Hills Grammar

## ASSESSMENT GRID: YEAR 10 SCIENCE 2024 SOCRATES

| Assessment Task | AT1 | AT2 | AT3 | AT4 | |
|---|---|---|---|---|---|
| | **Term 1**<br>**Week 11**<br>**Wednesday 10 April**<br><br>**Hand in** | **10SCI.SO1: Thursday 22 August**<br><br>**10SCI.SO2: Wednesday 25 September**<br><br>**10SCI.03: Thursday 16 May**<br><br>**In Class / Practical** | **10SCI.SO1: Friday 22 March**<br><br>**10SCI.SO2: Thursday 22 August**<br><br>**10SCI.03: Wednesday 25 September**<br><br>**In Class** | **Term 4**<br>**Week 4**<br>**As per Examination timetable**<br><br>**Examination** | |
| **Outline / Description** | **Student Research Project**<br><br>First-hand investigation carried out individually | **On the Move**<br><br>In class practical collecting and analysing data | **Genetics**<br><br>Information and data analysis and problem solving | **Yearly Examination** | |
| **Outcomes** | SC5-1VA, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS | SC5-6WS, SC5-7WS, SC5-10PW | SC5-1VA, SC5-3VA, SC5-7WS, SC5-8WS, SC5-9WS, SC5-14LW, SC5-15LW | SC5-7WS, SC5-8WS, SC5-15LW, SC17-CW | |
| **Component** | | | | | **Weightings** |
| Student Research Project | ✓ | | | | |
| Chemical Reactions | | | | ✓ | |
| On the Move | | ✓ | | | |
| Genetics | | | ✓ | | |
| Origin of the Universe and Life Goes on | | | | ✓ | |
| Waves and Technology | | | | | |
| **Marks** | **25%** | **25%** | **20%** | **30%** | **100%** |

Hills Grammar

## ASSESSMENT GRID: YEAR 10 SCIENCE 2024 – OUTCOME STATEMENTS SOCRATES

| Course Outcomes | |
|---|---|
| **SC5-1VA** | Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them |
| **SC5-2VA** | Shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures |
| **SC5-3VA** | Demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations. |
| **SC5-4WS** | Develops questions or hypotheses to be investigated scientifically. |
| **SC5-5WS** | Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively. |
| **SC5-6WS** | Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively. |
| **SC5-7WS** | Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions. |
| **SC5-8WS** | Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems. |
| **SC5-9WS** | Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations. |
| **SC5-10PW** | Applies models, theories and laws to explain situations involving energy, force and motion. |
| **SC5-11PW** | Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems. |
| **SC5-12ES** | Describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community. |
| **SC5-13ES** | Explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues. |
| **SC5-14LW** | Analyses interactions between components and processes within biological systems |
| **SC5-15LW** | Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society. |
| **SC5-16CW** | Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available. |
| **SC5-17CW** | Discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials. |