



**KARIONG MOUNTAINS**  
HIGH SCHOOL  
UNITY  KNOWLEDGE  RESPECT

**2025**

**Year 10 Course**

**Policy and Assessment Schedule**

# Contents

Information for Year 10 Students About the RoSA .....	3	English .....	19
Introduction .....	3	Stage 5 Performance Descriptors - English.....	20
Satisfactory Completion of a Course.....	3	Food Technology .....	21
What is Meant by Diligence and Sustained Effort? .....	3	Stage 5 Performance Descriptors – Food Technology .....	22
The Grading System.....	3	Geography .....	23
N Determination .....	4	Stage 5 Performance Descriptors - Geography .....	24
The School’s Responsibilities.....	4	History .....	25
Student Responsibilities.....	4	Stage 5 Performance Descriptors - History .....	26
Late Submission/Non completion.....	5	Industrial Technology - Timber .....	27
Head Teachers’ Areas of Responsibility .....	5	Stage 5 Performance Descriptors – Industrial Technology - Timber .....	28
Illness/Misadventure/Variation.....	5	Marine Studies .....	29
Disability Provisions .....	5	Stage 5 Performance Descriptors – Marine Studies.....	30
Malpractice i.e., Copying, Cheating and Plagiarism .....	6	Mathematics.....	31
Computer/Printer Failure.....	6	Stage 5 Performance Descriptors – Mathematics.....	32
Appeal .....	6	Music .....	33
Unsatisfactory (N) Determination .....	6	Stage 5 Performance Descriptors – Music.....	34
Appeals Relating to Final Grade .....	6	Outdoor Recreation .....	35
Appendix 1 – Sample Letter: N Award Warning Letter.....	7	Stage 5 Performance Descriptors – Outdoor Recreation .....	36
Illness/Misadventure Variation Application Form.....	8	PDHPE.....	37
Building and Construction.....	9	Stage 5 Performance Descriptors - PDHPE.....	38
Stage 5 Performance Descriptors – Building and Construction.....	10	Photographic and Digital Media .....	39
Child Studies .....	11	Stage 5 Performance Descriptors – Photographic and Digital Media.....	40
Stage 5 Performance Descriptors – Child Studies .....	12	Physical Activities and Sports Studies (PASS).....	41
Commerce .....	13	Stage 5 Performance Descriptors – PASS .....	42
Stage 5 Performance Descriptors – Commerce .....	14	Science .....	43
Dance.....	15	Stage 5 Performance Descriptors - Science.....	44
Stage 5 Performance Descriptors – Dance.....	16	Visual Arts.....	45
Engineering Studies.....	17	Stage 5 Performance Descriptors – Visual Arts.....	46
Stage 5 Performance Descriptors – Engineering Studies .....	18		

## Information for Year 10 Students About the RoSA

From 2012, eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW **Record of School Achievement (RoSA)**.

The **RoSA** is a cumulative credential in that it allows students to accumulate their academic results until they leave school.

The **RoSA** records completed Stage 5 and Preliminary Stage 6 courses and grades.

### Introduction

By the end of Year 10, the NSW Educational Standards Authority (NESA) requires that all students complete a number of school-based assessment tasks designed to measure performance across a wide range of learning outcomes and the grades from these assessments are submitted to NESA, indicating satisfactory completion of the course. A standards referenced approach is used for assessing and reporting student achievement.

### Satisfactory Completion of a Course

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA
- (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 of the outcomes.

Students are also required to 'make a genuine attempt' at assessment tasks in each course. The Principal may determine that, as a result of absences, the course outcomes may have not been met.

## What is Meant by Diligence and Sustained Effort?

**Students display these qualities when they:**

- work consistently, to the best of their ability on class activities;
- make a genuine attempt to complete all assignments, homework and other activities associated with achieving outcomes;
- participate actively in the range of activities that are part of the learning cycle (discussions, practicals, displays etc);
- are able to provide evidence of having achieved outcomes through the production of workbooks, portfolios or other applicable pieces of work;
- attend classes regularly in order to meet the above criteria.

### The Grading System

The grading system, developed by NESA, will be used by all schools to ensure state-wide comparability. Students will receive a grade from A to E in each subject.

- A. The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
- B. The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
- C. The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
- D. The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
- E. The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

## N Determination

Where 'N' appears in place of an A to E grade opposite a course, the student has failed to meet the course requirements as determined by NESAs criteria.

Results in all courses are determined by the student's level of achievement on a set of Performance Descriptors. These descriptors have been developed to describe what a student in a specific course could be expected to be able to do at the end of a course of study.

To allow teachers to have a guide to a student's achievement within the range of Performance Descriptors, a series of assessment tasks are given to all students in each course. Each subject has an assessment schedule to help determine the student's level of achievement in each course.

## The School's Responsibilities

The school has developed an assessment program for each course. This means the school will:

- Set tasks that will be used to measure student performance in each component of a course.
- Specify the relative values of each of these tasks.
- Inform students in writing of:
  - the components and their weightings for each course
  - when assessment tasks will take place (at least two weeks' notice)
  - the mark value of each task in relation to the total number of marks for the course
  - the nature of each assessment task e.g., assignment, test, oral presentation.
- Require the student to sign a register of attendance for class assessment tasks. For all other tasks, students will use an acknowledgement slip.
- Provide criteria prior to the task being issued that indicate how the task will be graded.
- Provide the student with meaningful feedback after the task has been marked.
- Ensure that tasks and feedback on these tasks occurs in a realistic timeframe.
- Keep records of student performance in each task.
- Provide the student with information on their progress.

- Give special consideration to students who have submitted an Illness/Misadventure/Variation Application form that has been upheld.
- Develop an assessment schedule that equitably spreads the timing of assessment tasks.
- Inform students, in writing, when there are course achievement and/or attendance concerns.
- Plan N Award notifications twice per term to inform students when they are in danger of not receiving a grade in a course.
- Carry out faculty audits to ensure that there is compliance with school and NESAs requirements.

**NOTE:** The school may vary the assessment procedure schedule. However, in this case, students must be informed in writing at least two weeks prior to the scheduled time of the task.

## Student Responsibilities

Students are required to:

- Ensure that they are aware of the requirements for their course.
- Ensure they have a copy of the school assessment program for each course they are studying.
- Perform all tasks required and sit for all tests and exams scheduled to be part of this assessment.
- Submit tasks by the due date.
- Demonstrate that through effort and achievement, they have met the requirements of the course to the best of their ability.
- Ensure that all tasks submitted are their own work.
- Sign a register of attendance for all class assessment tasks and use an acknowledgement slip for all other assessment tasks.
- Following any absence, complete work which is missed and obtain information given about future assessment tasks.
- If an assessment task is not going to be done or cannot be handed in at the scheduled time, it is the student's responsibility to obtain and submit an Illness/Misadventure/Variation Application form on their FIRST DAY BACK AT SCHOOL. Applications must be signed by the Head Teacher before being sent to the Deputy Principal if an appeal is lodged.
- Make an application for alternative arrangements to complete an assessment task if they know ahead of time that they cannot be there on the set date.

This application must be made at least one week ahead of time unless there are special circumstances.

- Inform their teacher if there are any circumstances that may have affected their performance in completing the task and submit an Illness/Misadventure/Variation Application form within three days if specific consideration is sought.
- Inform their teacher, prior to the due date, if they are experiencing any difficulties in completing the assessment task.

### **Late Submission/Non completion**

Students are expected to complete all tasks by the allotted time. Where this does not happen, an Illness/Misadventure/Variation Application form must be completed immediately on return to school, but no later than three days after the scheduled due date. If this is not possible the student must notify the school.

Failure to submit the application form will be interpreted as an admission that the student can offer no valid reason for late assessment (or non-attendance) and therefore a penalty of 25% will be applied for 1 day late, 50% for 2 days late and zero marks thereafter, when numerical values are used. Where alternative grading systems are applied a comparative penalty will apply.

### **Where an acceptable reason is given and supported, the student may be:**

- granted an extension without penalty
- granted an extension with penalty
- set a substitute task with or without penalty
- given an estimate based on other evidence.

These penalties will affect a student's report grades and comments on work ethic. If too many tasks are not attempted or submitted in a reasonable time of the due date, then the student is putting their assessment grades at risk because they are not demonstrating diligence and sustained effort.

### **Head Teachers' Areas of Responsibility**

- **Mr Burns** ASAP, Music, Photographic and Digital Media, Visual Arts.
- **Ms Thompson:** English.
- **Mr Blyth:** Mathematics.
- **Mrs Meyer:** PDHPE, PASS, Child Studies, Outdoor Recreation, Dance.
- **Mr Bath:** Construction, Industrial Technology Timber, Food Technology, Engineering.
- **Mrs Peters:** Science, Marine Studies
- **Mr Tagg:** HSIE, Commerce.

### **Illness/Misadventure/Variation**

Students must submit an Illness/Misadventure/Variation Application form to the Head Teacher for signing and provide independent evidence of their claim.

The documentation provided must be current, specific to the date and time of the task(s) and submitted with the Illness/Misadventure/Variation Application form. Generally, independent evidence cannot be supplied by a person related to the student.

### **Independent evidence can be obtained from:**

- a Doctor (Medical Certificate)
- a health professional (e.g., Physiotherapist)
- a JP witnessing a statutory declaration
- a Police Officer (in the case of misadventure)
- a School Counsellor.

Zero marks may be given if there is no genuine case or correct procedure has not been followed.

### **Disability Provisions**

The Learning and Support Team will consider whether students would benefit from disability provisions associated with assessment tasks. This occurs on a case-by-case basis and parents are invited to contact the school for more information.

## **Malpractice i.e., Copying, Cheating and Plagiarism**

Any student found cheating, copying or plagiarising will be awarded zero marks for any task. Any student who lends material for copying or uses unauthorised Artificial Intelligence technology will be similarly penalised.

Students are expected to behave in such a way that their actions do not interfere with the learning of others. Students who disrupt the learning of others during assessment tasks are likely to have their tasks awarded a zero grade as this is considered to be malpractice.

## **Computer/Printer Failure**

If a computer or printer failure occurs when an assignment is due, the student should submit draft work or backup disks as a 'work in progress'. Otherwise, if no evidence is produced, a zero mark or a late penalty will apply.

Students are strongly advised to always backup their work on disk on a regular and frequent basis.

## **Appeal**

Students have the right to appeal in writing to the Deputy Principal the decision of the Head Teacher. An Appeal Panel will then be formed.

## **Unsatisfactory (N) Determination**

If a student fails to meet the requirements for satisfactory completion of a course, that is, school warning procedures have not brought about a change in work ethic, the following procedures apply:

- (a) An official NESAs Warning letter (Appendix 1) will be sent home outlining work to be completed and indicating a reasonable time for the work to be completed and submitted.
- (b) It is the student's responsibility to present the work to the relevant Class Teacher or Head Teacher. If the work is completed by the required date the warning letter is cancelled. If the work is not completed the student is in danger of receiving an N Determination for that course.

- (c) If a student has one outstanding notification/one unresolved N Award notification and continues to fail to meet the requirements, a second warning letter will be sent. Again, it is the student's responsibility to present the work to the relevant class teacher or Head Teacher. If the work is completed by the required date, the warning letters are cancelled.
- (d) Students with outstanding N Award notifications cannot represent the school in optional extra-curricular activities.
- (e) If a student has two warning letters outstanding, a school letter will be sent informing the student that they are now in danger of receiving a final N Determination.
- (f) If a student has two warning letters outstanding and continues to fail to meet the requirements, they will receive an official notification of a Final N Determination being made for the course.
- (g) The N Determination letter informs students of their rights of appeal.

## **Appeals Relating to Final Grade**

These will be heard by a committee consisting of Principal/Deputy Principal, the Year Advisor and the Head Teacher of the subject concerned. In examining an appeal, the committee will scrutinise only the following:

- (a) Does the weighting specified by the faculty assessment policy conform to the NESAs requirements as detailed in the subject guidelines?
- (b) Do the procedures used by the faculty for determining the final assessment mark conform to the stated faculty assessment?
- (c) Are there any arithmetic or clerical errors in determining the assessment mark?

If the above is found to be in order, the appeal will not be upheld.

## Appendix 1 – Sample Letter: N Award Warning Letter



Mr and Mrs X  
1 XYZ Drive  
ABC NSW 2250

**Kariong Mountains High School**  
10 Festival Drive  
Kariong NSW 2250  
Ph: 02 4340 0246 Fax: 02 4340 0259  
Email: kariongmntn-h.school@det.nsw.edu.au

DD/MM/YYYY

### OFFICIAL WARNING – Non-completion of a Stage 5 (Years 9 – 10) Course

I am writing to advise you that your son, W, is in danger of not meeting the requirements for satisfactory completion of the Stage 5 course in Year 10 X-Subject.

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

Where the non-completion is in a mandatory course, the student will not be eligible for the award of the Record of School Achievement and may not be eligible to enter Preliminary (Year 11) courses. Any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed'. Any elective course not satisfactorily completed will not appear on the student's Record of School Achievement.

#### Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied himself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

Where students have not met one or more of these requirements by the end of the course, the principal is required to inform NESA that the student has not satisfactorily completed the course. To date, W has not satisfactorily met (c) of the Course Completion Criteria.

#### Official warning.

NESA requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem.

This is official warning number 1 we have issued notifying you that W is at risk of not completing the above course.

Yours sincerely,

\_\_\_\_\_  
Class Teacher

\_\_\_\_\_  
Principal

## Opportunity to correct the problem

The following tasks or requirements need to be completed by W to correct the problem.

To support W in meeting the course requirements, we request that you discuss this matter with him, and encourage and support him to carry out the required actions. If you have any questions about this matter, please contact the school on 02 4340 0246.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
Assessment Task 3	25%	13/06/2023	Complete Quiz	18/07/2023

### Acknowledgement of Official Warning

I have received the letter dated 03/07/22 advising me that W is in danger of not meeting the course requirements for Year 10 XYZ and am aware that this is official warning number 1.

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

Parent/Guardian's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Illness/Misadventure Variation Application Form

This form is to be used when circumstances beyond your control occur immediately before or during an assessment task to diminish your performance.

Student's name: \_\_\_\_\_

Application Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Subject: \_\_\_\_\_

Teacher: \_\_\_\_\_

Task No: \_\_\_\_\_

Task Type: \_\_\_\_\_

Task Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

NATURE OF APPLICATION (Illness, Misadventure or Variation):  
\_\_\_\_\_

## Reason for application

Provide sufficient details to support your case for consideration to sit the task or a substitute task, or to gain an extension of time.

SUPPORTING EVIDENCE ATTACHED: YES  NO

Student: Signature \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

*Please submit the application to the relevant Head Teacher within TWO DAYS of your return to school. When your absence/late submission is known before the date of the task, this form must be submitted to the relevant Head Teacher at least one week BEFOREHAND.*

---

## Head Teacher Recommendation

Head Teacher Signature \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

---

## Appeal Panel Decision (where applicable)

Deputy Principal Signature \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

HT Signature \_\_\_\_\_ HT Signature \_\_\_\_\_





# KARIONG MOUNTAINS HIGH SCHOOL

## SCHEDULE OF ASSESSMENT

### Building and Construction

**Year 10 Course 2025**

TASK Number:	TASK 1	TASK 2	TASK 3	TASK 4	
Nature of Task:	WHS Research Task	Concrete and Level Up	Construction Careers and Industry Study Research Task	Hands On - Practical Project	
Timing:	Term 1, Week 9	Term 2, Week 9	Term 3, Week 10	Term 4, Week 5	
Outcomes Assessed:	IND 5-9, IND 5-10	IND 5-1 IND 5-2 IND 5-3 IND 5-4 IND 5-5 IND 5-6 IND 5-7 IND 5-8	IND 5-9, IND 5-10	IND 5-1 IND 5-2 IND 5-3 IND 5-4 IND 5-5 IND 5-6 IND 5-7 IND 5-8	
<b>Components:</b>					<b>Weighting %</b>
OHS Risk Management Materials/Equipment Tools & Machines	X	X	X	X	
Techniques / Design		X		X	
Links to Industry	X		X		
Workplace Communication Skills		X		X	
Society & Environmental Impact	X		X		
<b>TOTAL WEIGHTING %</b>	<b>10</b>	<b>40</b>	<b>10</b>	<b>40</b>	<b>100%</b>

# Stage 5 Performance Descriptors – Building and Construction

Areas for Assessment				
Grade E	Grade D	Grade C	Grade B	Grade A
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
Demonstrates elementary knowledge and understanding of at least one technology in the field of study.	Demonstrates basic knowledge and understanding of technologies in the field of study.	Demonstrates sound knowledge and understanding of traditional, current, new and emerging technologies in the field of study.	Demonstrates thorough knowledge and understanding of traditional, current, new and emerging technologies in the field of study.	Demonstrates extensive knowledge and understanding of traditional, current, new and emerging technologies in the field of study.
Identifies a very limited range of social, cultural and/or environmental impacts.	Outlines some social, cultural and/or environmental impacts of technology. Displays basic technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects	Explains the social, cultural and environmental impacts of different technologies displays adequate skills in identifying and using appropriate materials and hand and machine tools to produce practical projects of sound quality.	Analyses the social, cultural and environmental impacts of a range of technologies displays high-level skills in identifying and using appropriate materials and hand and machine tools to produce high-quality practical projects.	Evaluates the social, cultural and environmental impacts of a wide range of technologies displays advanced skills in identifying and using appropriate materials and hand and machine tools to produce practical projects of excellent quality.
Displays elementary skills in identifying and using appropriate materials and hand and machine tools to produce practical projects.	Demonstrates a limited level of competence in identifying and managing risks and applying safe work practices.	Demonstrates an adequate level of competence in identifying and managing risks and applying safe work practices	Demonstrates a high level of competence in assessing and managing risks and applying safe work practices.	Demonstrates a very high level of competence in assessing and managing risks and consistently applying safe work practices.
Demonstrates a very limited level of competence in identifying and managing risks and applying safe work practices.	Outlines properties of materials that make them suitable for specific applications, and identifies functional, aesthetic, environmental and/or economic aspects of products and commercial products.	Describes the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products.	Analyses the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products.	Evaluates the suitability of materials for specific applications and the functional, aesthetic, environmental and economic aspects of projects and commercial products.
Identifies some properties of materials that make them suitable for specific applications and identifies very limited aspects of products and commercial products.	Produces basic drawings for practical projects.	Produces adequate drawings to illustrate practical projects uses accurate technical terms to describe production processes to a range of audiences.	Uses a range of technologies to illustrate practical projects uses technical terminology to discuss production processes with a range of audiences.	Selects and uses a wide range of appropriate technologies to illustrate practical projects confidently uses technical terminology to communicate production processes with a range of audiences.
Produces very limited sketches related to practical projects uses elementary terms to describe production processes applies very limited skills to the production or modification of projects.	Uses general terms to describe production processes to an audience applies limited skills and design principles to the development, production or modification of projects.	Applies sound skills and design principles to the development and production or modification of projects.	Consistently applies high level skills and design principles to the development, modification and production of projects.	Consistently applies very high-level skills and design principles to the development, modification and production of projects.



# KARIONG MOUNTAINS HIGH SCHOOL

## SCHEDULE OF ASSESSMENT

### Child Studies

**Year 10 Course 2025**

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Exploring Play: Childcare Centre Design	Eating Well: Children's Party Plan / Menu	Safe Kidz: Safety Campaign	
Timing:	Term 1, Week 10	Term 2, Week 8	Term 3, Week 7	
Outcomes Assessed:	CS5-5, CS5-4	CS5-11, CS 5-12	CS5-6, CS5-8	
<b>Components:</b>				<b>Weighting %</b>
Research	X	X	X	
Design	X	X	X	
<b>TOTAL WEIGHTING %</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

# Stage 5 Performance Descriptors – Child Studies

The Common Grade Scale is to be used to assign Assessment grades for students in Stage 5 courses that do not have subject-specific course performance descriptors. These include Board Endorsed Courses and Content Endorsed Courses such as Child Studies.

Grade E	Grade D	Grade C	Grade B	Grade A
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.



# KARIONG MOUNTAINS HIGH SCHOOL

## SCHEDULE OF ASSESSMENT

<b>Commerce</b>					<b>Year 10 Course 2025</b>
<b>TASK Number:</b>	TASK 1	TASK 2	TASK 3	TASK 4	
<b>Nature of Task:</b>	Research Task	In Class Task	Project / Research Task	Examination	
<b>Timing:</b>	Term 1, Week 9	Term 2, Week 4	Term 3, Week 10	Term 4, Week 4	
<b>Outcomes Assessed:</b>	COM5.1, COM5.4, COM5.7, COM5.9	COM5.1, COM5.2, COM5.4, COM5.8	COM5.1, COM5.5, COM5.7, COM5.8	All Outcomes	
<b>Components:</b>					<b>Weighting %</b>
Law in Society / Political Involvement	X				
The Economic and Business Environments		X			
Travel			X		
All Topics				X	
<b>TOTAL WEIGHTING %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

# Stage 5 Performance Descriptors – Commerce

Areas for Assessment				
Grade E	Grade D	Grade C	Grade B	Grade A
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
Demonstrates elementary knowledge and understanding of aspects of consumer, financial, economic, business. Legal, political and employment concepts and issues.	Demonstrates basic knowledge and understanding of some consumer, financial, economic, business, legal. Political and employment concepts and issues	Demonstrates sound knowledge and understanding of consumer, financial, economic, business, legal, political and employment concepts and issues	Demonstrates thorough knowledge and understanding of consumer, financial, economic, business, legal, political and employment concepts and issues	Demonstrates extensive knowledge and understanding of a range of consumer, financial, economic, business, legal, political and employment concepts and issues
Identifies some rights and responsibilities of consumers in some consumer, financial, economic, business, legal, political and employment contexts.	Outlines rights and responsibilities of consumers in consumer, financial, economic, business, legal, political and employment contexts	Describes the rights and responsibilities of consumers in a range of consumer, financial, economic, business. Legal. Political and employment contexts	Explains the rights and responsibilities of consumers in a range of consumer, financial, economic, business, legal, political and employment contexts	Analyses the rights and responsibilities of individuals in a range of consumer. Financial, economic, business, legal, political and employment contexts
Demonstrates very limited decision-making and problem-solving skills in consumer, financial, economic, business, legal, political and employment contexts.	Exhibits some decision-making and problem-solving skills in some consumer, financial, economic, business, legal, political and employment contexts	Applies sound decision-making and problem-solving skills in consumer, financial, economic, business, legal, political and employment contexts	Applies high-level decision-making and problem-solving skills in consumer, financial, economic, business, legal, political and employment contexts	Applies very high-level decision-making and problem-solving skills in a range of consumer, financial, economic, business, legal, political and employment contexts
Displays very limited research skills and attempts to interpret information.	Undertakes some research and interpretation of basic information using a limited range of sources	Applies sound decision-making and problem-solving skills in consumer, financial, economic, business, legal, political and employment contexts	Researches and assesses information using a variety of sources	Evaluates complex information using a range of sources
Communicates elementary information using a very limited range of forms.	Exhibits limited skills to communicate ideas and concepts in appropriate forms	Exhibits sound skills to communicate ideas and concepts in appropriate forms	Exhibits high-level skills to communicate ideas and concepts in appropriate forms	Exhibits sophisticated skills to research and communicate complex ideas and concepts in appropriate forms
Demonstrates very limited planning and organising skills when working independently and/or collaboratively.	Demonstrates some planning and organising skills when working independently and/or collaboratively	Demonstrates sound planning and organising skills when working independently and/or collaboratively.	Demonstrates high-level planning and organising skills when working independently and collaboratively.	Demonstrates a very high level of planning and organising skills when working independently and collaboratively.



# KARIONG MOUNTAINS HIGH SCHOOL

## SCHEDULE OF ASSESSMENT

<b>Dance</b>				<b>Year 10 Course 2025</b>
<b>TASK Number:</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	
<b>Nature of Task:</b>	Safe Dance Presentation & Performance Practical	Dance Pioneer Research Report	Composition Task	
<b>Timing:</b>	Term 1, Week 11	Term 2, Week 9	Term 3, Week 10	
<b>Outcomes Assessed:</b>	5.1.1, 5.1.3	5.3.1, 5.3.2	5.2.1, 5.2.2	
<b>Components:</b>				<b>Weighting %</b>
Performance	X			35
Composition		X		30
Appreciation and Presentation			X	35
<b>TOTAL WEIGHTING %</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

# Stage 5 Performance Descriptors – Dance

Areas for Assessment				
Grade E	Grade D	Grade C	Grade B	Grade A
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
Demonstrates elementary appreciation of dance as an artform through limited engagement in the practices of performing, composing and appreciating dance.	Demonstrates some appreciation of dance as an artform through their engagement in the interrelated practices of performing, composing and appreciating dance.	Demonstrates an appreciation of dance as an artform through their active engagement in the interrelated practices of performing, composing and appreciating dance.	Clearly communicates an appreciation of dance as an artform through their high level of engagement in the interrelated practices of performing, composing and appreciating dance.	Clearly and perceptively communicates an appreciation of dance as an artform through their very high level of engagement in the interrelated practices of performing, composing and appreciating dance.
Performs dances with an elementary dance technique and with some evidence of safe dance practice and performance quality.	Performs dances with a basic dance technique and the application of safe dance practice and performance quality.	Performs dances with a sound dance technique and the application of safe dance practice and performance quality.	Performs dances with a proficient dance technique and a proficient application of safe dance practice and performance quality.	Capably performs dances with an accomplished dance technique and a sustained application of safe dance practice and performance quality.
With guidance, applies aspects of the elements of dance to perform a limited range of dance styles.	Applies aspects of the elements of dance as they perform dance styles.	Applies the elements of dance as they perform a variety of dance styles.	Combines and applies the elements of dance to competently interpret a variety of dance styles.	Effectively manipulates the elements of dance to interpret a wide variety of dance styles with a high level of competence.
With guidance, uses the elements of dance to create simple dance compositions that communicate ideas.	Uses some elements of dance to structure movement to create basic dance compositions that communicate ideas.	Manipulates the elements of dance as they structure movement to create dance compositions that communicate ideas.	Structures appropriate movement to create dance compositions that communicate ideas.	Consistently structures complex movement to create dance compositions that communicate ideas.
Describes their own and others' dances, through some aspects of the elements of dance.	Describes their own and others' dances, through the elements of dance.	Discusses their own and others' dances, through the elements of dance.	Analyses their own and others' dances, through the elements of dance.	Critically analyses their own and others' dances, through the elements of dance.
Identifies some characteristics of dance styles, performance quality and interpretation.	Identifies characteristics of dance styles, performance quality and interpretation.	Describes the characteristics of dance styles, performance quality and interpretation.	Discusses the characteristics of dance styles, performance quality and interpretation.	Critically discusses the characteristics of dance styles, performance quality and interpretation.
With teacher support, participates in the practical and theoretical aspects of dance and makes elementary connections between the making and performing of the movement and the appreciation of its meaning.	Participates in the practical and theoretical aspects of dance and makes some connections between the making and performing of the movement and the appreciation of its meaning.	Engages in the practical and theoretical aspects of dance and makes connections between the making and performing of the movement and the appreciation of its meaning.	Perceptively engages in the practical and theoretical aspects of dance and makes informed connections between the making and performing of the movement and the appreciation of its meaning.	Insightfully applies their knowledge of the practical and theoretical aspects of dance and makes perceptively connections between the making and performing of the movement and the appreciation of its meaning





# KARIONG MOUNTAINS HIGH SCHOOL

## SCHEDULE OF ASSESSMENT

### Engineering Studies

**Year 10 Course 2025**

TASK Number:	TASK 1	TASK 2	TASK 3	TASK 4	
Nature of Task:	WHS and Alternative Energy Research Task	Alternative Energy Management Folio and Project	Engineering Careers and Industry Study Research Task	Transport Management Folio and Project	
Timing:	Term 1, Week 9	Term 2, Week 10	Term 3, Week 10	Term 4, Week 7	
Outcomes Assessed:	IND 5-9, IND 5-10	IND 5-1 IND 5-2 IND 5-3 IND 5-4 IND 5-5 IND 5-6 IND 5-7 IND 5-8	IND 5-9, IND 5-10	IND 5-1 IND 5-2 IND 5-3 IND 5-4 IND 5-5 IND 5-6 IND 5-7 IND 5-8	
<b>Components:</b>					<b>Weighting %</b>
OHS Risk Management Materials/Equipment Tools & Machines	X	X	X	X	
Techniques / Design		X		X	
Links to Industry	X		X		
Workplace Communication Skills		X		X	
Society & Environmental Impact	X		X		
<b>TOTAL WEIGHTING %</b>	<b>10</b>	<b>40</b>	<b>10</b>	<b>40</b>	<b>100%</b>

# Stage 5 Performance Descriptors – Engineering Studies

Areas for Assessment				
Grade E	Grade D	Grade C	Grade B	Grade A
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
Demonstrates elementary knowledge and understanding of at least one technology in the field of study.	Demonstrates basic knowledge and understanding of technologies in the field of study outlines some social, cultural and/or environmental impacts of technology.	Demonstrates sound knowledge and understanding of traditional, current, new and emerging technologies in the field of study.	Demonstrates thorough knowledge and understanding of traditional, current, new and emerging technologies in the field of study.	Demonstrates extensive knowledge and understanding of traditional, current, new and emerging technologies in the field of study evaluates the social, cultural and environmental impacts of a wide range of technologies.
Identifies a very limited range of social, cultural and/or environmental impacts.	Displays basic technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects.	Explains the social, cultural and environmental impacts of different technologies.	Analyses the social, cultural and environmental impacts of a range of technologies.	Displays advanced skills in identifying and using appropriate materials and hand and machine tools to produce practical projects of excellent quality.
Displays elementary skills in identifying and using appropriate materials and hand and machine tools to produce practical projects.	Demonstrates a limited level of competence in identifying and managing risks and applying safe work practices.	Displays adequate skills in identifying and using appropriate materials and hand and machine tools to produce practical projects of sound quality.	Displays high-level skills in identifying and using appropriate materials and hand and machine tools to produce high-quality practical projects.	Demonstrates a very high level of competence in assessing and managing risks and consistently applying safe work practices.
Demonstrates a very limited level of competence in identifying and managing risks and applying safe work practices.	Outlines properties of materials that make them suitable for specific applications, and identifies functional, aesthetic, environmental and/or economic aspects of products and commercial products.	Demonstrates an adequate level of competence in identifying and managing risks and applying safe work practices.	Demonstrates a high level of competence in assessing and managing risks and applying safe work practices.	Evaluates the suitability of materials for specific applications and the functional, aesthetic, environmental and economic aspects of projects and commercial products.
Identifies some properties of materials that make them suitable for specific applications and identifies very limited aspects of products and commercial products.	Produces basic drawings for practical projects.	Describes the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products.	Analyses the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products.	Selects and uses a wide range of appropriate technologies to illustrate practical projects.
Produces very limited sketches related to practical projects.	Uses general terms to describe production processes to an audience.	Produces adequate drawings to illustrate practical projects uses accurate technical terms to describe production processes to a range of audiences.	Uses a range of technologies to illustrate practical projects uses technical terminology to discuss production processes with a range of audiences.	Confidently uses technical terminology to communicate production processes with a range of audiences.
Uses elementary terms to describe production processes. Applies very limited skills to the production or modification of projects.	Applies limited skills and design principles to the development, production or modification of projects.	Applies sound skills and design principles to the development and production or modification of projects.	Consistently applies high level skills and design principles to the development, modification and production of projects.	Consistently applies very high-level skills and design principles to the development, modification and production of projects.



# KARIONG MOUNTAINS HIGH SCHOOL

## SCHEDULE OF ASSESSMENT

<b>English</b>					<b>Year 10 Course 2025</b>
<b>TASK Number:</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	
<b>Nature of Task:</b>	Creative Writing Task	Multimodal Speech	Analytical Response	Yearly Exam	
<b>Timing:</b>	Term 1, Week 11	Term 2, Week 9	Term 3, Week 9	Term 4, Week 4	
<b>Outcomes Assessed:</b>	EN5-2A, EN5-3B, EN5-4C, EN5-8D	EN5-1A, EN5-3B, EN5-5C, EN5-9E	EN5-2A, EN5-3B, EN5-5C, EN5-9E	EN5-1A, EN5-4B, EN5-6C, EN5-9E	
<b>Components:</b>					<b>Weighting %</b>
Interpretive, Imaginative, Critical Thinking	20				20
Writing, Speaking, Representing		20			20
Reading, Listening, Viewing			20		20
Analysing Language				20	20
Summative Assessment	5	5	5	5	20
<b>TOTAL WEIGHTING %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

# Stage 5 Performance Descriptors - English

Areas for Assessment	Reading, listening, viewing Writing, speaking, representing Communicating and context		Analysing language. Interpretive, imaginative and critical thinking.	
Grade E	Grade D	Grade C	Grade B	Grade A
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
Demonstrates some evidence of the ability to respond to a limited range of texts.	Demonstrates some ability to respond to a range of texts.	Through close and wide study, responds to a range of imaginative, factual and critical texts.	Through close and wide study, responds to demanding, imaginative, factual and critical texts.	Through close and wide study, responds to a comprehensive range of demanding, imaginative, factual and critical texts.
With teacher support, discusses the context and perspective of texts and the relationships between and among them.	Discusses the context and perspective of texts and the relationships between and among them.	Investigates the context and perspective of texts and the relationships between and among them.	Investigates with some insight the context and perspective of texts and the relationships between and among them.	Perceptively investigates the context and perspective of texts and the relationships between and among them.
With teacher support, discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts.	Discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts.	Analyses and discusses texts by selecting, identifying and explaining appropriate language forms and features and structures of those texts.	Closely and critically analyses and evaluates texts of increasing complexity by selecting, describing and explaining appropriate language forms and features and structures of those texts.	Constructively and critically analyses and evaluates complex texts by selecting, describing and explaining significant language forms and features and structures of those texts.
Responds in a rudimentary way to verbal and visual imagery.	Responds to verbal and visual imagery.	Responds imaginatively to verbal and visual imagery.	Responds imaginatively and critically in an effective way to verbal and visual imagery.	Responds imaginatively and critically in a highly effective way to verbal and visual imagery.
With teacher support, composes written, oral and visual texts using various technologies for a limited range of purposes, audiences and contexts.	Composes written, oral and visual texts using various technologies for different purposes, audiences and contexts.	Displays a developing personal style, composes written, oral and visual texts using various technologies for a variety of purposes, audiences and contexts.	Displays a developing personal style, composes with confidence written, oral and visual texts using various technologies for a variety of purposes, audiences and contexts.	Displays a distinct personal style, composes with confidence written, oral and visual texts, using various technologies for a wide variety of purposes, audiences and contexts.
Is able to generalise at times from engaging with texts to present a limited view of the world.	Is able to generalise at times from engaging with texts to present some differing views of the world.	Is able to generalise from engaging with texts to present differing views of the world.	Is able to generalise from engaging with texts to present a range of views of the world.	Is able to generalise confidently from engaging with texts to present a wide variety of views of the world.
With teacher support, is developing an understanding of the processes of composition, as they are able to interpret ideas and apply these to new contexts.	With some guidance, is developing a personal style and an understanding of the processes of composition as they are able to make some obvious inferences and interpretations, extend their imaginations in making meaning and apply ideas to new contexts.	Demonstrates an understanding of the processes of composition as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts.	Clearly demonstrates an understanding of the processes of composition, as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts.	Consistently demonstrates and understanding of the processes of composition, as they are able to infer logically, interpret clearly, extend their imaginations in composing texts and adapt ideas into new and different contexts.
Is able to identify some obvious expectations from the audience.	Is able to identify and discuss some obvious preconceptions and expectations of an audience.	Conforms to or challenges an audience's preconceptions and expectations.	With increasing confidence, is able to conform to, or challenge, an audience's preconceptions and expectations.	With confidence, is able to conform to, or challenge, and audience's preconceptions and expectations.
With teacher support, is able to reflect on some aspect of their individual and collaborative skills for learning.	With guidance, is able to reflect on their individual and collaborative skills for learning.	With increasing independence, reflects on and uses, assesses and adapts their individual and collaborative skills for learning.	Independently reflects on and uses, assesses and adapts their individual and collaborative skills for learning.	Independently reflects on and confidently uses, assesses and adapts their individual and collaborative skills for learning.



# KARIONG MOUNTAINS HIGH SCHOOL

## SCHEDULE OF ASSESSMENT

### Food Technology

### Year 10 Course 2025

TASK Number:	TASK 1	TASK 2	TASK 3	TASK 4	
Nature of Task:	Research Task & Practical – Food Special Needs/ Food Selection & Health	Practical Tasks & Theory – Food Special Needs/ Food Selection & Health	Research Task & Practical – Food Trends	Practical Tasks & Theory – Food Trends	
Timing:	Term 1, Week 10	Term 2, Week 10	Term 3, Week 7	Term 4, Week 5	
Outcomes Assessed:	FT5 -1, FT5 -7, FT5 -8, FT5 -11,	FT5 -1, FT5 -2, FT5 -3, FT5 -5, FT5-6, FT5 -7, FT5 -8, FT5 -9, FT5 -10, FT5 -11, FT5 -12, FT5 -13,	FT5 -4, FT5 -5, FT5 -9, FT5 -10,	FT5 -1, FT5 -2, FT5 -3, FT5 -4, FT5 -5, FT5-6, FT5 -7, FT5 -8, FT5 -9, FT5 -10, FT5 -11, FT5 -12, FT5 -13,	
<b>Components:</b>					<b>Weighting %</b>
Food for Special Needs	X	X			
Food Selection and Health	X	X			
Food Trends			X	X	
<b>TOTAL WEIGHTING %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100%</b>

# Stage 5 Performance Descriptors – Food Technology

Areas for Assessment	Food properties and preparation Food, nutrition and society	Researching and communicating Designing, producing and evaluating	Food hygiene and safety	
Grade E	Grade D	Grade C	Grade B	Grade A
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
Identifies some chemical and physical properties of foods and, with assistance, identifies some changes that take place in food during preparation, processing and storage.	Outlines a number of chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.	Describes the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.	Analyses the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.	Evaluates the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.
With guidance, identifies and uses some appropriate techniques and equipment for a limited range of food-specific purposes.	Identifies and uses basic techniques and equipment for a number of food-specific purposes, identifying and managing some risks associated with the safe and hygienic preparation of food.	Identifies and uses appropriate techniques and equipment for a variety of food-specific purposes, identifying and managing risks associated with the safe and hygienic preparation of food.	Identifies and uses advanced techniques and equipment for a variety of food-specific purposes, assessing and managing risks associated with the safe and hygienic preparation of food.	Independently identifies and uses advanced techniques and appropriate equipment for a broad range of food-specific purposes, independently assessing and managing risks associated with safe and hygienic preparation of food.
With guidance, demonstrates very limited technical skills in designing and producing solutions for specific food purposes.	Demonstrates basic technical skills in designing, producing and evaluating solutions for specific food purposes.	Demonstrates adequate technical skills in designing, producing and evaluating solutions of sound quality for specific food purposes.	Demonstrates high-level technical skills in designing, producing and evaluating high quality solutions for specific food purposes.	Demonstrates advanced technical skills in designing, producing and evaluating solutions of excellent quality for specific food purposes.
Identifies some ways that food-related activities impact on the individual, society or the environment, and some influences that technology has had on food supply.	Outlines the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply.	Describes the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply.	Analyses the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply.	Evaluates the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply.
Identifies a limited number of factors that influence food choices and eating habits and relates some aspects of consumption and the nutritional value of foods to health.	Identifies factors that influence food choices and eating habits and relates consumption and the nutritional value of foods to individual and community health.	Discusses a range of factors that influence food choices and eating habits and relates consumption and the nutritional value of foods to individual and community health.	Analyses a range of factors that influence food choices and eating habits and relates consumption and the nutritional value of foods to individual and community health.	Analyses a wide range of factors that influence food choices and eating habits and relates consumption and the nutritional value of foods to individual and community health.
Displays very limited research skills and, with guidance, communicates simple information using a limited range of media.	Displays basic research skills and communicates information using a limited range of media.	Displays sound research skills and communicates information using a range of media.	Displays well-developed research skills and communicates complex information using a range of media.	Displays highly developed research skills and communicates complex information effectively using a range of media.



# KARIONG MOUNTAINS HIGH SCHOOL SCHEDULE OF ASSESSMENT

<b>Geography</b>			<b>Year 10 Course 2025</b>
<b>TASK Number:</b>	<b>TASK 1</b>	<b>TASK 2</b>	
<b>Nature of Task:</b>	<b>Topic: Changing Places</b> In class extended response / research task	<b>Final Examination</b>	
<b>Timing:</b>	Term 3, Week 8	Term 4, Week 4	
<b>Outcomes Assessed:</b>	GE5-2, GE5-3, GE5-8	All Outcomes	
<b>Components:</b>			<b>Weighting %</b>
<b>TOTAL WEIGHTING %</b>	<b>50%</b>	<b>50%</b>	<b>100</b>

# Stage 5 Performance Descriptors - Geography

Areas for Assessment	Communication Geographical tools and skills Geographical knowledge			
Grade E	Grade D	Grade C	Grade B	Grade A
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
Demonstrates some knowledge of places and environments and identifies some geographical processes that form and transform them.	Demonstrates a basic knowledge of places and environments and some understanding of the geographical processes that form and transform them.	Demonstrates a sound knowledge and understanding of places and environments, and the geographical processes that form and transform them.	Demonstrates a thorough knowledge and understanding of places and environments, and the geographical processes that form and transform them.	Demonstrates an extensive knowledge and understanding of places and environments, and the geographical processes that form and transform them.
Demonstrates elementary knowledge and understanding of some interactions and connections between people, places and environments.	Demonstrates basic knowledge and understanding of the interactions and connections between people, places and environments.	Demonstrates sound knowledge and understanding of the interactions and connections between people, places and environments.	Demonstrates thorough knowledge and understanding of the interactions and connections between people, places and environments.	Demonstrates extensive knowledge and understanding of the interactions and connections between people, places and environments.
Recognises some different perspectives of geographical issues.	Outlines different perspectives of geographical issues.	Describes different perspectives of geographical issues.	<b>Explains different perspectives of geographical issues across a range of scales.</b>	Explains and analyses different perspectives of geographical issues across a range of scales.
Identifies some aspects of human wellbeing and the management of places and environments.	Displays some knowledge of human wellbeing and the management of places and environments for their sustainability.	Displays broad knowledge and understanding of human wellbeing and the management of places and environments for their sustainability.	Displays thorough knowledge and understanding of human wellbeing and the management of places and environments for their sustainability in relation to geographical issues.	Displays extensive knowledge and understanding of human wellbeing and the management of places and environments for their sustainability in relation to geographical issues across a range of scales.
Exhibits elementary skills to select and apply geographical concepts and tools to the investigation.	Exhibits some skills to select and apply geographical concepts and tools appropriate to the investigation.	Exhibits sound skills to select and apply geographical concepts and tools appropriate to the investigation.	<b>Exhibits high level skills to select and apply geographical concepts and tools appropriate and relevant to the investigation.</b>	Exhibits extensive skills to select and proficiently apply geographical concepts and tools appropriate and relevant to the investigation.
Displays elementary skills to select, acquire, process and communicate geographical information using a limited range of strategies.	Displays basic skills to select, acquire, process and communicate geographical information using a range of strategies.	Displays sound skills to select, acquire, process and communicate geographical information using a range of strategies.	Displays high level skills to select, acquire, process and communicate complex geographical information using a broad range of strategies.	Displays sophisticated skills to select, acquire and process complex geographical information and uses an extensive range of strategies to communicate effectively.





# KARIONG MOUNTAINS HIGH SCHOOL

## SCHEDULE OF ASSESSMENT

### History

### Year 10 Course 2025

<b>TASK Number:</b>	<b>TASK 1</b>	<b>TASK 2</b>	
<b>Nature of Task:</b>	<b>Topic: Rights and Freedoms</b> In class extended response / research task	<b>Topic: The Holocaust</b> Knowledge and Source based task	
<b>Timing:</b>	Term 1, Week 9	Term 2, Week 3	
<b>Outcomes Assessed:</b>	HT5-1, HT5-2, HT5-3	HT5-5, HT5-6, HT5-8	
<b>Components:</b>			<b>Weighting %</b>
<b>TOTAL WEIGHTING %</b>	<b>50%</b>	<b>50%</b>	<b>100</b>

# Stage 5 Performance Descriptors - History

Areas for Assessment	Historical knowledge Changing rights and freedoms Research and historical inquiry skills Communication			
Grade E	Grade D	Grade C	Grade B	Grade A
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
Demonstrates elementary knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia.	Demonstrates basic knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia.	Demonstrates sound knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia.	Demonstrates thorough knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia.	Demonstrates extensive knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia.
Demonstrates elementary knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia.	Demonstrates basic knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia.	Demonstrates sound knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia.	Demonstrates thorough knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia.	Demonstrates extensive knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia.
Recounts some historical events in chronological order and identifies significant changes with guidance.	Sequences some historical events and identifies factors contributing to continuity and change.	Sequences historical events and describes significant patterns of continuity and change.	Explains historical events based on an understanding of chronology, continuity and change.	Draws historical conclusions based on an understanding of chronology, continuity and change.
Locates information from sources to answer historical questions.	Selects and organises relevant information from sources and summarises the main ideas to answer historical questions.	Selects and organise sources to locate relevant information to support an historical inquiry.	Selects and analyses a range of sources and draws conclusions about their usefulness for an historical inquiry.	Evaluates a range of sources for their usefulness and synthesises evidence from them to support an historical inquiry.
Identifies some causes and effects of historical events.	Describes some causes and effects of historical events and developments.	Explains causes and effects of historical events and developments.	Explains and analyses causes and effects of historical events and developments.	Analyses and assesses the importance of the causes and effects of historical events and developments.
Recognises different perspectives within historical accounts.	Identifies different perspectives and interpretations of the past.	Explains different perspectives and interpretations of the past.	Explains and compares different perspectives and interpretations of the past.	Analyses and accounts for different perspectives and interpretations of the past.
Communicates an understanding of the past through basic accounts of events and issues in oral, written, visual or digital forms, using simple historical terms and concepts.	Communicates an understanding of the past by describing historical events and issues in appropriate oral, written, visual and digital forms, using some historical terms and concepts.	Communicates an understanding of the past through explanations and arguments in appropriate oral, written, visual and digital forms, using relevant historical terms and concepts.	Communicates an understanding of the past by constructing explanations and arguments for different audiences, in appropriate oral, written, visual and digital forms, using a range of relevant historical terms and concepts.	Communicates an understanding of the past by constructing sustained explanations and arguments for different audiences, in appropriate oral, written, visual and digital forms, with a sophisticated use of relevant historical terms and concepts.



# KARIONG MOUNTAINS HIGH SCHOOL

## SCHEDULE OF ASSESSMENT

### Industrial Technology - Timber

**Year 10 Course 2025**

TASK Number:	TASK 1	TASK 2	TASK 3	TASK 4	
Nature of Task:	WHS Research Task	Wall Cabinet Management Folio and Project	Timber and Cabinet Making Careers and Industry Study Research Task	Upholstered Stool Folio and Project	
Timing:	Term 1, Week 7	Term 2, Week 8	Term 3, Week 7	Term 4, Week 6	
Outcomes Assessed:	IND 5-9, IND 5-10	IND 5-1 IND 5-2 IND 5-3 IND 5-4 IND 5-5 IND 5-6 IND 5-7 IND 5-8	IND 5-9, IND 5-10	IND 5-1 IND 5-2 IND 5-3 IND 5-4 IND 5-5 IND 5-6 IND 5-7 IND 5-8	
<b>Components:</b>					<b>Weighting %</b>
OHS Risk Management Materials/Equipment Tools & Machines	X	X	X	X	
Techniques / Design		X		X	
Links to Industry	X		X		
Workplace Communication Skills		X		X	
Society & Environmental Impact	X		X		
<b>TOTAL WEIGHTING %</b>	<b>10</b>	<b>40</b>	<b>10</b>	<b>40</b>	<b>100%</b>

# Stage 5 Performance Descriptors – Industrial Technology - Timber

Areas for Assessment	OHS and risk management Industrial Technology and society Producing quality projects		Properties and applications of materials Designing, communicating and evaluating	
	Grade D	Grade C	Grade B	Grade A
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
Demonstrates elementary knowledge of some technologies in their field of study, and recognises some social, cultural and environmental impacts of these technologies.	Demonstrates basic knowledge of technologies in their field of study, and outlines social, cultural and environmental impacts of these technologies.	Demonstrates sound knowledge of traditional, current, new and emerging technologies in their field of study, and explains the social, cultural and environmental impacts of these technologies.	Demonstrates thorough knowledge of traditional, current, new and emerging technologies in their field of study, and analyses the social, cultural and environmental impacts of these technologies.	Demonstrates extensive knowledge of traditional, current, new and emerging technologies in their field of study, and evaluates the social, cultural and environmental impacts of these technologies.
With guidance, displays very limited technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects.	Displays basic technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects, identifying and managing some risks, and applying safe work practices.	Displays technical skills in identifying and using appropriate materials and hand and machine tools, to produce practical projects of sound quality, identifying and managing risks and applying safe work practices.	Displays high-level technical skills in identifying and using appropriate materials and hand and machine tools to produce high quality practical projects, assessing and managing risks and applying safe work practices.	Displays advanced technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects of excellent quality, independently assessing and managing risks and consistently applying safe work practices.
Identifies some properties of materials that make them suitable for specific applications and identifies some aspects of products and commercial products.	Outlines properties of materials that make them suitable for specific applications, and identifies functional, aesthetic, environmental and economic aspects of products and commercial products.	Describes the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products.	Analyses the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products.	Evaluates the suitability of materials for specific applications and the functional, aesthetic, environmental and economic aspects of projects and commercial products.
Produces elementary sketches related to practical projects and uses simple terms to describe production processes.	Produces simple drawings for practical projects and uses general terms to describe production processes to an audience.	Produces competent drawings to illustrate practical projects and uses accurate technical terms to describe production processes to a range of audiences.	Uses a range of media to illustrate practical projects and uses technical terminology to discuss production processes with a range of audiences.	Independently selects and uses a range of media to illustrate practical projects, and confidently uses technical terminology to discuss production processes with a range of audiences.
With assistance, applies elementary skills and design principles to the production or modification of projects.	Applies basic skills and design principles to the development and production or modification of projects.	Applies skills and design principles to the development and production or modification of projects.	Consistently applies skills and design principles to the development and production of new projects.	Independently and consistently applies skills and design principles to the development and production of new projects.



# KARIONG MOUNTAINS HIGH SCHOOL

## SCHEDULE OF ASSESSMENT

### Marine Studies

### Year 10 Course 2025

<b>TASK Number:</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	
<b>Nature of Task:</b>	Research	Inquiry-based proposal	Practical and theory test	Research	
<b>Timing:</b>	Term 1, Week 6	Term 2, Week 7	Term 3, Week 6	Term 4, Week 4	
<b>Outcomes Assessed:</b>	MAR5-12, MAR5-13 and MAR5-14	MAR5-1, MAR5-2, MAR5-3 and MAR5-14	MAR5-8, MAR5-9, MAR5-10	MAR5-10, MAR5-13, MAR5-14	
<b>Topic/s:</b>	Core 2	Antarctica	Fish Harvesting	Basic Navigation	
<b>COMPONENTS</b>					<b>Weighting %</b>
Knowledge, understanding and skills	30	20	30	20	100
<b>TOTAL WEIGHTING %</b>	30%	20%	30%	20%	100

# Stage 5 Performance Descriptors – Marine Studies

Areas for Assessment	Design concepts and processes Producing quality design solutions	Creativity, innovation and enterprise Designers and responsible designing	Communicating, managing and producing Design, technology and society	
Grade E	Grade D	Grade C	Grade B	Grade A
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
Demonstrates an elementary understanding of design when identifying concepts and processes and, with guidance, applies their learning in familiar contexts.	Demonstrates a basic knowledge and understanding of design when describing concepts and processes and is able to apply their learning in familiar contexts.	Demonstrates a sound knowledge and understanding of design when analysing concepts and processes and is able to apply their learning in new contexts.	Demonstrates a thorough knowledge and understanding of design when analysing concepts and processes and is able to apply their learning in new contexts.	Integrates their extensive knowledge and understanding of design in critically analysing concepts and processes and is able to apply their learning in new contexts.
With guidance, applies and manages a simple design process to develop design ideas and solutions.	Applies and manages a design process to develop design ideas and solutions.	Applies, justifies and manages a design process to develop design ideas and solutions.	Consistently applies, justifies and manages design processes to develop design ideas and solutions.	Consistently applies, justifies and manages complex design processes to develop design ideas and solutions.
Identifies some impacts of technologies on the individual, society and environments.	Describes the impacts of past, current and emerging technologies on the individual, society and environments.	Explains the impact of past, current and emerging technologies on the individual, society and environments.	Analyses and explains the impacts of past, current and emerging technologies on the individual, society and environments.	Evaluates and coherently explains the impacts of past, current and emerging technologies on the individual, society and environments.
Identifies some factors that affect the work and responsibilities of designers when evaluating designed solutions.	Evaluates designed solutions, choosing appropriate factors that affect the work and responsibilities of designers.	Evaluates designed solutions, taking into account a range of factors affecting the work and responsibilities of designers.	Evaluates designed solutions, considering a variety of factors affecting the work and responsibilities of designers.	Evaluates designed solutions, independently considering a comprehensive range of factors affecting the work and responsibilities of designers.
With direction, develops design ideas and solutions.	With guidance, develops and describes design ideas and solutions that are innovative, enterprising and creative.	Explains innovative, enterprising and creative design ideas and solutions.	Confidently develops and evaluates innovative, enterprising and creative design ideas and solutions.	Independently develops and critically evaluates innovative, enterprising and creative design ideas and solutions.
Uses a limited range of techniques to communicate designed solutions.	Uses a range of techniques to communicate design ideas and solutions to audiences.	Selects and uses a range of techniques to communicate design ideas and solutions to a range of audiences.	Selects and uses a wide range of appropriate techniques to effectively communicate design ideas and solutions to a range of audiences.	Is discriminating in their selection and use of a wide range of appropriate techniques to communicate design ideas and solutions effectively to a wide variety of audiences.
With guidance, applies risk management practices when using a limited range of technologies to produce simple designed solutions.	Applies basic risk management practices when selecting and safely using a limited range of technologies to produce designed solutions.	Applies risk management practices when selecting and safely using a range of technologies to produce designed solutions of sound quality.	Consistently applies risk management practices when selecting and safely using a range of technologies to produce high-quality designed solutions.	Applies risk management practices when independently selecting and safely using a wide range of technologies to produce outstanding designed solutions.



# KARIONG MOUNTAINS HIGH SCHOOL

## SCHEDULE OF ASSESSMENT

Mathematics					Year 10 Course 2025
TASK Number:	TASK 1	TASK 2	TASK 3	TASK 4	
Nature of Task:	In-class combined topic test	Semester 1 Exam	Assignment	Formal exam <i>(with reference sheet and calculator)</i>	
Timing:	Term 1, Week 7	Term 2, Week 10	Term 3, Week 9	Term 4, Week 4	
Outcomes Assessed:	<b>MA5-ARE-C-01:</b> Area and Surface Area <b>MA5-VOL-C-01:</b> Volume <b>MA5-ALG-C-01:</b> Algebraic Techniques	<b>MA5-LIN-C-01:</b> Linear Relationships <b>MA5-FIN-C02</b> – Compound Interest and Depreciation <b>MA5-EQU-C-01</b> Equations	<b>MA5-P-01:</b> Statistical enquiry – Bi-variate data analysis	All stage 5 outcomes	
Components:					Weighting %
Concepts, skills and techniques	10	15	10	15	50
Reasoning and communication	10	15	10	15	50
<b>TOTAL WEIGHTING %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

# Stage 5 Performance Descriptors – Mathematics

Course performance descriptors provide holistic descriptions of typical achievement at different grade levels in a specific course. They are used to identify and report a student’s level of achievement in a Board Developed Course at the end of Stage 5.

Grade E	Grade D	Grade C	Grade B	Grade A
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
<ul style="list-style-type: none"> <li>recognises some mathematical concepts</li> <li>attempts some routine problems with very limited success</li> <li>attempts to use informal mathematical reasoning</li> <li>uses very limited mathematical language.</li> </ul>	<ul style="list-style-type: none"> <li>identifies some relationships between mathematical concepts</li> <li>uses concrete representations in some familiar situations</li> <li>attempts routine problems of up to 3 steps with some success</li> <li>uses informal mathematical reasoning</li> <li>uses limited mathematical language.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates sound understanding of the relationships between mathematical concepts</li> <li>uses and creates abstract or concrete representations in familiar situations</li> <li>solves routine problems of up to 3 steps in familiar situations and attempts routine problems of more than 3 steps</li> <li>identifies some connections between concepts when attempting non-routine problems</li> <li>uses informal mathematical reasoning to prove or justify results</li> <li>uses mathematical language to communicate reasoning and explain solutions.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates thorough understanding of the relationships between mathematical concepts</li> <li>uses, creates and moves between abstract and concrete representations in familiar and unfamiliar situations</li> <li>solves routine problems of up to 3 steps in familiar and unfamiliar situations and attempts routine problems of more than 3 steps with some success</li> <li>uses some connections between concepts to attempt non-routine problems</li> <li>applies formal and informal mathematical reasoning to prove and justify results</li> <li>uses appropriate mathematical language effectively to communicate reasoning, explain solutions and justify results.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates extensive understanding of the relationships between mathematical concepts</li> <li>uses, creates and interchangeably moves between a variety of abstract and concrete representations in familiar and unfamiliar situations</li> <li>solves routine problems involving multiple steps consistently in familiar and unfamiliar situations</li> <li>uses multiple connections between concepts to solve non-routine problems</li> <li>applies deductive reasoning and concise, formal mathematical arguments to prove and justify results in a variety of forms</li> <li>uses precise mathematical language consistently and effectively to communicate reasoning, explain solutions and justify results.</li> </ul>





# KARIONG MOUNTAINS HIGH SCHOOL

## SCHEDULE OF ASSESSMENT

<b>Music</b>				<b>Year 10 Course 2025</b>
TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Performance	Like a Version PBL Performance / Composition/ Listening	Composition	
Timing:	Term 1, Week 11	Term 2, Week 9	Term 3, Week 10	
Outcomes Assessed:	5.1, 5.3	5.1, 5.3, 5.4, 5.7, 5.8	5.4, 5.5, 5.6	
Components:				Weighting %
Rock Music	X			30
Australian Music		X		40
Classical Music			X	30
<b>TOTAL WEIGHTING %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# Stage 5 Performance Descriptors – Music

Areas for Assessment	Performing	Composing	Listening	
<b>Grade E</b>	<b>Grade D</b>	<b>Grade C</b>	<b>Grade B</b>	<b>Grade A</b>
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
Demonstrates elementary understanding of music as an artform in a limited range of styles, periods and genres.	Demonstrates a basic understanding of music as an artform in a range of styles, periods and genres and with guidance, makes some connections across a range of music.	Communicates an understanding of music as an artform in a range of styles, periods and genres and makes connections across a range of music.	Clearly communicates an understanding of music as an artform in a range of styles, periods and genres and makes connections across a range of repertoire.	Clearly and perceptively communicates an understanding of music as an artform in a comprehensive range of styles, periods and genres and is able to make connections across a range of repertoire.
With support, engages in some musical experiences demonstrating an elementary understanding of the concepts of music.	Engages in a range of musical experiences demonstrating a basic understanding of the concepts of music.	Engages in a range of musical experiences demonstrating a sound understanding of the concepts of music.	Confidently engages in a range of musical experiences, demonstrating understanding of the concepts of music within a range of repertoire.	Confidently engages in a range of sophisticated musical experiences demonstrating a perceptive understanding of the concepts of music within a broad range of repertoire.
With assistance, is able to perform a limited range of repertoire and engage in group music-making.	Engages in group music-making and may perform some solo repertoire.	Performs a range of repertoire in solo and group situations.	Performs a range of repertoire as a solo performer, and/or takes prominent roles within group performances.	Confidently performs a range of repertoire as a solo performer, and/or takes prominent roles within group performances.
With support, constructs limited musical compositions.	With support, explores, improvises, and constructs basic musical compositions.	Explores, improvises, and constructs musical compositions.	Explores, improvises, and constructs coherent musical works.	Explores, improvises, and constructs coherent and stylistic musical works.
With support, explores the capabilities of some instruments.	With guidance, explores the capabilities of some instruments to create effects.	Explores the capabilities of some instruments and how musical concepts can be manipulated for various effects.	Explores the capabilities of a range of instruments and how musical concepts can be manipulated for a range of effects.	Explores the capabilities of a range of instruments and understands how musical concepts can be manipulated for a range of effects.
With support, uses limited notational forms in their own work.	With support, notates their own work demonstrating some understanding of notational conventions.	Notates their own work, demonstrating understanding of notational conventions.	Notates their own work, choosing notational forms and conventions appropriate to the style, period or genre being explored.	Confidently notates their own work, choosing notational forms and conventions appropriate to the style, period or genre being explored.
Describes aspects of style, demonstrating a limited awareness of the social, cultural and historical contexts of the music studied.	Describes aspects of style, demonstrating some awareness of the social, cultural and historical contexts of the music studied.	Discusses style and interpretation, demonstrating some awareness of the social, cultural and historical contexts of the music studied.	Critically discusses style and interpretation, demonstrating an awareness of the social, cultural and historical contexts of the music studied.	Analyses and critically discusses style and interpretation, demonstrating a clear awareness of the social, cultural and historical contexts of the music studied.



# KARIONG MOUNTAINS HIGH SCHOOL

## SCHEDULE OF ASSESSMENT

### Outdoor Recreation

**Year 10 Course 2025**

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Learning Booklet & Exam	Practical and Video Analysis	Event Organisation and Presentation	
Timing:	Term 1, Week 11	Term 2, Week 6	Term 3, Week 8	
Outcomes Assessed:	OE5.2, OE5.3, OE5.11, OE5.12	OE5.1, OE5.7, OE5.8, OE5.9, OE5.13	OE5.1, OE5.4, OE5.5, OE5.7, OE5.9	
Components:				Weighting %
Kayak and Paddle	X			30
Mountain Bike Riding		X		35
Employment and Event Management			X	35
TOTAL WEIGHTING %	30	35	35	100

# Stage 5 Performance Descriptors – Outdoor Recreation

The Common Grade Scale is to be used to assign Assessment grades for students in Stage 5 courses that do not have subject-specific course performance descriptors. These include Board Endorsed Courses and Content Endorsed Courses such as Outdoor Recreation.

Grade E	Grade D	Grade C	Grade B	Grade A
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.



# KARIONG MOUNTAINS HIGH SCHOOL

## SCHEDULE OF ASSESSMENT

### PDHPE

### Year 10 Course 2025

<b>TASK Number:</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	
<b>Nature of Task:</b>	Topic Test	Project	Yearly Exam	
<b>Timing:</b>	Term 1, Week 10	Term 3, Week 10	Term 4, Week 4	
<b>Outcomes Assessed:</b>	PD5.6, PD5.9, PD5.10	PD5.1, PD5.5, PD5.7, PD5.8, PD5.11	All	
<b>Components:</b>				<b>Weighting %</b>
Sex, Drugs and Rock'n'Roll	X			25
Health Promotion		X		35
All			X	40
<b>TOTAL WEIGHTING %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

# Stage 5 Performance Descriptors - PDHPE

Areas for Assessment	Self and relationships		Individual and community health	
	Movement skill and performance		Lifelong physical activity	
Grade E	Grade D	Grade C	Grade B	Grade A
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
Shows elementary knowledge, skills and understanding in relation to Stage 5 content.	Shows basic knowledge, skills and understanding in relation to Stage 5 content.	Shows sound knowledge, skills and understanding in relation to Stage 5 content.	Shows thorough knowledge, skills and understanding in relation to Stage 5 content.	Shows extensive knowledge, skills and understanding in relation to Stage 5 content.
Identifies actions that enhance well-being and their capacity to respond positively to challenges.	Describes actions that enhance well-being and their capacity to respond positively to challenges.	Explains actions that enhance well-being and formulates plans that promote their capacity to respond positively to challenges.	Analyses actions that enhance well-being and formulates plans that promote their capacity to respond positively to challenges.	Evaluates actions that enhance well-being and evaluates plans that promote their capacity to respond positively to challenges.
Identifies some factors and behaviours that contribute to positive, safe and inclusive relationships.	Describes factors and behaviours that contribute to positive, safe and inclusive relationships.	Explains factors and behaviours that contribute to positive, safe and inclusive relationships.	Analyses factors and behaviours that contribute to positive, safe and inclusive relationships.	Evaluates factors and behaviours that contribute to positive, safe and inclusive relationships.
Recognises some of the various influences on health decision-making and predicts some consequences.	Describes the influences on and consequences of health decision-making and displays a basic understanding of the links between them.	Explains the influences on and consequences of health decision-making and displays a sound understanding of the links between them.	Analyses the influences on and consequences of health decision-making and displays a thorough understanding of the links between them.	Evaluates the influences on and consequences of health decision-making and displays an extensive understanding of the links between them.
Identifies some appropriate strategies, information, products and services to promote health and safety.	Describes appropriate strategies and accesses information, products and services to promote health and safety.	Explains appropriate strategies and accesses information, products and services to promote health and safety.	Analyses strategies and accesses and prioritises information, products and services to promote health and safety.	Evaluates strategies and accesses and appraises information, products and services to promote health and safety.
Identifies some influences and barriers to engaging in physical activity and selects strategies to enhance participation and enjoyment.	Describes influences and barriers to engaging in physical activity and identifies strategies to enhance participation and enjoyment.	Explains influences and barriers to engaging in physical activity and applies strategies to enhance participation and enjoyment.	Analyses influences and barriers to engaging in physical activity and applies strategies to enhance participation and enjoyment.	Evaluates influences and barriers to engaging in physical activity and applies effective strategies to enhance participation and enjoyment.
Demonstrates some movement skills and concepts to improve performance in predictable movement situations.	Demonstrates movement skills and concepts to improve performance in a choice of movement situations.	Demonstrates sound movement skills in a range of contexts and the capacity to transfer skills to a variety of movement situations.	Demonstrates proficient movement skills in a range of contexts and the capacity to transfer skills to a variety of challenging movement situations.	Demonstrates highly developed movement skills in a range of contexts and the capacity to transfer skills to a variety of challenging movement situations.
Identifies some elements and features of composition when composing, performing and appraising movement.	Displays a basic understanding of the elements and features of composition when composing, performing and appraising movement.	Displays a sound understanding of the elements and features of composition when composing, performing and appraising movement.	Displays a thorough understanding of the elements and features of composition when composing, performing and appraising movement.	Displays an extensive understanding of the elements and features of composition when creatively composing, performing and appraising movement.



# KARIONG MOUNTAINS HIGH SCHOOL

## SCHEDULE OF ASSESSMENT

### Photographic and Digital Media

**Year 10 Course 2025**

TASK Number:	TASK 1	TASK 2	TASK 3	TASK 4	
Nature of Task:	Practical Assessment	Critical and Historical Study	Practical Assessment	Critical and Historical Study – Artist’s study Artmaking – Mini Collection of Images	
Timing:	Term 1, Week 11	Term 2, Week 3	Term 3, Week 8	Term 4, Week 5	
Outcomes Assessed:	5.1, 5.2, 5.4	5.7, 5.8	5.3, 5.5, 5.6	5.7, 5.9, 5.4, 5.5, 5.6	
Components:					Weighting %
Practical	20		25	25	70
Critical and Historical Studies		15		15	30
TOTAL WEIGHTING %	20	15	25	40	100

# Stage 5 Performance Descriptors – Photographic and Digital Media

The Common Grade Scale is to be used to assign Assessment grades for students in Stage 5 courses that do not have subject-specific course performance descriptors. These include Board Endorsed Courses and Content Endorsed Courses such as PDM.

Grade E	Grade D	Grade C	Grade B	Grade A
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.





# KARIONG MOUNTAINS HIGH SCHOOL

## SCHEDULE OF ASSESSMENT

### Physical Activities and Sports Studies (PASS)

**Year 10 Course 2025**

TASK Number:	TASK 1	TASK 2	TASK 3	TASK 4	
Nature of Task:	Lesson Differentiation	Research Task	Analysis	Practical	
Timing:	Term 1, Week 9	Term 2, Week 10	Term 3, Week 6	Term 4, Week 4	
Outcomes Assessed:	5.3, 5.4, 5.5, 5.6, 5.7	5.5, 5.6, 5.10	5.4, 5.7, 5.8, 5.10	5.1, 5.2, 5.6, 5.7, 5.8, 5.9, 5.10	
<b>Components:</b>					<b>Weighting %</b>
Physical Fitness for Sports Specific Groups	X				30
Technology in Sport		X			30
Opportunities and Pathways			X		30
Physical Fitness				X	10
<b>TOTAL WEIGHTING %</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>10</b>	<b>100</b>

# Stage 5 Performance Descriptors – PASS

The Common Grade Scale is to be used to assign Assessment grades for students in Stage 5 courses that do not have subject-specific course performance descriptors. These include Board Endorsed Courses and Content Endorsed Courses such as PASS.

Grade E	Grade D	Grade C	Grade B	Grade A
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.



# KARIONG MOUNTAINS HIGH SCHOOL

## SCHEDULE OF ASSESSMENT

### Science

### Year 10 Course 2025

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Independent Research Task	Yearly Examination	Topic Tests	
Timing:	Term 2, Week 4	Term 4, Week 4	Terms 1-4	
Outcomes Assessed:	SC5-WS4, SC5-WS 5.2, SC5-WS5.3, SC5-WS6, SC5-WS7.1, SC5- WS7.2	SC5-7WS, SC5-8WS, SC5-9WS, SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW, SC5-16CW, SC5R-17CW	SC5-7WS, SC5-8WS, SC5-9WS, SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW, SC5-16CW, SC5R-17CW	
Components:				Weighting %
IRP	25			25
Yearly Examination		35		35
Genetics and Reproduction			5	5
Evolution			5	5
Chemical Reactions			10	10
The Universe			5	5
Materials			5	5
Electricity			5	5
Ecology			5	5
<b>TOTAL WEIGHTING %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

# Stage 5 Performance Descriptors - Science

Areas for Assessment	Knowing and understanding Planning and conducting investigations Problem-solving Communicating			
Grade E	Grade D	Grade C	Grade B	Grade A
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
Recalls some examples of the impact of scientific research on science, society, technology and the environment.	Outlines some impacts of scientific research on science, society, technology and the environment.	Describes the impact of scientific research on science, society, technology and the environment.	Explains the impact of scientific research on science, society, technology and the environment.	Evaluates the impact of scientific research on science, society, technology and the environment.
Identifies some scientific models, theories and laws, and recalls some processes that can be used to test them.	Recalls scientific models, theories and laws to outline scientific phenomena, and identifies the processes that are used to test them.	Relates models, theories and laws to scientific phenomena, and outlines the processes that are used to test and validate them.	Describes scientific phenomena using models, theories and laws, and outlines the processes that are used to test and validate them.	Explains scientific phenomena using models, theories and laws, and describes the processes that are used to test and validate them.
Identifies some systems and structures of the living and non-living world.	Recalls some interactions within systems and structures of the living and non-living world.	Outlines interactions within and between systems and structures of the living and non-living world.	Describes interactions within and between systems and structures of the living and non-living world.	Explains interactions within and between systems and structures of the living and non-living world.
With guidance, individually and in teams, plans and undertakes elementary first-hand investigations and draws simple conclusions from selected data.	Individually and in teams, develops elementary plans, and undertakes first-hand investigations and, with guidance, draws relevant conclusions from selected data.	Independently and in teams, uses identified strategies and problem-solving skills to plan and conduct first-hand investigations and draw relevant conclusions from the data collected.	Independently and in teams, selects strategies and problem-solving skills to plan and conduct first-hand investigations, gather and process data, and draw valid conclusions.	Engages, independently and in teams, in creative problem-solving processes to plan and conduct first-hand investigations, gather and process data, and draw valid conclusions.
With guidance, locates information from provided resources to identify simple trends, patterns and relationships.	Locates and extracts information from provided resources to outline trends, patterns and relationships.	Independently locates and summarises information from a variety of sources to describe trends, patterns and relationships.	Independently locates and processes information from a variety of sources to explain trends, patterns and relationships.	Independently locates and processes information from a wide variety of sources to explain trends, patterns and relationships.
With guidance, communicates information to an audience.	Communicates their scientific understanding to an audience.	Selects a suitable way to communicate their scientific understanding to an audience.	Selects suitable ways to communicate their scientific understanding to an audience.	Communicates their scientific findings, understanding and viewpoints in a variety of ways to an audience.



# KARIONG MOUNTAINS HIGH SCHOOL

## SCHEDULE OF ASSESSMENT

### Visual Arts

### Year 10 Course 2025

TASK Number:	TASK 1	TASK 2	TASK 3	TASK 4	
Nature of Task:	Artmaking	Critical and Historical Study	Critical and Historical Study, Artmaking	Body of Work	
Timing:	Term 1, Week 9	Term 2, Week 4	Term 3, Week 6	Term 4, Week 2	
Outcomes Assessed:	5.1, 5.2	5.8, 5.9	5.2, 5.6, 5.7, 5.9	5.1, 5.4, 5.6	
Components:					Weighting %
Art in 2D (Surrealism)	X				20
Art in 2D		X			15
Art in 2D and/or 3D			X		40
Body of Work				X	25
<b>TOTAL WEIGHTING %</b>	<b>20</b>	<b>15</b>	<b>40</b>	<b>25</b>	<b>100</b>

# Stage 5 Performance Descriptors – Visual Arts

Areas for Assessment	Artmaking	Critical and Historical Studies		
Grade E	Grade D	Grade C	Grade B	Grade A
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
Makes simple artworks with an elementary understanding of the frames and the conceptual framework.	Makes artworks and identifies how some of the frames and agencies of the conceptual framework can be used to explore ideas and interests in the world.	Makes a variety of artworks with an understanding of how the frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world.	Makes accomplished artworks with a clear understanding of how the four frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world.	Makes sophisticated artworks with a perceptive understanding of how the four frames and conceptual framework can be used to develop meaning and represent ideas and interests in the world.
Recognises that ideas, interests in the world and artistic intentions can be represented in 2D, 3D and/or 4D forms, and demonstrates limited technical accomplishment.	Represents their artistic intentions in 2D, 3D and/or 4D artworks, demonstrating some technical accomplishment.	Demonstrates sound technical accomplishment in making artworks in 2D, 3D and/or 4D forms that represent their actions, judgements and artistic intentions.	Demonstrates well-developed technical accomplishment and refinement to make artworks in 2D, 3D and/or 4D forms. They experiment and reflect on their actions, judgements and artistic intentions to make artworks.	Demonstrates highly developed technical accomplishment and refinement in making and resolving sophisticated artworks in 2D, 3D and/or 4D forms. They experiment, work with autonomy, and reflect on their actions, judgements and artistic intentions to make informed choices about their artworks.
Makes simple interpretations about art, with some reference to practice, the frames and conceptual framework.	Makes limited interpretations and judgements about art involving a foundational understanding of practice and the conceptual framework, and some of the frames.	Interprets, explains and makes judgements about art by engaging with aspects of practice, the conceptual framework and some of the frames.	Interprets, explains and makes judgements about art applying an understanding of practice, the conceptual framework and the frames.	Synthesises their understanding of practice, the conceptual framework and the frames to confidently interpret, explain and make judgements about art.
With teacher support, recognises some function of and relationships between some agencies of the conceptual framework, and that the frames can be used to represent a point of view.	Recognises the function of, and relationships between, some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view.	Demonstrates understanding of the function of and relationships between some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view.	Demonstrates a clear understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view.	Demonstrates a perceptive understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view.
Makes simple artworks with an elementary understanding of the frames and the conceptual framework.	Makes artworks and identifies how some of the frames and agencies of the conceptual framework can be used to explore ideas and interests in the world.	Makes a variety of artworks with an understanding of how the frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world.	Makes accomplished artworks with a clear understanding of how the four frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world.	Makes sophisticated artworks with a perceptive understanding of how the four frames and conceptual framework can be used to develop meaning and represent ideas and interests in the world.

# ASSESSMENT CALENDAR FOR 2025 YEAR 10 COURSE

KARIONG MOUNTAINS HIGH SCHOOL



WEEK	TERM 1	TERM 2	TERM 3	TERM 4
Week 1				
Week 2				Visual Arts
Week 3		HSIE Photographic and Digital Media		
Week 4		Science Commerce Visual Arts		Exams Marine Studies PASS
Week 5				Building and Construction Food Technology Photographic and Digital Media
Week 6	Marine Studies	Outdoor Recreation	Marine Studies PASS Visual Arts	Industrial Technology Timber
Week 7	Maths Industrial Technology Timber	Marine Studies	Child Studies Food Tech Industrial Technology Timber	Engineering
Week 8	Dance	Child Studies Industrial Technology Timber	HSIE Outdoor Recreation Photographic and Digital Media	
Week 9	HSIE Commerce Engineering PASS Visual Arts	English Building and Construction Dance Music	English Maths	
Week 10	PDHPE Building and Construction Child Studies Food Tech	Maths Engineering Food Tech PASS	PDHPE Building and Construction Commerce Dance Engineering Music	
Week 11	English Dance Music Outdoor Recreation Photographic and Digital Media			