

Mount Annan High School

Year 10 Assessment Handbook 2025



'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 regard 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.



MOUNT ANNAN HIGH SCHOOL

Illness/ Misadventure/ Extension/ School Approved Activity Form 1

SECTION A – Student Details

Student Name: Year Group: Date of form submission:

SECTION B – Assessment Task Details

Table with 5 columns: COURSE, ASSESSMENT TASK AND NUMBER, WEIGHTING, DUE DATE, SUBMITTED Y/N

SECTION C – What is the nature of the application (indicate with a tick)

0 Misadventure 0 Illness 0 Extension 0 School Approved Activity

SECTION D – Evidence Supporting the Application

Please explain the reason for this application and the evidence you have attached to this application. For example: Doctor’s Certificate

Student Signature

Parent/Guardian Signature

Section E Head Teacher Recommendation (indicate with a tick)

Date Received 0 Upheld 0 Declined
Comments: Please include circumstances relevant to this application.

Head Teacher Signature:

Date:

Section F Deputy Principal Decision (for ROSA, Preliminary and HSC only) (indicate with a tick)

Date Received 0 Upheld 0 Declined
Comments: Including consultation with the Head Teacher and Class Teacher, where applicable.

Deputy Principal Signature:

Date:

Note: If the application is declined you have the right to Appeal the decision. Appeal form handed out by Head Teacher? YES NO

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



Appeals Form
(Appeal of the Illness / Misadventure Decision – Form 2)

Table with 4 columns: Student Name, Date of Appeal Submitted, Year/Course, Deputy Principal Signature.

If the student wishes to appeal, they must:

- Submit this Appeal Form within 7 school days of an Illness/Misadventure and Extension Application being declined.
Attach additional supporting evidence to this appeal.

SECTION A - Additional Evidence Supporting the Appeal

Please list evidence you have attached to this appeal including your initial Misadventure Form decision. You can include further information here to support this review.

Student Signature

Parent/Guardian Signature

SECTION B – Completed by the Deputy Principal and/or Delegated Deputy Principal

Date the Appeals Application is received:

Comments: Please include circumstances relevant to this appeal.

Deputy Principal Signature:

Date:

SECTION C – Completed by the Appeal's Panel

Date the Appeals Application is received by the Panel:

Comments: Including consultation with Head Teacher and Class Teacher, where applicable.

Outcome (circle the outcome applicable):

Decline OR Upheld
YES NO

Outcome communicated to Student:

Student Signature

Date Received



MOUNT ANNAN HIGH SCHOOL

Appeals Form to Principal
(Appeal of the Malpractice Decision – Form 3)

Table with 4 columns: Student Name, Date of Appeal Submitted, Year/Course, Deputy Principal Signature.

If the student wishes to appeal, they must:

- Submit this Appeal Form within 7 school days of a Malpractice investigation has been proven.
Attach additional supporting evidence to this appeal.

SECTION A - Additional Evidence Supporting the Appeal

Please list evidence you have attached to this appeal including your initial malpractice allegation. You can include further information here to support this review.

Student Signature

Parent/Guardian Signature

SECTION B – Completed by the Deputy Principal who lead the Panel

Date the Appeals Application is received:

Comments: Please include circumstances relevant to this appeal. Panel comments (attach decision)

Deputy Principal Signature:

Date:

SECTION C – Completed by the Principal

Date the Appeals Application is received by the Principal:

Comments:

Outcome (circle the outcome applicable):

Decline

OR

Upheld

Outcome communicated to Student:

YES

NO

Student Signature

Date Received

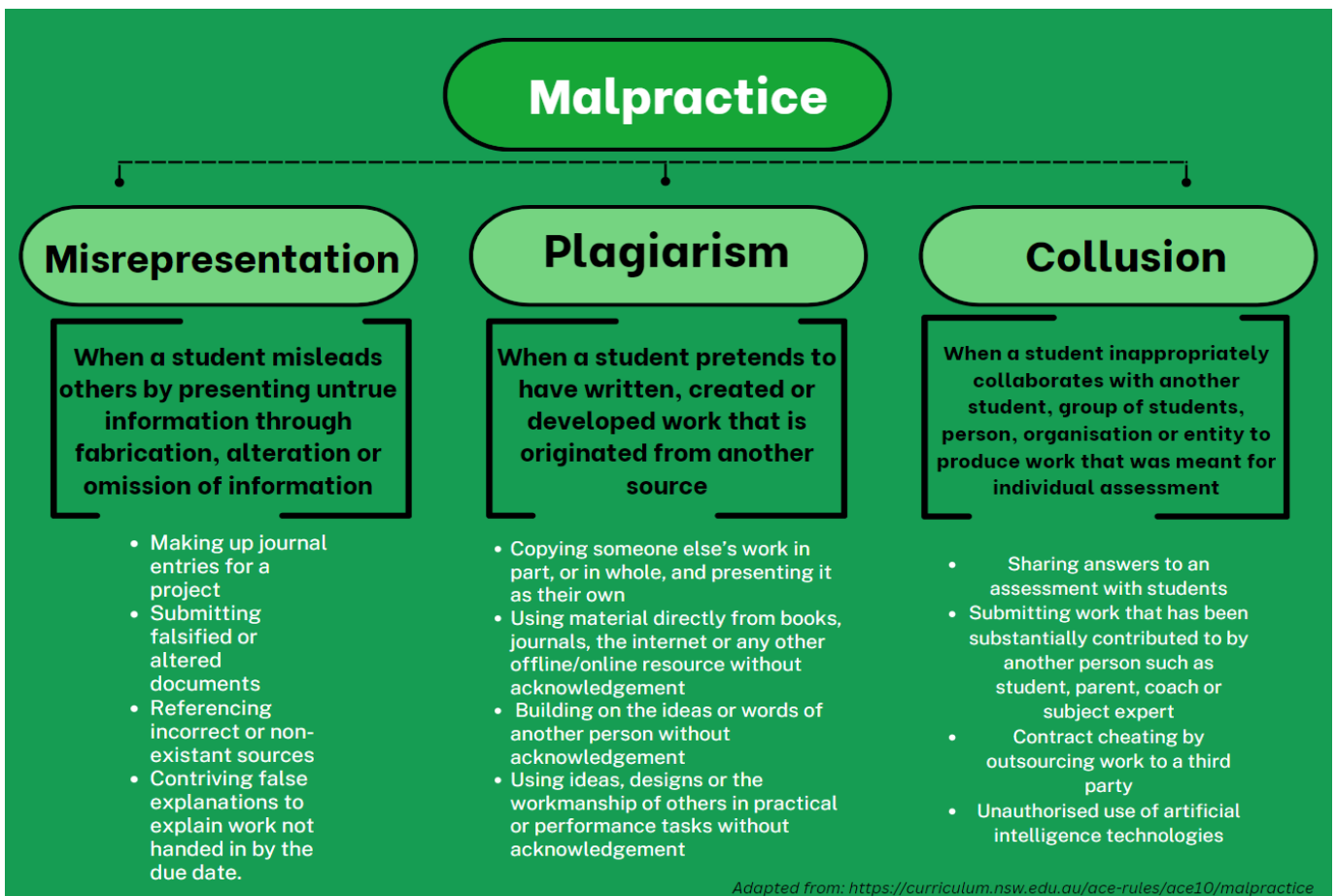
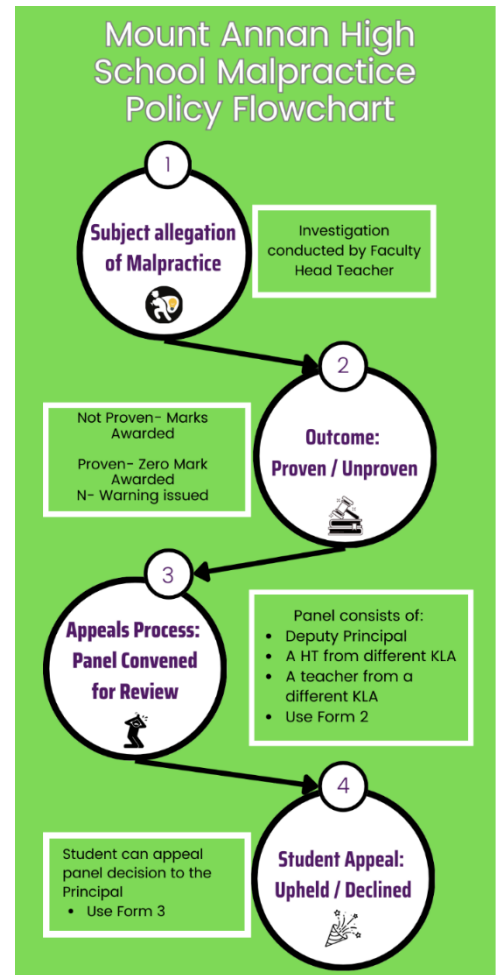
Malpractice

Malpractice in any form including plagiarism, collusion, is any attempt to gain an unfair advantage over other students. misrepresentation, and breach of assessment conditions is unacceptable. NESAs treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA.

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 NESAs malpractice register.

- Students are reminded that ALL work submitted for assessment is to be the work of their own person. Where resources and work of others is used, this must be appropriately cited. Cases of plagiarism will be investigated, and students found to have inappropriately used others' work will be awarded a zero mark.
- Students should also take care when working with others that their work remains their own. Students may and will support their friends learning; however, students found to have allowed their work to be used by another student without acknowledgement will also be awarded a zero mark.

Types of Malpractice



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 5 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.

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 2025

Week	Term 1	Term 2	Term 3	Term 4
1	Task 3: HSIE (Ongoing)	Task 3: HSIE (Ongoing)	Task 3: HSIE (Ongoing), PASS (Ongoing)	Task 3: HSIE (Ongoing)
2		Task 1: Food Technology, Drama		Task 2: Science
3		Task 2: HSIE D, E, F (Geo), HSIE A, B, C (History),		Task 2: HSIE A, B, C (Geo), HSIE D, E, F (History), Food Technology, Industrial Technology- Building & Construction Industrial Technology- Timber & Furnishing Task 4: English, Mathematics, Music
4		Task 1: Industrial Technology- Building & Construction, Industrial Technology- Timber & Furnishing		Task 4: Drama, Visual Arts
5			Wellbeing Excursion (Fri)	Task 4: Geo Fieldwork ROSA Grades due
6	Task 1: HSIE D, E, F (Geo), HSIE A, B, C (History)	Task 2: English, Mathematics, Music, Science, Visual Arts Task 4: Geo Fieldwork	Task 1: HSIE A, B, C (Geo), HSIE D, E, F (History)	
7		King's Birthday Public Holiday	Task 3:	
8	Task 1: Mathematics, Child Studies, Music, Science, Task 2: PDHPE (Ongoing), PASS (Ongoing)	Task 2: Commerce Task 3: PDHPE (Ongoing)	Task 3: Mathematics, Music, Science	Sports Awards Evening (Wed)
9	Task 1: 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, Drama Task 4: PDHPE (Ongoing)	
10	Task 1: Drama, English, PDHPE, PASS, Visual Arts Task 2: PDHPE (Ongoing), PASS (Ongoing)	Semester One reports distributed Task 2: Drama Task 3: PDHPE (Ongoing)	Task 3: English, Commerce, Visual Arts Task 4: PDHPE (Ongoing)	Night of Excellence Semester Two reports distributed

Course Assessment Schedules 2025

Year 10 English 2025

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Context: Indigenous Voices (Poetry)	Theme: Film Study	Literary Value: Novel Study	Intertextuality: Drama
Genre: Reading to Write			Style: Visual Literacy

Course Outcomes

EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts

EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures

EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes

EN5-URC-01 investigates and explains ways of valuing texts and the relationships between them

EN5-ECA-01 crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning

EN5-ECB-01 uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: Context – Critical Response	EN5-RVL-01 EN5-URB-01	Term 1 Week 10	25%
	Task 2: Theme – Creative Response	EN5-URB-01 EN5-ECA-01	Term 2 Week 6	25%
Semester 2	Task 3: Yearly Exam	EN5-URB-01 EN5-ECB-01	Term 3 Week 10	25%
	Task 4: Collection of Coursework	EN5-URA-01 EN5-URC-01	Term 4 Week 3	25%

Year 10 HSIE 2025

Course: Geography

Course Outline

Students will study the following units:

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

Course Outcomes

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

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1 10HSIE D, E and F	Task 1: Research In Class Task: <i>Human Wellbeing</i>	GE5-4, GE5-6,	Term 1 Week 6	35%
	Task 2: Topic Test: <i>Environmental Change and Management</i>	GE5-3, GE5-5, GE5-7	Term 2 Week 3	35%
	Task 3: Class participation and bookwork		Ongoing	15%
	Task 4: Fieldwork	GE5-7, GE5-8	Term 2 Week 6	15%

	Assessment Task	Outcomes	Due Date	Weighting
Semester 2 10HSIE A, B and C	Task 1: Research In Class Task: <i>Human Wellbeing</i>	GE5-4, GE5-6,	Term 3 Week 6	35%
	Task 2: Topic Test: <i>Environmental Change and Management</i>	GE5-3, GE5-5, GE5- 7	Term 4 Week 3	35%
	Task 3: Class participation and bookwork		Ongoing	15%
	Task 4: Fieldwork	GE5-7, GE5-8	Term 2 Week 5	15%

Year 10 HSIE 2025

Course: History

Course Outline

Students will study the following units:

Term 1 & 3	Term 2 & 4
<p>The Making of a Modern World: Core Study 4 – Rights and Freedoms</p> <p>Students will examine the origins and significance of the Universal Declaration of Human Rights and Australia's involvement in the development of the declaration as well as explore the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms.</p>	<p>The Making of a Modern World: Depth Study 6 – The Holocaust</p> <p>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.</p> <p>The Making of a Modern World: Depth Study 5 – Popular Culture</p> <p>Students will explore the nature of popular culture in Australia at the end of World War II, including music, film and sport. They will investigate the changes that occurred in popular culture from the 1950's to modern times.</p>

Course Outcomes

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

HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses 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

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1 10HSIE A, B and C	Task 1: Extended Response-Rights and Freedoms: Aboriginal Experience	HT5-2, HT5-3, HT5-9	Term 1 Week 6	40%
	Task 2: In-Class Test- All topics studied	HT5-2, HT5-3, HT5-6, HT5-8, HT5-9	Term 2 Week 3	45%
	Task 3: Class participation and bookwork		Ongoing	15%

*Continues on next page

Assessment Schedule cont....

	Assessment Task	Outcomes	Due Date	Weighting
Semester 2 <i>10HSIE D, E and F</i>	Task 1: Extended Response-Rights and Freedoms: Aboriginal Experience	HT5-2, HT5-3, HT5-9	Term 3 Week 6	40%
	Task 2: In-Class Test- All topics studied	HT5-2, HT5-3, HT5-6, HT5-8, HT5-9	Term 4 Week 3	45%
	Task 3: Class participation and bookwork		Ongoing	15%

Year 10 Mathematics 2025

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Surveying Expressions and Equations	Applying Exponentials Investigating Parabolas	Bivariate Relationships Maths in Science	Being an Entrepreneur What are the chances

Course Outcomes

MA0-WM-01 develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly

MA5-DAT-C-02 displays and interprets datasets involving bivariate data

MA5-DAT-P-01 plans, conducts and reviews a statistical inquiry into a question of interest (Path: Stn, Adv)

MA5-ALG-C-01 simplifies algebraic fractions with numerical denominators and expands algebraic expressions

MA5-ALG-P-01 simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv)

MA5-ALG-P-02 selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (Path: Adv)

MA5-EQU-C-01 solves linear equations of up to 3 steps, limited to one algebraic fraction

MA5-EQU-P-01 solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3 = k$ (Path: Adv)

MA5-EQU-P-02 solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv)

MA5-FIN-C-01 solves financial problems involving simple interest, earning money and spending money

MA5-GEO-C-01 identifies and applies the properties of similar figures and scale drawings to solve problems

MA5-FIN-C-02 solves financial problems involving compound interest and depreciation

MA5-LIN-C-01 determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools

MA5-LIN-C-02 graphs and interprets linear relationships using the gradient/slope-intercept form

MA5-NLI-C-01 determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools

MA5-NLI-C-02 identifies and compares features of parabolas and exponential curves in various contexts

MA5-NLI-P-01 interprets and compares non-linear relationships and their transformations, both algebraically and graphically (Path: Adv)

MA5-PRO-C-01 solves problems involving probabilities in multistage chance experiments and simulations

MA5-TRG-C-02 applies trigonometry to solve problems, including bearings and angles of elevation and depression

MA5-TRG-P-01 applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (Path: Stn, Adv)

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1 Part A: Mathspace online component Part B: In-Class assessment	MAO-WM-01, MA5-TRG-C-02 MA5-TRG-P-01, MA5-EQU-P-02	Term 1 Week 8	25%
	Task 2 Part A: Mathspace online component Part B: In-Class assessment	MAO-WM-01, MA5-ALG-C-01, MA5-EQU-C-01 MA5-DAT-C-02, MA5-LIN-C-02, MA5-DAT-P-01	Term 2 Week 6	25%
Semester 2	Task 3: Assignment/Research Task	MAO-WM-01, MA5-ALG-C-01, MA5-NLI-C-01, MA5-NLI-C-02 MA5-ALG-P-01, MA5-ALG-P-02, MA5-EQU-P-01, MA5-EQU-P-02, MA5-NLI-P-01, MA5-FIN-C-01, MA5-EQU-C-01	Term 3 Week 8	25%
	Task 4 Part A: Mathspace online component Part B: Yearly Examination	All previous plus MA5-GEO-C-01, MA5-DAT-C-02, MA5-PRO-C-01	Term 4 Week 3	25%

Year 10 PDHPE 2025

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>Should I be doing this? 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>How can I prepare for my future? 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 Podcast	PD5-1, PD5-3, PD5-9, PD5-10	Term 3 Weeks 9-10	25%

Year 10 Science 2025

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: Depth Study –First-hand Investigation	SC5 - 4WS SC5 - 5WS SC5 - 6WS SC5 - 7WS SC5 - 8WS	Term 1 Week 8	20%
	Task 2: Data Analysis: Living World	SC5 - 7WS SC5 - 9WS SC5 - 14LW	Term 2 Week 6	25%
Semester 2	Task 3: Working Scientifically Skills Task: Practical and Theory	SC5 - 4WS SC5 - 6WS SC5 - 7WS SC5 - 10PW SC5 - 16CW	Term 3 Week 8	25%
	Task 4: Final Examination	SC5 - 9WS SC5 - 10PW SC5 - 12ES SC5 - 14LW SC5 - 16CW	Term 4 Week 2	30%

Year 10 Child Studies 200 hours 2025

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 2025

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Employment and Work Futures Students investigate the contribution of work to the individual and society and the changing nature of work.	The Economic and Business Environment Students develop an understanding of the importance and features of the economic environment, including markets.	Our Economy Students explore Australia's place in the global economy and the impact of changes in the economy on consumers and businesses.	Promoting and Selling Students investigate the promotion and selling of goods and services including social, ethical and environmental considerations.

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: Topic Test	COM5-1, COM5-2, COM5-3, COM5-5	Term 1 Week 9	30%
	Task 2: Extended Response	COM5-1, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	Term 2 Week 8	30%
Semester 2	Task 3: Final Examination All topics studied	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5	Term 3 Week 10	40%

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 Drama 100 hours 2025

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Crafting character-performing scripted works	Performance of a scene from a scripted work	Collaborating through devising- screenplay	Designing for Theatre- set costume or poster, lighting around a script

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 play building

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

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

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: Performing scripted works	5.1.1, 5.1.3, 5.1.4, 5.2.3, 5.3.2, 5.3.3	Term 1 Week 10	25%
	Task 2: Performance of a scene from a scripted work	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	25%
Semester 2	Task 3: Screenplay	5.1.1, 5.1.3, 5.1.4, 5.2.3, 5.3.2, 5.3.3	Term 3 Week 9	25%
	Task 4: Designing for Theatre- set costume or poster, lighting design	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 4 Week 4	25%

Year 10 Food Technology 200 and 100 hours 2025

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Food Service and Catering	Food Equity	Food for Special Occasions	Food Trends

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	Folio – 25% Product – 25%
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 3	Folio – 25% Product – 25%

Year 10 Industrial Technology- Building and Construction

100 hours 2025

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 IND 5-3 IND 5-4 IND 5-5	Term 2 Week 4	25% Practical Task 25% Folio Task Total 50%
Semester 2	Task 2: Product and folio #2	IND 5-5 IND 5-6 IND 5-7 IND 5-8 IND 5-9 IND 5-10	Term 4 Week 3	25% Practical Task 25% Folio Task Total 50%

Year 10 Industrial Technology- Timber and Furnishing

200 hours 2025

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Core Module 2	Core Module 2	Core Module 2	Core Module 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 IND 5-3 IND 5-4 IND 5-9	Term 2 Week 4	Folio – 25% Product – 25%
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 3	Folio – 25% Product – 25%

Year 10 PASS 200 & 100 hours 2025

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 - 200 hour Flag Football – 100 hour	Coaching Australian Sports Students investigate qualities of effective coaching and assess their own and others' coaching skills to become more effective coaches. Practical: Softball and/or T ball	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 (200 hr) Students participate in a range of individual competitions focussing on badminton, paddle tennis or table tennis Task 2: Flag Football (100 hr) - Skills and Game Sense	PASS5-2, PASS5-5, PASS 5-6, PASS5-9.	Term 1 Weeks 8-10	30%
Semester 2	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 200 hours 2025

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.	Jazz Students will explore performance and compositions around the Jazz genre.	Evolution of Music 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 2025

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<p>Installation</p> <p>Students will explore Installation Art through artmaking and Critical and Historical Study of Artists such as Ai Wei Wei and Marcel Duchamp.</p>	<p>Sculpture</p> <p>Students learn about Sculptural Forms by making artworks using clay and plaster. Students will also study the History of Ceramics.</p>	<p>Portraiture and Printmaking</p> <p>Students will learn about portraiture through the mediums and techniques of Printmaking. Students will study artists such as Andy Warhol and Roy Lichenstein.</p>	<p>Mixed Media</p> <p>Students will create a Mixed Media Body of Work (BOW) using techniques and processes they have learnt throughout the year.</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%