

Mount Annan High School

Year 10 Assessment Handbook 2024



'Be The Best You Can Be'

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**Education
Public Schools**

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Year 10 Assessment Procedures

The purpose of assessment

The NSW Educational Standards Authority (NESA) defines assessment as ‘the process of identifying, gathering and interpreting information about student’s learning’. Assessment should be summative (Assessment OF Learning), to provide information on student achievement and progress as well as formative (Assessment FOR Learning), to support ongoing teaching and learning and to set future directions. In Years 11 and 12, Assessment takes on the special significance of contributing to the award of important public credentials - the Record of Student Achievement (ROSA), and Higher School Certificate (HSC).

We assess student achievement to:

- Support student learning
- Monitor student learning
- Diagnose student needs
- Evaluate the effectiveness of teaching/learning programs
- Inform student reporting processes
- Assist Accountability

This booklet lists formal assessment items that are common to all students. Students will also be given tasks that do not appear in this booklet and are required to complete these also. They contribute to students’ ability to develop their knowledge, skills and understanding just as much as formal tasks. Assessment may also be used as a tool to enable students and teachers to identify core strengths and areas for improvement.

How will assessment be undertaken?

The NSW Education Standards Authority (NESA) has provided a syllabus and a set of performance descriptors for each subject. The syllabus contains a statement of outcomes and content for each course.

NESA recommends a maximum of four assessment tasks for each subject studied each year. Assessment can be conducted using, but not limited to, the following methods:

- Class work - which include video/novel reports, ICT research or homework activities.
- Oral presentations - prepared speech and/or seminar presented to the class
- Fieldwork/Excursion Reports - including sketches, worksheets, or surveys to be completed during the excursion and/or an in-class task based on the excursion work.
- Assignments - research/investigation of a topic following specified guidelines. This work may be completed as an individual or group task.
- Design Projects – projects designed and produced to meet a design problem.
- Portfolios - accompanying documentation records design project work.
- Practical work - range of practical learning experiences completed in class and/or at home.
- First Hand Investigations – original problem solving in Science using scientific method.
- Body of Work (Visual Arts) – selection of one or more art works that demonstrate process and practical and theoretical understanding of artmaking, to include a Visual Arts Process Diary (VAPD).
- Viewing task.
- Film-making.
- Diary/Journals – reflection on learning processes.
- Logbooks – reflection on the processes of making and creating drama.
- Group work activities.
- Peer assessment.
- Listening task.
- Representation – creation of visual representation or representation through performance.
- Scripted and improvised performance.
- Examinations – during a formalized examination period or in-class examinations and topic tests

Notification of assessment tasks

Notification of an Assessment Task will be given to students in writing **at least two weeks** prior to the task due date, printed on blue paper, using the Mount Annan High School Assessment Task Notification Proforma. Digital copies of assessment tasks will also be made available on the schools web page and respective Google Classroom pages.

The Proforma includes the requirements outline by NESA including:

- Task Number
- Task Weighting
- Timing
- Outcomes Assessed
- Description of the nature of the task
- Marking Criteria
- Feedback to be provided

Submission of assessment tasks

The *Year 10 Assessment Handbook* shows the general timing of assessment tasks in regards to the school term and week in which they are due. Precise submission dates and times for a hand-in task will be clearly specified on the assessment task notification for that particular task.

It is the student's responsibility to check the submission method detailed on the assessment notification, as this may vary due to the nature of the assessment task, such as fieldwork, excursions, pieces of major work and in-school tasks, as well as whether or not electronic submissions will be accepted, preferred or stated. In certain situations, students may be required to complete a Student Attendance Slip for in-class assessment tasks and examinations as evidence of their attempt in tasks of this nature.

Assessment tasks should be presented on, **or before**, the due date. **ALL** work must ultimately be submitted to satisfy course completion criteria. This is clearly stated in the ACE Manual (ACE 8073)

- NESA expects students to attempt all assessment tasks set. For all Board Developed Courses (except VET courses and Life Skills courses) the NESA requires all students to follow an assessment program and have an assessment task mark submitted.
- The **minimum requirement** is that the student must make a genuine attempt at assessment tasks that contribute **in excess of 50 percent** of available marks in the course.

A Letter of Concern will be sent home for an assessment task not meeting the requirements listed above.

Hand-In assessment tasks

Hand-in assessment tasks are those that are completed outside the classroom. These tasks are to be submitted by the designated date and time as specified on each Assessment Task Notification. Tasks submitted via Google Classroom are to be submitted by the date and time specified on the Assessment Task Notification. All tasks may be submitted before the due date.

If students are on approved leave or representing the school at a sporting event, students must advise their classroom teacher of their absence in advance and submit the Assessment Task on or before the due date or negotiate a new due date with the Head Teacher if on an extended period of leave.

In-Class assessment tasks and examinations

In-class assessment tasks are those that require the student to be present at school in order to complete, such as topic tests, presentations, speeches, performances and practical tasks. Examinations are those held in an examination period under examination conditions and draws from most or all content areas, topics or modules of the syllabus.

During in-class examinations, students school bags remain at the front of the examination room, mobile phones are to be switched off and placed in school bags. The teacher supervising the in-class examination will provide active supervision of the task by walking around the room.

Where two or more classes exist in a course, they may be timetabled at different times. Moderation procedures in the form of common assessment tasks and examinations will be used.

Late, non-submission and absence of assessment tasks

Any task submitted after the designated date and/or time will be determined late. Late days **include** non-school days, such as weekends, public holidays and school holidays; therefore, students should submit hand-in tasks online via Google Classroom to avoid higher penalties. Failure of computer equipment is NOT an acceptable reason for late submission of Assessment Tasks.

Failure to submit an Assessment Task on time and on the due date will result in the following deductions:

Year 10- Zero Mark Awarded

N-Award procedure to be followed by classroom teacher

Illness/Misadventure/Extension/School Approved activity form form and accompanying documentation to be submitted by the student

All tasks submitted after the due date incur a zero mark, tasks must still be completed, submitted and marked with a grade allocation in order to meet course outcomes.

If a student is unable to meet a deadline due to illness, misadventure or another school event, they are able to justify the late submission of tasks using *Illness, Misadventure, Extension and School Activity Form*. Concessions can be made at the Head Teacher's discretion or for students with PLP's, learning needs or in extenuating circumstances.

If a student is absent on the day of an in-class assessment task or examination, they must be prepared to complete the task on the next day of their return to school and/or see their classroom teacher to schedule an alternate date to complete the task. Deductions will occur as per the table above without valid reason or documentation.

School leave affecting assessment tasks

Leave from school **may** be granted by the Principal upon completion of an '**Extended Leave Application Form**', which details all coursework to be completed whilst on leave and any assessment requirements are indicated.

Students are expected to be present at school to complete all tasks, submit all assessment tasks and sit all examinations set as part of the assessment program for a course at the specified time. Students and parents/caregivers should NOT assume leave will be granted, particularly in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks.

The Department of Education's position in relation to student leave is stated in the *Student Attendance in Government Schools Procedures School Attendance Policy*, in which students are discouraged from taking leave during the school term. This policy has been developed by the Learning and Engagement Directorate in 2015:

- 14.1. From the beginning of 2015, family holidays and travel are no longer considered under the *Exemption from School – Procedures*. Travel outside of the vacation period is now counted as an absence for statistical purposes.
- 14.3 A principal should not accept a reason for travel during school term if it is not in the best interests of the student. Educational, social and participation reasons should be specified on the application.

When student leave clashes with an assessment task

The school has well-established protocols for illness and misadventure; however, requests for leave do not fall within these protocols. Students and families are expected to make arrangements to ensure that any leave does not clash with school assessment schedules.

All assessments must be completed at the scheduled time unless students are affected by illness or misadventure. Students absent from school due to leave must consult with the relevant **Faculty Head Teacher at least two weeks** prior to the scheduled task. Failure to consult within adequate time, and failure to comply with task submission requirements, may result in a **mark deductions** being awarded.

All hand-in tasks due during the period of leave must be submitted prior to leave commencing.

Students with a scheduled in-class task, such as an examination, test, presentation, or group-work task, may not be able to complete this prior to leave commencing. In this case, a zero mark may be awarded, an estimate mark awarded or an exemption may be granted at the discretion of the Head Teacher.

Absence due to school business

Where a student has a clash between an assessment task and another official school activity, such as representative sport, it is the student's responsibility to contact the classroom teacher to re-schedule the submission time of a hand-in task or reschedule a time to complete an in-class task.

1. For Assessment Tasks completed at home – you must submit the assessment task before 9am on the due date.
2. For Assessment Tasks completed at school – you must report to the relevant Faculty Head Teacher before school on the next day you attend school with a completed Illness/Misadventure/Extension/School Approved Activity form.

Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a **mark deduction** may be awarded. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher using the 'Appeals Form'.

The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

Absence due to suspension

All assessments must be completed at the scheduled time unless students are affected by illness or misadventure. Students absent from school due to suspension will **NOT** be entitled to apply for an extension or assessment reschedule. At the time of suspension, the Deputy Principal will notify the relevant Faculty Head Teachers of the student's suspension. The following procedures will then apply:

- **Hand-in assessment tasks** – the student is responsible for ensuring that all hand-in tasks received prior to the suspension being imposed which are due during the period of suspension are submitted on time, either by delivery to the school by a third party, or online, whichever is applicable.
- **In-class assessment tasks** – the relevant Faculty Head Teacher will reschedule an alternative date for the task, which will be communicated to the student, parent/carer and class teacher
- **Examinations** – the relevant Faculty Head Teacher will arrange for the student to sit the examination at the schedule time in an alternative school-based location and/or will be able to attend school by invitation only, which will be communicated to the student, parent/caregiver and class teacher. The consequences of not following these procedures may result in a zero mark being awarded.

Procedures for an assessment appeal application

All students have the right to appeal a decision made regarding an: application for illness/ misadventure; malpractice, or; an assessment task result. A student must submit an **Appeal Form** to the relevant Head Teacher, depending on the nature of the appeal.

In reviewing the determination of a student's appeal, the relevant Head Teacher will consider the following as applicable:

- The student's original Illness/Misadventure application.
- Documentation submitted with the original application.
- Any additional statement and/or documentation submitted with the student's appeal form.
- All evidence presented which relates to the malpractice. Students wishing to appeal a decision must follow the relevant procedure outlined below:

Step One: Collect a form

Students must obtain an Appeals Form. Forms can be obtained from the front office, Learning Centre, on the School webpage and in Assessment Schedule booklets.

Step Two: Submit the Application Form

Students must submit their appeal to the Stage Head Teacher within one school day of the initial illness/misadventure or malpractice decision being communicated to the student. Additional supporting documentation, if applicable, should be submitted at this time.

Step Three: Resolution and Feedback

The appeal application and additional documentation will be considered by a review panel convened by the Deputy Principal. The decision will be communicated in writing to the relevant Faculty Head Teacher, Class Teacher, student and parents/caregivers. The Deputy Principal will notify the Principal if further action is required

Reporting on student progress

Mount Annan High School we ensure in the awarding of grades that are allocated by using clear procedures that are in compliance with the NSW Education Standards Authority (NESA). This ensures consistent approaches for results and/or grades, reflecting student achievement against guideline standards. Student achievement is measured against how well students meet course descriptors.

Stage 4 Marking and Grading

The NESA Common Grade Scale is applied to assessment and reporting. Raw marks can be used to determine achievement of students; however, grouped bands of raw marks **cannot** be applied in the allocation of grades. Head Teachers develop their teachers' capacity to make consistent judgements in relation to the Common Grade Scale. They establish and implement appropriate marking procedures for consistency of marking across different classes within the same Year group. This is achieved by:

- Following common syllabuses and programs.
- Using common rubrics and marking criteria.
- Considering shared samples of student work.
- Participating in moderation sessions using real student work samples.

The standard of achievement corresponding to each level of the grade scale is shown in the table below.

Level of Achievement	Grade	Descriptor
Outstanding Achievement	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.
High Achievement	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.
Sound Achievement	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.
Basic Achievement	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.
Limited Achievement	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.

Maintaining honesty and integrity

Students must be entirely honest when completing all assessment tasks, examinations and submitted works. Students will be marked only on the quality and originality of the work they have produced.

Acknowledging your sources

Students must acknowledge any part of their work that was written, created or developed by someone else, in the form of a bibliography or other referencing method as instructed by their teacher. This includes any material from other sources like books, journals, electronic resources and the internet.

To prepare for writing a bibliography follow the examples listed below for the resources you have used. Note carefully the punctuation, especially date in brackets after the author's name, full stop after the authors initial and the place of publication and commas after surname, each name, article title, book title and publisher. The title can be underlined or written in italics.

Source of Information	Bibliography Format	Example
Books	Author's surname, initials. (Date) <i>Title of book</i> . Chapter. Page numbers. Publisher. Location of Publication.	Dixon, J. (1988) <i>How to be a successful student</i> , p4-6. Penguin Books. Ringwood. Vic.
Article in a newspaper	Journalist surname, initials. (Date). 'Name of article', Name of newspaper, date of publication, page number	Legge, Kate. (1987) 'Labour to cost the Keating Factor', Times on Sunday, 1 Feb., p.2

Motion picture (movie)	'Name of motion picture' (motion picture), (date of release), country, name of production company	<i>The Comedic Fall</i> (motion picture), (1964), Englewood, New Jersey, Netflix.
Television show	'Episode name of television program' (television program), Name of television program, date watched, television station	'What are we going to do with the money?' (television program), Four Corners, 8 August 1982, ABC Television
Web page	Author's surname, initials. (Date) Title (Internet), Place of publication (if known), Publisher (if known), URL (accessed date)	Martin. Suzanne. (16 August 1999) Feminism Today (online), www.fem.org/feminismtoday.html (accessed 11 November, 2005).
Primary Source: Interview with a person	Interview with <i>name of person interviewed</i> about <i>topic of interview</i> , date interview took place, location of interview.	Interview with Nola Archer about her World War II experiences, 6 March 2000, St Clair.

Malpractice

Malpractice is any activity that allows you to gain an unfair advantage over other students and will not be tolerated. It includes, but is not limited to:

- Using AI such as ChatGPT to generate assessment tasks
- Copying someone else's work in part or in whole, and presenting it as your own
- Using material directly from books, journals, CDs, or the internet without reference to the source
- Building on the ideas of another person without reference to the source
- Buying, stealing, or borrowing another person's work and presenting it as your own
- Submitting work which another person, such as a parent, coach, or subject expert, has contributed to substantially
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules
- Cheating in an any examination
- Using non-approved aids during an assessment task
- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice

Should any student be found guilty of malpractice in an assessment task, he or she will be given a zero mark for the task and added to the NESA malpractice register. If malpractice occurs more than once a student may be regarded as not satisfying the school's requirements for the Course

Steps to manage assessment tasks

Students are advised to:

- Start tasks early so that you can ask for help if you need it
- Read the task notification sheet carefully so you are aware of all task requirements
- Be aware of due dates. Keep the assessment calendar schedule handy
- Record your sources of information as you find them so that the bibliography doesn't become a major task at the end
- Frequently save, back up and print any work completed on a digital device. The failure of technology is NOT an acceptable reason for late submission of work
- Keep a copy of any work you submit for marking



Year 10 Assessment Calendar 2024

Week	Term 1	Term 2	Term 3	Term 4
1	Task 3: HSIE (Ongoing)	Task 3: HSIE (Ongoing)	Report Reflections Week Semester One reports distributed Task 3: HSIE (Ongoing), PASS (Ongoing)	Task 3: HSIE (Ongoing)
2	School Photos (Fri)	Task 1: Food Technology, Drama	Parent/Teacher Night	Task 2: HSIE A, B, C (Geo), HSIE D, E, F (History), Science, Food Technology, Task 3: Design & Technology
3	Swimming Carnival (Wed)	Athletics Carnival Task 2: HSIE D, E, F (Geo), HSIE A, B, C (History), Industrial Technology- Building & Construction		Task 4: English, Mathematics, Music
4	CREST Day (Fri)	Task 1: Industrial Technology- Building & Construction, Industrial Technology- Timber & Furnishing		ROSA Grades due Task 2: Industrial Technology- Timber & Furnishing Task 4: Drama, Visual Arts
5			Wellbeing Excursion (Fri)	
6	Task 1: HSIE D, E, F (Geo), HSIE A, B, C (History)	Task 2: Mathematics, Design & Technology, Music, Visual Arts	Task 1: HSIE A, B, C (Geo), HSIE D, E, F (History)	
7	Task 1: Design & Technology, English	King's Birthday Public Holiday Task 2: English, Science	Task 3: Science	
8	Task 1: Mathematics, Child Studies, Music Task 2: PDHPE (Ongoing), PASS (Ongoing)	Task 2: Commerce Task 3: PDHPE (Ongoing)	Task 3: Mathematics, Music	Sports Awards Evening (Wed)
9	Good Friday Task 1: Science, Commerce Task 2: PDHPE (Ongoing), PASS (Ongoing)	Year 11 2025 Subject Selection Night Task 2: Child Studies Task 3: PDHPE (Ongoing)	Task 3: Child Studies, History Elective, Drama Task 4: PDHPE (Ongoing)	
10	Easter Monday Task 1: PDHPE, History Elective, PASS, Visual Arts Task 2: PDHPE (Ongoing), PASS (Ongoing)	Semester One reports distributed Task 2: History Elective, Drama Task 3: PDHPE (Ongoing)	Task 3: English, Commerce, Industrial Technology- Building & Construction, Visual Arts Task 4: PDHPE (Ongoing)	Night of Excellence Semester Two reports distributed
11	Cross Country Carnival (Wed)			

Course Assessment Schedules 2024

Year 10 English 2024

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Context: Indigenous Voices (Poetry)	Writing for a Purpose: Theme	Literary Value: Novel Study	Intertextuality: Drama
Genre: Dystopian Worlds			Style: Visual Literacy

Course Outcomes

EN5-1A: Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.

EN5-2A: Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.

EN5-3B: Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effect on meaning.

EN5-4B: Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.

EN5-5C: Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts.

EN5-6C: Investigates the relationships between and among texts.

EN5-7D: Understands and evaluates the diverse ways texts can represent personal and public worlds.

EN5-8D: Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.

EN5-9E: Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: In-Class Task	EN5-3B EN5-4B EN5-6C EN5-7D	Term 1 Week 7	25%
	Task 2: In-Class Task	EN5-1A EN5-2A EN5-5C EN5-6C	Term 2 Week 7	25%
Semester 2	Task 3: Yearly Exam	EN5-2A EN5-3B EN5-7D EN5-8D	Term 3 Week 10	25%
	Task 4: Collection of Coursework	EN5-2A EN5-3B EN5-6C EN5-8D	Term 4 Week 3	25%

Year 10 HSIE 2024

Course: Geography

Course Outline

Students will study the following units:

Term 1 & 3	Term 2 & 4
<p>Environmental Change and Management Students develop an understanding of the functioning of environments and the scale of human induced environmental change challenging sustainability.</p>	<p>Human Wellbeing Students examine the nature of, and differences in, human wellbeing and development that exist within and between countries.</p>

Course Outcomes

GE5-1 explains the diverse features and characteristics of a range of places and environments
 GE5-2 explains processes and influences that form and transform places and environments
 GE5-3 analyses the effect of interactions and connections between people, places and environments
 GE5-4 accounts for perspectives of people and organisations on a range of geographical issues
 GE5-5 assesses management strategies for places and environments for their sustainability
 GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing
 GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
 GE5-8 communicates geographical information to a range of audiences using a variety of strategies

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1 <i>10HSIE D, E and F</i>	Task 1: Skills and Topic Test Environmental Change and Management	GE5-1, GE5-2, GE5-5, GE5-7, GE5-8	Term 1, Week 6	40%
	Task 2: Research and Writing Task Human Wellbeing	GE5-3, GE5-4, GE5-6, GE5-7, GE5-8	Term 2, Week 3	45%
	Task 3: Class participation and bookwork		Ongoing	15%

	Assessment Task	Outcomes	Due Date	Weighting
Semester 2 <i>10HSIE A, B and C</i>	Task 1: Skills and Topic Test Environmental Change and Management	GE5-1, GE5-2, GE5-5, GE5-7, GE5-8	Term 3, Week 6	40%
	Task 2: Research and Writing Task Human Wellbeing	GE5-3, GE5-4, GE5-6, GE5-7, GE5-8	Term 4, Week 2	45%
	Task 3: Class participation and bookwork		Ongoing	15%

Year 10 HSIE 2024

Course: History

Course Outline

Students will study the following units:

Term 1 & 3	Term 2 & 4
The Making of a Modern World: Core Study – Rights and Freedoms Students will examine the origins and significance of the Universal Declaration of Human Rights and Australia's involvement in the development of the declaration.	The Making of a Modern World: Depth Study – The Holocaust Students will investigate the period in Nazi Germany from 1933 to 1945, which involved the planned and deliberate murder of approximately six million Jewish people. The Making of a Modern World: Depth Study – Australia in the Vietnam War Era Students will investigate Australia's response to the threat of communism in Asia after WWII and outline key developments within Australia.

Course Outcomes

HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia

HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia

HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process

HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia

HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Assessment Schedule

Assessment schedule continues on the next page

Year 10 HSIE 2024

Course: History

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1 10HSIE A, B and C	Task 1: Extended Response Rights and Freedoms: Aboriginal Experience	HT5-1, HT5-4, HT5-6, HT5-9, HT5-10	Term 1, Week 6	40%
	Task 2: In-Class Test All topics studied	HT5-2, HT5-3, HT5-4, HT5-5, HT5-9	Term 2, Week 3	45%
	Task 3: Class participation and bookwork		Ongoing	15%

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1 10HSIE D, E and F	Task 1: Extended Response Rights and Freedoms: Aboriginal Experience	HT5-1, HT5-4, HT5-6, HT5-9, HT5-10	Term 3, Week 6	40%
	Task 2: In-Class Test All topics studied	HT5-2, HT5-3, HT5-4, HT5-5, HT5-9	Term 4, Week 2	45%
	Task 3: Class participation and bookwork		Ongoing	15%

Year 10 Mathematics 2024

Course: Mathematics 5.1

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Interest & Depreciation Probability	Coordinate Geometry Equations	Data Non-Linear Graphs	Trigonometry Bearings

Course Outcomes

MA5.1-1WM Uses appropriate terminology, diagrams and symbols in mathematical contexts.

MA5.1-2WM Selects and uses appropriate strategies to solve problems.

MA5.1-3WM Provides reasoning to support conclusions that are appropriate to the context.

MA5.1-4NA Solves financial problems involving earning, spending and investing money

MA5.1-6NA Determines the midpoint, gradient and length of an interval, and graphs linear relationships.

MA5.1-7NA Graphs simple non-linear relationships.

MA5.1-10MG Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression.

MA5.1-13SP Calculates relative frequencies to estimate probabilities of simple and compound events.

MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations

MA4-11NA Creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane.

MA4-20SP analyses single sets of data using measures of location, and range

MA4-21SP represents probabilities of simple and compound events

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1 Part A: 'Mathspace' online component Part B: In-Class assessment	MA5.1-4NA MA5.1-13SP	Term 1 Week 8	25%
	Task 2 Part A: 'Mathspace' online component Part B: In-Class assessment	MA4-11NA MA5.1-6NA	Term 2 Week 6	25%
Semester 2	Task 3: Assignment/Research Task	MA4-10NA MA4-20SP MA4-21SP MA5.1-12SP	Term 3 Week 8	25%
	Task 4 Part A: 'Mathspace' online component Part B: Yearly Examination	All previous plus MA5.1-7NA MA5.1-10MG	Term 4 Week 3	25%

Note: The working mathematically outcomes **MA5.1-1WM**, **MA5.1-2WM** and **MA5.1-3WM** will also be assessed across all assessment tasks.

Year 10 Mathematics 2024

Course: Mathematics 5.2

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Interest & Depreciation Probability	Coordinate Geometry Simultaneous Equations	Bivariate Data Graphs	Trigonometry Bearings

Course Outcomes

In addition to the 5.1 outcomes, 5.2 students also be assessed against the following outcomes.

- MA5.2-1WM Selects appropriate notations and conventions to communicate mathematical ideas and solutions.
- MA5.2-2WM Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems.
- MA5.2-3WM Constructs arguments to prove and justify results.
- MA5.2-4NA Solves financial problems involving compound interest.
- MA5.2-5NA Recognises direct and indirect proportion, and solves problems involving direct proportion.
- MA5.2-8NA Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques.
- MA5.2-9NA Uses the gradient-intercept form to interpret and graph linear relationships.
- MA5.2-10NA Connects algebraic and graphical representations of simple non-linear relationships
- MA5.2-13MG Applies trigonometry to solve problems, including problems involving bearings.
- MA5.2-16SP Investigates relationships between two statistical variables, including their relationship over time.
- MA5.2-17SP Describes and calculates probabilities in multi-step chance experiments.

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1 Part A: 'Mathspace' online component Part B: In-Class assessment	MA5.1-4NA MA5.2-4NA MA5.1-13SP	Term 1 Week 8	25%
	Task 2 Part A: 'Mathspace' online component Part B: In-Class assessment	MA5.2-17SP MA5.1-6NA MA5.2-9NA	Term 2 Week 6	25%
Semester 2	Task 3: Assignment/Research Task	MA5.2-8NA MA5.2-16SP MA5.2-5NA MA5.2-10NA	Term 3 Week 8	25%
	Task 4 Part A: 'Mathspace' online component Part B: Yearly Examination	All previous outcomes plus MA5.2-13MG	Term 4 Week 3	25%

Note: The working mathematically outcomes **MA5.2-1WM**, **MA5.2-2WM** and **MA5.2-3WM** will also be assessed across all assessment tasks.

Year 10 Mathematics 2024

Course: Mathematics 5.3

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Interest & Depreciation Probability	Coordinate Geometry Simultaneous Equations Bivariate Data	Graphs Non-Right-Angled Trigonometry & Bearings	Logarithms Functions Polynomials

Course Outcomes

In addition to the 5.1/5.2 outcomes, 5.3 students also be assessed against the following outcomes.

- MA5.3-1WM Uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures.
- MA5.3-2WM Generalises mathematical ideas and techniques to analyse and solve problems efficiently.
- MA5.3-3WM Uses deductive reasoning in presenting arguments and formal proofs.
- MA5.3-4NA Draws, interprets and analyses graphs of physical phenomena
- MA5.3-5NA Selects and applies appropriate algebraic techniques to operate with algebraic expressions.
- MA5.3-7NA Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations.
- MA5.3-8NA Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line.
- MA5.3-9NA Sketches and interprets a variety of non- linear relationships.
- MA5.3-11NA Uses the definition of a logarithm to establish and apply the laws of logarithms.
- MA5.3-15MG Applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions.
- MA5.3-19SP Investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes.

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1 Part A: 'Mathspace' online component Part B: In-Class assessment	MA5.1-4NA MA5.2-4NA MA5.1-13SP	Term 1 Week 8	25%
	Task 2 Part A: 'Mathspace' online component Part B: In-Class assessment	MA5.2-17SP MA5.1-6NA MA5.2-9NA MA5.3-8NA	Term 2 Week 6	25%
Semester 2	Task 3: Assignment/Research Task	MA5.3-7NA MA5.3-19SP MA5.3-4NA MA5.3-9NA	Term 3 Week 8	25%
	Task 4 Part A: 'Mathspace' online component Part B: Yearly Examination	All previous outcomes plus MA5.2-13MG MA5.3-15MG MA5.3-11NA	Term 4 Week 3	25%

Note: The working mathematically outcomes **MA5.3-1WM**, **MA5.3-2WM** and **MA5.3-3WM** will also be assessed across all assessment tasks.

Year 10 PDHPE 2024

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<p>How do I stay safe in my community? Students develop strategies to manage challenges, power, abuse, violence and learn how to protect themselves and others in a range of situations.</p> <p>Practical *Striking & Fielding Games</p>	<p>What impacts participation & performance? Students learn to apply specialised movement skills and complex movement concepts and strategies</p> <p>Practical *Social Dance</p>	<p>The Hunting Students investigate the impact of changes and transitions on relationships and how empathy and ethical decision-making can contribute to respectful relationships</p> <p>Practical *Games of the World</p>	<p>What does the future hold? Practical Students evaluate factors that shape identity and propose strategies to improve their own and others' wellbeing.</p> <p>Practical *Combo Sports</p>

Course Outcomes

PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges

PD5-2 researches and appraises the effectiveness of health information and support services available in the community

PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships

PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts

PD5-5 appraises and justifies choices of actions when solving complex movement challenges

PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity

PD5-9 assesses and applies self-management skills to effectively manage complex situations

PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: Staying Safe, Topic Test	PD5-1, PD5-7, PD5-9, PD5-10.	Term 1 Week 10	25%
	Task 2: Striking & Fielding	PD5-5, PD5-11	Term 1 Weeks 8-10	25%
Semester 2	Task 3: Social Dance Performance	PD5-4, PD5-6, PD5-8, PD5-9	Term 2 Weeks 8-10	25%
	Task 4: The Hunting Film study and Topic test	PD5-1, PD5-3 PD5-9, PD5-10	Term 3 Week 9-10	25%

Year 10 Science 2023

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Chemical World	Living World	Physical World	Earth & Space

Course Outcomes

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.

SC5-12ES 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.

SC5-14LW Analyses interactions between components and processes within biological systems.

SC5-16CW Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available.

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: Data Analysis: Chemistry 101	SC5 - 7WS SC5 - 9WS SC5 - 16CW	Term 1 Week 9	20%
	Task 2: Student Research Project (SRP)	SC5 - 4WS SC5 - 5WS SC5 - 6WS SC5 - 7WS SC5 - 8WS	Term 2 Week 7	20%
Semester 2	Task 3: Concept Model: Motion and forces	SC5 - 5WS SC5 - 6WS SC5 - 8WS SC5 - 10PW	Term 3 Week 8	30%
	Task 4: Final Examination	SC5 - 7WS SC5 - 9WS SC5 - 10PW SC5 - 12ES SC5 - 14LW SC5 - 16CW	Term 4 Week 2	30%

Year 10 Child Studies 200 & 100 hours 2024

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<p>Health and safety in Childhood</p> <p>Students explore safe practices and strategies which promote child safety in potentially hazardous situations and learn about first aid responses to common childhood accidents and injuries.</p>	<p>Food and Nutrition in Childhood</p> <p>Students develop their knowledge of the nutritional needs of children with reference to current dietary guidelines.</p>	<p>Media and Technology in Childhood</p> <p>Students recognise and assess the impact different types of technology have on the wellbeing and development of children.</p>	<p>Children and Culture</p> <p>Through the exploration of different cultures, students develop an understanding of how cultural practices and traditions influence the health and wellbeing of children.</p>

Course Outcomes

CS5-1 identifies the characteristics of a child at each stage of growth and development

CS5-2 describes the factors that affect the health and wellbeing of the child

CS5-3 analyses the evolution of childhood experiences and parenting roles over time

CS5-4 plans and implements engaging activities when educating and caring for young children within a safe environment

CS5-5 evaluates strategies that promote the growth and development of children

CS5-6 describes a range of parenting practices for optimal growth and development

CS5-7 discusses the importance of positive relationships for the growth and development of children

CS5-8 evaluates the role of community resources that promote and support the wellbeing of children and families

CS5-9 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing

CS5-10 demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts

CS5-11 analyses and compares information from a variety of sources to develop an understanding of child growth and development

CS5-12 applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: Child Safety Campaign	CS5-2, CS5-4, CS5-8, CS5-9, CS5-11.	Term 1 Week 8	30%
	Task 2: Food and Nutrition Portfolio	CS5-2, CS5-5, CS5-8, CS5-11, CS5-12.	Term 2 Week 9	40%
Semester 2	Task 3: Film Study Exam	CS5-3, CS5-4, CS5-5, CS5-9.	Term 3 Week 9	30%

Year 10 Commerce 200 hours 2024

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Consumer and Financial Decisions Students learn how to identify and research issues that individuals encounter when making consumer and financial decisions.	Law, Society and Political Involvement Students develop an understanding of how laws affect individuals and groups and examine various legal and political systems.	Law in Action Students examine the legal rights and responsibilities of individuals in society.	Travel Students learn how plan for travel and how to solve problems encountered when travelling.

Course Outcomes

COM5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts

COM5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts

COM5-3 examines the role of law in society

COM5-4 analyses key factors affecting decisions

COM5-5 evaluates options for solving problems and issues

COM5-6 develops and implements plans designed to achieve goals

COM5-7 researches and assesses information using a variety of sources

COM5-8 explains information using a variety of forms

COM5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: Research Report Consumer and Financial Decisions	COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9.	Term 1 Week 9	25%
	Task 2: Topic Test Term 1 and 2 Topics	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9.	Term 2 Week 8	25%
Semester 2	Task 3: Final Examination All topics studied	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9.	Term 3 Week 10	35%

Ongoing formative assessment of student learning will occur through the course and will be used to support student reporting and outcome achievement. Formative assessment may include classroom activities, group work, bookwork marked by the teacher, pre and post testing activities as some examples.

Year 10 History Elective 100 hours 2024

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Thematic Studies integrated with History, Heritage and Archaeology: World Myths and Legends Students examine historical world myths and legends to develop an understanding of the thematic approach to the study of history	Thematic Studies: Crime and punishment Students delve into an investigation of the continuity and change in crime and punishment. Depth study: Jack the Ripper.	Thematic Studies: Assassinations Students explore famous assassinations of significant individuals and how this shaped the course of history.	Ancient, Medieval and Modern Societies This topic provides an opportunity for in-depth study of the major features of ancient, medieval or modern societies.

Course Outcomes

HTE5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry

HTE5-2 examines the ways in which historical meanings can be constructed through a range of media

HTE5-3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation

HTE5-4 explains the importance of key features of past societies or periods, including groups and personalities

HTE5-5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage

HTE5-6 identifies and evaluates the usefulness of historical sources in an historical inquiry process

HTE5-7 explains different contexts, perspectives and interpretations of the past

HTE5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

HTE5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

HTE5-10 selects and uses appropriate forms to communicate effectively about the past for different audiences

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: Topic Test Myths and Legends	HTE5-1, HTE5-2, HTE5-6, HTE5-7, HTE5-8	Term 1 Week 10	25%
	Task 2: Extended Response Crime and Punishment	HTE5-1, HTE5-5, HTE5-6, HTE5-8, HTE5-9, HTE5-10	Term 2 Week 10	25%
Semester 2	Task 3: Multi-Modal Presentation Assassinations	HTE5-1, HTE5-5, HTE5-6, HTE5-8, HTE5-9, HTE5-10	Term 3 Week 9	35%

Ongoing formative assessment of student learning will occur through the course and will be used to support student reporting and outcome achievement. Formative assessment may include classroom activities, group work, bookwork marked by the teacher, pre and post testing activities as some examples.

Year 10 Design & Technology 100 hours 2024

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Introduction to Design and Activities of Designers	The Design Process	Mixed Materials and their applications- A Holistic Approach	Mixed Materials and their applications- A Holistic Approach

Course Outcomes

DT5-1 analyses and applies a range of design concepts and processes

DT5-2 applies and justifies an appropriate process of design when developing design ideas and solutions

DT5-3 evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments

DT5-4 analyses the work and responsibilities of designers and the factors affecting their work

DT5-5 evaluates designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design

DT5-6 develops and evaluates creative, innovative and enterprising design ideas and solutions

DT5-7 uses appropriate techniques when communicating design ideas and solutions to a range of audiences

DT5-8 selects and applies management strategies when developing design solutions

DT5-9 applies risk management practices and works safely in developing quality design solutions

DT5-10 selects and uses a range of technologies competently in the development and management of quality design solutions

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: Designer Case Study	DT5-1, DT5-3, DT5-4, DT5-5	Term 1 Week 7	30%
	Task 2: Design Project One with Design Production Portfolio	DT5-1, DT5-2, DT5-5, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10	Term 2 Week 6	30%
Semester 2	Task 3: Design Project Two with Design Production Folio	DT5-1, DT5-2, DT5-5, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10	Term 4 Week 2	40%

Year 10 Drama 200 hours 2024

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
The Art of the Monologue (Realism)	Dramatic Form	Issues Based Play building	Commedia del Arte & Small screen

Course Outcomes

Making

5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action

5.1.2 contributes, selects, develops and structures ideas in improvisation and playbuilding

5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text

5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.

Performing

5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning

5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience

5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.

Appreciating

5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions

5.3.2 analyses the contemporary and historical contexts of drama

5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: The Art of the Monologue (Realism)	5.1.1, 5.1.3, 5.1.4, 5.2.3, 5.3.2, 5.3.3	Term 2 Week 2	30%
	Task 2: Dramatic Form	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.3.3	Term 2 Week 10	20%
Semester 2	Task 3: Issues Based Play building	5.1.1, 5.1.3, 5.1.4, 5.2.3, 5.3.2, 5.3.3	Term 3 Week 9	30%
	Task 4: Commedia del Arte & Small screen	5.1.1, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.3.3	Term 3 Week 5 & 9	20%

Year 10 Food Technology 200 hours 2024

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Food in Australia 10 weeks	Food Equity 10 Weeks	Food For Special Occasions 10 Weeks	Food Service and Catering 10 weeks

Course Outcomes

FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product

FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

FT5-3 describes the physical and chemical properties of a variety of foods

FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage

FT5-5 applies appropriate methods of food processing, preparation and storage

FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities

FT5-7 justifies food choices by analysing the factors that influence eating habits

FT5-8 collects, evaluates and applies information from a variety of sources

FT5-9 communicates ideas and information using a range of media and appropriate terminology

FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes

FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes

FT5-12 examines the relationship between food, technology and society

FT5-13 evaluates the impact of activities related to food on the individual, society and the environment

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: Folio and Product	FT5-1, FT5-2, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11	Term 2 Week 2	50%
Semester 2	Task 2: Folio and Product	FT5-1, FT5-2, FT5-3, FT5-5, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	Term 4 Week 2	50%

Year 10 Industrial Technology- Building and Construction

200 hours 2024

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Specialised Module: Building and Construction 2	Specialised Module: Building and Construction 2	Specialised Module: Building and Construction 2	Specialised Module: Building and Construction 2

Course Outcomes

IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

IND5-2 applies design principles in the modification, development and production of projects

IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6 identifies and participates in collaborative work practices in the learning environment

IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: Product and folio #1	IND 5-1 IND 5-2	Term 2 Week 4	25%
	Task 2: Research Task	IND 5-3 IND 5-4 IND5-9	Term 2 Week 3	25%
Semester 2	Task 3: Product and folio #2	IND 5-5 IND 5-6 IND 5-7 IND 5-8 IND5-10	Term 3 Week 10	50%

Year 10 Industrial Technology- Timber and Furnishing

200 hours 2024

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Core Module 3	Core Module 3	Core Module 4	Core Module 4

Course Outcomes

IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

IND5-2 applies design principles in the modification, development and production of projects

IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6 identifies and participates in collaborative work practices in the learning environment

IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: Product and Folio #1	IND 5-1 IND 5-2 IND 5-3 IND 5-4 IND 5-9	Term 2 Week 4	50%
Semester 2	Task 2: Product and Folio #2	IND 5-5 IND 5-6 IND 5-7 IND 5-8 IND5-10	Term 4 Week 4	50%

Year 10 PASS 200 & 100 hours 2024

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Body Systems Students examine energy production and the roles and contributions of body systems to efficient movement. Practical: Racquet Sports	Coaching Australian Sports Students investigate qualities of effective coaching and assess their own and others' coaching skills to become more effective coaches. Practical: League Tag	Nutrition and Physical Activity Students think critically about nutrition to make informed choices. Practical: Netball/Basketball	Lifestyle, Leisure and Recreation Students analyses the perceptions and impact participation has on lifestyle, leisure and recreation activities. Practical: Archery, Bocci, etc

Course Outcomes

- PASS5-1 discusses factors that limit and enhance the capacity to move and perform
- PASS5-2 analyses the benefits of participation and performance in physical activity and sport
- PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport
- PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives
- PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance
- PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport
- PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance
- PASS5-8 displays management and planning skills to achieve personal and group goals
- PASS5-9 performs movement skills with increasing proficiency
- PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: Body Systems Topic Test	PASS5-1, PASS5-2, PASS5-9, PASS5-10.	Term 1 Week 10	35%
	Task 2: Racquet Sports Students participate in a range of individual competitions focussing on badminton, paddle tennis or table tennis	PASS5-2, PASS5-5, PASS 5-6, PASS5-9.	Term 1 Weeks 8-10	30%
	Task 3: Enhancing Participation and Performance Students will develop, practice and perform strategies and tactics in offensive and defensive play in netball/basketball	PASS5-5, PASS5-6, PASS5-7, PASS5-9, PASS5-10.	Term 3 Ongoing	35%

Year 10 Music 100 hours 2024

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Music for Film, Radio, TV and multimedia Students will explore music written for Multimedia.	Australian Music Students will explore the diverse range of genres from Australian artists and bands	Music of a Culture Students will study music from a variety of cultures and time periods	Music for Large Ensembles Students will engage in the learning of compositions arranged for large groups of musicians.

Course Outcomes

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts.
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.4 demonstrates and understanding of the musical concepts through improvising, arranging, and composing in the styles or genres of music selected for study
- 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.6 uses different forms of technology in the composition process
- 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historic contexts
- 5.8 demonstrates an understanding of musical concepts through identification, discrimination, memorisation and notation in the music selected for study
- 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
- 5.10 demonstrates and understanding of the influence and impact of technology on music
- 5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1 Film Music Composition	5.4., 5.5., 5.6.	Term 1 Week 8	25%
	Task 2 Performance	5.1., 5.2., 5.9., 5.12	Term 2 Week 6	25%
Semester 2	Task 3 Musicology Task	5.7., 5.8., 5.10	Term 3 Week 8	25%
	Task 4 Ensemble Performance	5.2., 5.3., 5.11.	Term 4 Week 3	25%

Year 10 Visual Arts 100 hours 2024

Course Outline

Students will study the following units:

Semester 1	Semester 2
<p>Australian Art</p> <p>Students will study explore historical and contemporary aspects of Australian Art including, Aboriginal Art, Installations, and Contemporary Art.</p>	<p>Modern Art</p> <p>Students will explore how artists connect with the modern art period and investigate a period of art that interests them.</p>

Course Outcomes

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

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: Critical and Historical Studies Task	5.7, 5.8	Term 1 Week 10	20%
	Task 2: BOW and VAPD	5.1, 5.2, 5.4, 5.6	Term 2 Week 6	30%
Semester 2	Task 3: Critical and Historical Studies Task	5.7, 5.9, 5.10	Term 3 Week 10	20%
	Task 4: BOW and VAPD	5.1, 5.2, 5.3, 5.5, 5.6	Term 4 Week 4	30%