



## Year 10 2022 Assessment Handbook



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## Table of Contents

Year 10 Assessment Policy and Procedure	3
How do I satisfactorily complete a course?	3
What information will I be provided about the courses I study?	4
What information will I be provided about my Assessment Task?	4
How and when can I submit my Assessment Task?	4
Can I get an extension for an assessment task?	5
What happens if I am sick or something serious happens on the day of the assessment task?	5
What happens if I submit my assessment task late?	5
What happens if I cheat in an assessment task?	6
What steps can I take to manage my assessment tasks?	6
The 'N' Determination Process	7
'N' Determination Process Appeals Policy	8
What can I do if I think I deserve more marks in my assessment task?	9
What can the school do to support me if I have a disability?	9
How is my academic progress reported?	10
Who can I see for help?	11
Appendix 1 – Assessment Task Proforma	12
Appendix 2 – Assessment Task Illness/Misadventure Form	15
Assessment Schedule – Big History	16
Assessment Schedule – Commerce	17
Assessment Schedule – Drama	18
Assessment Schedule – English	19
Assessment Schedule – Food Technology	20
Assessment Schedule – Geography	21
Assessment Schedule – History	22
Assessment Schedule – History Elective	23
Assessment Schedule – Information Software Technology (IST)	24
Assessment Schedule – iSTEM	25
Assessment Schedule – Japanese	26
Assessment Schedule – Law and Order	27
Assessment Schedule – Mathematics Stage 5.1/5.2	28
Assessment Schedule – Mathematics Stage 5.3	29
Assessment Schedule – Music	30
Assessment Schedule – Physical Activity and Sports Studies (PASS)	31
Assessment Schedule – PD/H/PE	32
Assessment Schedule – Science	33
Assessment Schedule – Visual Arts	34
Assessment Task Calendar	35



## Year 10 Assessment Policy and Procedure

School assessment allows teachers to assess how students are progressing by measuring your achievement of outcomes in the Stage 5 courses as contained in the syllabus documents. In particular, it allows teachers to assess practical and oral skills, which are so important yet so difficult to examine.

The school assessment policy is designed so that every student is treated fairly by the school's system of assessment.

Assessment at Chester Hill High School encourages the progressive development of skills and knowledge whilst ensuring:

- Equity
- Consistency across all courses and faculties
- Fairness in marking and reporting
- Coordination of the assessment program to ease the load on students.

It has also been designed to:

- Assist students who would otherwise be disadvantaged by illness or misadventure
- Ensure that all appeals are dealt with fairly and consistently
- Promote and protect the best interests of all students.

This handbook lists formal assessment tasks that are common to all students in that course. The evidence teachers gather about student achievement is used to assist teachers in informing parents and students of their progress.

This handbook has been prepared to assist parents/caregivers and students in understanding the procedures used at Chester Hill High School. The Year 10 Assessment Handbook should be read in conjunction with the NSW Department of Education Curriculum Policy Standards (Updated July 2018) which outlines specific requirements and policy standards and relevant syllabus material.

## How do I satisfactorily complete a course?

To satisfactorily complete a course, the Principal will need to have sufficient evidence that a student has:

- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- Achieved some or all of the course outcomes.

Factors which may prevent a student from satisfactorily completing a course could be:

- Poor attendance or lateness to school or classes
- Poor achievement in assessments due to lack of application and effort
- Failure to complete classwork and homework
- Failure to submit assessment tasks
- Proven cases of plagiarism, copying or cheating.



## What information will I be provided about the courses I study?

The Assessment Task Handbook contains all Assessment Schedules (pgs. 14-34) of all courses offered in Year 10. The Assessment Schedule informs the student of:

- Topics studied throughout the year
- Number of assessment tasks
- Weighting of each assessment task
- Due date of each assessment task.

## What information will I be provided about my Assessment Task?

In all subjects, students will receive an Assessment Task Notification which includes the following information:

- Assessment name
- Due date or designated day
- Mark and the weighting of the task
- Requirements of the task
- Outcomes of the course that will be assessed
- How the assessment will be marked (marking criteria).

Students will be issued with an Assessment Task Notification at least two weeks prior to the due date of the task. Year 10 assessments will be printed on pink paper.

Students must sign to acknowledge that they have received the Assessment Task Notification.

A sample Assessment Task Notification is shown as Appendix 1 of this booklet.

## How and when can I submit my Assessment Task?

Assessment tasks can only be submitted electronically if instructed by the teacher on the Assessment Task Notification.

When electronic submission is required or permitted, the task may be submitted through Google Classroom, shared via Google Drive or OneDrive. An electronic assessment task is ONLY considered submitted if:

- The assessment task is easily identifiable
- It is readable and free of virus infected files or media
- It is written in applications to which school staff have access to and in a format that can be accessed by most school computers.

All assessment tasks must be submitted on the due date & period as specified on the assessment task notification sheet. Tasks may be submitted earlier than the due date.

Any task submitted after the due date will be deemed late, unless the student is absent on the day due to illness or another acceptable reason where appropriate documentation is provided (e.g. medical certificate).

Tasks completed in class, such as tests and examinations, practicals, performances, speeches, and presentations, must be completed on the designated day. Failure to do so, without any appropriate documentation, will result in students losing marks for each day the task is late.



## Can I get an extension for an assessment task?

Extension for assessment tasks will not be given to students. This is to ensure fairness amongst all students in the course. Students need to submit assessment tasks on the due date/time.

If you are unable to complete an assessment task due to illness/misadventure it is advised that you submit as much as possible of the task on the due date with a completed Assessment Task Illness/Misadventure Form (Appendix 2) attached.

## What happens if I am sick or something serious happens on the day of the assessment task?

Assessment tasks must be submitted by the due date to avoid receiving a zero. However, if a student falls ill or something occurs beyond their control before or during the assessment task that affects their performance, the student may lodge an Assessment Task Illness/Misadventure Form (Appendix 2). The form must include appropriate documentation such as a doctor's certificate. Examples of misadventure could be arriving late to the assessment task due to public transport delays, an accident etc.

Failure of computer equipment/programs is NOT an acceptable reason for failing to submit an assessment task.

The Assessment Task Illness/Misadventure Form (Appendix 2) must be submitted to the faculty Head Teacher on the first day the student returns to school. The Head Teacher will liaise with the Classroom Teacher and the Deputy Principal to determine an appropriate course of action.

## What happens if I submit my assessment task late?

Assessment tasks not handed in by the due date (without a doctor's certificate), will result in zero marks for the task as per NESA guidelines.

An 'N' Determination warning letter is sent to parents/caregivers providing the student with a new date for submission of the assessment task. Parents/caregivers will be asked to acknowledge receipt of this letter by returning the tear-off slip. Students are encouraged to attend the Homework Centre after school to get assistance in completing the task.

Failure to complete the assessment task by the new extended date, or failure to submit further assessment tasks for that subject, will result in further N Award warning letters and parent interviews with the Deputy Principal.

If a student does not make a serious attempt at an assessment task, they will incur the same penalties as above. All tasks must be completed and submitted to ensure a student satisfactorily completes a course and meets course outcomes.

Students must complete all assessment tasks in order to meet course outcomes. If tasks are not completed, the Principal may determine that the course has not been studied satisfactorily.



## What happens if I cheat in an assessment task?

Cheating or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating. Please note that any malpractice in any task may result in zero being awarded for the assessment task.

Here are some examples of behaviour that are considered to be cheating:

- Copying, buying, stealing, or borrowing someone else's work and presenting it as your own
- Using material directly from books, journals, newspapers, CDs, or the internet without referencing the source
- Paying someone to write or prepare material that is associated with a task
- Communicating with other students during an assessment or examination
- Using forbidden aids (this would include bringing into an examination situation secret note, or any helpful electronic device not specifically allowed, whether or not it is used).

The examples above are generally referred to as plagiarism.

Allegations of plagiarism or other forms of malpractice will be reported to the Head Teacher who will investigate the matter and, if proven, a zero will be awarded for the section that has been plagiarised.

In the case of cheating or using an electronic device, the whole examination will be awarded a zero, and parents and caregivers will be notified.

## Mobile phone and electronic equipment

Mobile phones must be switched off and kept in the student's bag before the start of an examination or during an in-class assessment task.

Other than NESAs-approved calculators (when required), no other electronic equipment will be permitted in examinations, or during in-class assessment tasks.

## What steps can I take to manage my assessment tasks?

To ensure students are not overwhelmed or stressed when completing multiple assessment tasks from various subjects, they can:

- Start tasks early so that they can ask for help if required
- Read the assessment task notification sheet carefully, so that the student is aware of all requirements
- Be aware of the due dates
- Break tasks into a series of smaller steps and set deadlines for completing each step
- Record the sources of information you use as you find them so that the reference list/bibliography does not become a major task at the end
- Frequently save, back up and/or print any work completed on a computer. The failure of technology is NOT an acceptable reason for the late submission of work.
- Keep all your earlier drafts and copies of your resources and work
- Keep a copy of any work you submit for teacher feedback
- Seek help from the Learning Support faculty or at the Homework Centre on Monday, Wednesday and Thursday afternoons in the library.



## The 'N' Determination Process

Students studying a Year 10 course must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

### **Stage One – Warning Letter No. 1**

- Classroom teacher in consultation with the Head Teacher sends an 'N' determination warning letter home because of non-completion of an assessment task, coursework or failing to meet course requirements. The N Determination warning letter is sent within one week of the non-completion of an assessment task.
- A new due date for the task is recorded on the letter.
- The classroom teacher calls parent/caregiver to inform them of the first letter and to discuss strategies to assist and support the student in resolving the N-Determination warning.
- The letter is generated and signed by the teacher, Head Teacher, Deputy Principal and Principal.
- The letter is emailed to the parent/caregiver and posted to the residential address.
- The tear off slip is returned to the Head Teacher or Classroom Teacher by the student.
- The task needs to be completed to be redeemed but a 'zero' mark is recorded.

### **Stage Two – Warning Letter No. 2**

- A second 'N' Determination warning letter is sent home by the Teacher if another task is not completed or if the initial task has not been completed by the new due date or the student is failing to meet course requirements.
- A new due date for the task is recorded on the letter.
- The Head Teacher calls parents/caregivers to inform them of the second letter and to discuss strategies to assist and support students in resolving the N- Determination warning.
- The letter is generated and signed by the teacher, Head Teacher, Deputy Principal and Principal.
- The letter is emailed to the parent/caregiver and posted to the residential address.
- The tear-off slip is returned to the Head Teacher or classroom teacher by the student.
- The task needs to be completed to be redeemed but a 'zero' mark is recorded.

### **Stage Three - Warning Letter No. 3 and subsequent warnings**

A third 'N' determination warning letter will be generated if the student has not:

- redeemed the assessment tasks or completed outstanding coursework by the due dates or
- fails to submit further assessment tasks or fails to meet course requirements

At the 3rd warning letter, a recovery plan will be implemented by the Deputy Principal.

- A third 'N' determination warning letter is generated and signed by the teacher, Head Teacher, Deputy Principal and Principal
- Parents/caregivers are invited for an interview with the Deputy Principal and Faculty Head Teacher and informed that their child is not meeting the requirements in that course for the Preliminary Course. At the interview, parents/caregivers and their child are issued with a recovery plan for the completion of all outstanding tasks and/or coursework.



## **Stage Four - Principal's Determination Form**

- If the student has not completed the work required in the timeframe outlined in the recovery plan then a parent/caregiver meeting is organised with the Principal and Deputy Principal issuing the parents/caregivers and the student a Year 10 Non-Completion of Course Determination - Principal's Determination Form informing them that the student has not met the requirements to satisfactorily complete the course.
- Parents will have the option to appeal this process to the school Principal. If the Principal declines the appeal, then parents may wish to appeal to NESAs.

## **'N' Determination Process Appeals Policy**

Students may appeal against the decision to award an 'N' Determination in one or more courses for the Record of School Achievement (RoSA).

### **Principal's Delegation**

NESA has delegated to Principals the authority to determine if students seeking the Record of School Achievement (RoSA) at their school have satisfactorily completed each course in which they are enrolled in accordance with the requirements issued by NESAs. Principals therefore will determine if there is sufficient evidence that each student has applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

### **Warnings**

If at any time it appears that a student is at risk of receiving an 'N' Determination in any course for any reason, the Principal must advise the student of the possible consequences of an 'N' Determination. The Principal must:

- advise the student in writing in time for the problem to be corrected;
- advise the parent or guardian in writing (if the student is under 18 years of age);
- request from the student/parent a written acknowledgement of the warning;
- issue at least one follow-up warning letter; and
- retain copies of the warning notice(s) and other relevant documentation.

### **Completion of Appeal Forms**

The Principal's Determination form should be completed and a copy given, together with the Student Appeal form, to the student, or forwarded to the student's home address. Principals must also advise the student's parent or guardian in writing (if the student is under 18 years of age) of their right to appeal against the Principal's Determination. NESAs will review appeals only on the information submitted with the School Review Principal's Report form and the Student Appeal form. No further information will be sought, thus copies of all warning letters must be provided.

If a student does not wish to appeal, the Principal's Determination form should be retained at the school. If the student's appeal is successful at the school level, the Principal's Determination form, the Student Appeal form and the School Review Principal's Report form should be retained at the school. Notification must be sent to NESAs so that the 'N' Determination can be removed. Principals are to complete and send to NESAs the appropriate page of the School Review Principal's Report form.

If the student's appeal is unsuccessful at the school level, the Principal's Determination Form, the Student Appeal Form, the School Review Principal's Report Form and any other relevant documentation should be retained at the school unless the student wishes to appeal to NESAs.





## What can I do if I think I deserve more marks in my assessment task?

If a student has read the teacher's feedback and cross-referenced it with the marking criteria and they still feel they should have been awarded more marks, the student should seek clarification from the classroom teacher.

If the student is not satisfied with the clarification provided by the classroom teacher, the student may make an appeal relating to the assessment task results to the faculty Head Teacher. The faculty Head Teacher will liaise with the classroom teacher and Deputy Principal to determine an appropriate course of action.

## What can the school do to support me if I have a disability?

Disability Provisions are practical arrangements designed to help students who could not otherwise make a fair attempt to show what they know in an assessment task or examination room. Disability provisions are designed to reduce disadvantage in an assessment task.

The definition of 'disability' in the Disability Discrimination Act 1992 includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological, and
- learning disabilities, as well as
- physical disfigurement, and
- the presence in the body of disease-causing organisms.

If a student has a disability, parent/student need to contact the school and speak to the Head Teacher of Learning and Support to develop appropriate plans to support the student with their learning and assessment tasks.



## How is my academic progress reported?

Chester Hill High School formally reports on a student's progress twice each year:

- Half-Yearly Report - issued at the end of Term 2
- Yearly Report - issued at the end of the year.

Half-Yearly and Yearly Reports will provide information about a student's progress in each course. For Year 10, grades 'A' to 'E' will reflect student achievement in each course. Teachers use the Course Performance Descriptors in each course to determine the grade range that best reflects the student's achievement. The performance descriptors can be found below:

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

Additionally, the following information will also be provided for each student:

- A learning profile reflecting the student's commitment and attitude towards learning
- Extra-curricular involvement (extra-curricular activities are the things the student does other than normal schoolwork, for example, debating, SRC, etc.)
- Attendance data
- Teacher feedback.



## Who can I see for help?

Students can seek course specific assistance from the Head Teacher of the faculty:

Faculty	Staff Member
Creative and Performing Arts (CAPA)	Ms. V. Messimeris
English as an Additional Language/Dialect (EAL/D)	Ms. K. Lam
English	Ms. A. Gatsios
History	Mr. L. Brown (Relieving)
Languages Other than English (LOTE)	Mr. A. Al Saifi
Mathematics	Mr. D. Thomas
Personal Development, Health & Physical Education (PD/H/PE)	Mr. L. Jones
Science and Computing	Ms. D. Nguyen (Relieving)
Social Science	Ms. N. Benton
Technological and Applied Studies (TAS)	Mr. D. Sellen (Relieving)

Students can also seek assistance with assessment tasks from other key staff members:

Position	Staff Member
Principal	Ms. M. O'Harae
Stage 4 Deputy Principal	Mr. E. Lieu (Relieving)
Stage 5 Deputy Principal	Mr. S. Achmad
Stage 6 Deputy Principal	Mrs. S. Frost
Deputy Principal Student Services	TBC
Head Teacher Teaching and Learning	Ms. K. Lam
Head Teacher Learning and Support	Mr. M. Graham
Head Teacher Administration	Mr. A. Al Saifi
Head Teacher School Priorities	Mr. T. Creighton
Head Teacher Secondary Studies	Ms. N. Sayhouni
Head Teacher Wellbeing	Ms. S. Hamid Mr. J Bullen (Relieving)



## Appendix 1



### Assessment Task Proforma

#### Assessment Task # Notification **Proforma** (single-sided front page)

<b>Course:</b>		<b>Year:</b>	
<b>Topic:</b>			
<b>Assessment Name:</b>			
<b>DATE DUE:</b>		<b>Total Weighting (%)</b>	
		<b>Total Marks</b>	
<b>STUDENT NAME:</b>			
<b>Progress Check Feedback</b>	<i>(Individualised based on task – tick a box or lines for feedback)</i>		
<b>Progress Check Date:</b>			

I certify that:

- This assignment is my own work, based on my personal study and/or research.
- I have **acknowledged all material and sources used in the preparation** of this assignment in a **reference list**.
- Submitted assignments based on group work are not the same as other students' work.
- I have not plagiarised (copied) in part, or in whole the work of other students.
- I have read and I understand the success criteria used for this assessment
- I have kept a copy of my assignment and the receipt.**
- I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future.

Student's Signature: .....

Date: .....



#### **Assessment Task Student Receipt**

*(This receipt should be kept as proof of assessment submission)*

<b>FAMILY NAME:</b>	<b>GIVEN NAME:</b>
<b>TEACHER:</b>	<b>CLASS:</b>
<b>DATE DUE:</b>	<b>DATE SUBMITTED:</b>
<b>TITLE OF TASK:</b>	<b>TEACHER'S SIGNATURE:</b>





## Task Information

<b>Important idea(s) being explored:</b>	
<b>Skills, knowledge and understanding being demonstrated:</b>	
<b>Task requirements:</b>	<i>(optional checklist with tick-a-box for students)</i>
<b>Syllabus outcomes:</b>	

### Feedback from student about task:

I spent \_\_\_\_\_ hours working on this task.

The hardest part of this task was \_\_\_\_\_

The easiest was \_\_\_\_\_

What I have enjoyed most about learning in **SUBJECT** is \_\_\_\_\_

My learning in **SUBJECT** could be improved if: \_\_\_\_\_

\_\_\_\_\_

Dear teacher, I need help in the following areas: \_\_\_\_\_

\_\_\_\_\_



## Marking Guidelines

(each part/question of the task needs its own marking criteria)

Criteria	Marks

**Feedback from the Teacher:**

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<b>Task Mark</b>		<b>Teacher Signature</b>	
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Appendix 2

## Chester Hill High School

*Strength in Unity, Excellence in Education*



### Assessment Task Illness/Misadventure Form

Submit this form to the Head Teacher on the first day of your return to school.

Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

Task: \_\_\_\_\_ Course: \_\_\_\_\_ Due Date: \_\_\_\_\_

Reason for missing the task/due date:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parent/Caregiver Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Doctor's Certificate attached? YES / NO**

(Doctor's certificate **MUST** be attached to this form if your reason is **ILLNESS**)

If you were sick DURING an assessment task, did you notify the teacher immediately? **YES / NO / N/A**

**Head Teacher Recommendation:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

**Deputy Principal Decision:**

\_\_\_\_\_  
\_\_\_\_\_

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

**OFFICE USE ONLY:**

Copy to:  Student

Student's file

Head Teacher



## Big History

### Overview of Year 10 course content

Students will complete the following topics throughout the year:

#### Topics

- Academic Research - LBH Research Plan Tutorials
- Presentation - How do we establish truth?
- Tutorial Presentation – Farming over Foraging.

#### Modules

- Tutorial Presentation – Modern revolution
- Little Big History Project.

### Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
LBH Progress Task: Academic Research Plan	10	Term 1, Week 5
Foraging over Farming	25	Term 2, Session to be selected
LBH Progress Task: Draft Essay	10	Term 3, Week 5
Modern Revolution	25	Term 3, Session to be selected
LBH: Final Submission	30	Term 4, Week 2





## Commerce

### Overview of Year 10 course content

Commerce enables young people to develop the knowledge, understanding, skills, values and attitudes that form the foundation on which they can make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

Students will complete the following topics throughout the year:

- Economic and Business Environment
- Promoting and Selling
- Running a Business
- Employment and Work Futures
- Towards Independence.

### Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Research Task – Economic and Business Environment	30	Term 1, Week 9
Portfolio - Employment and Work futures	30	Term 3, Week 9
Yearly Examination – All topics	40	Term 4, Week 3



## Drama

### Overview of Year 10 course content

Students will complete the following topics throughout the year:

- Scripted Drama
- Realism
- Protest/Political Theatre
- Street and Environmental Theatre.

Participation in workshop experiences is ongoing throughout the course.

### Assessment Schedule:

Assessment includes participation in workshop experiences and documentation of work and skills in students' logbook.

All tasks listed below are used to measure student achievement against a variety of learning outcomes. Tasks combine Elements of Drama, including making, performing and appreciating.

Course work consists of any class activities, students' application of techniques learnt, and their logbook, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Australian Drama – Performance and appreciation	25	Term 1, Week 10
Realism - Performance	25	Term 2, Week 9
Group devised, issue based Brechtian - Making	25	Term 3, Week 8
Street and Environmental Theatre - Making	25	Term 4, Week 2



## English

### Overview of Year 10 course content

The study of English is designed to provide students with the skills to use, understand, appreciate, reflect on and enjoy the English language in a variety of increasingly sophisticated texts and to shape meaning in ways that are imaginative, interpretive, critical and powerful.

Students will undertake the essential content and work towards course outcomes through close reading, listening to or viewing:

- Fiction
- Poetry
- Film
- Nonfiction
- Drama.

Students will complete four topics throughout the year, the topics to be studied are:

- Topic Area – Resilience
- Visual Impact
- Detailed Study of Text – From Page to Film
- The Outsider – Preparation for Senior Study.

### Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Creative Writing and Reflection	25	Term 1, Week 10
Oral Presentation	25	Term 2, Week 9
Exposition Essay	25	Term 3, Week 9
Final Examination	25	Term 4, Week 4



## Food Technology

### Overview of Year 10 course content

Students will complete the following topics throughout the year:

- Food in Australia
- Food for Special Needs
- Food for Special Occasions.

### Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Assignment - Food in Australia Investigation of two cultures in Australia	20	Term 1, Week 10
Design Challenge - Food for Special Needs Plan and prepare a nutritious food item for a specific food need (oral report).	35 (15% written and 20% practical)	Term 2, Week 7-8
Yearly Examination - Food in Australia, Food for Special Needs	25	Term 3, Week 8
Practical – Food preparation and preparation skills	20	Ongoing





## Geography

### Overview of Year 10 course content

Geography develops in students an interest in and engagement with the world. Through geographical inquiry students will develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

Students will complete the following topics throughout the year:

- Human Wellbeing
- Environmental Change and Management.

### Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Geographical Skills Test	20	Term 1, Week 10
Human Wellbeing Study	40	Term 2, Week 1
Examination – Content and geographical skills	40	Term 4, Week 2



## History

### Overview of Year 10 course content

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. History provides opportunities for students to explore human actions and achievements in a range of historical contexts and develop their historical skills and understanding.

Students will complete the following topic throughout the year:

- The Modern World and Australia.

This will consist of one overview and three depth studies:

Overview	<i>The Modern World and Australia: history from 1945 to the present.</i>
Depth Study 1	<i>The Globalising World: Migration Experiences</i>
Depth Study 2	<i>Core Study: Rights and Freedoms (1945 – present)</i>
Depth Study 3	<i>School Developed Depth Study: World Events</i>

### Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Migration Experiences: in-class essay on migration and propaganda	25	Term 1, Week 10
Rights and Freedoms: essay on Charles Perkins and the 1967 referendum	35	Term 2, Week 9
Rights and Freedoms: Feedback/self-assessment task	20	Term 3, Week 3
Rights and Freedoms: structured class discussion	20	Term 3, Week 10



## History Elective

### Overview of Year 10 course content

This course offers the opportunity to enjoy the study of history for its intrinsic interest. Students will study a thematic unit and explore a vast range of human history. Students will develop an understanding of the nature of history and the ways in which different perspectives/ interpretations of the past are reflected in a variety of historical constructions.

Students will study a thematic unit: *Age of Empires – East Meets West*. They will explore historical constructions through film and narratives and explore various perspectives in the history of the Mediterranean, Middle Eastern and Asian worlds.

Students will complete the following topics throughout the year:

#### Semester 1

- East and West: The Crusades
- The Far East and West: The Mongols Empire.

#### Semester 2

- East and West: The Ottoman Empire
- East and West: The Middle East in the 20th and 21st Centuries.

### Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Film Study - <i>Kingdom of Heaven</i>	35	Term 1, Week 10
Essay – The impact of the Mongol Empire	35	Term 3, Week 1
Fetih 1453 and The Ottoman Empire	30	Term 3, Week 10



## Information and Software Technology (IST)

### Overview of Year 10 course content

The course develops the students' knowledge and understanding, confidence and creativity in analysing, designing, developing and evaluating information and software technology solutions.

Students will complete the following topics throughout the year:

- Website Development
- Digital Media
- Networking System.

### Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Designing and Creating a Website	30	Term 1, Week 8
Digital Media Project	35	Term 2, Week 10
Constructing a Network	35	Term 4, Week 2



## Integrated Science, Technology, Engineering, Mathematics (iSTEM)

### Overview of Year 10 course content

The iSTEM course captures the practical nature of science and engineering to create engaging and meaningful experiences for students. The course utilises a practical integrated approach with engineering and technology being used to drive engagement in science and mathematics, through the development of technical skills and mechanical engineering knowledge. Students will engage in four of the core modules and three of the elective modules.

Students will complete the following topics throughout the year:

#### Core Modules

- STEM Fundamentals 1
- STEM Fundamentals 2
- Mechatronics 1
- Mechatronics 2
- STEM PBL Minor
- STEM PBL Major.

#### Elective Modules

- Aerodynamics
- Motion
- CAD/CAM1
- CAD/CAM2
- Surveying
- Design for Space
- Statistics in Action
- Biotechnology.

### Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Inquiry-Based Learning Task	25	Term 1, Week 7
Design Task	35	Term 2, Week 1
Project-Based Learning Task	40	Term 4, Week 2



## Japanese

### Overview of Year 10 course content

Students will complete the following topics throughout the year:

#### Semester 1

- Shopping
- Free time and Hobbies.

#### Semester 2

- Travel
- Culture – Film study – Princess Monoke.

### Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Shopping speaking script	20	Term 1, Week 9
Hobbies written and speaking assessment	20	Term 2, Week 8
Travel comprehension and grammar test	20	Term 3, Week 10
Yearly Examination – oral, aural, reading and writing	40	Term 4, Week 4





## Law and Order

### Overview of Year 10 course content

Students continue to develop their understanding of legal concepts and issues. Students examine the way the law functions in our society and explore the ways in which the legal system can affect the lives of Australian citizens.

Students will complete the following topics throughout the year:

- Family and the Law
- Human Rights and International Law
- Justice and Revenge
- Forensics, Psychology and the Law.

These topics will develop students' understanding and ability to:

- Explain legal information using a variety of forms
- Examine the role of law in society
- Research and assess legal information using a variety of sources
- Use media to examine legal issues
- Work independently and collaboratively to meet individual and collective goals within specified timelines
- Use ICT competencies to research and present information relevant to legal issues.

### Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Marriage Equality	30	Term 1, Week 9
Human Rights Presentation	30	Term 2, Week 8
Punishment Throughout the World	40	Term 3, Week 8



## Mathematics – Stage 5.1/5.2

### Overview of Year 10 Stage 5.1 /5.2 course content

Years 9 and 10 follow the **Stage 5** course in Mathematics. Stage 5 is split into three different pathways; **5.1** (least difficult), **5.2** and **5.3** (most difficult). All students will study the same topics, however, the level of difficulty of each course will depend on the pathway each student is following.

Students in 5.1 and 5.2 Mathematics will complete the following topics throughout the year:

- Probability
- Financial Mathematics
- Algebraic Expressions and Indices
- Trigonometry
- Data
- Linear Relationships
- Equations
- Non-Linear Relationships.

### Assessment Schedule:

Students will complete the following tasks throughout the year in Mathematics. Classwork/homework (including Mathematics tasks) activities will be issued by each class teacher. All other tasks are common assessments.

Students will receive a grade (A10 – E2) for each topic, based upon the level of understanding they have shown in each assessment task, as well as all classwork and homework activities.

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Mathematics Assignment	25	Term 1, Week 11
In-Class Test	35	Term 3, Week 4
Final Examination	40	Term 4, Week 5



## Mathematics – Stage 5.3

### Overview of Year 10 Stage 5.3 course content

Years 9 and 10 follow the **Stage 5** course in Mathematics. Stage 5 is split into three different pathways; **5.1** (least difficult), **5.2** and **5.3** (most difficult). All students will study the same topics, however, the level of difficulty of each course will depend on the pathway each student is following.

Students in 5.3 Mathematics will complete the following topics throughout the year:

- Probability
- Indices and Surds
- Area Surface and Volume
- Trigonometry
- Data
- Linear Relationships
- Quadratic Equations
- Non-Linear Relationships
- Logarithms and Polynomials.

### Assessment Schedule:

Students will complete the following tasks throughout the year in Mathematics. Classwork/homework (including Mathematics tasks) activities will be issued by each class teacher. All other tasks are common assessments.

Students will receive a grade (A10 – E2) for each topic, based upon the level of understanding they have shown in each assessment task, as well as all classwork and homework activities.

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Mathematics Assignment	25	Term 1, Week 11
In-Class Test	35	Term 3, Week 4
Final Examination	40	Term 4, Week 5



## Music

### Overview of Year 10 course content

Students will complete the following topics throughout the year:

- Music for Radio, Film, Television and Multimedia
- Popular Music
- Music of a culture.

### Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Performance 1	25	Term 1, Week 9
Composition	25	Term 2, Week 8
Performance 2	25	Term 3, Week 7
Yearly Examination	25	Term 3, Week 9



## Physical Activity and Sports Studies (PASS)

### Overview of Year 10 course content

Students will complete the following topics throughout the year:

#### Area of Study

- Foundations of Physical Activity
- Enhancing Participation and Performance
- Physical Activity and Sport in Society

#### Modules

- Body systems and energy for physical activity
- Nutrition and Physical activity
- Event Management
- Opportunities and pathways in physical activity and sport.

### Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Theory – Body Systems and Physical activity - Research Task	25	Term 1, Week 7
Practical – Invasion game - Sofcrosse	25	Term 2, Week 2
Theory/Practical – Event Management	25	Term 3, Week 4-5
Theory - Opportunities and pathways in physical activity and sport - Research Task	25	Term 4, Week 4



## Personal Development, Health and Physical Education (PD/H/PE)

### Overview of Year 10 course content

Students will complete the following topics throughout the year:

- Equal Opportunities
- Better Safe than Sorry
- Adventure Leader
- Turning Knowledge to Action
- Raising the Bar
- The Next Chapter
- Lights! Camera! Action!

### Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Theory – Equal Opportunities - Research Task	25	Term 1, Week 8
Practical – Adventure Leader	25	Term 2, Week 3
Practical – Raising the Bar	25	Term 3, Week 9
Theory – Yearly Examination	25	Term 4, Week 2





## Science

### Overview of Year 10 course content

Students develop Working Scientifically skills in the knowledge and understanding strands of Chemical World, Physical World, Living World and Earth and Space. Through applying the processes of Working Scientifically, students use scientific inquiry to develop their understanding of science ideas and concepts, as well as the importance of scientific evidence.

Students will complete the following topics throughout the year. The topics to be studied are:

#### Semester 1

- Chemical World
- Physical World

#### Semester 2

- Living World
- Earth and Space.

### Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes in areas of Knowledge and Understanding, Thinking Scientifically, Communicating Scientifically, and Investigating Scientifically.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Independent Scientific Investigation	20	Term 1, Week 5
Half-Yearly Examination	30	Term 2, Week 1
VALID 10 Examination	30	Term 3, Week 7-8
Research Task	20	Term 4, Week 5



## Visual Arts

### Overview of Year 10 course content

Students will complete the following topics throughout the year:

- Animals in Art
- Still Life
- Portraiture
- Art for Social Change.

### Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Students are required to complete practical work in their Visual Arts Process Diary (VAPD) where applicable. They will also be given theory activities each semester to complete in class and at home when necessary.

Task	Weighting (%)	Due
Artmaking Portfolio 1 and VAPD	30	Term 1, Week 10
Artist Study 1 - Research task and extended response	20	Term 2, Week 9
Artist Study 2 - Essay	20	Term 3, Week 8
Artmaking Portfolio 2 and VAPD	30	Term 3, Week 10



## Assessment Task Calendar

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
1					Big History Science		iSTEM PASS	IST PD/H/PE	Commerce Japanese Law & Order Music	Drama English Food Tech. Geography History History Elect. V. Arts	Mathematics
2	Geography iSTEM Science	PASS	PD/H/PE				Food Tech.	Food Tech. Japanese Law & Order Music	Drama English History V. Arts	IST	
3	History Elect.		History	Mathematics PASS	Big History PASS		Music Science	Drama Food Tech. Law & Order Science V. Arts	Commerce English Music PD/H/PE	History History Elect. Japanese V. Arts	
4		Big History Drama Geography IST iSTEM PD/H/PE	Commerce	English Japanese PASS	Mathematics Science						