Girraween High School

2025

Year 10

Assessment Policy Booklet

as at 17/12/2025

Amendments: HSIE Assessment, HSIE Scope and Sequence, PDHPE Assessment, PDHPE Scope and Sequence (17/2/2025)

Contents

1. General Information About the Record of School Achievement

1.1 Introduction To The Record Of School Achievement (RoSA)

The NSW Record of School Achievement (RoSA) is not a 'one point in time' document, but rather, a record of a student's achievements up until the time they choose to leave school. NESA (the NSW Education Standards Authority) stores information provided to them by schools about student achievement and issues the RoSA electronically only when a student leaves school. Students who go on to complete the appropriate requirements will be awarded their HSC.

To qualify for the award of a Record of School Achievement (RoSA), a student must have:

- undertaken and completed courses of study that satisfy NESA curriculum and assessment requirements for the RoSA
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or NESA and
- completed Year 10.

1.2 Meeting Course Requirements

Students in Stage 5 (Years 9 and 10) are required to meet NESA mandatory curriculum requirements while studying courses in each year in Years 7–10 in English, Mathematics, Science, Human Society and its Environment, and Personal Development, Health and Physical Education (PDHPE).

At some time during Years 7–10, students are also required to meet NESA mandatory curriculum requirements while studying courses in Creative Arts, Technology and Applied Studies and Languages Other Than English. Students at Girraween High School fulfil these requirements in Stage 4 (Years 7 and 8).

1.3 Rosa Reporting Measures And Credentials

Course Performance Descriptors developed by NESA, provide a basis for awarding Record of School Achievement (RoSA) Grades A – E (or equivalent) for student achievement at the end of Stage 5 (Years 9 and 10) and at the end of Stage 6 Preliminary (Year 11).

School-based assessment is used to award a school grade for each of the courses students have studied in Stage 5 (Years 9 and 10). Grades A – E are awarded based on the Course Performance Descriptors. (Note: In Mathematics, students will be awarded A10, A9, B8, B7, C6, C5, D4, D3 or E2). These grades indicate a student's full range of achievements in each course, providing a detailed report of the student's overall performance.

In Stage 6 Preliminary (Year 11) courses, if a student completes Preliminary courses, results in the form of Grades A – E are recorded. If a student partially completes a Preliminary or HSC course, the RoSA will list the courses that the student has undertaken up until the point of departure from school, with the date of leaving shown.

If a student takes HSC courses but is not entitled to an HSC, these HSC results will be recorded on their RoSA. When a student has completed HSC courses and has met eligibility requirements, they will receive the HSC testamur and will have their Preliminary and HSC results recorded on the HSC Record of Achievement. This credential will supersede the RoSA.

Students not entitled to receive the RoSA or an HSC Record of Achievement, or students who need a statement of their most up-to-date courses/results for other reasons, for instance for use in applying for casual work, may obtain a Transcript of Study that lists their results held at that time by NESA.

1.4 Selection of Courses in Stage 5

Students at Girraween High School in Stage 5 must do the compulsory core studies:

- English
- Mathematics
- Science
- Australian Geography
- Australian History
- PDHPE
- Sport

and **two elective courses** from the list below:

Commerce	Information and Software Technology (IST) *
Drama	Languages (French, Japanese)
Design and Technology *	Music *
Food Technology *	Physical Activity and Sports Studies (PASS)
History (Elective)	Visual Arts *
Industrial Technology Engineering *	

* *These subjects incur a compulsory subject fee.*

1.5 Allocation of Stage 5 Grades

The table below shows the common grade scale, which describes performance at each of the grade levels A – E.

For each course, a set of Course Performance Descriptors has been developed based on the common grade scale. Each descriptor is a positive statement about achievement related to the knowledge and skills relevant to the course. The Course Performance Descriptors for each course and samples of student work can be viewed on the Assessment Resource Centre on the http://*arc.nesa.nsw.edu.au*

Teachers will collect assessment information about the achievements of students in a course and relate it to the Course Performance Descriptors. This information will assist the school in making the final judgement of the grade to award each student at the end of Year 10.

1.6 The Common Grade Scale

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

1.7 Satisfactory Completion of a Course

Students will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that they have:

a) **followed the course developed or endorsed by NESA**
b) **applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school**
c) **achieved the majority or all of the course outcomes.**

Satisfactory completion of a course involves participation in experiences, which are integral requirements of the syllabus including such things as assignments, class participation and practical work. **Students are required to complete all set tasks, not only those for assessment.** For the Principal to deem them as satisfactorily completing the course, students must make a serious attempt at assessment tasks **in excess of 50%** of the available marks for a course.

Attendance is an integral part of satisfactorily completing a course as there is a strong correlation to attendance and student performance**.** Both the Department of Education and the school recognise a **minimum of 90% attendance** for satisfactory completion of course work. Multiple absences could lead to subject N-Determination Warning letter(s) for non-completion of work. The principal may determine that, as a result of absences, the course completion criteria in subjects might not be met. Multiple N-Determination warning letters could lead to ***expulsion for unsatisfactory participation of a student over 17 years of age.***

1.8 Course Changes, Late Enrolments, Accelerants and Pathways Students

For students changing courses, the principal must be satisfied that they will be able to complete all course outcomes before the completion of the HSC course. NESA entrance and completion dates for courses must be adhered to. Accelerants should complete all assessment tasks, or the equivalent, that are undertaken by students completing the usual course program. The school will endeavour to minimise the conflicting demands of Year 11 and HSC Assessment, but this cannot be guaranteed.
Pathways students are to meet the same satisfactory course completion requirements as other students.

1.9 Zero Marks

A **ZERO** mark may be awarded when a student:

- submits a hand in task 5 or more days late
- does not attempt a task (non-attempt)
- does not make a serious attempt at a task (non-serious attempt)
- is found to be involved in serious malpractice

In such cases:

- parents/guardians will be informed in writing
- copies of the parental notification will be submitted to the Year Adviser, Deputy Principal and Principal.

Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks may receive an 'N' determination for that course.

1.10 Non-Attempt of Tasks or Non-Serious Attempt of Tasks

Students are expected to make a serious attempt at all assessment tasks. NESA defines a serious attempt as the submission of an assessment task that:

- Meets the requirements of the set task.
- Demonstrates the student's best effort and academic engagement.

To be considered a serious attempt, students must:

- Respond to the task in a manner that demonstrates academic engagement, and
- Provide answers in English, unless otherwise instructed.

If a student fails to make a serious attempt, a mark of ZERO may be awarded.

Definition of a Non-Serious Attempt

A non-serious attempt occurs when a student submits an assessment task that shows little or no thought or effort, is generally incomplete, or contains frivolous or objectionable material. Specific examples include, but are not limited to:

- Submitting answers only to multiple-choice questions without attempting other sections of the task.
- Including objectionable material in the submission, such as:
    - Abuse directed at school staff, Presiding Officers, or NESA.
    - Obscene symbols, drawings, or comments.

Consequences of a Non-Serious Attempt

Where the Faculty Head Teacher determines that a student has made a non-serious attempt, a mark of ZERO may be awarded for the assessment task.

1.11 Completion of 50% of Total Value of Tasks

Students **MUST** satisfactorily complete **more than 50%** of all assessment tasks set for a course for the Principal to deem them as satisfactorily completing the course.

1.12 Warning of 'N' Determination

Students undertaking the HSC Course must make a genuine/serious attempt to satisfactorily complete course and assessment requirements. These requirements include students applying themselves with diligence and sustained effort to set tasks and experiences provided for the course by the school, regardless of whether these tasks contribute to the final assessment mark. **Attendance is an integral part of satisfactorily completing a course.**

It is a matter for the class teacher's professional judgment to determine whether a student has made a genuine attempt to complete these requirements. Students must make a serious attempt at assessment tasks that contribute in excess of 50% of the total assessment mark.

Students who are not meeting course and/or assessment requirements at any stage of the course will be informed, in writing, of the potential of an 'N' determination in the course. Students and parents/guardians will be informed in writing, allowing sufficient time for the problem to be corrected, thus enabling the student to meet the course and/or assessment requirements satisfactorily. The school will retain copies of all relevant documentation.

1.13 'N' Determinations and Appeals

Any student who is at risk of not meeting course and/or assessment requirements will be notified via official school documentation. The purpose of the warning is to give the student sufficient time and opportunity to correct the identified problem(s).

If a student does not meet course and assessment requirements in a Year 11course, an 'N' determination will be given. This means that the course will not be listed on the student's Record of Achievement, and it may also mean the possible withholding of the whole Higher School Certificate. Until a student has satisfactorily completed 12 units of Year 11 Courses and 10 units of HSC Courses which fulfil NESA pattern of study requirements, they will not be eligible for the award of the HSC.

In the case of Extension Courses, students who do not meet the assessment requirements of the co-requisite 2 Unit course will not receive a result in either course.

Any student given an 'N' determination has the right to appeal against the decision. The appeal review will be conducted by the principal, relevant Head Teacher and one teacher not involved in the assessment of the subject. The outcome of the appeal will be notified to the student, the parents and NESA.

2. Disability Provisions

At Girraween High School, we adhere to the NSW Education Standards Authority (NESA) guidelines regarding Disability Provisions for both internal and external examinations and assessments. Our goal is to ensure that students with identified and documented permanent or temporary disabilities can fully access and participate in these tasks.
Provision of Disability Adjustments Reasonable adjustments and Disability Provisions will be made for students whose disabilities affect their ability to perform in exams or assessments. These provisions aim to promote access, equity, and success.
Application Process for Disability Provisions Students or parents wishing to apply for Disability Provisions must consult with the Deputy Principal to initiate the application process.
Identification and Documentation of Disabilities

- For diagnosed learning disabilities, relevant documentation and professional assessments are required to justify Disability Provisions.
- Medically diagnosed disabilities must be supported by appropriate documentation from a treating clinician.
- Students seeking well-being support that may necessitate Disability Provisions can be identified by the school counsellor, who may recommend provisions with the submission of supporting medical documentation.

Students may also be identified as requiring Disability Provisions through a valid Illness/Misadventure Application, ensuring fair access to assessments or exams.

Approval Process

- For school assessments, the Deputy Principal will approve Disability Provisions in accordance with NESA guidelines after reviewing the submitted evidence and documentation.
- For the Higher School Certificate (HSC), NESA will provide approval based on the documentation submitted by the school on behalf of the student. The student and parents will need to gather all necessary documentation well before the due date set by NESA.

Disability Provisions and Modifications All Disability Provisions will align with NESA guidelines to ensure consistency between school assessments and the HSC. Provisions may include, but are not limited to, small group supervision (24 students or less), rest breaks, reader/writer assistance, or specialised equipment, and will be allocated based on individual needs and proper documentation.

If, at the beginning of an assessment task, a student feels that an approved provision has not been implemented, it is their responsibility to immediately inform the supervising teacher or invigilator. Failure to do so may affect their ability to appeal the matter later.

3. Assessments

3.1 Responsibilities

The school is responsible for:

a) setting assessment tasks which will be used to measure student performance in each component of a course
b) specifying a mark/weighting for each assessment task
c) informing students of the requirements of each assessment task
d) keeping records of each student's performance on each assessment task
e) providing students with information on their progress.

Different courses will have different numbers and types of assessment tasks.

Further details about each assessment task can be obtained from the course teacher or the Head Teacher for the subject.

Students are responsible for:

a) meeting all course requirements, including attendance in classes
b) applying themselves with diligence and sustained effort to the set work and experiences provided in each course
c) being aware of assessment requirements and procedures
d) making a serious attempt at all assessment tasks. Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks may receive an 'N determination' for that course.
e) their personal honesty – work submitted must be the student's own work, and sources which have been consulted or quoted must be acknowledged
f) submitting all tasks on or before the due date
g) being present for all 'in-class' tasks and examinations.

3.2 Assessment Schedule Booklet and Timeframe

This Assessment Booklet provides you with an assessment schedule for each of your subjects. Each assessment schedule lists for each task: the approximate date (Term and Week), type of task, anticipated syllabus components, weightings and outcomes to be assessed, as well as the school assessment weighting. At the conclusion of the subject assessment schedules in this Assessment Booklet is a Summary of Assessment Tasks – this will allow you to draw up your own diary of assessment tasks to assist you in managing and completing these tasks. If you have a problem with too many tasks scheduled at the one time, see your Year Adviser immediately.

Students must be informed in writing of the ACTUAL date and details of the assessment task, at least **TWO WEEKS** before the task.

3.3 Notification of Assessment Tasks

The due date and details of an assessment task will be notified to students in writing at least **TWO WEEKS** before the task.

After the written notification has been issued, if a change of date for the completion of the task is required there is no need for the notice to be given two weeks prior, provided the task is not being brought forward. ***Any changes of date will be notified in writing.***

Note that written notification has precedence over any information listed in the assessment schedules contained in this Assessment Booklet – that is, details of assessment tasks listed in this Assessment Booklet (such as type of task, syllabus components, weightings and outcomes to be assessed) may change from the date of issue of the booklet, so the written notification will be used to list the correct details for each assessment task.

In some circumstances, it may be necessary to alter the date of the task (that is, Term and Week) from that listed in the assessment schedule in this Assessment Booklet. When this occurs, students MUST be informed of any changes to the date – in writing, and TWO WEEKS in advance. The principal will give approval if it is not possible to give notice two weeks in advance for changed tasks.

Note: If it occurs that an assessment task has been scheduled at a time which subsequently coincides with industrial action by staff, then the task will be postponed, and students will be informed in writing of the re-scheduled date of the task.

The written notification of each task must include:

- the date and time of when the task will take place or when the task is due
- components and their weighting as specified in the syllabus package
- the general nature of the assessment task
- the weight value of the task in relation to the total weighted mark for the course.

Where appropriate, marking criteria/information about how the task will be assessed will also be included.

Dates for assessment tasks will be submitted to the Deputy Principal responsible for the School Calendar who will monitor the schedule of tasks to ensure that tasks are evenly spread and clashes avoided. Where a student has a clash between an assessment task and another school activity, the student **MUST** notify the Head Teacher Administration and fill out an Illness / Misadventure / School Business form **well before the date**.

3.4 Absence When a Task Is Notified

Whenever students are absent from school, it is **their responsibility** to ensure that they know what work has been missed and to catch up with that work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given. However, if a student has had a prolonged absence, on the day of their return to school they may submit to the Deputy Principal for their Year or the Principal an ***Illness / Misadventure Application Form*** (with relevant documentation).

3.5 Submission of Tasks

For assessment tasks which are completed outside the classroom:

- a *Statement of Authenticity and Academic Integrity* (which is part of the written notification) must be signed by the student and submitted with the completed assessment task
- students must use and follow the school's *Acknowledging Sources in Assessment Tasks* to acknowledge any component of the student's work that has been written, created or developed by others
- all tasks are to be submitted by the designated day and time (as per the written notification).

All tasks submitted after the designated time will be deemed to be LATE. All faculties must maintain a record of tasks submitted. Tasks must be submitted in accordance with the instructions from the faculty.

3.6 Oral Tasks

Oral tasks usually consist of two components – a written submission and the oral presentation itself. The form of the written submission will be explained by your teacher when the task is distributed.

All written submissions must be handed in by the designated time on the due date. All written submissions handed in after this time will be deemed LATE, unless there are exceptional circumstances, and the student will receive a **reduction of 20% per day off the marks for the written submission component of the task**.

In many cases, the actual oral presentations by students may take several periods over a number of days. On the specified time and day that the task is due, teachers will normally indicate to students the order in which they will make their presentations. Students MUST attend class at the time indicated for their oral presentation. It is the student's responsibility to be ready to give their oral presentation at the designated time on the designated date. Any student that is not present to give their oral presentation at the designated time on the designated date will be deemed LATE, unless there are exceptional circumstances, and the student will receive a late penalty of 20% per day for the oral presentation component of the task.

In some circumstances, the written submission is the transcript of the oral presentation. If this transcript is not submitted by the designated time on the designated date, the student will receive a late penalty of 20% per day for the task, unless there are exceptional circumstances.

3.7 Extension to Submit or Complete an Assessment Task

It is the student's responsibility to ensure all assessment tasks are submitted by the due date or performed in class at the specified time. Unless an application for an extension has been approved by the Faculty Head Teacher, in conjunction with the Deputy Principal, the late submission or completion of a task will result in **a 20% reduction of marks per day being awarded** for that task.

Extensions for assessment tasks completed outside the classroom must be granted by the Faculty Head Teacher, in conjunction with the Deputy Principal, using the school's ***Illness / Misadventure Application Form*** **well before the due date** of the task.

If a student is unable to complete a task at the specified time they must seek an extension from the Faculty Head Teacher, in conjunction with the Deputy Principal, using the school's ***Illness / Misadventure Application Form***.

Extensions will only be granted in cases of severe illness or other exceptional circumstances. A medical certificate will be required in cases of illness. Holidays, routine medical or dental appointments, driving tests, part-time work commitments and routine sporting commitments are examples of grounds likely to be unsuccessful when applying for an extension.

If your extension is not granted, you must submit the incomplete task or complete the task by the designated date.

An extension of time for the submission or completion of tasks may only be granted by the Deputy Principal after consultation with the appropriate Head Teacher. **Applications submitted after the due date (of task submission) or specified time (of completing the task) will not be considered.**

3.8 Prior Knowledge of Absence

Where a student knows in advance that they will be absent on the day that an assessment task is to be submitted, which includes being absent due to another school organised activity, the student must NOTIFY THEIR CLASS TEACHER **well before the due date**.

Students MUST either submit the task before the due date or make arrangements for its submission on the due date. All tasks submitted after the designated time will be deemed LATE.

3.9 STUVAC & Incursions

STUVAC (Study Vacation) days are when there are no timetabled classes so students can choose to be at home to prepare for exams.
GHS generally only grants STUVAC for the following reasons:

- a day before any GHS Stage 6 Formal Examination Period that does not start on a Monday
- a day before the Trial HSC (written) and HSC (written) for Accelerated Students (either with GHS or external providers) unless the examination is on a Monday

4. Illness/Misadventure/School Business

4.1 Evidence of Illness / Misadventure

Illness/misadventure provisions exist to support students whose performance in an assessment task is impacted by circumstances beyond their control. These provisions apply when illness or misadventure occurs immediately before or during the assessment task, affecting the student's ability to perform.

Applications for illness/misadventure may be based on:

- **Illness or injury**: Such as physical ailments (e.g. influenza, stomach virus) directly affecting the student's performance.
- **Misadventure**: Events beyond the student's control (e.g. the recent death of a family member or friend, or an exceptional circumstance) that impact performance.
- **School business**: Events organised through the school (eg. Zone sport) which clash with the assessment tasks.

Grounds unlikely to be accepted for Illness / Misadventure:

- Attendance at cultural events or family holidays.
- Inadequacies of teaching.
- Loss of preparation or study time.
- Disabilities for which NESA has already granted provisions, unless unforeseen complications arise during the task.
- Long-term illnesses, unless there is an acute episode immediately before or during the task.
- Avoidable circumstances (e.g. routine appointments, driving tests, part-time work, sporting commitments).

The school's illness/misadventure process mirrors NESA's HSC procedures. NESA will not uphold applications unless the reasons for absence are deemed sufficiently serious. If illness or misadventure prevents attendance, students must follow the school's Illness/Misadventure Procedures.

4.2 Illness / Misadventure Procedures

Submission of Tasks: Students are responsible for ensuring all assessment tasks are submitted by the due date or completed at the specified time. Absence on the due date is not grounds for an extension unless there are exceptional circumstances, which must be approved by the Deputy Principal.

- If a student cannot submit a task due to valid illness or misadventure, they need to notify the school by 9:00 am on the day the task is due. The student needs to arrange with the relevant teacher to either submit the task electronically, or have the task delivered to the school's front office by the designated due time.
- Upon returning to school, the student must submit an Illness/Misadventure application to the Deputy Principal, including supporting evidence. For illness, a medical certificate must be provided.

If no application is submitted, or the application is denied, a 20% penalty per day late will be applied.

4.3 Absence Before a Task and Attendance on The Day of a Task

Students are required to attend all timetabled lessons and scheduled school activities during the **three school days** leading up to an assessment task. If a task is due later in the day, **students must attend all lessons prior to the task on that day.**

If a student is unable to meet this requirement, they must submit an Illness/Misadventure form explaining why they were unable to attend school during the three school days before the assessment or why they missed lessons on the day of the task.

Students applying on the grounds of illness **must** also submit a medical certificate as part of the Illness/Misadventure Form. The certificate must confirm that the illness occurred within the three-day period prior to the assessment or on the day of the assessment, as applicable. **Medical certificates obtained after the event will not be accepted.**

If the evidence provided **is not approved,** the student's assessment mark for **the task may be reduced by 10%.**

4.4 Absences before the Final Yearly Examinations

***In the two school weeks prior to these major examinations*:**

- students MUST attend all timetabled lessons or scheduled school activities (for the dates of the required days, see Summary of Assessment Tasks). Any student absent in this time will require a medical certificate to verify their absence and MUST see the Deputy Principal for their Year or the Principal, **on the day of their return to school**, to submit an ***Illness / Misadventure Application Form*** with their medical certificate. Medical certificates obtained after the event will not be accepted.
- the expectation is that all classes are taught by the regular class teacher. During this time the school will endeavour to minimise teachers being on an excursion for another year group or being on Professional Learning activities.
- if students know that they will be absent during this time due to exceptional circumstances, they need to apply to the Deputy Principal responsible for their Year or the Principal using the school's ***Illness / Misadventure Application Form*** **well before the start** of the major examinations – documentary evidence will be required for verification.
- the Deputy Principal or Principal may grant exceptions for student absence during this time due to exceptional circumstances, such as student involvement in school representative fixtures.

The steps outlined above must be followed if a student is sick DURING the completion of a task at school, or if a student believes that a **misadventure** have adversely affected their performance.

4.5 Illness / Misadventure on the day of an Assessment Task

Absence on the Day of an Assessment Task: If a student is absent on the day of a scheduled task, they need to notify the school by 9:00 am. Upon returning, the student must submit an Illness/Misadventure Application with supporting evidence. The student must be prepared to complete the task, or a substitute task, upon returning to school.

Final Yearly Examinations: During the final yearly examination period, students must complete missed exams on the school day following the expiry of their medical certificate. Rescheduling is to be arranged with the Deputy Principal. A zero mark will be recorded if no application is submitted within five school days, including all days during an exam period, or if the application is denied.

Sickness During an Assessment Task:

If a student is unwell on the day of a school test or examination, they are strongly advised to not sit for the task. If the student does not attempt the task, they must obtain a medical certificate and follow the illness/misadventure process.

Should a student begin an assessment task and become unwell, there are limited options available, as the school must assess the student's actual performance rather than the potential performance.

Students feeling unwell just before or during an assessment must notify the supervising teacher immediately. The teacher will assess and discuss with the student of their options which are outlined below.

· If the student decides to continue with the task despite being unwell, no extra time will be given and the result achieved will not be adjusted.

· In the instance where the student is too unwell to continue with the assessment task, in most circumstances the mark will not be adjusted.

Note: Applications submitted after assessment task results have been issued will not be considered under any circumstances.

4.6 Alternative Tasks

A student's performance in an alternative task can be reviewed by the Subject Head Teacher if:

- the student's performance is not commensurate with their performance in other assessments and/or
- the difficulty of the alternative task may not equate with the difficulty of the original task

After determination of the final mark, there are no grounds for further appeal.

If a student repeatedly misses an alternative task, an alternative mode of assessment will be utilised as determined by the Subject Head Teacher. An alternative mode of assessment may decrease in complexity in comparison to the original task. This means that a student is likely to experience difficulty in demonstrating understanding of course outcomes at a high level. As a result, a student may only achieve a limited mark that is commensurate with the level of understanding they have demonstrated.

5. Ensuring Consistency of Assessments

5.1 Feedback

Feedback on assessment tasks will typically be provided within 2-4 school weeks after the task/assessment period is completed. Teachers will offer feedback during a nominated lesson, or across several lessons for more complex tasks.

Generally during feedback sessions, students are not allowed to have any writing apparatus on their persons.

Any queries related to marks must be raised with the teacher during that nominated feedback lesson, where the teacher will record the student's specific query, collect the paper and investigate the matter. A mathematical error can be addressed by the teacher in that lesson.

For queries related to marking, once all feedback lessons have been completed, the teacher(s) will review the queries without student presence, unless there are exceptional circumstances. The resolution of the query will be noted on the front page of the assessment task and there is the possibility that your mark could be adjusted either up, no change or down to ensure consistency with the marking criteria. No further correspondence or additional queries will be accepted after this feedback process. Once all queries have been finalised, student sign-off of mark accuracy will occur as per section 3.28.

If a student is absent on the day of the feedback, the teacher may choose to schedule an additional feedback session. There is no expectation for a teacher to give you detailed 1:1 feedback. If the student has a query as to the marking, it must be raised during this session.

With extended response answers some faculties also use check marking, common script marking or double marking to provide consistency. These responses are generally not open to queries.

5.2 Confirming Mark Accuracy & Final Ranking

After the completion of each assessment task, students are required to sign off to confirm that the mark entered in the school's system is accurate. Each sign off should only include the mark for that task.

Ranks are only provided on school reports.

Reports contain indicative ranks calculated from marks available at the time.

5.3 Non-Discriminating (by marks) or Invalid Tasks

If a task, or a component /question within a task, is found to be non-discriminating (does not give a range of marks) between students, invalid or there were problems associated with its administration, the task may be discarded and an

alternative task set; or the component / question within the task may be discarded while the rest of the task is deemed to be valid.

In these circumstances, the Head Teacher, in consultation with the relevant Deputy Principal, may determine whether it is necessary for another task to be set, and/or adjust the weightings accordingly. If it is decided that the original task is still to be used, it could have a reduced weighting, with the additional task added to the assessment weightings for the course. The Head Teacher and Deputy Principal may decide to discard the original task completely and a replacement task will be organised.

If an alternative task is to be given the students must be informed in writing (with sufficient notice).

5.4 Assessment Concerns

Where circumstances arise in the administration of the assessment of courses not covered by the procedures described in this document, they should be referred to, and discussed with, the Deputy Principal.

Further Information

The Assessment Certification Examination (ACE) website provides up-to-date information about the rules and procedures set by NESA (NSW Education Standards Authority) in relation to the Higher School Certificate and the Record of School Achievement.

The URL for the ACE website is: https://curriculum.nsw.edu.au/ace-rules

6. Malpractice

6.1 Malpractice in Assessment Tasks

Malpractice is any activity that allows students to gain an unfair advantage over other students. Malpractice in any form including

- plagiarism,
- collusion,
- misrepresentation
- breach of assessment conditions

is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA.

Each student's mark in an assessment task will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the school's ***Acknowledging Sources in Assessment Tasks***. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable.

For assessment tasks which are completed outside the classroom, a ***Statement of Authenticity and Academic Integrity*** must be signed by the student and submitted with the completed assessment task. Students must abide by the principles of this statement.

By signing this statement, a student is certifying that:

- the planning, development, content and presentation of this assessment task is their own work in every respect
- the assessment task has not been copied from another person's work or from books or the internet or any other source
- they have used appropriate research methods and have not used the words, ideas, designs, music, images, skills or workmanship of others without appropriate acknowledgement in the assessment task or its development
- they have read, understood and have followed the school's *Acknowledging Sources in Assessment Tasks* (included in the Assessment Policy Booklet that has been issued).

All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving **ZERO marks** for that task and will jeopardise their Record of School Achievement (RoSA).

Types of malpractice include, but is not limited to:

- cheating, attempting to cheat, or assisting others to cheat
- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks*
- building on the ideas of another person without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks*
- buying, stealing or borrowing another person's work and presenting it as their 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 to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks*
- paying someone to write or prepare material
- distracting other students from their work during an assessment task
- disrupting an assessment task in any way
- breaching school examination rules (this includes being found with a **mobile phone** or **technological device**, including a **programmable watch** such as an Apple watch, during an in-class assessment task or major examination).
- using non-approved aids during an assessment task
- gaining or attempting to gain marks through dishonest representation
- contriving false explanations to explain work not handed in by the due date.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Any student found involved in serious malpractice in completing an assessment task may be awarded a mark of ZERO for that task.

The decision with regard to malpractice having occurred will be taken by the class teacher, in consultation with the Head Teacher of the course involved and notified immediately to the Deputy Principal. The Deputy Principal will determine the appropriate action should malpractice be proven.

If the student chooses to, then they may appeal to the principal within 24 hours of the decision being taken. The principal will establish a committee to review any cases of suspected malpractice and determine the appropriate action should malpractice be proven.

6.2 Artificial Intelligence and malpractice

Artificial Intelligence (AI) refers to the use of computer programs which can undertake tasks or activities such as the writing / rewriting of essays, answering questions and problem solving.
The use of Artificial Intelligence Applications (AIA) in an assessment may be a breach of academic honesty which constitutes malpractice. Academic honesty can be breached in a number of ways.
These include, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, 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 their own

- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially

Use of AIA in assessments may not help students to build their critical thinking skills and problem-solving skills and will not be able to be referenced appropriately. Furthermore, teachers must have confidence when marking assessments that they are marking the students' own work as opposed to work generated by an AIA.

The process of preparing material for assessment is an important part of students' learning experience. It allows students to demonstrate their understanding of concepts and apply what they have learnt in different domains and settings. To prove the integrity of their work, students should be able to produce multiple drafts and /or research notes in case of disputes. Assessment supports students in their development of analytical skills, evaluative judgement, communication skills, and presentation skills.

Any Assessment Task that is not the student's own work including AIA generated responses may be considered as plagiarism which is a form of malpractice. Hence, the student could receive a zero mark for the assessment task.

7. Acknowledging Sources in Assessment Tasks

7.1 Referencing

Referencing is a method of acknowledging the variety of sources of information and ideas that you have used while completing assessment tasks outside the classroom. Its purpose is to acknowledge the original source of ideas and work that is not your own. Direct quotations, facts and figures, as well as ideas and theories, from both published and unpublished works, must be referenced. Referencing is necessary to avoid plagiarism, to verify quotations and paraphrasing, and to enable readers (and markers) to follow up and read more fully the cited author's work.

Information that you are required to reference includes:

- quotations (exact words), or paraphrasing (information rewritten in your own words)
- ideas, arguments or specific information (such as statistics) proposed and developed by someone else.

The following types of sources do not need to be acknowledged:

- your own experiences or experimental results
- your original ideas, arguments or compositions
- common knowledge.

Common knowledge includes:

- facts that are commonly known (such as there are 12 months in a year)
- statements of facts that are easily available in a number of different kinds of sources (such as World War II began in 1939).

Referencing generally has two key elements:

❶ an in-text reference (that is, within the text of the assessment task) that indicates you have used a phrase, idea or concept from someone else

❷ a complete Reference List at the end of the assessment task giving full details of all sources referred to in the assessment task.

There are many referencing systems available. At Girraween High School, the **Harvard Style** of referencing is to be used when completing assessment tasks outside the classroom. If an assessment task is not referenced in the required format, you may be suspected of plagiarism.

All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving **ZERO marks** for that task.

7.2 Harvard Style Referencing Guide

In-text References

If you directly quote an author, discuss their ideas, research or paraphrase their text in your assessment task, you must provide an in-text reference (that is, within the text of your task) acknowledging their name, the year of publication, e.g. (Smith & Jones 2016)

You must then list all the references cited in your task, with full bibliographic details in alphabetical order, in your Reference List at the end of your task.

Quote
If you include a direct quote (word-for-word), the in-text citation must include the page number/s where the quotation appeared, e.g. … "correct referencing is a necessity" (Smith & Jones 2016, p. 16). Page numbers are also required when paraphrasing specific information.

When 30 or more words are quoted, quotation marks are NOT used. Instead, begin quoting the material on a new line and indent the text 5 spaces (use the Indent tool to keep all lines of the quote evenly indented) and include specific page number(s) in your in-text reference.

Paraphrase
This is where you use someone else's ideas, information, theories etc, but rewrite it in your own words. Note that no quotation marks are used here.

Example: *"*Satellites can be out into orbit around the Earth, the orbital velocity depends on the altitude above the Earth's surface." In other words, orbital velocity depends on the radius of orbit. (Warren 2008, p. 17)
Note

- When no author is available, cite the work by its title in both its in-text citation, e.g. (Smith 2009), and in the reference list. In the reference list, ignore articles such as "A", "An", and "The" when alphabetising by title.
- When no publication date is available, use n.d. (no date) in the place of the year, e.g. Smith (n.d.) notes that …
- If a DOI (Digital Object Identifier) is available for your source, place it at the end of the reference as shown in the journal article example below.

7.3 Creating a Reference List

Your references must appear at the end of your task in a new section entitled Reference List. The references listed are arranged alphabetically by author. Where a source has no author, it is cited by its title and ordered in the list alphabetically by the first significant word of the title. Start a new line for each reference.

A Reference List only includes material from sources such as books, journals and electronic sources, including the internet, which are cited within the assessment task.

For some courses, such as Stage 6 Society and Culture, a Bibliography may be required. A Bibliography is a list of relevant sources of all materials you read while preparing and writing your task, even if they were not all referenced within the actual assessment task. Your teacher will inform you if a Bibliography is needed and the format to be used.

Books & Articles

Type	In-Text Citation	Reference List
Book with one author	… notes its prominence (Weller 2011) OR Weller (2011) notes that …	Weller, M 2011, *The digital scholar: how technology is transforming academic practice*, Bloomsbury Publishing, New York.
Magazine Article	(Rick & Erlandson 2009) (Rick & Erlandson 2009, p. 952)	Rick, TC & Erlandson, JM 2009, 'Coastal exploitation', *Science*, 21 August, pp. 952-953.
Newspaper Article	(Browne 2010) (Browne 2010, p. 45)	Browne, R 2010, 'This brainless patient is no dummy', *Sydney Morning Herald*, 21 March, p. 45.

Online Resources

Type	In-Text Citation	Reference List

Email	SENDER'S NAME (sender's email address), date. *Subject of message*. Email to RECIPIENT'S NAME (recipient's email address) Jones (2008) stated...	JONES, A (ajones@hotmail.com), 4 May 2008, *Writing essays*. Email to D. BROWN (d.brown@hotmail.com)
eBook	… the most prestigious of the British universities (Bhopal & Danaher 2013) *OR* Bhopal and Danaher (2013) suggest …	Bhopal, K & Danaher, PA 2013, *Identity and pedagogy in higher education: international comparisons*, e-book, Bloomsbury Academic, London, viewed 15 February 2018, https://ebookcentral.proquest.com
Web page with author/s listed *Follows the same author formatting as other resources*	… notes its prominence (Palmer 2008) *OR* Palmer (2008) notes that …	Palmer, LF 2008, *Insufficient milk syndrome: a fallacy becomes a reality,* viewed 15 February 2018, http://babyreference.com/insufficient-milk-syndrome-a-fallacy-becomes-a-reality/
Web page without author/s *Title becomes main entry, use full title in-text; subsequent in-text citation can be abbreviated*	… its demise (*$250m funding boost for malaria vaccine* 2003) Subsequent entries: … (*$250m funding boost* 2003)	*$250m funding boost for malaria vaccine 2003,* viewed 15 February 2018, http://www.abc.net.au/news/2003-09-22/250m-funding-boost-for-malaria-vaccine/1482220/
Web page without a date *Use (n.d.) instead of a year*	…in assessment (Australian College of Midwives n.d.) OR The Australian College of Midwives (n.d.) state that …	Australian College of Midwives n.d., *Midwifery practice review*, viewed 15 February 2018, https://www.midwives.org.au/what-mpr
Online Journal article with one author *Follow this format for articles from databases or in print*	(Clark 2003)	Clark, J 2003, 'Estimating the area of Virginia', *Journal of Online Mathematics and its Applications*, vol. 3, viewed 6 October 2009, http://mathdl.maa.org/mathDL/4/?pa=content&sa=viewDocument&nodeId=507 .
YouTube and other streaming video	… colour (Vsauce 2013) OR Vsauce (2013) posits that …	Vsauce 2013, *Is your red the same as my red?*, online video, viewed 15 February 2018, https://www.youtube.com/watch?v=evQsOFQju08
Image	(Willison & O'Regan 2006)	Willison, J & O'Regan, K 2006, Research skill development framework, viewed 14 December 2010, http://www.adelaide.edu.au/clpd/rsd/framework/

University of Newcastle Library, August 2018. Based on the Style Manual for Authors, Editors and Printers, 6th edition, using the Monash Harvard style.

For more information and for the latest update to referencing, please visit
https://www.adelaide.edu.au/library/ua/media/4332/library-qrg-harvard-referencing.pdf

Individual Subjects

Commerce Assessment Schedule — Year 10 - 2025

Type of Task and Description	Overall Weighting	Outcomes	Due Date
Task 1: Media File Students will research a range of aspects of the legal system and write a report.	25%	COMM5-1, COMM5-2, COMM5-3, COMM5-4, COMM5-5, COMM5-7 COMM5-8, COMM5-9	**Term 1 Week 10**
Task 2: Our Economy Students will research a contemporary global issue affecting the Australian economy and/or complete short answer questions and write an extended response.	35%	COMM5-1, COMM5-2, COMM5-3, COMM5-5, COMM5-6, COMM5-7, COMM5-8 COMM5-9	**Term 3 Week 4**
Task 3: Yearly Examination The examination will comprise of multiple choice and short answer questions. The topics covered in the examination are: Law, Society and Politics, Our Economy, Law in Action and Employment and Work Futures.	40%	COMM5-1, COMM5-2, COMM5-3, COMM5-4, COMM5-5, COMM5-8	**Term 4 Week 3**
	100%		

Commerce Scope and Sequence

Overview: to enable young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, economic, business, legal, political and employment issues to make informed and be responsible decisions as individuals and as part of the community.

Term	Topic	Approximate Duration	Outline
1	Law, Society and Politics	10 weeks	Students learn about current issues on access to the law and find out why some individuals or groups have difficulty in doing things. They develop questions, gather and process relevant information and work independently or collaboratively with others.
2	Law in Action	10 weeks	The students learn about the role of United Nations in dispute resolutions and analyse current issues during the time of teaching. They also develop questions, gather, and process relevant information, analyse familiar and new situations. They work independently or collaboratively, to develop evidence-based conclusions/decisions and reasoned arguments
3	Our economy	10 weeks	The students investigate a contemporary global issue affecting Australia, including unemployment, environmental degradation, inflation or interest rates, and learn about the role of RB and Fiscal policy during the time of teaching. They develop questions, gather and process relevant information to work independently or collaboratively. Developing and implementing plans, developing evidence-based conclusions/decisions and reasoned arguments.
4	Employment and Work Futures	10 weeks	The students learn about related workplace discrimination based on disability and current issues at the time of teaching. Develop questions, gather and process relevant information related to discrimination.

Computing Studies Assessment Schedule — Year 10 - 2025

Type and Description of Task	Weighting (%)	Outcomes	Due Date
Task 1: **Project 1** Enterprise Information Systems: Designing for user experience planning and documentation task (Presentation)	20%	CT5-COL-01, CT5-DAT-01, CT5-COM-01	**Term 1, Week 6**
Task 2: **Project 2** Enterprise Information Systems: Designing for user experience project and documentation	30%	CT5-SAF-01, CT5-DPM-01, CT5-COM-01, CT5-THI-01, CT5-DAT-02, CT5-DES-01	**Term 2, Week 8**
Task 3: **Project 3** Software Development: Creating games and simulations project and documentation	35%	CT5-SAF-01, CT5-DPM-01, CT5-COL-01, CT5-COM-01, CT5-OPL-01, CT5-DES-01.	**Term 3, Week 10**
Task 4: **Project 4** Software Development: Creating games and simulations research task (Presentation)	15%	CT5-EVL-01, CT5-THI-01	**Term 4, Week 4**
	100%		

Computing Studies Scope and Sequence

Overview: In Year 10 students will continue to do project-based learning. They will manage projects and develop computational, designing and system thinking skills through research and investigation. Year 10 will focus on Software Development, exposing students to real-world Software Engineering Computing.

Term	Topic	Approximate Duration	Outline
1	Software Development – Building mechatronic and automated systems	10 weeks	• Building Mechatronic Systems. • Building Robotic Systems.
2	Software Development – Creating games and simulations	10 weeks	• Creating Games. • Creating Simulations.
3 & 4	Software Development – Developing Apps and Web Software	20 weeks	• Developing Apps and OOP. • Developing Apps for the Web.

Design and Technology Assessment Schedule — Year 10 - 2025

Type and Description of Task	Overall Weighting	Outcomes	Due Date
Task 1 **Major Project Proposal** Complete a detailed project proposal for a major project.	10%	DT5-1, DT5-2, DT5-6, DT5-7, DT5-8	Term1, Week 3
Task 2 **Research Task and Presentation** Complete Research Task and a Presentation	20%	DT5-3	Term 1, Week 10
Task 3 **Design Projects & Associated Documentation**. Design projects - progress on construction and documentation of major project	30%	DT5-6, DT5-8, DT5-9, DT5-10	Term 2, Week 4
Task 4 **Design Projects & Associated Documentation**. Completed major project with folio documentation up to but not including final project evaluation	30%	DT5-2, DT5-7 DT5-9, DT5-10	Term 3, Week 10
Task 5 **Design Project Evaluation Report** Design project evaluation report based on successful completion of major project	10%	DT5-6	Term 4, Week 3
	100%		

Design & Technology Scope and Sequence

Overview:
Design and Technology is delivered through units of work that integrate core content with project work in the creation and documentation of designed solutions. During the study of each unit students are required to undertake practical activities designed to refine and enhance student knowledge, understanding and skills.

Term	Topic	Approximate Duration	Outline
1 & 2	Design Projects, Associated Documentation and Research Tasks	20 Weeks	Students apply a design process to design, plan, manage, document and make a major design project in the syllabus area of materials. This major project will be completed by the end of Term 3 and will be accompanied by a project folio. Students research and present via multimedia to the class information related to: • The impact of technologies on the individual, society and the environment DT5-3
3 & 4	Design Projects and Associated Documentation	20 Weeks	Students will complete the design and production of a major project and a project folio. They will also complete an evaluation report related to their major project. Students apply a design process to design, plan, manage and make a design project. The project may come from a range of context areas such as: architecture, multimedia, food, materials, engineering, or other syllabus specified project areas.

Drama Assessment Schedule — Year 10 - 2025

Type and Description of Task	Mode(s)	Overall Weighting	Outcomes	Due Date
Task 1: Traditions in theatre – Greek and Aboriginal Theatre **Practical (20%)** In groups, students research a myth or legend to perform using the traditions of Greek Theatre including masks, chorus, call and response and symbolic movement. **Mark Design - Submission (10%)** Students are to prepare a mask design for TWO characters in their playbuilt performance to demonstrate their understanding of the role of mask in performance.	Practical 20% Written 10%	30%	5.1.2, 5.1.4, 5.2.1, 5.2.2, 5.3.3	**Term 1 Week 10**
Task 2: Monologues and Stanislavski **Practical (20%)** Students are required to select a 1-2 minute monologue employing Stanislavski's Method. **Subtext Exercise - Submission (10%)** Students are to submit a written task which will require them to apply Stanislavski's method to their performance and reflect on its effectiveness.	Practical 20% Written 10%	30%	5.1.1, 5.1.3, 5.2.1, 5.2.2, 5.3.1	**Term 2 Week 10**
Task 3: Australian Drama – *Away* **Practical (20%)** In groups, students are to perform an extract from Michael Gow's *Away* to explore characterisation in scripted drama. **Promotion Design - Submission(10%)** Students design promotional material to advertise their production of *Away*.	Practical 20% Written 10%	30%	5.1.1, 5.2.2, 5.2.3, 5.3.1	**Term 3 Week 9**
Task 4: Yearly Examination Students will be asked to respond to an essay style question relating to their study of Michael Gow's *Away*.	10%	10%	5.3.1, 5.3.2, 5.3.3	**Term 4 Week 1**
		100%		

Drama Scope and Sequence

Overview: Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

Term	Topic	Approximate Duration	Outline
1	Traditions in Theatre: Greek and Aboriginal Theatre	10 Weeks	Students explore the beginnings of Drama in Ancient Greek and Aboriginal Theatres. They explore excerpts of ancient Greek plays and Aboriginal performances to learn how cultural practices and beliefs inform story telling. Students develop an understanding of the significance of mask and movement in both these theatrical styles to enhance meaning for a diverse audience.
2	Monologues and Stanislavski	10 Weeks	Using Konstantin Stanislavski's Method Acting students develop an understanding of the demands of performance. They explore the subtext and motivation in the character's speech and apply that to their own performance. Through this unit, students develop a deeper understanding of how to embody characters through both voice and movement.
3	Australian Drama: *Away* by Michael Gow	10 Weeks	Students study the representation of Australia in Drama texts through the close study of the play, *Away* by Michael Gow. Through their study they explore the historical context of this play and how it is represented on stage. Students develop their own directorial vision for the play, performing excerpts, creating promotional material for the production and critically analysing the text.
4	American Drama: *A Streetcar Named Desire* by Tennessee Williams	10 Weeks	Students explore the dramaturg Tennessee Williams' impact on modern American Theatre. Through the close study of his play, *A Streetcar Named Desire*, students take on the role of directors, actors and designers to apply the skills they have learnt over the stage to show their understanding of the era and Williams' role in American Theatre.

English Assessment Schedule — Year 10 - 2025

Type and Description of Task	Mode(s)	Overall Weighting	Outcomes	Due Date
Task 1: Transformations **Response to Shakespeare** **Performance Essay (30%)** In small groups, students will deliver a performance essay in response to instructions / a question on their study of Romeo and Juliet and Baz Luhrmann's film R+J.	Reading Performing Presenting	30%	EN5-RVL-01 EN5-URA-01 EN5-URB-01	**Term 1** **Week 11**
Task 2: Satire **(30%)** Submission of a satirical composition and an explanation of creative choices.	Reading Writing	30%	EN5 -URA-01 EN5-URB-01 EN5- URC-01 EN5-7D	**Term 2** **Week 10**
Task 3: Yearly Examination **Part A – Reading Task (20%)** This task is a test that will require short responses to a collection of unfamiliar texts. **Part B – Extended Response (20%)** Students will respond to a question on the novel Brave New World	Reading Writing	40%	EN5-URB-01 EN5-URA-01 EN5-URC-01 ENS-RVL-01	**Term 3** **Week 9**
		100%		

English Scope and Sequence

Overview:
English 7–10 builds on the foundational skills developed in the earlier years to support the growing knowledge, understanding and skills in the areas of Reading, viewing and listening to texts, Understanding and responding to texts and Expressing ideas and composing text.

Term	Topic	Approximate Duration	Outline
1	Transformation – Romeo and Juliet	10 Weeks	Text: Shakespeare's Romeo and Juliet. Baz Luhrmann, R+J. This unit of work explores the transformation of a text for a new context, audience and values. Context, literary value, and intertextuality are the English concepts that are addressed in this unit.
2	Satire – Text to be advised	10 Weeks	A selection of short stories and short films are studied to consider a variety of narrative elements. Students have an opportunity to experiment with the in their own digital stories. The English concepts include representation, style, connotation, imagery, symbol and perspective.
3	Close Study	10 Weeks	Text: Huxley's Brave New World. Through the novel study students will explore the dynamics between individuals and society. The English concepts to be explored include style, point of view and context, perspectives, genre, connotation, imagery and symbol.
4	Counterculture	10 Weeks	Text: A collection of Beat Poetry and Counterculture texts. Poetry, prose and art will be used to delve into the Beat Culture. Concepts explored include narrative, representation, and genre.

Food Technology Assessment Schedule — Year 10 - 2025

Type and Description of Task	Knowledge and Understanding	Skills Researching Evaluating Communicating	Skills in Designing Producing Evaluating	Overall Weighting	Outcomes	Due Date
1. Research Task: Food for Specific Needs Students develop knowledge of circumstances which lead to specific food needs and the nutritional requirements for each stage of the life cycle Students develop skills in designing, planning and preparing safe and nutritious food items for a specific food need.		10%	10%	20%	**FT5-8** **FT5-9** **FT5-1**	**Term 1** **Week 9 & 10**
2. Research Task: Food Service and Catering Students develop knowledge of food service and catering operations. Students develop skills in designing, planning and preparing appealing food items appropriate for catering for functions, applying the principles of food preservation and storage.		10%	10%	20%	**FT5-3** **FT5-4** **FT5-6** **FT5-7**	**Term 2** **Week 9 & 10**
3. Research Task: Food Product Development Students develop knowledge of food product development and the role of marketing. Students develop skills in designing, producing and evaluating a food product.		10%	20%	30%	**FT5-5** **FT5-10** **FT5-11**	**Term 3** **Week 9 & 10**
4. Yearly Examination All topics: written examination that will test all course content. The examination will include multiple choice, short answer and extended responses.	30%			30%	**FT5-2** **FT5-12** **FT5-13**	**Term 4** **Week 3**
	30%	**30%**	**40%**	**100%**		

Food Technology Scope and Sequence

Overview: The aim of Food Technology is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students develop confidence and proficiency in their practical interactions with and decisions regarding food.

Term	Topic	Approximate Duration	Outline
1	Food for Specific Needs	10 weeks	Foods for specific needs arise for a variety of reasons including age, health, lifestyle choices, cultural influences or logistical circumstances. Students explore a range of foods for specific needs and the means to satisfy these. Students plan and prepare safe and nutritious foods to meet specific food needs in various circumstances.
2	Food Service and Catering	10 weeks	Food service and catering are important areas of the food industry. They provide people with both food and employment. Students examine food service and catering ventures and their ethical operations across a variety of settings and investigate employment opportunities. Students plan and prepare safe and appealing foods appropriate for catering for small or large-scale functions.
3	Food Product Development	10 weeks	An ever-increasing variety of food products are available in the marketplace as a result of food product innovations. Students examine the reasons for developing food products and the impact of past and present food product innovations on society. They explore the processes in food product development and develop, produce and evaluate a food product.
4	Food Trends	10 weeks	Food trends influence food selection, food service and food presentation. Students examine historical and current food trends and explore factors that influence their appeal and acceptability. Students plan, prepare and present safe, appealing food that reflects contemporary food trends.

History Elective Assessment Schedule — Year 10 - 2025

Type and Description of Task	Overall Weighting	Outcomes	Due Date
Task 1: Assessment task details will be negotiated with the class.	25%	According to task	**Term 1** **Week 9**
Task 2: Assessment task details will be negotiated with the class.	25%	According to task	**Term 2** **Week 4**
Task 3: Assessment task details will be negotiated with the class.	25%	According to task	**Term 3** **Week 6**
Task 4: Assessment task details will be negotiated with the class.	25%	According to task	**Term 4** **Week 3**
	100%		

History Elective Scope and Sequence

Overview:

Students learn about history, heritage, archaeology, and historical inquiry. They study how historical meanings are created through various forms of media. They investigate past societies and events, understanding continuity, change, and causation. They recognize the importance of key features and evaluate the contributions of cultural groups, sites, and family to shared heritage. They develop skills for historical inquiry, including evaluating historical sources and understanding different contexts and interpretations. They locate and analyse historical sources for relevant information. They use historical terms and concepts to effectively communicate about the past for different audiences.

Term	Topic	Approximate Duration	Outline
1	**History, Heritage and Archaeology**	10 Weeks	**History, Heritage and Archaeology** This topic focuses on developing students' understanding of history, including different perspectives and interpretations. Teachers can explore multiple options to broaden understanding of historical meaning and investigate various curriculum content, including Aboriginal and Torres Strait Islander histories and cultures. Students study at least one of the following: Archaeological sites, Biography, Family history, Film as history, Heritage and conservation, Historical fiction, Historical reconstructions, History and the media, History websites/online environments, Local history, Museum and/or archives studies, or Oral history.
2	**Ancient, Medieval and Modern Societies**	10 Weeks	**Ancient, Medieval and Modern Societies** T This topic allows for in-depth study of ancient, medieval, or modern societies. Students can focus on a specific time period, including the 21st century. This study helps develop students' understanding of history and historical inquiry. They explore causation, continuity, and change. The content also includes learning about Aboriginal and Torres Strait Islander histories and cultures. **Options** Students study at least ONE ancient, medieval or modern society from one of the following areas: Africa, The Americas, Asia, Australia, Europe, The Middle East and The Pacific.
3&4	**Thematic Studies** Assessment task details will be negotiated with the class.	20 Weeks	**Thematic Studies** This topic provides the opportunity to enjoy the study of history for its intrinsic interest and to develop an understanding of the thematic approach to the study of history. Students apply their understanding of the nature of history and the methods of historical inquiry in this topic. The content provides opportunities for students to investigate learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures. **Options** Students study at least ONE of the following: Continuity and diversity of Aboriginal cultures and histories, Economy and society, Children in history, Crime and punishment, Gender in the past, Heroes and villains, Music through history, Power and political unrest, Religious and spiritual beliefs/practices, Slavery, Sport and recreation in history, War and peace, World myths and legends or A school-developed topic.

HSIE Assessment Schedule — Year 10 - 2025

Type and Description of Task	Overall Weighting	Outcomes	Due Date
Task 1: Rights and Freedoms (1945 – Present) Students will research and complete an ICT task.	25%	5-3, 5-5, 5-7, 5-8, 5-10.	**Term 1, Week 7**
Task 2: Popular Culture Students may research to complete an article and source analysis.	25%	5-5, 5-6, 5-7, 5-8, 5-9, 5-10	**Term 2, Week 3**
Task 3: Environmental Change and management Students will research and submit an ICT task.	25%	5-2, 5-3, 5-5, 5-7, 5-8	**Term 3, Week 7**
Task 4: Human wellbeing Students will use data and their own knowledge to answer a series of questions,	25%	5-1, 5-2, 5-3, 5-4, 5-5, 5-6	**Term 4, Week 3**
	100%		

HSIE Scope and Sequence

Overview:

The curriculum provides a study of the history of the making of the modern world from 1750 to 1945. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914–1918) and World War II (1939–1945).

In Geography, students study the significance of places and what they are like e.g. the effect of local and global geographical processes such as urbanisation, migration and climate change on tangible places such as a country as well as less tangible places such as a community, the consequences of migration patterns on the location of origin and destination; the economic, social and environmental factors influencing spatial variations in global human wellbeing and the protection of places and environments as a result of sustainable management practices.

Term	Topic	Approximate Duration	Outline
1	Rights and Freedoms (1945 – Present)	Approximately 10 Weeks	Students learn about the creation of human rights and freedoms, those denied to Aboriginal and Torres Strait Islander peoples, the purpose and significance of early 20th century Aboriginal activism and civil rights of Aboriginal and Torres Strait Islander peoples.
2	Popular culture (School Developed Course)	Approximately 10 Weeks	This unit will examine the evolution of popular culture from the 1950s to the present day, focusing on its impact on society and identity. Students will engage with various forms of popular culture, including music, television, film, fashion, and social media.
3	Environmental Change and Management	Approximately 10 Weeks	Students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability.
4	Human Wellbeing	Approximately 10 Weeks	Students examine the nature of, and differences in, human wellbeing and development that exist within and between countries. They look at how human wellbeing is measured.

Industrial Technology - Engineering Assessment Schedule — Year 10 - 2025

Type and Description of Task	Overall Weighting	Outcomes	Due Date
Task 1: Collaborative Practical & Report Design and construct a model of an Engineering Problem and test your design. Complete a Report and a Video Presentation of your Project.	25%	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	**Term 1 Week 10**
Task 2: Research and Presentation Complete Research and a Presentation	25%	IND5-5, IND5-8, IND5-9, IND5-10	**Term 2 Week 4**
Task 3: Collaborative Practical & Report Design and construct a working model of an Engineering Problem. Complete a Report and a Video Presentation of your Project	25%	IND5-2, IND5-3, IND5-5, IND5-6, IND5-7, IND5-9	**Term 3 Week 2**
Task 4: Practical Design and construct a model of an Engineering Problem and test your design.	25%	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9, IND5-10	**Term 4 Week 3**
	100%		

Industrial Technology - Engineering Scope and Sequence

Overview:
The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries. These Specialised modules develop knowledge and skills in the use of materials, tools and techniques related to the module studied.

Term	Topic	Approximate Duration	Outline
1 & 2	Specialised Module: Control Systems	20 Weeks	This unit explores the uses, function and composition of control systems designed to harness motion and cause it to contribute to human flourishing. The students will study the theory behind controls systems and a range of actuators, sensors and controllers from which each controls system is made up. They will achieve this by completing two interactive learning experiences (building a Rube Goldberg Timing Machine and a research project and presentation) finishing with a major project which will require an understanding and ability to put into practice of all the concepts covered in the unit by using LEGO EV3 as a basis for constructing an automated handling system.
3 & 4	Specialised Module: Alternative Energy	20 Weeks	The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries. This Specialised module develops knowledge and skills in the use of materials, tools and techniques related to controls and Alternative Energy. This unit explores the uses, function and composition of Alternative Energy systems designed to harness renewable energy sources in order to benefit human society through the promotion of sustainable energy use. The students will study the principles that underpin a range of sustainable energy uses including wind power, Hydroelectric and ocean tidal power generation, Geothermal, Solar electric and solar thermal. The need for technologies that harness these energy sources is given a prominent place in this teaching program. The students will demonstrate their achievement of the syllabus learning outcomes through learning experiences in the classroom, workshop and by means a project. The project is designed to provide the students with the opportunity to learn and consolidate their understanding of engineered alternative energy systems through hand-on experience

Japanese Assessment Schedule Year 10 - 2025

Type and Description of Task	Skills	Overall Weighting	Outcomes	Due Date
Task 1: Let's go to Hisai Project Students will create a PPT about yourself for your Hisai host family in Japan, based on class topics. You will Video record your spoken presentation.	Creating texts 10% Interacting 10%	20%	ML5-CRT-01 ML5-INT-01	**Term 1, Week 8**
Task 2: Comprehension **Listening/Reading** Students will listen to and read a variety of texts in Japanese and respond in English or Japanese.	Understanding Texts	30%	ML5-UND-01	**Term 2, Week 6**
Task 3: Film Project **Video Matsuri Project** Students will create roleplays in groups and submit their work to the Video Matsuri/MLTA film competition. Spoken and written components will be assessed.	Creating texts 10% Interacting 10%	20%	ML5-CRT-01 ML5-INT-01	**Term 3 Week**
Task 4: Yearly Examination <u>Listening/Reading</u> Students will listen to and read a variety of texts in Japanese and respond in English or in Japanese. <u>Writing:</u> Students will apply a range of linguistic structures to express own ideas in writing	Understanding texts 15% Creating texts 15%	30%	ML5-UND-01 ML5-CRT-01	**Term 4, Week 1**
		100%		

Japanese Scope and Sequence

Overview:
A student;

- exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate Japanese language
- analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding
- creates a range of texts for diverse communicative purposes by manipulating culturally appropriate Japanese language

Term	Topic	Approximate Duration	Outline
1	Personal World	10 weeks	Milestones: Talking about past events, First time experiences, Describing how old you were when starting an activity Growing up: Nationalities, Birthplace, Where you grew up, Languages you speak and grew up in, How you study languages, Polite request
2	Food & Shopping	10 weeks	Food: Fast Food, Healthy food, Eating habits, Food you like and dislike, Shopping: Ask and say where you shop, Directions, Pricing, Ask and say where you shop and why you shop there
3	Leisure & Neighbourhood	10 weeks	Leisure: Talk about what someone is doing now, Inviting people, Accepting and declining invitations, Suggest an alternative plan, Arrange an outing Neighbourhood: Describing your neighbourhood, Ask and give directions, Discuss life in the city and in the country
4	School trip & Work	10 weeks	School Trip: Accommodation, Talk about where you stayed, Discuss the length you stayed, Transportation, Talk about activities you did during a school trip, Ask and say what is allowed and not allowed Work: Talk about part time jobs, Say why you work and describe your skills, Talk about how you spend your money

Mathematics Assessment Schedule — Year 10 - 2025

Type and Description of Task	Skills	Knowledge	Overall Weighting	Outcomes	Due Date
In Class test: 100-minute test using calculators	6.25%	6.25%	12.5%	Number and Algebra Measurement and Geometry Statistics and Probability	**Term 1** **Week 6**
In Class test: 100-minute test using calculators	6.25%	6.25%	12.5%	Number and Algebra Measurement and Geometry	**Term 2** **Week 5**
In Class test: 100-minute test using calculators	15%	15%	30%	Number and Algebra Measurement and Geometry	**Term 3** **Week 7**
Yearly Examination: 120-minute test using calculators	22.5%	22.5%	45%	Number and Algebra Measurement and Geometry Statistics and Probability	**Term 4** **Week 1**
	50%	**50%**	**100%**		

Mathematics Scope and Sequence

Overview: A student develops understanding and fluency in Mathematics through:

- exploring and connecting mathematical concepts
- choosing and applying mathematical techniques to solve problems
- communicating their thinking and reasoning coherently and clearly.

Term	Topic	Approximate Duration (Weeks)	Outline
1	Products and factors	2	Expands, factorises and simplifies algebraic expressions and fractions
	Equations	2	solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3 = k$
	Probability	2	solves problems involving Venn diagrams, 2-way tables and conditional probability
	Linear relationships	4	describes and applies transformations and equations of lines to solve problems
2	Trigonometry	3	establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations
	Equations	3	solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations
	Non-Linear Relationships	3	interprets and compares non-linear relationships and their transformations
	Functions and other graphs	1	uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables
3	Variation and Rates of change	2	analyses and constructs graphs relating to rates of change
	Logarithms and Polynomials	4	Establishes and applies the laws of logarithms to solve problems graphs polynomials and applies the factor and remainder theorems to solve problems
	Data Analysis	2	plans, conducts and reviews a statistical inquiry into a question of interest
	Circle Geometry	2	applies deductive reasoning to prove circle theorems and solve related problems
4	Algebra review	2	Harder algebraic fractions
	Coordinate methods and Surds review	2	Application to real world problems
	Function notation review	1	Function notation review
	Advanced Transformations of graphs	3	Further transformations

Music Assessment Schedule — Year 10 - 2025

Type and Description of Task	Performance	Composition	Musicology/Listening	Overall Weighting	Outcomes	Due Date
1. Topic Performance- Music for Multimedia (Film, TV, Video Games). Students will be allocated class time to practice their performance. Multimedia Theme Arrangement (Composition)	15	10		25%	5.1 5.2 5.3 5.4 5.5 5.6	**Term 1 Week 8-10**
2. Research Task Media Composer Viva Voce & Analysis			15	15%	5.7 5.8 5.9	**Term 2 Week 2**
3. Free Choice Performance Students will be allocated class time to practice their performance.	10			10%	5.1 5.2 5.3	**Term 2 Week 9**
4. Topic Performance (Australian Music) Original Composition (Australian Focus)	15	10		25%	5.1 5.2 5.3 5.4 5.5 5.6	**Term 3 Week 9**
5. Free Choice Performance Yearly Aural Examination	10		15	25%	5.1 5.2 5.3 5.7 5.8 5.9	**Term 4 Week 1 & 2**

Music Scope and Sequence

Overview:

Students will experience very different topics this year, with activities in listening, composition and performance. The Concepts of Music is an underlying topic that underpins the course.

Term	Topic	Indicative Duration	Outline
1	Music for Radio, Film, TV & Multimedia	12 weeks	Students will explore areas of this broad topic including music from movies, TV series, radio, video games and multimedia events and concerts.
2	Music for Small Ensembles	8 weeks	In this topic we will explore chamber music including music from the classical and romantic periods, also the jazz genre.
3	Australian Music	12 weeks	Students will experience Australian art music, folk, jazz, rock, indie, rap/ hip-hop, and electronic dance music.
4	Theatre Music	8 weeks	In this unit we will focus on musicals, opera and ballet.

Photographic & Digital Media (PDM) Assessment Schedule — Year 10 - 2025

Type and Description of Task	Practical	Theory	Weighing	Outcomes	Due Date
1. Stop Motion: Story board + script	15%	10%	25%	5.1-5.10	**Term 1** **Week 5**
2. Stop Motion Animation Task: Production + Postproduction	25%		25%	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	**Term 2** **Week 10**
3. Photographic Research Task: Artists		25%	25%	5.7, 5.8, 5.9, 5.10	**Term 3** **Week 5**
4. Photographic Series Practical Task: Portfolio of work	25%		25%	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	**Term 4** **Week 2**
	50%	50%	100%		

Photographic & Digital Media (PDM) Scope and Sequence

Overview:

- Develop knowledge, understanding and skills to make photographic and digital works informed by their understanding of practice, the conceptual framework and the frames
- To critically and historically interpret photographic and digital works informed by their understanding of practice, the conceptual framework and the frames.

Term	Topic	Approximate Duration	Outline
1	**Stop Motion**	10 weeks	**Theory:** William Kentridge **Practical**: Groups of 2 • Stop motion pre-testing. • Planning/Storyboards • Set and character production. Still shooting basics (students' own camera) Angles, balance, lighting, harmony Composition
2		10 weeks	**Theory:** Lynette Wallworth **Practical:** Stop motion Animation Premier Pro • Filming • Editing • Postproduction
3	**Women in Film**	5 weeks	**Theory:** Research task for Cindy Sherman Presentation
4		15weeks	**Practical:** Cropping (straight horizons, rule of thirds/compositional consideration) Correct exposure and controlled exposure in picture Colour control and treatment (hue, luminance, saturation, vibrance & white balance) Tonal control (highlights, shadows, whites, blacks or tone curve) Use of sharpening and clarity sliders for sharpness and overall presentation Use of vignetting, radial filters, graduated filters & adjustment brush Overall contrast & final tonal adjustments (dehaze tool)

Physical Activity and Sport Studies (PASS)Assessment Schedule — Year 10 - 2025

Type and Description of Task	Skills	Knowledge	Overall Weighting	Outcomes	Due Date
1. Issues in Sports Presentation Students are to present an intriguing report and analysis of an athlete who has faced an issue in sport; either in Drugs, Racism or Gender.	10%	10%	20%	1.1, 4.4	**Terms 2 Week 1**
2. Practical Assessment 1 Practical assessment is ongoing and will be periodically assessed in relation to the sports that are being conducted throughout the semester.	20%	5%	25%	4.1, 4.2, 4.3	**Terms 1-2 Ongoing**
3. Practical Assessment 2 Practical assessment is ongoing and will be periodically assessed in relation to the sports that are being conducted throughout the semester.	20%	5%	25%	4.1, 4.2, 4.3	**Term 3-4 Ongoing**
4. Coaching Session Students are to apply their knowledge and skills to design and conduct a coaching session for a selected physical activity or sport.	10%	20%	30%	1.1, 2.1	**Term 3 Week 8**
	60%	**40%**	**100%**		

Physical Activity and Sport Studies (PASS) - Scope and Sequence

Overview:

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

Term	Topic	Approximate Duration	Outline
1	Issues in Sport and Physical Activity	10	This module analyses various issues in physical activity and sport and their impact. Students examine ethical and legal implications to participants, spectators and the community. They evaluate strategies to bring about positive outcomes for the issue. Unit focus: ▪ Historical perspectives ▪ Factors influencing the issue ▪ Impact of the issue ▪ Ethical implications ▪ Future perspectives
2	Technology, Participation and Performance	10	This module evaluates the role technology plays in physical activity and sport. Students assess the impact technology has had on sport and the ethical implications technology can have on access and equity for participants and performers. Unit focus: ▪ The contribution of technology to participation and performance ▪ The impact of technology ▪ The ethical implications of technology ▪ The evaluation and management of technology
3 & 4	Coaching	20	This module develops skills in coaching and instruction. Students investigate qualities of effective coaching and assess their own and others' coaching skills to become more effective coaches. Students will practically apply their coaching skills in real-life situations. Unit focus: ▪ Qualities of effective coaching ▪ Roles and responsibilities ▪ Ethical coaching ▪ Opportunities and qualifications

Personal Development, Health and Physical Education (PDHPE) Assessment Schedule — Year 10 - 2025

Type and Description of Task	Skills	Knowledge	Overall Weighting	Outcomes	Due Date
Practical Assessment 1 Students learn several sets of extended sequences in the Latin genre demonstrating technical dance skills, movement retention and performance skills. In groups, students then choreograph an additional sequence of new movement to create a short dance that reflects the intent of the original set sequences.	10%	10%	20%	PD5-1,4,5,7,8.9.11	**Terms 1, Weeks 8-10**
Social Justice Project In groups, students will create a social justice project to raise awareness of a chosen social justice issue. Students will collaborate to design a presentation, campaign, or event that communicates the issue effectively and inspires action for positive social change.	10%	10%	20%	PD5-1,2,6,7,9	**Term 1, Week 10**
Practical Assessment 2 Practical assessment is ongoing and will be periodically assessed in relation to the sports that are being conducted throughout the semester.	20%	10%	30%	PD5-1,4,5, 7-10	**Ongoing Term 2-3**
Health Examination In-class examination based on the year's content. Class work will be monitored continuously throughout the semester.	15%	15%	30%	PD5-1-3,6,7,9	**Term 4, Week 1**
	60%	**40%**	**100%**		

Personal Development, Health and Physical Education (PDHPE) Scope and Sequence

Overview:

The Personal Development, Health and Physical Education (PDHPE) subject provides a strengths-based approach towards developing the knowledge, understanding and skills students need to enhance their own and others' health, safety, wellbeing and participation in physical activity in varied and changing contexts. The syllabus provides opportunities for students to develop self-management, interpersonal and movement skills to help students become empowered, self-confident and socially responsible citizens.

Term	Topic	Approximate Duration	Outline
1 + 2	Shaping Identity	12	In this unit students will investigate the critical exploration of identity, culture, and racism awareness, aiming to empower students with a deeper understanding of themselves and the diverse world around them. The unit seeks to foster a sense of inclusivity, empathy, and cultural competence while addressing the impact of racism on individual and community health.
2 + 3	Relationships	12	In this unit students develop the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. They develop strategies to manage change, challenges, power, abuse, violence and learn how to protect themselves and others in a range of situations.
3 + 4	Road Safety	12	In this unit students will delve into the critical topic of Road Safety Education, equipping them with the knowledge and skills necessary to navigate the roads responsibly. The unit aims to foster a deep understanding of the risks associated with road use, promote safe behaviours, and empower students to make informed decisions as future road users.

Science Assessment Schedule — Year 10 - 2025

Type and Description of Task	Working Scientifically Skills	Knowledge and Understanding	Overall Weighting	Outcomes	Due Date
1. Working Scientifically Skills Task This task assesses students' achievement of the non-practical Working Scientifically Skills. This includes processing and analysing data and information, problem solving, and communicating scientifically.	20%	0%	20%	SC5-5WS, SC5-7WS – SC5-9WS	**Term 1 Week 7**
2. Half Yearly Examination This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically.	10%	15%	25%	SC5-7WS – SC5-9WS, SC5-11PW, SC5-16CW	**Term 2 Week 3**
3. Student Research Project This is an independent project conducted by students to design and carry out an investigation of a scientific inquiry. Students conduct the experiment independently and present their findings in a formal manner.	25%	0%	25%	SC5-4WS – SC5-9WS	**Term 3 Week 8**
4. Yearly Examination This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically.	10%	20%	30%	SC5-7WS – SC5-9WS, SC5-10PW, SC5-12ES, SC5-15LW	**Term 4 Week 1**
	60%	**40%**	**100%**		

Science Scope and Sequence

Overview:

Science answers questions about the world and its systems. It is constantly evolving, as new evidence emerges. The study of science is a collaborative endeavour that yields a comprehensive body of knowledge. Science explains phenomena and helps us understand the natural world.

Students learn about the living world, the chemical world, the physical world, and Earth and space in science. They also develop skills in scientific experimentation, collaboration, data analysis, problem-solving, and scientific communication.

Term	Topic	Approximate Duration	Outline
1	Chemistry 2	8 weeks	Students continue the learning of Chemistry which began in year 9. In this topic, students will learn about types and properties of chemical reactions. They learn to predict the products of common types of chemical reactions, as well as factors that affect chemical reactions. They also learn about the energy changes involved in a variety of chemical reactions.
1-2	Motion	8 weeks	The objective of this unit is to introduce students to the principles of motion and Newton's Laws, and to help them understand and apply these concepts in real-world scenarios. Students learn how to use the equations of motion and apply them to solve numerical problems.
2-3	DNA & Genetics	7 weeks	This unit aims to develop students' understanding of DNA, genetics, inheritance, mitosis, meiosis, and polypeptide synthesis. Through analysing and interpreting complex genetic patterns and mechanisms, as well as evaluating the impact of these processes on traits and genetic diversity, students will gain a comprehensive understanding of these concepts. The unit will be structured to allow students to build upon prior knowledge and engage in various learning activities to deepen their understanding.
3	Evolution	7 weeks	Students will develop a comprehensive understanding of biological diversity and species adaptation by explaining the process of natural selection, including the contributions of Charles Darwin and the concept of geological time.
4	The Universe	5 weeks	Students will demonstrate an understanding of the universe, galaxies, the Big Bang theory, the life cycle of a star, and Hertzsprung-Russell diagrams through examination, analysis, and interpretation of related scientific information.
4	Global Systems	5 weeks	Students will learn how matter such as nitrogen is cycled through ecosystems, how global systems rely on interactions in the biosphere, lithosphere, hydrosphere and atmosphere, and the impact on the Earth’s spheres of natural events, including earthquakes, volcanic eruptions and cyclones. Students will also evaluate the current scientific evidence surrounding social issues resulting from human activity that affects global systems, and discuss why different groups evaluate and explain these issues differently.

STEM Assessment Schedule — Year 10 - 2025

Type and Description of Task	Research	Skills	Problem Solving	Knowledge	Overall Weighting	Outcomes	Due Date
Task 1: Project 1 Students will develop projects using the knowledge they developed earlier in this course, together with knowledge they have gained in Science, Technology, Engineering and Mathematics.	5%	15%	10%		30%	ST5-1, ST5-2 ST5-3, **ST5-4** ST5-5, ST5-8 ST5-10	**Term 2 Week 8**
Task 2: Project 2 Students will develop projects using the knowledge they developed earlier in this course, together with knowledge they have gained in Science, Technology, Engineering and Mathematics.	5%	20%	10%		35%	ST5-1, ST5-2 ST5-3, **ST5-4** **ST5-6**, ST5-7 ST5-10	**Term 3 Week 4**
Task 3: Project 3 Students will develop projects using the knowledge they developed earlier in this course, together with knowledge they have gained in Science, Technology, Engineering and Mathematics.		5%	10%	20%	35%	ST5-1, ST5-2, ST5-3, **ST5-4**, ST5-5, **ST5-6**, ST5-7	**Term 4 Week 1**
	10%	**40%**	**30%**	**20%**	**100%**		

iSTEM - Scope and Sequence

Overview:
iSTEM is a student-centred Stage 5 elective course that delivers science, technology, engineering, and mathematics education in an interdisciplinary, innovative, and integrated fashion. It was developed in direct response to industry's urgent demand for young people skilled in science, technology, engineering, and mathematics. Students gain and apply knowledge, deepen their understanding, and develop collaborative, creative and critical thinking skills within authentic, real-world contexts. The course uses inquiry, problem and project-based learning approaches to solve problems and produce practical solutions utilising engineering-design processes.

Term	Topic	Approximate Duration	Outline
1 & 2	Core Topics: F1 in Schools Advanced Manufacturing	20 Weeks	F1 in Schools is an extra-curricular STEM activity that students may enter if they meet the necessary requirements. To prepare students for possibly competing at a regional, state, national and international level, we design and produce a gas-powered vehicle to race using the rules and regulations outlined by the Re-Engineering Australia. **N.B.** - This project does not guarantee that the school will compete or give the students automatic entry. Advanced manufacturing is the integrated and innovative use of technology to create or improve products or processes. It includes production activities that depend on information, automation, computation, software, sensing and networking. Advanced manufacturing industries increasingly integrate new innovative technologies in both products and processes.
3 & 4	Specialised Module: Sustainable Transport Advanced Manufacturing	20 Weeks	Transport systems that are economically and operationally resilient, environmentally, and socially sustainable are highly desirable. They create liveable places, foster productive economies, reduce congestion and emissions, support equity, and the wellbeing of our communities. Students will use skills developed in previous projects in Advance Manufacturing to develop this project.

Visual Arts Assessment Schedule — Year 10 - 2025

Type and Description of Task	Practical	Art History Criticism	Overall Weighting	Outcomes	Due Date
Task 1 - Practice Art making **Practical Assessment** • Statement of intent • Visual Arts Process Diary • Completed Portrait	25%		25%	**5.1, 5.2, 5.3, 5.4, 5.5, 5.6**	**Term 1 Week 10**
Task 2 - Art History Criticism **Art History/Criticism** Research assignment related to the topic Modern Art.		20%	20%	**5.7, 5.8, 5.9, 5.10**	**Term 2 Week 2**
Task 3 – Practice Art making **Practical Assessment** • Visual Arts Process Diary Completed Mini Body of Work related to topic	30%		30%	**5.1, 5.2, 5.3, 5.4, 5.5, 5.6**	**Term 3 Week 10**
Task 4 - Art History Criticism **Art History/Criticism** Examination • Students will answer questions related to the concepts of the Frames, Conceptual Framework and Artist Practice		25%	25%	**5.7. 5.8, 5.9, 5.10**	**Term 4 Week 1**
	55%	**45%**	**100%**		

Visual Arts Scope and Sequence

Overview:

- Students will build on their skills and knowledge developed the stage 5 course by developing more autonomy in their artmaking practice.
- Students will extensively research and investigate artists of interest and relevance to their individual artmaking processes and historically interpret art from a more informed understanding of practice, the conceptual framework and the frames. They will gain an in depth understanding of the processes of artists whilst developing skills in variety of artmaking forms to prepare them for senior studies.

Term	Topic	Approximate Duration	Outline
1	Portraiture	10 weeks	Students will be investigating and experimenting with portraiture techniques scale and compositional strategies. Students will engage in artworks from Archibald prize exhibitions, traditional and modern portrait artists that will examine artists' practice. Students will learn life drawing and anatomical drawing through expressive mediums of charcoal and graphite. Students will complete a case study on their own selected artist and develop a portrait based on their style. Students will produce a cohesive body of work that showcases their understanding of human anatomy, portraiture techniques, and the expressive potential of these traditional drawing materials.
2	Who killed Modern Art?	9 weeks	Students will engage in creating a series of artworks using a variety of 2D materials that will examine the practice of the Modernist artists. Students will utilise the artmaking practices of modernist artists and explore the development of the modernist movement. Styles being explored are Impressionism, Fauvism, Cubism, Surrealism, Abstract Expressionism. Students are to complete work in their visual diaries reflecting both material and conceptual explorations in support of their artworks. •
3	Utopia Dystopia	11 weeks	Students create a mini body of work based on the concept Utopia. Students research and explore a variety of media and processes to develop a series of artworks. Students study artists such as further their understanding and research through the conceptual framework and frames relevant to the artworks investigated.
4	Animation	6 weeks	Students learn how to make a GIF using programs including After Effects. Students will be guided through a series of steps learning a variety of functions of an animation program. Students will be introduced to using digital drawing tablets to create a short animation of a character.

Summary of Year 10 Assessment Tasks

Note that the dates listed in this summary are APPROXIMATE.

Students will be informed by their teacher of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.

Semester 1

Term 1

WEEK	
1B	
2A	
3B	
4A	
5B	PDM,
6A	Mathematics
7B	HSIE, Science
8A	Music PDHPE, Visual Arts
9B	Food Technology, History Elective, Japanese,
10A	Commerce, Engineering Studies, Music, PDHPE,
11B	English

Term 2

WEEK	
1A	PASS
2B	Music, Visual Arts
3A	Commerce, HSIE, Mathematics, Science,
4B	Engineering Studies, History Elective,
5A	
6B	Computing Studies, Japanese,
7A	
8B	STEM
9A	Food Technology, Music
10B	English, PDM

Semester 2

Term 3

WEEK	
1A	
2B	Engineering Studies,
3A	
4B	STEM PDM,
5A	Mathematics
6B	Computing Studies, History Elective,
7A	HSIE,
8B	Commerce, Japanese, Music, PASS, Science
9A	English, Food Technology Music
10B	Drama, Visual Arts

Term 4

WEEK	
1A	Yearly Examination Period
2B	Engineering Studies
3A	Computing Studies
4B	
5A	
6B	
7A	
8B	
9A	
10B	

Statement of Authenticity and Academic Integrity

Name: _____ Class: _____

Teacher: _____ Subject: _____ Assessment: _____

I certify that:

- the planning, development, content and presentation of this assessment task is my own work in every respect
- this assessment task has not been copied from another person's work or from books or the internet (including AI) or any other source
- I have used appropriate research methods and have not used the words, ideas, designs, music, images, skills or workmanship of others without appropriate acknowledgement in the assessment task or its development
- I have read, understand and have followed the assessment policies outlined in the assessment policy book.

Student Signature: _____ Date: _____