W9
2	Human Wellbeing Topic Test – Source based examination (skills, comprehension and extended response)	50%	GE5-1, GE5-2, GE5-6, GE5-8	T4W3
Total		100%		

Outcomes

- 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

Additional Faculty Information

- Course Coordinator – Mr A Snowden

SCOPE

The task identified above will form part of the SCOPE interview / presentation process. It is the responsibility of the student to retain this task carefully until their SCOPE interview / presentation

Record of School Achievement (RoSA) Information

- Your achievement in the above assessment tasks, together with an overall evaluation of your performance in this course, will be used to determine your RoSA Grade.

Additional School Information

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- These timings are indicative and may change due to varying circumstances.
- Late submissions will incur a ZERO penalty, unless illness and misadventure procedures are correctly followed and approved.



Course Overview

In Stage 5 History Year 10, students will cover the following topics: The Holocaust and Rights and Freedoms.

Assessment Program

(May vary with notification)

No.	Title – Nature of Task	Weighting	Outcomes	Due Date
1	Depth Study 6A The Holocaust – Research Task (SCOPE)	50%	HT5-1, HT5-3, HT5-4, HT5-5, HT5-6, HT5-7, HT5-8, HT5-10	T1W9
2	Depth Study 4 Rights and Freedoms – Topic Test	50%	HT5-2, HT5-3, HT5-8, HT5-9, HT5-10	T2W5
Total		100%		

Outcomes

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

Additional Faculty Information

- Course Coordinator – Miss C Martin

SCOPE

The task identified above will form part of the SCOPE interview / presentation process. It is the responsibility of the student to retain this task carefully until their SCOPE interview / presentation

Record of School Achievement (RoSA) Information

- Your achievement in the above assessment tasks, together with an overall evaluation of your performance in this course, will be used to determine your RoSA Grade.

Additional School Information

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Course Overview

In Stage 5 iSTEM students will develop knowledge, skills and understanding of essential STEM principles and processes. Students engage with engineering design processes to solve a range of problems.

Assessment Program

(May vary with notification)

No.	Title – Nature of Task	Weighting	Outcomes	Due Date
1	Equations of Motion – Problem solving & Data analysis	30%	ST5-1 to ST5-10	T1W10
2	Medical Technology – Research Task	30%	ST5-1 to ST5-10	T2W8
3	Independent Project – Portfolio (Engineering portfolio)	40%	ST5-1 to ST5-10	T3W9
Total		100%		

Outcomes

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

Additional Faculty Information

- Course coordinator – Mr A Ross

Additional School Information

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Course Overview

The Building and Construction focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the building and associated industries.

The Building and Construction 1 core module develops knowledge and skills in the use of tools, materials and techniques related to building and construction. These are enhanced and further developed through the study of the Building and Construction 2 specialist module.

Projects should reflect the practical nature of the Building and Construction focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to building and construction technologies.

These may include:

- construction of small structures
- scale models
- elementary repairs and renovations
- development of garden and recreational areas
- work undertaken on isolated building models and mock-ups.

Projects should promote the sequential development of skills, use a range of appropriate materials and reflect an increasing degree of student autonomy as they progress through the course

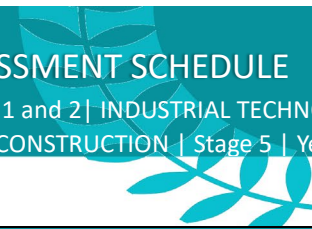
Assessment Program

(May vary with notification)

No.	Title – Nature of Task	Weighting	Outcomes	Due Date
1	Garden Bed Project No.3 – Practical	30%	IND5-1, 2, 3, 4, 5, 6, 7, 8	T2W4
2	Half Yearly – Examination	20%	IND5-1, 3, 4, 7, 8, 9, 10	T2W7
3	Framing Project No.4 – Practical (SCOPE)	30%	IND5-1, 2, 3, 4, 5, 6, 7, 8	T4W3
4	Theory – Work Booklet (Fortnightly Week A)	20%	IND5-1, 3, 4, 5, 6, 7, 9, 10	T4W5
Total		100%		

Outcomes

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
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



Additional Faculty Information	Additional School Information
<ul style="list-style-type: none">• Course Coordinator – Mr M Honeywill• SCOPE – Practical Project No. 3	<ul style="list-style-type: none">• Refer to Cardiff High School's Assessment Policy for full details on late submission, illness, misadventure and N Awards.• These timings are indicative and may change due to varying circumstances.• Late submissions will incur a ZERO penalty, unless illness and misadventure procedures are correctly followed and approved.



Course Overview

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

The core module develops knowledge and skills in the use of tools, materials and techniques related to timber which are enhanced and further developed through the study of a specialist module.

Practical projects undertaken should reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber technologies.

These may include:

- decorative timber products
- furniture items
- small bowls or turned items
- storage and display units
- storage and transportation products

Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

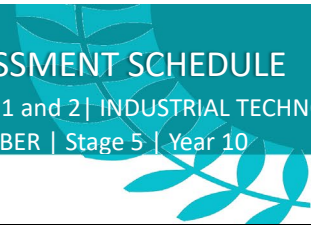
Assessment Program

(May vary with notification)

No.	Title – Nature of Task	Weighting	Outcomes	Due Date
1	Project No.1 – Practical	30%	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	T2W03
2	Half Yearly – Examination	15%	IND5-1, IND5-3, IND5-7, IND5-8, IND5-9, IND5-10	T2W05
3	Project No.2 – Practical (MicroSCOPE)	30%	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	T4W05
4	Work booklet – Theory (Fortnightly Week B)	25%	IND5-1, IND5-3, IND5-7, IND5-8, IND5-9, IND5-10	T4W05
Total		100%		

Outcomes

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
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



Additional Faculty Information	Additional School Information
<ul style="list-style-type: none">• Course Coordinator – Mr M Honeywill• Students are to have safety glasses and appropriate shoes (PPE).	<ul style="list-style-type: none">• Refer to Cardiff High School's Assessment Policy for full details on late submission, illness, misadventure and N Awards.• These timings are indicative and may change due to varying circumstances.• Late submissions will incur a ZERO penalty, unless illness and misadventure procedures are correctly followed and approved.



Course Overview

In Stage 5 Mathematics Year 10, students will cover several topics including Number and Algebra, Measurement and Space, Statistics and Probability and Working Mathematically.

Assessment Program

(May vary with notification)

No.	Title – Nature of Task	Weighting	Outcomes	Due Date
1	Task 1 – Examination: Single Variable Data Analysis and Volume	25%	MA5-DAT-C-01, MA5-VOL-C-01	T1W9
2	Task 2 – Examination: Financial Mathematics, Bivariate Data Analysis and Algebra Techniques	30%	MA5-DAT-C-02, MA5-ALG-C-01, MA5-FIN-C-02	T2W6
3	Task 3 – Examination: Right Angled Triangle Trigonometry and Non -Linear Relationships	25%	MA5-TRG-C-02, MA5-NLI-C-02	T3W5
4	Task 4 – Research Task: Properties of Geometrical Figures (SCOPE)	10%	MA5-GEO-C-01	T3W10
5	Task 5 – Examination: Linear Relationships	10%	MA5-LIN-C-02	T4W4
Total		100%		

Outcomes

MA5-DAT-C-01	compares and analyses datasets using summary statistics and graphical representations
MA5-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders
MA5-DAT-C-02	displays and interprets datasets involving bivariate data
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation
MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression
MA5-NLI-C-02	identifies and compares features of parabolas and exponential curves in various contexts
MA5-GEO-C-01	identifies and applies the properties of similar figures and scale drawings to solve problems
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form

Additional Faculty Information

- Course coordinator: Mr A de Beer
- Please bring your calculator to every Mathematics lesson.

Additional School Information

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Course Overview

In Stage 5 Music Year 10, students will be covering the topics: Australian Music, Baroque Music and Own Choice topic.

Assessment Program

(May vary with notification)

No.	Title – Nature of Task	Weighting	Outcomes	Due Date
1	Australian Music – Performance (Class Ensemble)	20%	5.1, 5.2, 5.3, 5.4	T1W8
2	Australian Music – Composition (notated)	10%	5.4, 5.5, 5.6	T2W4
3	Theory Test – Listening Examination	30%	5.7, 5.8, 5.9, 5.10	T3W6
4	Own Choice Topic – Research presentation and performance *or composition*	40%	5.7, 5.8, 5.9, 5.10 <i>and either</i> 5.1, 5.2, 5.3 <i>or</i> 5.4, 5.5, 5.6	T4W2
Total		100%		

Outcomes

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of musical concepts
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.4 demonstrates an understanding of musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.6 uses different forms of technology in the composition process
- 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
- 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
- 5.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
- 5.10 demonstrates an understanding of the influence and impact of technology on music

Additional Faculty Information

- Course coordinators – Mrs C Heggs/Mr B Simpson

Additional School Information

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Course Overview

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

Assessment Program

(May vary with notification)

No.	Title – Nature of Task	Weighting	Outcomes	Due Date
1	Fitness – Case Study and Fitness Testing	30%	PASS5-1, PASS5-2, PASS5-8, PASS5-10	T1W10
2	World Games – Practical Observation	25%	PASS5-6, PASS5-7, PASS5-8, PASS5-9	T2W9
3	Sports for Specific Groups – Research Task	25%	PASS5-3, PASS5-4, PASS5-5, PASS5-10	T3W7
4	Coaching – Observation	20%	PASS5-5, PASS5-7, PASS5-8, PASS5-9	T4W3
Total		100%		

Outcomes

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

Additional Faculty Information

- Course Coordinator – Mr M Woolnough
- Head Teacher – Mr P Anderson

Additional School Information

- Refer to Cardiff High School's Assessment Policy for full details on late submission, illness, misadventure and N Awards.
- These timings are indicative and may change due to varying circumstances.
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Course Overview

In Stage 5 PDHPE Year 10, students will develop the knowledge, understanding and skills important for building respectful relationships and exploring identity to promote the health, safety and wellbeing of themselves and others. They develop a strong understanding of movement experiences and concepts and the ability to promote the wellbeing of their communities. Students engaged with a range of health issues and identify strategies to keep them safe.

Assessment Program

(May vary with notification)

No.	Title – Nature of Task	Weighting	Outcomes	Due Date
1	Racquet Sports Practical Assessment – Observation	25%	PD5-4, PD5-5, PD5-9, PD5-11	T1W9
2	Healthy Communities Theory Assessment – Research Task	25%	PD5-2, PD5-3, PD5-6, PD5-7, PD5-8	T1W10
3	Invasion Games Practical Assessment – Observation	25%	PD5-4, PD5-5, PD5-10, PD5-11	T2W9
4	Sexual Health Theory Assessment – Examination	25%	PD5-1, PD5-2, PD5-3	T3W9
Total		100%		

Outcomes

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

Additional Faculty Information

- Course Coordinator – Mr J Eckford
- Head Teacher – Mr P Anderson

Additional School Information

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- These timings are indicative and may change due to varying circumstances.
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Course Overview

In Stage 5 Photographic and Digital Media Year 10, students will be covering the topics: Light, Shadow and Movement, Appropriating Hockney, Stop Motion Stories and a Self-Directed Project.

Assessment Program

(May vary with notification)

No.	Title – Nature of Task	Weighting	Outcomes	Due Date
1	Light, Shadow and Movement – Series of Works	20%	5.1, 5.2, 5.3, 5.4	T1W9
2	Hockney Case Study – Critical and historical interpretations	20%	5.7, 5.8, 5.9	T2W4
3	Appropriating Hockney – Major Works	20%	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	T2W10
4	Stop Motion Stories – Making and Critical and historical interpretations	40%	5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.10	T4W1
Total		100%		

Outcomes

- 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 the 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

Additional Faculty Information

- Course Coordinator – Ms L Mansfield

Students will be assessed on:

- **Making** – Photography journal and Major Works
- **Critical and historical interpretations** – Studying images and artworks of artists and cultures relating to units of work

Additional School Information

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Course Overview

In Stage 5 Science Year 10, students will cover several topics including IRP, Reactions, Disease, Motion, Genetics & Evolution, Electricity, Nuclear and Spheres. They will be developing their working scientifically skills throughout each topic.

Assessment Program

(May vary with notification)

No.	Title – Nature of Task	Weighting	Outcomes	Due Date
1	Independent Research Task (IRP) – Working scientifically skills	20%	SC5-1VA, SC5-4WS, 5WS, 6WS, 7WS, 8WS, 9WS	T1W8
2	Skills Test – Examination	20%	SC5-5WS, 7WS, 8WS, 9WS	T2W4
3	Practical Test – Practical Examination	20%	SC5-6WS, 7WS, 8WS	T3W6
4	Knowledge Examination – Examination	40%	SC5-3VA, 10PW, 11PW, 14LW, 15LW, 16CW, 17CW	T4W2
Total		100%		

Outcomes

SC51VA	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC53VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
SC54WS	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
SC5-14LW	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

Additional Faculty Information

- Course Coordinator: Mrs H Deacon

Additional School Information

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Course Overview

In Stage 5 Visual Arts Year 10, students will be covering the topics: The Figure, Art to Use, and Chess (Opposites)

Assessment Program <i>(May vary with notification)</i>				
No.	Title – Nature of Task	Weighting	Outcomes	Due Date
1	The Figure Major Work and Case Studies – Artmaking Critical and Historical Studies	40%	5.1, 5.3, 5.4, 5.5, 5.6, 5.8, 5.9, 5.10	T2W2
2	Art to Use Case Study – Critical and Historical Studies	10%	5.7, 5.8, 5.9	T2W8
3	Art to Use Major Works – Artmaking	20%	5.1, 5.2, 5.4, 5.6	T3W4
4	Chess (Opposites) – Artmaking and Critical and Historical Studies	30%	5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.8, 5.9	T4W2
Total		100%		

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

Additional Faculty Information	Additional School Information
<ul style="list-style-type: none"> Course Coordinator – Ms L. Mansfield <p>Students will be assessed on:</p> <ul style="list-style-type: none"> Artmaking – Visual Arts Process Diary and Collection of Works Critical and Historical Studies – Studying images and artworks of artists and cultures relating to themes explored 	<ul style="list-style-type: none"> Refer to Cardiff High School's Assessment Policy for full details on late submission, illness, misadventure and N Awards. These timings are indicative and may change due to varying circumstances. Late submissions will incur a ZERO penalty, unless illness and misadventure procedures are correctly followed and approved.