

# Kelso High Campus



2023

Stage 5 – Year 10 Assessment Book

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######  Principal’s Message

Welcome to Year 10 and Stage 5! This is an important year for students – not only do electives begin but it is also the beginning of preparation for senior school and post school opportunities. Students will find that their teacher’s expectations around work in class and at home increases and they will also be expected to take more individual responsibility for their own learning.

At the successful completion of Year 10 students will be able to attain a RoSA which stands for a Record of Student Achievement. This is a necessary requirement for progressing to Year 11 or an alternative educational setting such as TAFE, or entering the workforce. In order to attain a RoSA students must meet the following requirements as determined by the NSW Education Services Authority:

1. Follow each course;
2. Apply themselves with diligence and sustained effort to the set tasks and experiences provided by the school and
3. Achieve some or all of the course outcomes

This means that students must demonstrate that they are working consistently in class and at home to produce work that is reflective of their ability. It is also expected that attendance for each class will be at least 85% and that all assessment and class tasks are submitted on time.

This booklet sets out exactly when each assessment task is due for each subject. Students with the support of their families are encouraged to use it as a reference to help plan and manage their time as effectively as possible.

Michael Sloan

Principal

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 Michael Sloan Nathan Kenny Sharon Mendes

  **Principal Deputy Principal Support Deputy Principal Year 10**

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 Jenny Forster Beatrice Grace

 **Carers Advisor Year 10 Advisor**

 Year 10 Requirements

This assessment policy is based on NSW Education Standards Authority (NESA) and NSW Department of Education requirements. Detailed information is available on the NESA website [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au/) where you will find links to:

* Stage 5 Assessment
* Stage 5 Syllabuses
* Record of School Achievement (RoSA) requirements
* NSW Higher School Certificate Minimum Standards

The NSW Department of Education Curriculum Policy Standards outline the requirements for public schools in NSW and can be found on the NSW Government – Education website via the following link: <https://education.nsw.gov.au/policy-library/policies/pd-2005-0290>

**Stage 5 Requirements**

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In NSW Department of Education schools, to complete Stage 5, students must:

* Satisfactorily complete mandatory hours in English, Mathematics, Science, History, Geography and PD/H/PE as per NESA requirements for a RoSA.
* Satisfactorily complete elective courses as mandated by the NSW Department of Education.

######  Life Skills

NESA has developed Life Skills courses in each broad area of learning that can be used to satisfy the mandatory curriculum requirements for the award of the RoSA.

* If students undertake one or more courses based on Life Skills outcomes and content, they will also receive a Profile of Student Achievement. The profile will outline the Life Skills outcomes they have achieved in each course.
* The Profile of Student Achievement will be printed and issued by NESA to students at the same time as their RoSA (or if ineligible for the RoSA, with the Transcript of Study).
* Life Skills outcomes will be shown on the profile as:
	+ Achieved – for outcomes the student has achieved independently.
	+ Achieved with support – for outcomes that have been achieved with additional support.

Special Provisions (for students with special needs)

<http://www.boardofstudies.nsw.edu.au/disability-provisions>

Disability provisions are available for a range of medical and learning conditions in the HSC. Where a student is likely to be granted disability provisions in the HSC year they may apply for provisions in Stage 5 examinations. For example students with diabetes or students with conditions that prevents them from reading the examination questions and/or communicating responses may be approved for examination provisions. Contact the Head Teacher Welfare for further information and application details.

######  NSW Higher School Certificate Minimum Standards

All Year 12 students in NSW must reach the minimum standard of literacy and numeracy to receive a Higher School Certificate.

Set for success in everyday life

The standard is mapped against a nationally agreed standard of functional literacy and numeracy. It is part of a broader NSW Government strategy to support students to succeed in life and work. Students at risk of not demonstrating the standard will be identified early and supported to improve their reading, writing and numeracy skills.

Multiple opportunities to pass

Students can demonstrate they meet the standard by passing the online reading, writing and numeracy tests, which will be available for students to sit in:

* Year 10
* Year 11
* Year 12
* for up to five years after beginning their first Higher School Certificate courses.

Why have a minimum standard?

The best indicators of success (employment, higher salaries and good health) rely on a student’s literacy and numeracy skills.

Without targeted intervention and support to reach the standard, some students risk missing out on skills necessary for everyday life.

The minimum standard will prompt an early focus on literacy and numeracy, and help students meet progressive milestones. Advanced students will also benefit from an increased focus on literacy and numeracy by developing more sophisticated skills.

 Students who don’t meet the standard

All students should complete high school with a functional level of literacy and numeracy for everyday life and employment.

Students who don’t demonstrate the standard will have five years after beginning their first Higher School Certificate courses to meet the minimum standard and receive a Higher School Certificate. They will receive a Record of School Achievement on leaving school.

While Mathematics will not be mandatory for Year 11 and 12, studying Mathematics General 1 is an option for students who need to improve their numeracy skills in order to meet the minimum standard.

Exemptions

Disability provisions will be available for the tests in line with existing provisions for the Higher School Certificate.

Some students, including those studying Life Skills courses in English and Mathematics, will be exempt from meeting the minimum standard.

######  Kelso High Campus Assessment Policies and Procedures

What is assessment and why do we do it?

Assessment is a process of gathering information about student achievement at various stages in a course. Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. At Kelso High Campus we use a variety of assessment tasks to assess students’ performance. Tasks may include assignments, fieldwork and reports, oral presentations, tests and examinations, portfolios, practical investigations, long term pieces of work and performances. Most courses have between four and five assessment tasks. Tasks may be differentiated to meet a range of student needs however the assessment process will remain the same.

Students must make a genuine attempt at assessment tasks and can best meet course requirements if they:

* Attend all timetabled lessons and minimize absences from class for any reason.
* Complete all activities set during class time.
* Complete homework set by the teacher.
* Regularly revise all work.
* Complete all assessment tasks.

Assessment and organisation

* Students will be given written notification of each assessment task with a minimum of two weeks’ notice before the due date of the task.
* Students may have more than one assessment task due at the same time and should schedule adequate time to complete each task.
* It is a student’s responsibility to organise study and preparation time to ensure that assessment tasks are submitted by the due date.
* Students should start tasks early, break them into a series of small steps and set deadlines for completing each step.
* It is recommended that students make use of diaries, calendars and/or wall planners to organise their time.

Who can help with assessments?

1. The first person to ask for help is your class teacher – make sure you understand the task and ask questions about what is expected.
2. Study Group - This is a tutorial type service to assist students in Years 7 - 12 to complete homework, assignments and assessments whilst improving their literacy and self-confidence. It is available Monday to Thursday in the Library. To access study group a referral process must be followed.
3. For further information see Christina Honeyman or Maree Pearce.
4. Norta Norta tutors are available to support ATSI students.
5. Other tutoring may be offered by individual faculties – ask Head Teachers.
6. If you are feeling overwhelmed, speak to someone – this may be another teacher, your Year Adviser or the School Counsellor.

Honesty in assessment

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the student’s own or must be acknowledged appropriately.

Malpractice, including plagiarism, could lead to a mark of zero and a non-award of the RoSA.

* Malpractice includes, but is not limited to:
	+ copying someone else’s work in part or in whole, and presenting it as your own, including using material directly from books, journals, CDs or the internet without reference to the source;
	+ building on the ideas of another person without reference to the source;
	+ buying, stealing or borrowing another person’s work and presenting it as your own;
	+ submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
	+ using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement or paying someone to write or prepare material;
	+ breaching school examination rules or using non-approved aides during an assessment task;
	+ contriving false explanations to explain work not handed in by the due date; or
	+ assisting another student to engage in malpractice.

Where there is evidence that a student has not submitted their own work a decision as to the consequence of malpractice will be determined by the faculty Head Teacher and Deputy Principal.

**Task Submission Process**

In Years 9 and 10 students must sign an assessment register to acknowledge they have received the task and sign again upon submission. The task will be handed to the class teacher during the lesson on the due date. **Technology breakdowns are not a valid or acceptable excuse for late or non-submission of tasks.**

Applications for extension of time and illness/misadventure consideration

Students may apply for an extension of time for illness or unavoidable misadventure (see Appendices of this booklet for the form). Documentation (eg. doctor’s certificate or written declaration) should be provided.

Late submission of assessment tasks

Assessment work submitted late without written application (See Appendices for form) and approval will incur the following penalties:

* 1. school day late 20% deduction
	2. school day’s late 40% deduction
	3. school day’s late 60% deduction

More than three school day’s late 100% deduction

Any cases of illness or misadventure on the due date will be treated on a case by case basis in negotiation with the class and/or Head Teacher.

School reports

School reports will be issued twice a year in Term 2 and in Term 4.

######  Strategies to Assist with Assessments

You should consider your assessment as a series of planned steps and stages – a work in progress! Below is a flow chart to help you plan assessments and break tasks down to key steps.

Define

* Read the assignment instructions and assessment criteria. Highlight key words.
* Brainstorm what you already know about the topic.
* Complete some quick background research on the topic (e.g. browse the internet or refer to class notes).
* Pose questions to guide your research.
* Plan how you will present your work.

#### Locate

* Identify keywords from the defining stage.
* If research is required, use key words to search the library catalogue, databases and online search engines.
* You may need to use advanced search strategies to find exactly what you're looking for - Don’t just use the first book or website you find – keep searching!
* Ask your teacher questions.

#### Select

* Skim – look at contents page, headings, index and visual information. Is the resource relevant?
* Scan – search the text for your keywords. If it’s a digital resource use the ‘Find’ function to help you.
* Evaluate websites for quality information.
* Take notes **in your own words** – do not copy and paste! Use a graphic organiser to help.
* Remember to record bibliographic details for your reference list!

#### Organise

* Create an outline of the different parts of your assignment and the order in which they will go.
* Organise your notes to fit under the different parts on your outline.
* Write a draft copy.
* Revise and edit your draft copy. Get feedback from your teacher.
* Create your bibliography.

#### Present

* + Write a final copy, presenting your information in the way the teacher has specified.
	+ If you have a choice in your method of presentation, choose a way that suits your strengths and learning style.
	+ Read through the assignment task and the assessment criteria again, making sure your assignment includes everything it should.

#### Reflect

* Re-read your assignment task and evaluate your assignment against the assessment criteria.
	+ Reflect on how well you planned your assignment and your time management.
	+ Reflect on how well you worked in a group (if applicable).
	+ On receiving your assignment back from your teacher, read their feedback to determine what you can improve upon next time.

Improving your writing

This is an area many students find challenging. At Kelso High Campus we have been using the ALARM approach to build writing skills. ALARM stands for A Learning and Responding Matrix and this approach provide students with a framework to understand questions and structure their responses.

***STEP ONE Understanding the question***

You will be asked to respond to a range of questions throughout Stage 5. To understand what you need to write you should break the question down. Refer to the Glossary of Key Terms and ALARM colours to assist you here.

**Steps for breaking down the question**

1. Circle the verb – what do I need to do?
2. Squiggly line under the focus of the question.
3. Highlight the content – what do I need to know to answer the question?

***STEP TWO Writing your response***

**Forming an introduction**

* What is your overall argument/thesis/response to the question?
* Give a summary of the ideas you will discuss in each PEEL paragraph (not a list!)

**Paragraph structure**

**INTRO**

|  |  |  |  |
| --- | --- | --- | --- |
| **P** | POINT | Topic sentence – what is the main point your paragraph will show. |  |
|  | **PEEL PARAGRAPH - POINT 1** |
| **E** | EXPLAIN | Elaborate on your topic sentence by giving details that shows what is important about this point. |
|  |
|  | **PEEL PARAGRAPH – POINT 2** |
| **E** | EVIDENCE/EXAMPLE | What supports your point? Be specific and detailed. This can include facts, statistics, quotes, techniques, source material. |
|  |
|  | **PEEL PARAGRAPH – POINT 3 etc.****CONCLUSION** |
| **L** | LINK | Link back to the question – how does this point answer the question? |
|  |

**Conclusion**

* Rewrite the question into a statement that directly answers the question.
* You should then give an overview of your main points.
* Try to write a closing statement that makes your point of view POP!

What language should you use?

|  |  |
| --- | --- |
| **If you want to do this…** | **Try this instead…** |
| Start your paragraph with firstly, secondly, thirdly... | Take it out! State your topic sentence directly. |
| Say ‘I believe’ & ‘In my opinion’ etc. | Use third person. Say ‘this shows’, ‘this portrays’, ‘therefore’, ‘it is evident that’, ‘as a result’ etc. |
| Long sentences with lots of commas | Keep sentences short and sharp. |
| Chunking lots of ideas/examples together | Every example should have its own explanation. |

 **When you need to explain**

 **both sides of the argument**

On the other hand… Whereas…

However…

Alternatively…

In contrast,

**When you need to explain**

**cause and consequence**

Therefore... As a result...

One consequence of this

was …

This means that…

The impact of this was…. This caused ...

**When you need to explain**

**significance/importance**

This was significant because...

Significantly…

The most important… It can be argued that…

This was a turning point because…

**Setting S.M.A.R.T. Goals**

What do you want to achieve this year? Do better in your school assignments? Be more organized? We all work better when we have goals. However to be effective, you must have S.M.A.R.T. goals:

**SPECIFIC** Your goal must be clear and specific. What goal do you actually want to achieve?

**MEASURABLE** You must be able to measure progress towards your goal, in time or quantity. To check whether your goal is measureable, ask yourself such questions as how much, how often and can I measure my progress?

**ACHIEVABLE** You must be able to achieve your goal, with some effort.

**REALISTIC** You must be willing and able to work towards your goal.

**TIME-FRAMED** When do you want to achieve your goal? One month, one term? If you set a long term goal, it often helps to also set a series of short term goals to reach your longer term one. Try recording your goals somewhere. Look at them regularly to check your progress. This can really help!

 How to write a bibliography

Some key terms

***Referencing:*** acknowledging all the sources you have used when doing an assignment

***Bibliography:*** the list of references used at the end of your assignment

Why reference?

* + To show the **research** you have done for your task
	+ To **acknowledge** when you’ve used other people’s words, ideas, data and images
	+ So other people can l**ocate** the sources of information you have used
	+ Academic honesty – to avoid **plagiarism**

How to List Sources Correctly in a Bibliography

*There are lots of different methods of referencing and writing bibliographies, the one most commonly used in secondary schools is the* ***Harvard*** *or Author-Date system.*

BOOK

Author(s) of book – family name and initials, Year of publication, *Title of book – italicised*, Edition, Publisher, Place of publication.

Eg: Paterson, D, Willoughby, D & Willoughby, S, 2001, *Civil Rights in the USA, 1863-1980,* Heineman, Melbourne

NEWSPAPER, MAGAZINE OR JOURNAL ARTICLE

Author(s) of journal article – family name and initials, Year of publication, ‘Title of journal article – in single quotation marks’, *Title of publication – italicised*, Volume, Issue or number, Page number(s).

Eg: Hagan, K, 2014, ‘Salt remains the hidden killer in fast food’, *Sydney Morning Herald,* April 2, 2014, p.21

WEB PAGE

Author(s) of page – (person or organisation), Year (page created or revised), *Title of page - italicised*, Publisher (if applicable), Place of publication (if applicable), viewed date, URL.

Eg: Australian Sport Commission, 2016, *AIS,* viewed 3 April, 2016, <http://www.ausport.gov.au/>

DVD or BLU-RAY

Author/Producer/Director Year, *Title - italicised*, Type of medium, Publisher, Place. Eg: Teplitzky, J, 2014, *The Railway Man,* feature film, Paramount Pictures, Australia

* Finally, all references should be listed in your bibliography in **alphabetical order** by the author(s) names

***Good websites for tips on referencing***

<http://ergo.slv.vic.gov.au/learn-skills/essay-writing-skills/bibliographies/write-your-bibliography> <http://www.library.usyd.edu.au/elearning/learn/referencing/index.php> <http://amow.boardofstudies.nsw.edu.au/module2/module2.html>

***Online bibliography generators***

*Cite this for me:* [*https://www.citethisforme.com/*](https://www.citethisforme.com/)*Bibme:* [*http://www.bibme.org/*](http://www.bibme.org/)

*Refme:* [*https://www.refme.com/au/referencing-generator/harvard/*](https://www.refme.com/au/referencing-generator/harvard/)

Year 10

Core Courses

### English

* Geography
* History
* Mathematics
* Personal Development, Health & Physical Education
* Science
* Work Education

**Subject: Year 10 English Head Teacher: J Adams**

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| **Course Objectives:**  Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: * Communicate through speaking, listening, reading, writing, viewing and representing
* Use language to shape and make meaning according to purpose, audience and context
* Think in ways that are imaginative, creative, interpretive and critical
* Express themselves and their relationships with others and their world
* Learn and reflect on their learning through their study of English.

**Outcomes being assessed:**Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:   <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10> |
|

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Task distributed**  | **Task Due**  | **Task**  | **Weight**  | **Assessment components**  | **Additional Task Information**  | **Outcomes**   |
| Term 1Week 7 | Term 1  **Week 11**  | **Task 1: Writing**  | 20%  | In-Class Task  | Novel / Short Story / Non-Fiction  | EN5-5C, EN5- 6C, EN5-7D, EN5-8D   |
| Term 2Week 5 | Term 2 **Week 8** | **Task 2: Mid-Year Examination – includes speeches**  | 25%  | Unseen texts and extended response   | Speeches   | EN5-1A, EN5- 4B, EN5-5C, EN5-8D   |
| Term 3Week 6 | Term 3 **Week 8** | **Task 3: Texts in Time: Comparative Study**  | 25%  | Extended response   | Prose Fiction / Poetry / Film / Drama  | EN5-2A, EN5- 3B, EN5-6C, EN5-9E   |
| Term 4Week 5 | Term 4 **Week 8** | **Task 4: Yearly Examination**   | 30%  | Unseen texts, short responses & extended response   |   | EN5-1A, EN5-3B, EN5-4B   |

**Additional Course Information:****Assessment tasks must be submitted to**: Class teacher |

**Subject: Year 10 Geography Head Teacher: K Mortimore**

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| **Course Objectives:** Students:   * develop knowledge and understanding of the features and characteristics of places and environments across a range of scales
* develop knowledge and understanding of interactions between people, places and environments
* apply geographical tools for geographical inquiry
* develop skills to acquire, process and communicate geographical information

 **Outcomes being assessed:**  Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link: <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10>    |
| **Task distributed**  | **Task Due**  | **Task**  | **Weight**  | **Assessment components**  | **Additional Task Information**  | **Outcomes**   |
| Term 1 Week 5  | Term 1 Week 9  | **Task 1:** Investigative Study   | 40%  | Geographical inquiry and research - Environmental Change and Management.  |   | GE5-2  GE5-3   GE5-5  GE5-7  GE5-8   |
| Term 1 Week 10  | Term 2 Week 4  | **Task 2: Extended response and skills component.**  | 40%   | Geographical investigation of issues related to Human Wellbeing.    |   | GE5-1 GE5-4  GE5-6  GE5-7  GE5-8    |
| Ongoing  | Ongoing  | **Task 3:** Application and Classwork  | 20%   |   |   | All  |
|   |   |   |   |   |   |   |
| **Additional Course Information:** Students will complete a Yearly Examination in Term 4 **Assessment tasks must be submitted to**: Class teacher – see submission instructions on task sheet  |

 **Subject: Year 10 History Head Teacher: K Mortimore**

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| **Course Objectives:** Students:   * develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia
* develop knowledge and understanding of ideas, movements, people and events that     shaped past civilisations, the modern world and Australia
* develop skills to undertake the process of historical inquiry
* develop skills to communicate their understanding of history.

**Outcomes being assessed:**  Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10>   |
| **Task distributed**  | **Task Due**  | **Task**  | **Weight**  | **Assessment components**  | **Additional Task Information**  | **Outcomes** (See Syllabus)  |
| Term 3 Week 4  | Term 3 Week 7  | **Task 1: Multimodal Historical Investigation**  | 40%  | Conflict Study  |   | HT5-3, HT5-6, HT5-8, HT5-10  |
| Term 4 Week 2  | Term 4 Week 4  | **Task 2: Class Test**  | 40%  | Rights and Freedoms  |   | HT5-2, HT5-3, HT5-4, HT5-5,   HT5-9  |
| Ongoing  | Ongoing  | **Task 3: Classwork and Application**  | 20%  |   |   | HT5-1, HT5-4,  HT5-5, HT5-7  |
|   |   |   |   |   |   |   |
| **Additional Course Information:** Students will complete a Yearly Examination in Term 4 **Assessment tasks must be submitted to**: Class teacher – see submission instructions on task sheet  |

**Subject: Year 10 Mathematics (5.1 Course) Head Teacher: W Maloney**

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| **Course Objectives:** This level has been designed for those students who possess a basic level of mathematical intuition and ability. The nature and format of this level enables students to learn the basic mathematical principles required for the study of the 2 Unit General Mathematics course 1 in Years 11 and 12.  **Outcomes being assessed:** Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-k-10>   |
| **Task distributed** | **Task Due** | **Task** | **Weight** | **Assessment components** | **Additional Task Information** | **Outcomes****(see Syllabus)** |
| Term 1Week 7 | Term 1Week 9 | **Task 1:** Assignment | 20% | Stage 4 Review on Number, Earning Money, Algebra | **In class test** | MA4-4NA to MA4- 11NA |
| Term 2Week 3 | Term 2Week 5 | **Task 2:** Two Period Test – Half-Yearly | 30% |  | **In class test** |  |
| Term 3Week 4 | Term 3Week 6 | **Task 3:** Assignment | 20% | Number and Indices, Equations, Area and S.A | **In class test** | MA5.2-7NA, MA5.2-8NA, MA5.2-11MG |
| Term 4 | Term 4 Week 8 | **Task 4:** Yearly Examination |  30% | Linear Relationships, Volume, Capacity Financial Mathematics EarningMoney | **Yearly Examination** | MA5.2-9NA, MA5.2-12MG, MA5.1-4NA |
| **Additional Course Information:****Assessment tasks must be submitted to:** Class teacher |

 **Subject: Year 10 Mathematics 9 (5.2 Course) Head Teacher: W Maloney**

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| **Course Objectives:** This level has been designed for those students who possess a basic level of mathematical intuition and ability. The nature and format of this level enables students to learn the basic mathematical principles required for the study of the 2 Unit General Mathematics course 1 in Years 11 and 12.  **Outcomes being assessed:** Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link: <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-k-10>   |
| **Task distributed** | **Task Due** | **Task** | **Weight** | **Assessment components** | **Additional Task Information** | **Outcomes****(see Syllabus)** |
| Term 1Week 7 | Term 1Week 9 | **Task 1:** Assignment | 20% | Stage 4 Review on Number, Earning Money, Algebra | **In class test** | MA4-4NA to MA4- 11NA |
| Term 2Week 3 | Term 2Week 5 | **Task 2:** Two Period Test – Half-Yearly | 30% |  | **In class test** |  |
| Term 3Week 4 | Term 3Week 6 | **Task 3:** Assignment | 20% | Number and Indices, Algebraic Techniques | **In class test** | MA5.1-5NA, MA4-8NA |
| Term 4 | Term 4 Week 8 | **Task 4:** Yearly Examination |  30% | Number and Indices, Algebraic Techniques, Perimeter, Area, Equations | **Yearly Exam** | MA5.1-5NA, MA4-8NA, MA5.1-8MG |
| **Additional Course Information:****Assessment tasks must be submitted to:** Class teacher |

**Subject: Year 10 Mathematics (5.3 Course) Head Teacher: W Maloney**

|  |
| --- |
| **Course Objectives:** This level has been designed for those students who possess a basic level of mathematical intuition and ability. The nature and format of this level enables students to learn the basic mathematical principles required for the study of the 2 Unit General Mathematics course 1 in Years 11 and 12.  **Outcomes being assessed:** Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-k-10>   |
| **Task distributed** | **Task Due** | **Task** | **Weight** | **Assessment components** | **Additional Task Information** | **Outcomes****(see Syllabus)** |
| Term 1Week 7 | Term 1Week 9 | **Task 1:** Assignment  | 20% | Stage 4 Review on Number, Earning Money, Algebra | **In class test** | MA4-4NA to MA4- 11NA |
| Term 2Week 3 | Term 2Week 5 | **Task 2:** Two PeriodTest – Half-Yearly | 30% |  | **In class test** |  |
| Term 3Week 4 | Term 3Week 6 | **Task 3:** Assignment | 20% | Number and Indices, Equations, Area Volume and Capacity | **In class test** | MA5.2-7NA, MA5.2-8NA, MA5.2-11MG, MA5.2-12MG |
| Term 4 | Term 4 Week 8 | **Task 4:** Yearly Examination |  30% | Linear Relationships, Trigonometry, Geometrical Figures and Congruency | **Yearly Exam** | MA5.2-9NA, MA5.1-10MG, MA5.2-14MG |
| **Additional Course Information:****Assessment tasks must be submitted to:** Class teacher |

**Subject: Year 10 PDHPE                                                                                Head Teacher: R Bolus**

|  |
| --- |
| **Course Objectives. Students;** * **Demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships**
* **Enact and strengthen health, safety, wellbeing and participation in physical activity**
* **Develop and use self-management skills that enable them to take personal responsibility for their actions and emotions**
* **Move with confidence, competence and creativity across various physical activity contexts**
* **Value and appreciate influences on personal health practices and demonstrate a commitment to lead and promote healthy, safe and active lives for themselves**

  **Outcomes being assessed:** **Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:** [**https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/physical-activity-sports-studies-7-10-2019**](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/physical-activity-sports-studies-7-10-2019)   |
| **Task distributed** | **Task Due** | **Task** | **Weight** | **Assessment components** | **Additional Task****Information** | **Outcomes**(See Syllabus) |
|  Term 1 Week 5  |  Term 1 Week 7  | **Assessment task 1**  | 10%  | In-class task  |   | 5.4,5.9,5.11  |
|  Term 2 Week 5  |  Term 2 Week 7  | **Class test**  | 20%  | Terms 1/2 course content  |   | 5.5,5.7  |
|  Term 3 Week 7  |  Term 3 Week 9  | **Assessment task 2**  | 20%  | Research task  |   | 5.7,5.9  |
|  Term 1  Week 1  | Ongoing  | **Assessment of participation and skill development in practical PE classes**  | 50%  | Skill development and participation  |   | PD5-4 PD5-10  |
| **Additional Course Information:****Assessment tasks must be submitted to**: Class teacher |

 **Subject: Year 10 SCIENCE                                                                                  Head Teacher: J Lawler**

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| **Outcomes Being Assessed:** Students: * Develop knowledge of the physical world, earth and space, living world and chemical world, and understanding about the nature, development, use and influence of science.
* Develop knowledge, understanding of and skills in applying the processes of working scientifically.
* Develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future.
* Develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens.
 |
| **Task Distributed** | **Task Due** | **Task** | **Weight** | **Assessment components** | **Additional Task Information** | **Outcomes**(See Syllabus) |
| Term 1 Week 10  | Term 1 Week 10  | **Task 1** Topic Test  | 30%  | Living World – Genetics & Chemical World – Chemical Reactions  | In class test  | SC5-15LW, SC5-17CW SC5-7WS, SC5-8WS  |
| Term 2 Week 6  | Term 2 Week 9  | **Task 2** Student Investigation  | 40%  | Working Scientifically  | In and out of class  | SC5-(4WS-7WS), SC5-9WS  |
| Term 3 Week 3  | Term 3 Week 5  | **Task 3** Research Task  | 30%  | Earth & Space – The Universe  | Out of class  | SC5-12ES, SC5-7WS, SC5-9WS  |
| Term 4 Week 8  | Term 4 Week 8  | **Task 4** Yearly Examination  |   | Living World Chemical World Physical World Earth & Space Working Scientifically  | Yearly Examination  | SC5-14LW, SC5-15LW, SC5-17CW SC5-10PW, SC5-11PW, SC5-12ES, SC5-(4WS-9WS)   |
| **Additional Course Information:****Assessment tasks must be submitted to**: Class teacher |

 **Subject: Year 10 Work Education                                                   Head Teacher: M Feening**

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| **Course Objectives:** Knowledge and understanding  Students develop knowledge and understanding of:  * the world of work
* roles of individuals and diverse organisations within the local and Australian community
* the role of education, employment and training in planning and managing transitions.

Skills  Students develop:  * skills related to workplace contexts, entrepreneurship and managing transitions
* research and communication skills that relate to the world of work.

Values and attitudes  Students value and appreciate:  * the importance of lifelong learning and its role in planning future pathways
* the benefits of collaboration and the contribution of diverse organisations to the community
* the significance of applying ethical, responsible and accountable practices in work and the community for individuals and organisations.

 **Outcomes being assessed:**  Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/work-education-7-10-2019>    |
| **Task distributed**  | **Task Due**  | **Task**  | **Weight**  | **Assessment components**  | **Additional Task Information**  | **Outcomes**   |
| Term 1 Week 6  | Term 1 Week 10  | **Task 1: Technology in the workplace** Term 1 Quiz   | 20%  | Quiz Test for Term 1 content in class.  | **To be completed in class time during week 10 via the Google classroom**  | WE5-1 WE5-2 WE5-7 WE5-9 WE5-10  |
| Term 2 Week 2  | Term 2 Week 8 Present Week 9  | **Task 2: Future Pathways** Mini Job Expo Research Task  | 30%   | Research Task for Mini Job expo.  | **Each Student will research a Job of interest and will present as a Mini Job Expo to Year 8 in Week 9 in the Gym**  | WE5-1 WE5-2 WE5-5 WE5-6 WE5-8 WE5-9 WE5-10  |
| Ongoing  | Ongoing  | Bookwork,Application and Classwork   | 10%   | Completion, submission and ongoing class application  |   | ALL  |
| Term 3 Week 7   | Term 3 Week 9  | **Task 3: Managing Finances** In class task and Term Quiz  | 20%  | Financial Literacy.  Budgeting task and term review quiz  |   | WE5-7 WE5-8 WE5-9 WE5-10  |
| Term 4 Week 1  | Term 4 Week 6  | **Task 4: Mandatory Training**  | 20%  | All My Own Work LLN training VET induction Go2Work Placemnt  | **Mandatory Training for all year 10. All to be completed during scheduled lessons.**  | ALL  |
| **Additional Course Information:** Students must complete ALL Mandatory Training in Term 4 **Assessment tasks must be submitted to**: Class teacher and via Work Education Google Classroom– see submission instructions on task sheet  |

## Year 10

## Elective Courses

|  |  |
| --- | --- |
| Aboriginal Studies (BHC)AgricultureChild StudiesCommerceDance (BHC)Drama (BHC)Food TechnologyIndustrial Technology – AutomotiveIndustrial Technology – MetalIndustrial Technology – Timber | Information, Software & TechnologyiSTEMInternational StudiesJapaneseMusicPhysical Activity & Sports StudiesTextiles TechnologyVisual ArtsVisual Design |

 **Subject: Year 10 Aboriginal Studies (BHC) Line B Head Teacher: I Newell**

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| **Course Objectives:** Students will: * knowledge, understanding & appreciation of similarities and diversity in Aboriginal identities, communities and cultural expression
* understanding & appreciation of the importance of Aboriginal autonomy to Australia’s future
* understanding & appreciation of Aboriginal Peoples’ ongoing contribution to, and interaction with, the wider Australian society
* understanding of the factors influencing attitudes towards Aboriginal Peoples and cultures, and the effects of these attitudes

 **Outcomes being assessed:**   Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:  <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/aboriginal-studies>   |
| **Task** | **Task type** | **Topic** | **Task****Distributed** | **Task Due** | **Weighting %** | **Outcomes** |
| 1 | Perspective Response Narrative   | Core 1: Aboriginal Identities   | Term 1 Week 4   |  Term 1 Week 9  | 25 | AST5-1, AST5-2, AST5-4, AST5-5, AST5-6,   |
| 2 |  Research Report  | Option 8: Aboriginal Peoples and Sport  |  Term 2 Week 3  | Term 2 Week 9   | 25 | AST5-6, AST5-7, AST5-8, AST5-9,   |
| 3 | Visual Art Piece and Description  | Option 2: Aboriginal Peoples and the Visual Arts   |  Term 3 Week 1  |  Term 3 Week 10  | 25 |  AST5-1, AST5-3, AST5-5, AST5-8, AST5-10  |
| 4 | Case Study Report and Response  | Option 9: Aboriginal Peoples’ Interaction with Legal and Political Systems   | Term 4 Week 1   | Term 4 Week 5   | 25 | AST5-2, AST5-4, AST5-6, AST5-9, AST5-11   |
| **Additional Course Information:**   The subject is a Year 9/10 composite class **Assessment tasks must be submitted to**: Google Classroom or hard-copy to classroom teacher |

**Subject: Year 10 Agriculture      Line B Head Teacher: J.Lawler**

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| **Course Objectives:** Students develop: * knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives
* knowledge and understanding of the local and global interaction of agriculture with Australia’s economy, culture and society
* knowledge of and skills in the effective and responsible production and marketing of agricultural products
* an understanding of sustainable and ethical practices that support productive and profitable agriculture
* skills in problem-solving, including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts
* knowledge and skills in implementing collaborative and safe work practices in agricultural contexts

 **Outcomes being assessed:** **Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:** [**https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/agricultural-technology-2019**](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/agricultural-technology-2019)   |
| **Task distributed**  | **Task Due**  | **Task**  | **Weight**  | **Assessment components**  | **Additional Task Information**  | **Outcomes**   |
| Term 1  Week 7  | Term 1 Week 9  | **Practical & Theory Test**  | 30%  | Sheep Production  | In class practical and test  |  AG5-7, AG5-10, AG5-13, AG5-14  |
| Term 2 Week 3  | Term 2 Week 5  | **Research Task**  | 20%  | Native Tree Production  | Out of class  |  AG5-1, AG5-4, AG5-8, AG5-9  |
| Term 2 Week 6  | Term 2 Week 9  | **Report**  | 20%  | Pastures & Cropping  | In and out of class components  | AG5-1, AG5-6, AG5-11, AG5-12  |
|   Term 3    Week 5  |   Term 3   Week 8  | **Research Task**   |  30%  |   Horticulture production    | In and out of class components   |  AG5-2, AG5-4, AG5-7, AG5-10, AG5-12  |
|   | Term 4 Week 8  | **Yearly Exam**  |     | Sheep Production Sustainable Agriculture Pastures & Cropping Poultry  | Examination conditions  | AG5-1 – AG5-14  |
| **Additional Course Information:** **Assessment tasks must be submitted to:** Class teacher  |

**Subject: Year 10 Child Studies                 Line B                            Head Teacher: R.BOLUS**

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| Course Objectives Students develop, * Knowledge and understanding of child development from preconception to the early years
* Skills in researching, communicating and evaluating issues related to child development
* An appreciation of the role of positive parenting and caring has on a child’s wellbeing
* An appreciation of the positive impact that significant others play in the growth and development of children
* Knowledge, understanding and skills required to positively influence the wellbeing of children

  **Outcomes being assessed:** **Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:** [**https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/child-studies-7-10-2019**](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/child-studies-7-10-2019)   |
| **Task distributed** | **Task Due** | **Task** | **Weight** | **Assessment components** | **Additional Task****Information** | **Outcomes**(See Syllabus) |
| Term 1 Week 6  | Term 1 Week 8  | **Task 1: Assessment task**  | 35%  | Research task  |   | CS5-12  |
| Term 2 Week 2  | Term 2 Week 4  | **Task 2: Class test**   | 30%  | Term 1 course content  |   | CS5-1,2,3  |
| Term 3 Week 6  | Term 3 Week 8  | **Task 3:** **Assessment task**  | 35%  | In-class task  |   | CS5-10,11  |
| **Additional Course Information:****Assessment tasks must be submitted to**: Class teacher |

**Subject: Year 10 Commerce                   Line C                     Head Teacher: K. Mortimore**

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| **Course Objectives:** Students develop knowledge and understanding of: * consumer, financial, economic, business, legal, political and employment matters

Students develop skills in: * decision-making and problem-solving in relation to consumer, financial, economic, business, legal, political and employment issues
* effective research and communication
* working independently and collaboratively

 **Outcomes being assessed:**  Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/commerce-7-10-2019>    |
| **Task distributed**  | **Task Due**  | **Task**  | **Weight**  | **Assessment components**  | **Additional Task Information**  | **Outcomes**   |
| Term 1 Week 6  | Term 1 Week 10  | **Task 1:** Investigative Study   | 20%  | Inquiry and research –  Law, Society and Political Involvement  |   |  COM5-2COM5-3COM5-6COM5-7COM5-8 |
| Term 1 Week 9  | Term 2 Week 5  | **Task 2:** In-class test  | 20%   | Our Economy  |   | COM5-1COM5-4COM5-5 |
| Ongoing  | Ongoing  | Bookwork, Application and Classwork   | 20%   |   |   | ALL |
| Term 3 Week 7   | Term 3 Week 9  | **Task 3:** Data Analysis and Research Task  | 20%  | Work and Employment Futures.  |   | COM5-2COM5-6COM5-7COM5-8 |
| Term 3 Week 9  | Term 4 Week 4  | **Task 4:** Running a Business  | 20%  |   |   | COM5-4COM5-5COM5-6COM5-9 |
| **Additional Course Information:** Students will complete a Yearly Examination in Term 4 **Assessment tasks must be submitted to**: Class teacher – see submission instructions on task sheet  |

 **Subject: Year 10 Dance (BHC)      Line B Head Teacher: V Manock**

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| **Course Objectives:** Students will develop knowledge, understanding and skills about dance as an artform through: * Dance performance as a means of developing dance technique and performance quality to communicate ideas
* Dance composition as a means of creating and structuring movement to express and communicate ideas.
* Dance appreciation as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context.

 Students will value and appreciate: * Their engagement in the study of dance as an artform.

 **Outcomes being assessed:**  Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:  <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/dance-7-10> |
| **Task**  | **Task type**  | **Topic**  | **Task** **Distributed**  | **Task Due**  | **Weighting %**  | **Outcomes**  |
| 1  | Composition  | Composition Elements | Term 1 Week 3  | Term 1 Week 7  | 15  | 5.2.1, 5.2.2  |
| 2  | Performance Appreciation  | Jazz Dance and History | Term 1 Week 8  | Term 2 Week 6  | 35  | 5.1.1, 5.1.3, 5.3.1, 5.3.3  |
| 3  | Composition  | Composition Construction | Term 2 Week 7  | Term 3 Week 6  | 15  | 5.2.1, 5.2.2, 5.3.3  |
| 4  | Performance Appreciation  | Contemporary Dance Analysis | Term 3 Week 8  | Term 4 Week 5  | 35  | 5.1.1, 5.1.2, 5.1.3, 5.3.2, 5.3.3  |
| **Additional course information:** Combined Year 9 and 10 Dance class  **Assessment tasks must be submitted to**: Class teacher   |

**Subject: Year 10 Drama (BHC)      Line B Head Teacher: V Manock**

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| **Course Objectives** Students learn to: * Observe and interpret real and enacted situations and characters
* Express ideas in written, oral and dramatic form
* Reflect on the drama performed and the feelings and responses involved

  **Outcomes being assessed:**  Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:  <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/drama-7-10-syllabus> |
| **Task** | **Task Type**  | **Topic**  | **Task Distributed**  | **Task Due**  | **Weighting** | **Outcomes**   |
| 1 | Research Task | Creating and Appreciation | Term 1Week 2 | Term 1Week 8 | 30 | 5.1.15.1.35.1.4 5.3.2 |
| 2 | Group Performance: Dramatic Forms | Creating and Performing | Term 1Week 9 | Term 2Week 5 | 25 | 5.1.25.1.35.2.1 5.2.3 |
| 3 | Monologue: Performance Style | Creating and Performing | Term 2Week 9 | Term 3Week 5 | 25 | 5.1.25.1.35.2.1 5.2.2 |
| 4 | Yearly Examination | Appreciation |  | Term 4Week 6 | 20 | 5.3.15.3.2 5.3.3 |
| **Assessment tasks must be submitted to:**Class teacher  |

 **Subject: Year 10 Food Technology  Line D, B + C Head Teacher: William Maloney**

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| **Course Objectives:**  * knowledge, understanding and skills related to food hygiene, safety and the provision of quality food.
* knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food.
* knowledge and understanding of nutrition and food consumption, and the consequences of food choices on health.
* skills in researching, evaluating and communicating issues in relation to food.
* skills in designing, producing and evaluating solutions for specific food purposes.
* knowledge and understanding of the significant role of food in society.
* appreciate the significant role of food in society and how food is used to develop solutions to personal, social and global issues.

 **Outcomes being assessed:**  Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:  <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/food-technology-2019>    |
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| **Task distributed**  | **Task Due**  | **Task**  | **Assessment Components**  | **Outcomes**   |
| Term 1 Week 4  | Term 1 Week 8  | **Assignment -  Food Service and Catering**  | Written Task with practical component  | FT5-4, FT5-9  |
| Term 1  Week 9  Term 3 Week 9  | Term 2 Week 2  Term 4 Week 2  | **Practical Skills Exam**  |   | FT5-2, FT5-10  |
| Term 3 Week 3  | Term 3 Week 8  | **Assignment – Food for Specific Needs**  | Written Task with practical component   | FT5-6, FT5-7  |
| Term 4  | Term 4 Week 8  | **Yearly Examination**  |   | FT5-3  |

**Additional Course Information:** **Assessment tasks must be submitted to:** Class teacher  |

 **Subject: Industrial Technology Automotive – Year 10  Line D Head Teacher: W.Maloney**

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| **Course Objectives:** Students develop: * knowledge and skills in the design and production of practical projects, problem solving and applying WHS procedures
* knowledge and understanding of the relationship between the properties of materials and their applications
* skills in communicating ideas, processes and technical information with a range of audiences
* knowledge and understanding to critically evaluate manufactured products
* Appreciation of the contribution and impact of innovation and technologies on leisure, lifestyle, work and further learning
* Appreciation of the finite nature of some resources and the impact of their use on the environment and society
* value for the development of skills and gain satisfaction from their use to solve problems and create quality products.

**Outcomes being assessed:** Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:  <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019>    |
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| **Task distributed**  | **Task Due**  | **Task**  | **Grade**  | **Assessment components**  | **Outcomes** (See Syllabus)   |
| Term 1 Week 2  | Term 2 Week 3  | **Task 1: Practical Project and associated portfolio**  **Projects include:** Diagnose maintain and service breaking systems  | A to E   | **Practical focus:** Follows safe work practices. Working safely with hydraulic fluids Uses technical procedures to eliminate issues  **Theory focus:** Research of hand and power tools and techniques Sketches Safety Tests   | **IND5-1** **IND5-3**   |
| Term 3 Week 2  | Term 3 Week 4   | **Task 2:** Practical Skills Exam & Evaluation  | A to E  | **Project evaluation**   | **IND5-3** **IND5-8**   |
| Term 3 Week 2   | Term 4 Week 4   | **Task 3: Practical Project and evidence portfolio.**  **Projects include:** Diagnosing complex systems including cooling system, fuel system and lubrication system    | A to E  | **Students are to compile examples of their work demonstrating specific skills such as:** Identifying components within a system Methodical process to diagnose faults Construct systems diagram Justification of selected materials for specific applications  | **IND5-2** **IND5-3** **IND5-4** **IND5-5**  |

**Additional Course Information:** Students are required to complete all mandatory safety training and must wear leather enclosed shoes prior to the commencement of practical work. **Assessment tasks must be submitted to:** Class teacher  |

**Subject: Industrial Technology Metal – Year 10 Line D + C   Head Teacher: W.Maloney**

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| **Course Objectives:**  * knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices
* knowledge and skills in the design and production of practical projects
* knowledge and understanding of the relationship between the properties of materials and their applications
* skills in communicating ideas, processes and technical information with a range of audiences
* understanding to transfer knowledge and skills to other experiences
* appreciate the finite nature of some resources and the impact of their use on the environment and society
* value the development of skills and gain satisfaction from their use to solve problems and create quality products.

 **Outcomes being assessed:**  Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:  <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019>    |
| **Task****Distributed** | **Task Due**  | **Task**  | **Assessment Components**  | **Outcomes**  |
| Term 1Week 5 | Term 2 Week 4  | **Task 1: Observation Checklist of practical skills and communication techniques**   | Project management documentation: * Equipment that will be used
* Material used
* Cost of material
* Production portfolio: processes employed with images (procedural text)
* Research of joinery methods and fasteners
* Investigate finishing requirements
 | IND5-3, IND5-6, IND5-7  |
| Term 2Week 8 | Term 3 Week 3  | **Task 2: Industry research task**  | * Investigate a range of career paths in industry
* Investigate historical technologies related to industry
* Investigate new and emerging technologies and advanced manufacturing to assist in production
* Evaluate impact of technology on timber/metal industry.
 | IND5-9, IND5-10  |
| Term 3Week 3 | Term 4 Week 3  | **Task 3: Fabricated G-Camp, Motorbike stand, Machining Operations**  | Project management documentation: * Documents the design process to aid in the modification of practical projects.
* Presents information graphically with the use of CAD and spreadsheets

Production processes employed with images (procedural text)  | IND5-2, IND5-3, IND5-5  |
| **Additional Course Information:** Students are required to complete all mandatory safety training and must wear leather enclosed shoes prior to the commencement of practical work. Students will receive a grade of A to E for each task.  **Assessment tasks must be submitted to**: Class teacher |

**Subject: Year 10 Industrial Technology Timber Line B + C Head Teacher: W.Maloney**

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| **Course Objectives:**  * knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices
* knowledge and skills in the design and production of practical projects
* knowledge and understanding of the relationship between the properties of materials and their applications
* skills in communicating ideas, processes and technical information with a range of audiences
* understanding to transfer knowledge and skills to other experiences
* appreciate the finite nature of some resources and the impact of their use on the environment and society
* value the development of skills and gain satisfaction from their use to solve problems and create quality products.

 **Outcomes being assessed:**  Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:  <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019>    |
| **Task** **Distributed**  | **Task Due**  | **Task**  | **Additional Task Information**  | **Outcomes**  |
| Term 1 Week 5  | Term 2 Week 3  | **Task 1: Observation checklist of practical skills and communication techniques**    **Projects include:**  * **Document organiser**

  | Practical focus:  * Follows safe work practices.
* Use of hand tools to produce practical projects
* Resource management

Theory focus:  * Research of hand and power tools and techniques
* Safety Tests
* Project communication
 | IND5-3, IND5-6, IND5-7  |
| Term 2 Week 8  | Term 3 Week 3  | **Task 2: Industry research task**  | * Investigate a range of career paths in industry
* Investigate historical technologies related to industry
* Investigate new and emerging technologies and advanced manufacturing to assist in production
* Evaluate impact of technology on timber/metal industry.

  | IND5-9, IND5-10  |
| Term 3 Week 3  | Term 4 Week 4  | **Task 3: Practical project and associated project management documentation**  **Projects include:** * **Carcass construction project**
 | Students are to compile examples of their work demonstrating specific skills such as:  * Project planning including use of check lists, parts lists, costings & time/action plans
* Research of tools, procedures and technologies
* Justification of selection of materials and consumables for specific applications.
 | IND5-2, IND5-3, IND5-5  |
| **Additional Course Information:** Students are required to complete all mandatory safety training and must wear leather enclosed shoes prior to the commencement of practical work. Students will receive a grade of A to E for each task.  **Assessment tasks must be submitted to**: Class teacher  |

 **Subject: Year 10 Information Software Technology Line B Head Teacher: W Maloney**

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| **Course Objectives:** Students will develop:  * knowledge and understanding of a range of computer software and hardware
* problem-solving and critical thinking skills in order to design and develop creative information and software technology solutions for a variety of real-world problems
* responsible and ethical attitudes related to the use of information and software technology
* knowledge and understanding of the effects of past, current and emerging information and software technologies on the individual and society
* effective communication skills and collaborative work practices leading to information and software technology solutions for specific problems.

**Outcomes being assessed:** Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:  <https://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/info_soft_tech_710_syl.pdf>    |
| **Task distributed**  | **Task Due**  | **Task**  | **Weight**  | **Assessment components**  | **Additional Task Information**  | **Outcomes**   |
| Term 1 Week 5  | Term 2 Week 2  | **Task 1**  | 35%  | Portfolio Practical project   |   | 5.1.1, 5.5.2  |
| Term 2  Week 5  | Term 3 Week 4  | **Task 2**  | 35%  | Portfolio Practical project   |   | 5.2.1, 5.2.2, 5.4.1  |
| Term 3 Week 6  | Term 4  Week 4  | **Task 3**  | 30%  | Portfolio Practical project  |   | 5.5.3, 5.5.1  |
| **Additional Course Information:** **Assessment tasks must be submitted to:** Class teacher  |

**Subject: Year 10 International Studies Line C Head Teacher: K Mortimore**

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| **Course Objectives:** Students:   * explore and recognise their own cultures
* appreciate the richness of multicultural Australia and the world
* develop knowledge and understanding of cultures from different perspectives
* develop skills to engage harmoniously in the globalised and interconnected world

 **Outcomes being assessed:**  Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link: <https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/international-studies>    |
| **Task distributed**  | **Task Due**  | **Task**  | **Weight**  | **Assessment components**  | **Additional Task Information**  | **Outcomes**   |
| Term 1 Week 6   | Term 1 Week 8 | **Task 1:** Culture and Beliefs  | 25%  | Report and video presentation  |   | IS5-4, IS5-5, IS5-6, IS5-9  |
| Term 2 Week 2 | Term 2 Week 4  | **Task 2:** Culture and Food  | 15%   | Case study  |   | IS5-3, IS5-6, IS5-10, IS5-12  |
| Ongoing  | Semester 1  | **Task 3:** Application and Classwork  | 10%  | Demonstration of application, task completion, and engagement  |   | IS5-2, IS5-3, IS5-4, IS5-6, IS5-8, IS5-10, IS5-12  |
| Term 3 Week 5  |  Term 3 Week 7 | **Task 4:** Culture and Sport  | 15%  | Speech script  |   | IS5-4, IS5-6, IS5-11  |
| Term 4 Week 1 |  Term 4 Week 3 | **Task 5: All topics**  | 25%  | End of course Test  |   | ALL  |
| Ongoing  | Semester 2  | **Task:** Application and Classwork  | 10%   | Demonstration of application, task completion, and engagement  |   | IS5-2, IS5-3, IS5-4, IS5-5, IS5-6, IS5-9, IS5-10, IS5-11, IS5-12  |
| **Additional Course Information:** Students will complete a Yearly Examination in Term 4 **Assessment tasks must be submitted to**: Class teacher – see submission instructions on task sheet  |

 **Subject: Year 10 iSTEM Line D    Head Teacher: W Maloney**

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| The aim of the course is to engage and encourage student interest and skills in STEM, appreciate the scope, impact and pathways into STEM careers and learn how to work collaboratively, entrepreneurially, and innovatively to solve real-world problems.  **Outcomes being assessed:** Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:  <https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/istem#/asset2>     |
| **Task distributed**  | **Task Due**  | **Task**  | **Grade** | **Assessment components**  | **Additional Task Information**  | **Outcomes**   |
| Term 1 Week 5  | Term 2 Week 2  | **Task 1**  | A to E  | Portfolio Practical project   |   | ST5-9  |
| Term 2  Week 5  | Term 3 Week 4  | **Task 2**  | A to E  | Portfolio Practical project  |   | ST5-10  |
| Term 3 Week 6  | Term 4  Week 4  | **Task 3**  | A to E  | Portfolio Practical project  |   | ST5-1, ST5-8  |
| **Additional Course Information:** **Assessment tasks must be submitted to:** Class teacher  |

 **Subject:  Year 10 Japanese                    Line C                  Head Teacher: K. Mortimore**

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| **Outcomes Being Assessed:** Students:  · develop an interest in and enjoyment of language learning  · appreciate and value their own heritage, culture and identity  · appreciate and respect the culture, beliefs and values of others through language learning   · obtain, process and respond to information through a range of spoken, written, digital and/or multimodal texts.  **Outcomes being assessed:** Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link: <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/japanese-k-10-2017>   |
| **Task distributed**  | **Task Due**  | **Task**  | **Weight**  | **Assessment components**  | **Additional Task Information**  | **Outcomes**   |
| Term 1Week 5 | Term 1Week 7 | Task 1: Me, my friends, our spare time  | 30%  | Reading and writing  |   | LJA5-2C, 5-3C, 5-4C, 5-6U  |
| Term 2Week 2 | Term 2 Week 4 | Task 2: My house, my home  | 30%  | Listening and speaking  |   | LJA5-1C, 5-5U,  5-8U  |
| Term 3Week 6 | Term 3Week 8 | Task 3: My busy life  | 30%  | Reading and writing  |   | LJA5-4U, 5-6U, 5-7U, 5-9U  |
| Ongoing | Ongoing | Classwork & Application  |  10%  |   |   | All  |
| **Additional Course Information:**Final examination - Term 4     Japanese travels                                                           Extension work topics: Learning Japanese songs, Promoting Harmony Day, My generation,                                                               Traditional vs contemporary Japan, email or letter exchange.  **Assessment tasks must be submitted to:**Class teacher (Ms R. Alliband) – see submission instructions on task sheet |

 **Subject: Year 10 Music             Line B  Head Teacher: S Ash**

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| **Outcomes Being Assessed:** •**Knowledge, understanding and skills** Students will develop knowledge, understanding and skills in the concepts of music through: **performing** as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques **composing** as a means of self-expression, musical creation and problem solving **listening** as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts **Values and attitudes** Students will value and appreciate:  the aesthetic value of music and the enjoyment of engaging in performing, composing, listening and responding.  |
| **Task****Distributed** | **Task Due** | **Task** | **Weight** | **Assessment Components** | **Addition Task Information** | **Outcomes** |
| Term 1Week 2 | Term 1Week 8 | **Performance** **Aural** | 10%10% | Performance and aural analysis presentation | In class presentation, solo and group  | 5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.12 |
| Term 1Week 10 | Term 2Week 5 | **Composition****Musicology** | 15%15% | Individual composition and analysis | Hand in individual assignment  And in class written task  | 5.4, 5.5, 5.6, 5.7,5.8, 5.9,5.10,5.12 |
| Term 2Week 7 | Term 3Week 7 | **Aural****Composition** | 15%10% | Individual composition and listening task  | Hand in assignment  And in class assessment  | 5.4, 5.5,5.6, 5.7,5.8, 5.9,5.10, 5.12 |
| Term 3Week 9 | Term 4Week 5 | **Musicology****Performance** | 10%15% | Individual performance and research task.  | Hand in assignment  And in class assessment  | 5.1, 5.2, 5.3, 5.11,5.12 |
| **Additional Course Information:****Assessment tasks must be submitted to**: Class teacher |  |

**Subject: Year 10 Physical Activity and Sports Studies    Line D + B  Head Teacher: R.BOLUS**

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| Course Objectives;  Students develop,                 * Knowledge and understanding of the contribution of physical activity to wellbeing
* A foundation for efficient participation and performance in physical activity
* The personal skills to participate in physical activity and sport with confidence
* A commitment to lifelong participation in physical activity and sport
* An appreciation of the enjoyment and challenge of physical activity and sport have to wellbeing and society

 Outcomes being assessed: Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link: <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/physical-activity-sports-studies-7-10-2019>   |
| **Task distributed** | **Task Due** | **Task** | **Weight** | **Assessment components** | **Additional Task****Information** | **Outcomes**(See Syllabus) |
| Term 1 Week 4  | Term 1 Week 6  | **Assessment task 1**  | 10%  | Research Task  |   | PASS 5-1 PASS5-10  |
| Term 2 Week 1  | Term 2 Week 3  | **Class test**  | 20%  | Term 1 course content  |   | PASS 5-10  |
| Term 3 Week 1  | Term 3 Week 4  | **Assessment task 2**  | 20%  | Sports Coaching Task  |   | PASS5-8 PASS5-5  |
| Term 1 Week 1  | Ongoing  | **Assessment of participation and skill development in practical PE classes**  | 50%  | Skill development and participation  |   | PASS5-9  |
| **Additional Course Information:****Assessment tasks must be submitted to**: Class teacher |

 **Subject: Year 10 Textiles Technology           Line C  Head Teacher: W Maloney**

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| **Course Objectives:** Students develop: * Knowledge and understanding of the properties and performance of textiles
* Knowledge and understanding of the role of textiles in society
* Skills in creative communication of design ideas
* Skills in designing, producing and evaluating quality textiles items
* Appreciation of the impact of textiles and innovation on the environment and other global issues

 **Outcomes being assessed:** Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/textiles-technology-2019>    |
| **Task distributed**  | **Task Due**  | **Task**  | **Grade**  | **Assessment components**  | **Additional Task Information**  | **Outcomes**   |
| Term 1 Week 2  | Term 1 Week 11  | Project Work: Recycled denim   |  A to E  | Designing, producing & evaluating Properties & Performance of Textiles Contemporary perspectives of textiles | Practical item completed & associated documentation   | TEX5-7 TEX5-12   |
| Term 1 Week 10  | Term 2 Week 10  | Project work: Costume  |  A to E | Designing, producing & evaluating Properties & Performance of Textiles Historical perspectives of textiles  | Practical item completed & associated documentation  | TEX5-9 TEX5-1    |
| Term 2 Week 10  | Term 4 Week 4  | Project work: Major Project  |  A to E | Designing, producing & evaluating Properties & Performance of Textiles The practice of textile designers  | Practical item completed & associated documentation  | TEX5-8 TEX5-11  |
| **Additional Course Information:**The majority of class time is spent completing project work **Assessment tasks must be submitted to:**Class teacher  |

 **Subject: Year 10 Visual Arts     Line D Head Teacher: S Ash**

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| **Course Objective:** * To make artworks informed by their understanding of practice, the conceptual framework and the frames.
* To critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames.
* To engage in the practice of the visual arts and understand how the visual arts is subject to different interpretations.

**Outcomes being assessed:** Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can be found in the syllabus via the following link: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10>   |
| Task  Distributed  | Task Due  | Task  | Weight  | Assessment Components  | Additional  Task Information  | Outcomes  |
| Term 1 Week 3  | Term 1 Week 7   | Task 1: Research Task  | 15%  | Historical and critical study based on unit of study  | Take home task  | 5.7, 5.8, 5.9, 5.10  |
| Term 1 Week 4  | Term 2 Week 1  | Task 2: Portfolio of artworks and art diary  | 20%  | Portfolio of artworks and diary  | In class work  | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6  |
| Term 2 Week 3  | Term 3 Week 1  | Task 3: Portfolio of artworks and art diary  | 20%  | Portfolio of artworks and diary  | In class work  | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6  |
| Term 3 Week 2  | Term 3 Week 7  | Task 4: Research Task  | 20%  | Historical and critical study based on unit of study  | Take home task  | 5.7, 5.8, 5.9, 5.10  |
| Term 3 Week 3  | Term 4 Week 4  | Task 5: Portfolio of artworks and art diary  | 25%  | Portfolio of artworks and diary  | In class work  | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6  |
| **Additional Course Information: Each** student must have an art diary, which will comprise part of their assessment. **Assessment tasks must be submitted to:** Class teacher  |

 **Subject: Year 10 Visual Design   Line D Head Teacher: S Ash**

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| **Course Objective:** * To make visual design works informed by their understanding of practice, the conceptual framework and the frames.
* To critically and historically interpret visual design works informed by their understanding of practice, the conceptual framework and the frames.
* To engage in the practice of the visual design and understand how this field is subject to different interpretations.

**Outcomes being assessed:** Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can be found in the syllabus via the following link: <https://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/visual_design_710_syl.pdf>   |
| Task  Distributed  | Task Due  | Task  | Weight  | Assessment Components  | Additional  Task Information  | Outcomes  |
| Term 1 Week 3  | Term 1 Week 7   | Task 1: Research Task  | 15% | Historical and critical study based on unit of study  | Take home task  | 5.7, 5.8, 5.9, 5.10  |
| Term 1 Week 4  | Term 2 Week 1  | Task 2: Portfolio of designed works and design diary  | 20% | Portfolio of designed works and diary  | In class work  | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6  |
| Term 2 Week 3  | Term 3 Week 1  | Task 3: Portfolio of designed works and design diary  | 20% | Portfolio of designed works and diary  | In class work  | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6  |
| Term 3 Week 2  | Term 3 Week 7  | Task 4: Research Task  | 20% | Historical and critical study based on unit of study  | Take home task  | 5.7, 5.8, 5.9, 5.10  |
| Term 3 Week 3  | Term 4 Week 4  | Task 5: Portfolio of designed works and design diary  | 25% | Portfolio of designed works and diary  | In class work  | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6  |
| **Additional Course Information: Each** student must have a design (art) diary, which will comprise part of their assessment. **Assessment tasks must be submitted to:** Class teacher  |

# Appendix

#### Illness/Misadventure Application Form

* Glossary of Key Words
* ALARM Colour Coding Key



Denison College of Secondary Education Kelso High Campus

STAGE 5

Application for Extension of Time and Application for Illness/Misadventure consideration Form Assessment Tasks and Examinations

* Extension applications **MUST** be submitted at least one day **before** the due date of an assessment task or before sitting for a test or examination
* Illness/Misadventure applications **MUST** be submitted **within one week** of the date of the task or examination. This form should be used if you had an illness or a misadventure that prevented you from doing the task or examination, or that **impacted** on your performance during the task or examination.

Student name: Year: Date:

I wish to apply for an extension of time/consideration due to illness/misadventure (*delete whichever does not apply).*

Course: Date task is due or test/exam: \_

Assessment Task or

Examination:

Explain the reasons for your application:

Independent evidence provided:

* Doctor’s Certificate supplied: Yes/No
* Written declaration by parent/carer Yes/No I declare that the information I have provided is true:

Student signature: \_ Date:

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Office Use Only

Head Teacher decision and comment Approved/Declined

New date if granted: Head Teacher Signature:

*Head Teacher is to retain a copy, a copy given to the student and a copy placed in the students file (Office)*

Glossary of Key Words

The syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

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| --- | --- |
| Account | Account for: state reasons for, report on Give an account of: narrate a series of events or transactions |
| Analyse | Identify components and the relationship between them; draw out and relateimplications |
| Apply | Use, utilize, employ in a particular situation |
| Appreciate | Make a judgment about the value of |
| Assess | Make a judgment of value, quality, outcomes, results or size |
| Calculate | Ascertain/determine from given facts, figures or information |
| Clarify | Make clear or plain |
| Classify | Arrange or include in classes/categories |
| Compare | Show how things are similar or different |
| Construct | Make; build; put together arguments or items |
| Contrast | Show how things are different or opposite |
| Critically(analyse/evaluate) | Add a degree or level of accuracy depth, knowledge and understanding, logic,questioning, reflection and quality to analysis/ evaluation |
| Deduce | Draw conclusions |
| Define | State meaning and identify essential qualities |
| Demonstrate | Show by example |
| Describe | Provide characteristics and features |
| Discuss | Identify issues and provide points for and/or against |
| Distinguish | Recognise or note/indicate as being distinct or different from; to notedifferences between |
| Evaluate | Make a judgment based on criteria |
| Examine | Enquire into |
| Explain | Relate cause and effect; make the relationships between things evident |
| Extract | Choose relevant and/or appropriate details |
| Extrapolate | Infer from what is known |
| Identify | Recognise and name |
| Interpret | Draw meaning from |
| Investigate | Plan, inquire into and draw conclusions about |
| Justify | Support an argument or conclusion |
| Outline | Sketch in general terms; indicate the main features of |
| Predict | Suggest what may happen based on available information |
| Propose | Put forward a point of view, idea, argument, suggestion for consideration oraction |
| Recall | Present remembered ideas, facts or experiences |
| Recommend | Provide reasons in favour |
| Recount | Retell a series of events |
| Summarise | Express, concisely, the relevant details |
| Synthesize | Putting together various elements to make a whole |

**ALARM – Colour Coding Key**

|  |  |
| --- | --- |
| **Identify** | Name and define each area of content; what?**Verbs:** *name; define; classify; recall; identify* |
| **Describe** | Provide the features, characteristics of the area of content; what?**Verbs:** *describe; outline; recount* |
| **Explain** | Explain the purpose/function of the area of content; what is the effect/impact; give evidence; why?**Verbs:** *explain; account; clarify; construct; demonstrate; predict; summarise* |
| **Analyse** | Explain how each feature/characteristic addresses the problem/issue; what is the effect/impact; give evidence; how do they interact – relationships; how?**Verbs:** *apply; calculate; compare; distinguish; examine; extract; investigate* |
| **Critically analyse** | Explain the positives and negatives of each area of content; how well does this relate to the set criteria/main idea?**Verbs:** *extrapolate; interpret; synthesise; compare & contrast* |
| **Evaluate** | Explain to what extent each component/feature is successful/effective/suitable/useful/important/ impact**Verbs:** *To what extent; assess; deduce; justify; recommend; predict; propose* |
| **Critically evaluate** | Overall evaluations – conclude as to how successful/effective all the components are overall |
| **Concept** | Explanation of the essential idea/concept of the topic – big picture |
| **Appreciate** | Connection to real life |