

Girraween High School



2024

Year 10

Assessment Policy Booklet

as at 14/12/2023

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A message from the Principal

This booklet contains important information which will assist you in qualifying for a Record of School Achievement.

There are four sections in this booklet:

- General Information about the Record of School Achievement
- School Assessment Procedures
- Assessment Schedules for each Subject
- Summary of Assessment Tasks.

The information includes details of NESA (the NSW Education Standards Authority) requirements and Girraween High School's specific rules to ensure these requirements are met. Most importantly, it sets out the School Assessment Procedures which must be adhered to so that everyone is treated fairly and equitably. Following these will enable you to maximise your marks.

The Assessment Certification Examination (ACE) website (<http://ace.nesa.nsw.edu.au>) provides up-to-date information about the rules and procedures set by the NSW Education Standards Authority in relation to the Record of School Achievement (RoSA) and the Higher School Certificate (HSC). NESA publications, including syllabuses, can be found on the NESA website (www.educationstandards.nsw.edu.au).

It is vital that you spend time to thoroughly read and understand your rights and responsibilities in regard to assessment.

Commitment, organisation and planning will be the keys to a successful year for you. It is most important that you draw up your own personal assessment calendar, that you use your homework diary and that you plan your time. If you have not done this in the past, now is the time to start.

If you are experiencing difficulty in planning, in keeping up, in meeting assessment requirements, if you are feeling stressed or if you are unsure about anything, you should seek help immediately.

These people will be able to advise you:

- Head Teacher or your classroom teacher for subject specific issues
- Year Adviser
- Head Teacher Welfare
- School Counsellor
- Deputy Principals
- Principal.

Make sure that you include in your planning some relaxation time, some exercise and some time with friends. This will help you reduce stress and be more focussed when you are working. Adequate and a regular sleeping pattern is also an important element of your academic success. This will help you to reduce stress and be more focused when you are working. Explain your study plan to your parents and family and enlist their support. You are all very capable and that if you make a commitment and do your best you will achieve your goals.

I wish each of you a successful and fulfilling year.

Mr L. Crangle

Principal

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 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:

- followed the course developed or endorsed by NESA; and**
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and**
- achieved some or all of the course outcomes.**

Attendance is an integral part of satisfactorily completing a course. The school recognises a minimum of 85% attendance for satisfactory completion of course work.

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. School reports will be issued twice a year (Semester 1 and Semester 2 reports) based on both assessment and non-assessment tasks.

If the Principal determines that a student is in danger of not completing a course satisfactorily, the student will be warned in writing in time for them to correct the problem and satisfactorily complete the course.

If a student is deemed not to have completed a course, they will receive an 'N' determination.

The course will be not be listed on the Stage 5 Record of School Achievement (RoSA), and this may mean that the student receives a Transcript of Study (that lists the subjects that the student satisfactorily completed) but may not be eligible for a RoSA. Students have the right to appeal against an 'N' determination. The appropriate form can be obtained from the Principal. Appeals against 'N' determinations should be lodged with the Principal, who will advise the student of the date by which their appeal must be submitted. If the student is dissatisfied with the result of the school review of their appeal, they should advise the Principal that they wish the appeal to be referred to NESA.

If zero (0) marks are awarded for 50% or more of the available marks prescribed for the course, the Principal may certify that the course has not been satisfactorily completed. This will mean that the student is unsatisfactory in this course and will receive an 'N' determination. The course will be not listed on the student's Record of School Achievement (RoSA) and the student may not be eligible for a RoSA.

1.4 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.

1.5 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)
Food Technology *	Music *
History (Elective)	Physical Activity and Sports Studies (PASS)
Industrial Technology Engineering *	Visual Arts *

* These subjects incur a compulsory subject fee.

1.6 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.

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 Disability Provisions

Girraween High School follows the NSW Education Standards Authority (NESA) guidelines in the use of Disability Provisions for all external examinations and internal examinations and assessments.

We intend to ensure that students with identified and documented permanent or temporary disabilities are able to access and engage in examinations or assessment tasks.

Disability Provisions and reasonable adjustments will be made for students with disabilities that have implications for their functioning in examinations or assessment tasks.

Students/parents who wish to make an application for Disability Provisions need to see the Deputy Principal for an application.

1.7.1 Identification of students with disabilities

Diagnosed learning disabilities require that documentation and appropriate testing is collated from a relevant professional to justify Disability Provisions. Medically diagnosed disabilities require appropriate documentation to support applications for Disability Provisions. School counsellors can suggest students require Disability Provisions. In this case, documentation must be provided from a treating clinician.

Students may be identified as needing Disability Provisions as a result of a valid Illness/Misadventure Application which will allow the student access and equity in an assessment or examination.

Approval for Disability Provisions for school assessments are given by the Deputy Principal in line with NESA guidelines after evidence and documentation has been considered.

1.7.2 Disability Provisions and Modifications

Where required, a reader/writer will be appointed. Readers/Writers will be guided/briefed on their role and responsibilities. This will be done by the Examination Supervisor or the Deputy Principal.

Other reasonable provisions such as, but not limited to, small group supervision, rest breaks or specialised equipment will be made as appropriate based on individual needs and appropriate documentation.

2. School Assessment Procedures

School assessment results will not be increased to compensate for factors such as extended illness or misadventure that may have affected a student's performance throughout the course.

Teachers will assess the student's actual performance, not the potential performance.

2.1 The Purpose of Assessment

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment provides opportunities for teachers to gather evidence about student achievement in relation to outcomes; enables students to demonstrate what they know and can do; clarifies student understanding of concepts and promotes deeper understanding; and it provides evidence that current understanding is a suitable basis for future learning.

NSW syllabuses promote an integrated approach to teaching, learning and assessment. *Assessment for learning*, *assessment as learning* and *assessment of learning* are approaches that can be used to gather evidence about student achievement and to improve student learning.

Assessment for learning involves teachers using evidence about students' skills, knowledge and understanding to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment *for learning* and assessment *as learning* incorporate some common elements, such as: self-assessment and peer assessment; strategies for students to actively monitor and evaluate their own learning; feedback, together with evidence, to help teachers and students decide whether students are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills.

Gathered evidence is used by teachers for *assessment of learning*, sometimes referred to as 'summative assessment', to rank or grade students. This usually takes place at key points in the learning cycle, such as at the end of Semester 1 and Semester 2, when students receive reports identifying the levels of skill, knowledge and understanding they have achieved.

Stage 5 assessment programs will be used to measure student achievement and to award School Grades at the end of Year 10. NESAs store this information and issue the Record of School Achievement (RoSA) electronically only when a student leaves school. Students who go on to complete the appropriate requirements will be awarded their HSC.

2.2 Attendance

Attendance at all timetabled classes is compulsory, especially on the day an assessment task is to be submitted or completed.

Students must have an authorised reason to be absent from school, and a written note must be supplied by the parent/caregiver to explain any absence. Unsatisfactory attendance may mean that a student does not satisfactorily complete a course and they may not be eligible to receive a Record of School Achievement.

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. Students who are absent on any day are responsible for ascertaining if any assessment task has been set for any course missed during their absence. 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 Head Teacher Administration (or the Principal) an ***Illness / Misadventure Application Form*** (with relevant documentation).

2.3 Assessment Schedule Booklet and Time-Frame

This Assessment Booklet provides you with an assessment schedule for each of your subjects. Each assessment schedule lists for each task: type of task, approximate date (Term and Week), anticipated Areas of Learning to be assessed and weightings. 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.

Note that the dates listed in the assessment schedules and in the Summary of Assessment Tasks are APPROXIMATE. Students will be informed in writing of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.

2.4 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 two weeks' notice provided the task is not being brought forward. **Any changes of date will be notified in writing.**

Note that the written notification has precedence over any information listed in the assessment schedules and Summary of Assessment Tasks contained in this Assessment Booklet – that is, details of assessment tasks listed in this Assessment Booklet (such as type of task, date of the task, Areas of Learning to be assessed, and weightings) 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.

The Principal is to be consulted if it is not possible to give two weeks notice 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 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
- the Areas of Learning to be assessed
- the general nature of the assessment task.

For assessment tasks completed outside the classroom, the written notification must also include:

- a *Statement of Authenticity and Academic Integrity* (this must be signed by the student and submitted with the completed assessment task).

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 or the Principal **well before the date**.

2.5 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.

2.6 Extensions 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 Head Teacher Administration or Principal, the late submission or completion of a task will result in ZERO marks being awarded for that task.

Extensions for assessment tasks completed outside the classroom must be given to the Head Teacher Administration or the 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 Head Teacher Administration or the 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 on the designated date.

An extension of time for the submission or completion of tasks may only be granted by the Head Teacher Administration or 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.**

2.7 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.

The school will always endeavour to minimise clashes with Assessment Tasks and school organised activities.

Students involved in a school organised excursion, or school organised commitment, that is on the day before or the day of an Assessment Task in another subject, do NOT have to complete an Assessment Task Appeal. In this case, the teacher organising the excursion / school commitment must give a copy of student names in attendance to the relevant subject Head Teacher and the Head Teacher Administration.

2.8 Illness/Misadventure

2.8.1 Evidence of Illness / Misadventure

Illness / misadventure provisions exist to support students when their performance in an assessment task is affected by circumstances beyond their control. As assessment tasks are intended to be a measure of a student's actual task performance, applications must relate to illness or misadventure suffered immediately before or during the task that has affected the student's performance in the task.

Applications may be in respect of:

- ***illness or injury***: that is, illness or physical injuries suffered directly by the student which affects the student's performance in the task (eg influenza, stomach virus)
- ***misadventure***: that is, any other event beyond the student's control which affects the student's performance in the task (eg the recent death of a family member or friend, or an exceptional circumstance).

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 Illness / Misadventure.

The school's illness / misadventure procedures aim to replicate the NESA HSC process. NESA will not uphold an Illness / Misadventure Application if the reason for your absence is not considered to be sufficiently serious.

The school does not expect you to attend school to complete or submit an assessment task against specific medical advice. If you cannot attend school because of illness or misadventure, you must follow the school's Illness / Misadventure Procedures.

All applications must be submitted on an ***Illness / Misadventure Application Form***. When completing an ***Illness / Misadventure Application Form***, you should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete form could jeopardise the success of your application.

It is very important to provide evidence with your application. If possible, this should be from an independent source (that is, the person providing the evidence is not related to you in any way and is not a friend or work colleague of your parents). You should seek evidence on the same day, either immediately before or after each assessment task for which you are applying. The documentation you provide must be current, specific to the date and time of the assessment task, and submitted with the application form.

A medical certificate is always required to support an Illness / Misadventure Application due to illness.

A medical certificate that merely states you were unfit for work / study is unacceptable.

The medical certificate must be completed by a medical practitioner registered with the Australian Health Practitioner Registration Agency (AHPRA) (this can be checked via www.ahpra.gov.au).

The medical certificate MUST include:

- diagnosis of medical condition
- date of onset of illness
- date(s) and time(s) of all consultations / meetings relating to this illness
- description of how your condition / symptoms could affect your assessment task performance
- if you are absent on the day of an assessment task or on the day an assessment task is to be submitted, the doctor MUST certify that you are medically unfit to sit for the assessment task or attend school.

The medical practitioner may choose to include these mandatory items on their own medical certificate, or instead complete page 2 of the Girraween High School ***Illness / Misadventure Application Form***.

A pdf copy of the ***Illness / Misadventure Application Form*** can be downloaded from the school website www.girraween-h.schools.nsw.edu.au

Our School → Rules & Procedures → School Policies → Illness / Misadventure

Medical certificates obtained after the event will not be accepted.

2.8.2 Illness Misadventure Procedures

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. Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of. This will not be varied unless there are **exceptional circumstances** and only after consultation with the Head Teacher Administration or Principal.

Students are advised to complete all assessment tasks to the best of their ability and to advise the school **IMMEDIATELY** if circumstances will prevent them from doing so.

- 1) A student who is absent from school for a valid reason on the day an assessment task is due to be handed in has the responsibility to ensure that the entire work is submitted to the relevant class teacher **by 9.00 am** on the due date, or to ensure a parent notifies the school by telephone by **9:00 am** on the day the assessment task is due:
 - to speak to the relevant Head Teacher to make arrangements for the task to be submitted by email or by delivery to the school's Front Office on that day

or

- to inform the Head Teacher that they will be unable to submit the task on that day, and give an anticipated date of when the task will be submitted.

On the day of their return to school, the student must see the Head Teacher Administration or Principal to submit an ***Illness / Misadventure Application Form*** and to provide evidence of the facts, detailing why the circumstances prevented them from submitting the task on time. Details can be supplied on a confidential basis where necessary. Students who submit an application on the grounds of illness **MUST** provide a medical certificate **for the relevant time period**.

Students will lose 20% per day for the task if no ***Illness / Misadventure Application Form*** is submitted by the student to explain their absence, or the Illness / Misadventure Application submitted by the student is not approved.

- 2) **A student who is absent from school for a valid reason on the day of an assessment task MUST ensure a parent notifies the school by telephone by 9:00 am** on the day of the assessment task to inform the relevant Head Teacher that they will be unable to complete the task on that day, and give an anticipated date for their return to school.

On the day of their return to school, the student must see the Head Teacher Administration or Principal to submit an ***Illness / Misadventure Application Form*** and to provide evidence of the facts, detailing why the circumstances prevented them from attempting the task. Details can be supplied on a confidential basis where necessary. Students who submit an application on the grounds of illness **MUST** provide a medical certificate certifying the illness **occurred on the day of the assessment task**.

The student must be prepared to sit for the task, or if deemed appropriate, a substitute task, **on the day of their return to school**.

During major examinations, students must be prepared to undertake an examination on the school day following the expiry of their medical certificate. Students **MUST** contact the Head Teacher Administration to organise the date for any re-scheduled examinations. It is expected that re-scheduled examinations will be undertaken within the major examination period.

A mark of **ZERO** will be recorded for the task if no ***Illness / Misadventure Application Form*** is submitted by the student to explain their absence, or the Illness / Misadventure Application submitted by the student is not approved.

- 3) **If a student completes an assessment task but believes that a misadventure adversely affected their performance**, the student **MUST** commence an Illness / Misadventure Application **on the day of the task** by seeing the Head Teacher Administration or Principal to obtain an ***Illness / Misadventure Application Form*** and providing an explanation as to why they feel their performance in the assessment task had been adversely affected. Note that misadventure does not include sickness. The student must return the completed ***Illness / Misadventure Application Form*** to the Head Teacher Administration or Principal, with the required evidence, with-in an agreed time-frame.

If the Illness or Misadventure Application is not approved, then the student will receive the mark they gained on the task. If the Illness / Misadventure Application is approved, the Head Teacher Administration or Principal will advise the student of the course of action to be taken.

- 4) **Steps to be taken if a student is sick DURING the completion of an assessment task at school:**

- (i) The student **MUST** notify the class teacher / exam supervisor who will offer the appropriate assistance and will immediately notify the relevant Head Teacher.
- (ii) If the student chooses they can continue with the completion of the task. **NO EXTRA TIME WILL BE GIVEN AND THE RESULT ACHIEVED IN THE TASK WILL NOT BE ADJUSTED.**
- (iii) If the student is unwell and unable to proceed with the completion of the assessment task, they will be signed out via the school Sick Bay and allowed to go home. The student will be advised to see a doctor immediately. The relevant Head Teacher will notify the Head Teacher Administration responsible for the student's Year or the Principal.

On the day of their return to school, the student must see the Head Teacher Administration or Principal to submit an ***Illness / Misadventure Application Form*** and must be prepared to sit for a substitute task. A medical certificate verifying the illness on the day of the assessment task **MUST** be provided.

Note: Illness / Misadventure Applications initiated after assessment task results have been issued will NOT be considered in any circumstances.

2.9 Absence Three School Days Before a Task and Attendance on the Day of Task

Students will attend all timetabled lessons or scheduled school activities **three school days prior** to an assessment task. Where a task is due later in the day, then students must attend all lessons **prior to the task on that day**.

The student must provide independent evidence of the facts, detailing why the circumstances prevented them being at school the three school days prior to the assessment task, or why they could not attend all lessons prior to the task on the day of the assessment task. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness **MUST** provide a medical certificate certifying the illness ***occurred on the day prior to the assessment task, or on the day of the assessment task (whichever is applicable)***. **Medical certificates obtained after the event will not be accepted.**

If proof of illness or leave is not approved, then the student's assessment mark for that task will be **reduced by 10%**.

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 **exceptional circumstances** have adversely affected their performance.

2.10 Major Examinations

The major examinations in the Stage 5 (Year 10) Course are the Year 10 Yearly Examinations.

No Year 10 Assessment Tasks or excursions/extra curricular activities are to be scheduled during the **week immediately preceding the Year 10 Yearly Examinations**.

In the two school weeks prior to the Year 10 Yearly Examinations:

- 1) students **MUST** attend all timetabled lessons or scheduled school activities. Any student absent in this time will require a medical certificate to verify their absence and **MUST** see the Head Teacher Administration 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.
- 2) if students know that they will be absent during this time due to exceptional circumstances, they need to apply to the Head Teacher Administration 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.
- 3) the Head Teacher Administration or Principal may grant exceptions for student absence during this time due to exceptional circumstances, such as student involvement in school representative fixtures.

2.11 Late Submission of Tasks

All tasks are to be submitted by the designated time on the due date. All tasks submitted after this time will be deemed to be **LATE** unless there are exceptional circumstances.

Unless the Head Teacher Administration receives a completed ***Illness / Misadventure Application Form*** that provides an acceptable explanation for the late submission of a task, the student will lose 20% of their marks per day for that task until the task is handed in, with a maximum loss of 100% after 5 days late. This included weekends. For example, if a task was due on Thursday, and not handed in till the following Monday, the student will lose 80%.

2.12 Granting of an Illness or Misadventure Application

If an Illness / Misadventure Application has been approved by the Deputy Principal, then the subject Head Teacher may:

- authorise for the student to complete the assessment task, or where appropriate, an alternative task (in consultation with the relevant Head Teacher), upon the student's return to school or as soon as practicable after the student's return
- grant an extension of time
- determine an alternative mode of assessment

If the Head Teacher has considered all procedures above, the Deputy Principal may need to make a determination. NESA requires that students make a genuine attempt to complete all assessment tasks. Subsequently, there may be a limit on the number of alternative tasks a student can undertake.

Important Note: There is no guarantee that your application for an Illness / Misadventure will be approved.

2.13 Alternate 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.

2.14 Technology and Assessment Tasks

Most students now use some form of electronic technology to produce their hand-in assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for extension will only be considered in **extreme circumstances**.

To minimise problems in relation to technology, students should adhere to the following protocols:

- when working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive)
- when working at school, save the latest version of your work to your personal files on the school server (see Mr Albanese for assistance if you are experiencing difficulties with the school server or you have forgotten your confidential username and password)

- tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school:
 - check the compatibility of your home software with the school's technology
 - save a copy of the final version of your task to an email address that can be accessed at school (such as your @education email account), as well as bringing it to school on external portable storage media.

To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers (during busy times, you may have trouble accessing the school computers / printers). If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing. Inform your class teacher of this. (Note: printing at school should only be a last resort and must be completed before the due hand in time.)

No student may have a **mobile phone** or **technological device** (including a **programmable watch** such as an Apple watch) with them during an in-class assessment task or major examination. In this case, students must follow teacher instructions as to what they are required to do with their mobile phones and technological devices.

Teacher instructions could include:

- for in-class assessment tasks and major examinations conducted in classrooms: students to switch off or set to silent their mobile phone or technological device (including a programmable watch such as an Apple watch) then leave them in their school bag. Student school bags could be placed on the floor near the student or, if possible, at the front / back / side of the room.
- for major examinations conducted in the MPC: students to switch off or set to silent their mobile phone or technological device (including a programmable watch such as an Apple watch) then leave them in their school bag. Student school bags could be placed on the floor in the MPC near the wall closest to the Canteen. At times it may be deemed appropriate for students to switch off or set to silent their mobile phone or technological device then place it in a box as they enter the MPC.

Any student who is 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 will have **breached the school examination rules**. Penalties can include a mark of **ZERO** for this task.

2.15 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 20% reduction in marks per day late 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 ZERO 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 ZERO for the task, unless there are exceptional circumstances.

2.16 Zero Marks

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

- submits a task later than 5 days from the due date (without a valid reason)
- 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 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, Head Teacher Administration 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.

2.17 Malpractice in Assessment Tasks

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 my own work in every respect
- this assessment task has not been copied from another person's work or from books or the internet 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 school's *Acknowledging Sources in Assessment Tasks* (included in the Assessment Policy Booklet that has been issued to me).

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) and/or their Higher School Certificate (HSC).

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, 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
- contriving false explanations to explain work not handed in by the due date.
- changing or falsifying marks

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 malpractice in completing an assessment task will 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 Principal.

The Principal will establish a committee to review any cases of suspected malpractice and determine the appropriate action should malpractice be proven.

The student, in writing, must make any appeal against such a decision to the Principal, within 24 hours of the decision being taken.

If malpractice is proven, a mark of **ZERO** will be awarded.

2.18 Artificial Intelligence

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. In order 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.

2.19 Accelerants

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 9, Year 10 and Preliminary Assessment, but this cannot be guaranteed.

2.20 Disputes Regarding Assessment Tasks

Each student has the right to ask the class teacher why a particular mark was awarded for a specific assessment task. If the student is dissatisfied with the response given, the Head Teacher of the subject involved should be consulted.

Disputes over an individual task must be resolved with the Head Teacher on the day the task is returned.

2.21 Assessment Concerns

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

Note: The Principal is the final arbiter in all assessment matters.

If the Principal is absent, students should see the Deputy Principal responsible for their Year, or the other Deputy Principal if this is not possible.

FURTHER INFORMATION

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

The URL for the ACE website is: <http://ace.nesa.nsw.edu.au>

3. Acknowledging Sources in Assessment Tasks

3.1 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 and will jeopardise their Record of School Achievement (RoSA) and/or their Higher School Certificate (HSC).

Note: Some Senior Courses require students to follow specific referencing systems:

- In English Extension 2, for the submitted Major Work, students must follow NESA referencing requirements. These requirements will be outlined to students by their English teacher.
- In Preliminary, HSC and Elective History courses, when instructed, students must follow the Footnote Referencing System. This system will be outlined to students by their History teacher.
- In Legal Studies, when instructed, students must follow the Legal Citation Referencing System. This system will be explained to students by their Legal Studies teacher.

3.2 Plagiarism

Plagiarism is a form of **malpractice** or **cheating**.

Plagiarism is presenting another person's work as your own work by copying or reproducing it without acknowledgement of its source.

Plagiarism includes, but is not limited to:

- substantial parts of your presented or submitted assessment task has been copied from the work of someone else
- your assessment task contains a substantial body of copied material (including from the internet) without acknowledgement of the source through correct referencing
- engaging another person to produce or conduct research for your assessment task.

Plagiarism is seldom an issue when students properly acknowledge the source of the material. When completing an assessment task outside the classroom, to avoid the risk of plagiarism, students need to do two things – use in-text references and complete a Reference List.

Students found to be guilty of plagiarism in an assessment task could receive **ZERO marks** for the task.

3.3 Harvard Style Referencing Guide

3.3.1 In-text References

If you directly quote an author, discuss their idea, 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 and the relevant page number(s) of their publication.

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

This is where you copy the exact words from the original source. You must use the author's surname, the year of publication, and the page number(s).

Example: 'As discussed previously, a satellite can be put into Earth orbit. The required orbital velocity depends on the radius of the orbit.' (Warren 2008, p. 17)

' ' Single quotation marks are used for quotes of fewer than 30 words to show where the quote begins and ends, followed by the in-text reference.

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 (including grammar, vocabulary, sentence structure, and style). Note that no quotation marks are used here.

Example: Satellites can be put 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)

Electronic/Internet/Web source

Exactly the same rules: Author's last name date, 'page' reference. Where there is no 'page' reference, you cite Author's last name date and paragraph number. Use the same methods as above if there are no identifiable authors, use the group name, or failing that, the short title of the site/page (University of Sydney, 2008).

Example: 'The easiest way to think about this is in two dimensions. Think of space and time as a piece of paper, which is bent over on itself. If a weight is put on top of the paper it will sag towards the centre. If there is another weight on the opposite side, it will also sag towards the centre. If the two bulges eventually meet, a wormhole could form and join two regions of space.' (BBC 2008, para 4)

3.3.2 Creating a References 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 an item 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 other sources such as books, journals and electronic sources, including the internet, that 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.

3.3.3 Inbuilt References Generator

Microsoft Word has an inbuilt References Generator. To use this within a Word document:

- Step 1: In the *References* tab (top of the screen), look for the *Citations & Bibliography* section. If necessary, select the *Style* tab in the drop down menu and change the style to *Harvard*.
- Step 2: When required to add an in-text reference, select *Insert Citation*, complete the required information, then hit *OK* to return to the document.

- Step 3: Upon completing the document, select *Bibliography*, then in the drop down menu select *Insert Bibliography*. Documents cited will then be automatically inserted. An appropriate heading would then need to be entered at the start of the list.

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, <i>The digital scholar: how technology is transforming academic practice</i> , Bloomsbury Publishing, New York.
Magazine Article	(Rick & Erlandson 2009) (Rick & Erlandson 2009, p. 952)	Rick, TC & Erlandson, JM 2009, 'Coastal exploitation', <i>Science</i> , 21 August, pp. 952-953.
News Paper Article	(Browne 2010) (Browne 2010, p. 45)	Browne, R 2010, 'This brainless patient is no dummy', <i>Sydney Morning Herald</i> , 21 March, p. 45.

Online Resources

Type	In-Text Citation	Reference List
Email	SENDER'S NAME (sender's email address), date. <i>Subject of message.</i>	JONES, A (ajones@hotmail.com), 4 May 2008, <i>Writing essays</i> . Email to D. BROWN (d.brown@hotmail.com)

	Email to RECIPIENT'S NAME (recipient's email address) Jones (2008) stated...	
eBook	... the most prestigious of the British universities (Bhopal & Danaher 2013) <i>OR</i> Bhopal and Danaher (2013) suggest ...	Bhopal, K & Danaher, PA 2013, <i>Identity and pedagogy in higher education: international comparisons</i> , e-book, Bloomsbury Academic, London, viewed 15 February 2018, https://ebookcentral.proquest.com
Web page with author/s listed <i>Follows the same author formatting as other resources</i>	... notes its prominence (Palmer 2008) <i>OR</i> Palmer (2008) notes that ...	Palmer, LF 2008, <i>Insufficient milk syndrome: a fallacy becomes a reality</i> , viewed 15 February 2018, http://babyreference.com/insufficient-milk-syndrome-a-fallacy-becomes-a-reality/
Web page without author/s <i>Title becomes main entry, use full title in-text; subsequent in-text citation can be abbreviated</i>	... its demise (\$250m funding boost for malaria vaccine 2003) Subsequent entries: ... (\$250m funding boost 2003)	<i>\$250m funding boost for malaria vaccine 2003</i> , 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 <i>Use (n.d.) instead of a year</i>	...in assessment (Australian College of Midwives n.d.) <i>OR</i> The Australian College of Midwives (n.d.) state that ...	Australian College of Midwives n.d., <i>Midwifery practice review</i> , viewed 15 February 2018, https://www.midwives.org.au/what-mpr
On line Journal article with one author <i>Follow this format for articles from databases or in print</i>	(Clark 2003)	Clark, J 2003, 'Estimating the area of Virginia', <i>Journal of Online Mathematics and its Applications</i> , 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) <i>OR</i> Vsauce (2013) posits that ...	Vsauce 2013, <i>Is your red the same as my red?</i> , online video, viewed 15 February 2018, https://www.youtube.com/watch?v=evQsOFQju08
DVD on YouTube	...ever-present question about art is how it impacts on us (Gough 2017).	Gough, P 2017, <i>What makes art good or bad?</i> , video recording, YouTube, viewed 17 July 2017, < https://www.youtube.com/watch?v=XNQVe4ggtx8 >.

3.4 REFERENCING SUMMARY

What is Referencing?

Referencing is a method of acknowledging the sources of information and ideas that you have used while completing assessment tasks.

It has two key elements:

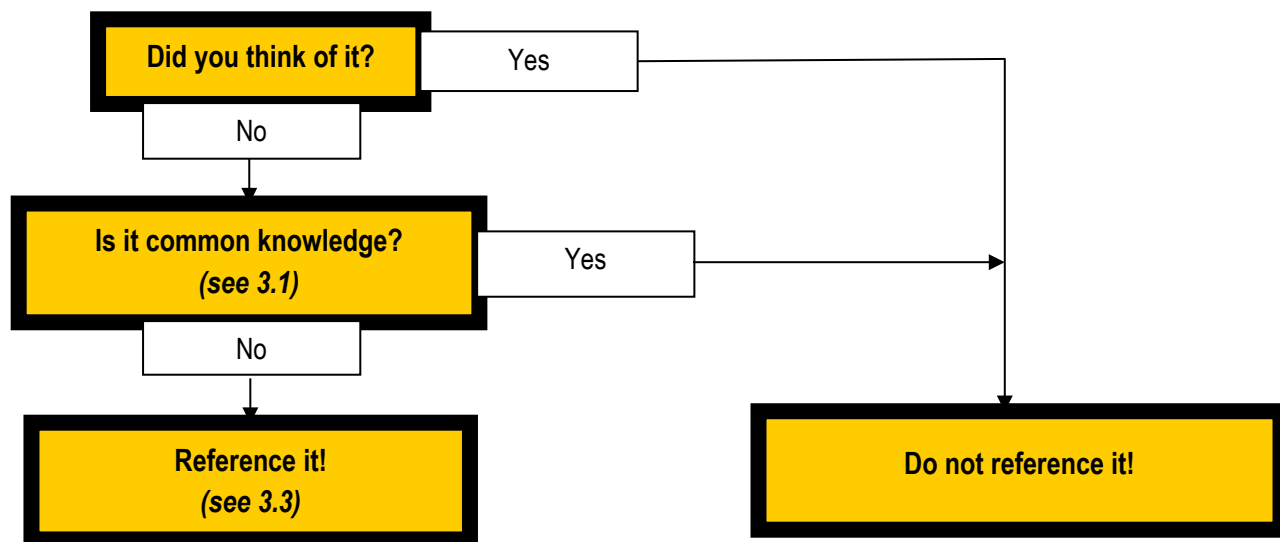
- an **in-text reference** that indicates you have used a phrase, idea or concept from someone else
- a complete **Reference List** at the end of the assessment task giving full details of all sources referred to in the task.

**Why do you have to reference properly?**

- to acknowledge your sources
- to give your readers information to identify and consult your sources
- to ensure your information is accurate.

**What if you don't reference properly?**

- you may be suspected of **plagiarism** (that is, not acknowledging someone else's ideas or writing)
- students found to be guilty of plagiarism in an assessment task could receive **ZERO marks** for the task.



Sample Illness / Misadventure Form



**GIRRAWEE
HIGH SCHOOL**

110 Gilba Road, Girraween NSW 2145 T: 02 9636 7293 F: 02 9896 3274
girraween-h.school@det.nsw.edu.au www.girraween-h.schools.nsw.edu.au

Illness / Misadventure Application**Stage 5 (Year 10) / Preliminary / HSC Assessment Task**

This form **MUST** be used for all Illness / Misadventure Applications.
Refer to the Evidence of Illness / Misadventure section in your student Assessment Booklet.

Name: _____ Roll Call: _____ Date of Task: _____
Course: _____ Assessment Task: _____

- ☐ Prior knowledge of absence (due to a clash between an Assessment Task and another School Activity)
Reason for application (please tick): ☐ Illness or ☐ misadventure
Category from Student Assessment Booklet (please tick ONE selection from below):
☐ Extension to submit or complete an Assessment Task
☐ Absent on the day before an Assessment Task or ☐ Absent in the two weeks prior to a Major Examination
☐ Absent from school on the day an Assessment Task is due to be handed in
☐ Absent from school on the day of an Assessment Task
☐ Misadventure adversely affected performance during an Assessment Task (Note: An Illness / Misadventure Application **MUST** be commenced on the day of the Assessment Task.)
☐ Sick during the completion of an Assessment Task at school. (Note: A medical certificate **MUST** be obtained.)

Reasons supporting application (to be completed by the student):

I have attached evidence to support my application (please tick and complete ONE selection from below):

Independent Evidence of Illness:

- ☐ Section 1 of this Application form (see reverse) completed by Dr. _____ Dated: _____
☐ Medical Certificate (attached) completed by Dr. _____ Dated: _____

Evidence of Misadventure:

- ☐ Section 2 of this Application form (see reverse) completed by _____ Dated: _____
☐ Other (please describe): _____ Dated: _____

Student Signature: _____ Date: _____
Parent Signature: _____ Date: _____

Deputy Principal / Head Teacher Administration / Principal recommendation:

- ☐ No loss of marks. Extension granted. Assessment task to be submitted by: _____
☐ No loss of marks for being absent on the day before an assessment task.
☐ No loss of marks for being absent in the two weeks prior to a Major Examination.
☐ No loss of marks. Organise with Head Teacher completion of original task on: _____
☐ No loss of marks. Organise with Head Teacher completion of substitute task on: _____
☐ Assessment task to be reduced by 10% due to: _____
☐ Other: _____

Signature Deputy Principal/Head Teacher Admin/Principal: _____ Date: _____

Copies to:

- ☐ Central File ☐ Student
☐ Deputy Principal (Years 11 – 12) ☐ Head Teacher Administration (Year 10)
☐ Head Teacher(s): _____



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Independent Evidence of Illness / Misadventure Stage 5 (Year 10) / Preliminary / HSC Assessment Task

This side of the form can be used to support Illness / Misadventure Applications.
Refer to the Evidence of Illness / Misadventure section in your student Assessment Booklet.

Student Name: _____ Girraween High School Roll Call Class: _____

SECTION 1: Independent evidence of Illness: to be completed by a medical practitioner.

Diagnosis of medical condition: _____

Date of onset of illness: _____

Date(s) and time(s) of consultations / meetings relating to this illness: _____

Please describe how the student's condition / symptoms could affect their examination / assessment task performance. (If the student is unable to attend exam/assessment task, it is essential that you provide full details. If required, please attach extra). ☐ Extra attached

Examinations / Assessment Tasks: I certify that the student is medically unfit to sit for an examination / assessment task, or to attend school to submit an assessment task, on:

Any other comments or information which may assist in the assessment of the student's application. ☐ Extra attached

Please note that any fee for providing this report is the responsibility of the student.

Name of doctor or health professional providing this information: _____

Profession: _____

Place of work / organisation: _____

Address: _____

Signature: _____

Place stamp here

Contact phone: _____

Date: _____

SECTION 2: Evidence of Misadventure: to be completed by a relevant person.

Date of misadventure event: _____

Description of event: _____

Name: _____

Profession: _____

Address: _____

Signature: _____

Place of work / organisation: _____

Contact phone: _____

Date: _____

☐ Further evidence attached (please describe): _____



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OFFICIAL WARNING:

Non-completion of a Stage 5 (Years 9 – 10) Course

DATE

Address

Address

Dear [Parent / Guardian]

I am writing to advise you that your son/daughter *Student Name* of Roll Class 10X is in danger of not meeting the requirements for satisfactory completion of the Stage 5 course in *Course Name*.

Delete ONE of the following:

This course is mandatory for the award of the Record of School Achievement (RoSA).

This course is a Stage 5 elective course that is credentialled on the Record of School Achievement (RoSA).

Where the non-completion is in a mandatory course, the student will not be eligible for the award of the Record of School Achievement (RoSA) and may not be eligible to enter Preliminary (Year 11) courses. Any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed'. Any elective course not satisfactorily completed will not appear on the student's Record of School Achievement (RoSA).

Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, the Board of Studies Teaching and Educational Standards (BOSTES) requires the Principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by BOSTES; and
- (b) applied him/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

Where students have not met one or more of these requirements by the end of the course, the Principal is required to inform BOSTES that the student has not satisfactorily completed the course.

Student Name is not currently meeting one or more of these requirements. In particular, he/she *N Award Description*.

Official warning

BOSTES requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem.

This is the 1st, 2nd, 3rd official warning we have issued notifying you that *Student Name* is at risk of not completing the above course. Delete the following if first warning. Otherwise delete/complete as appropriate.

A first warning was sent to you on *Date*. Previous warnings were sent to you on *Date*.

Opportunity to correct the problem

The following tasks or requirements need to be completed by *Student Name* to correct the problem.

<i>Task or course requirement</i>	<i>Action required by student</i>	<i>Date for completion</i>

Add/delete rows as required

Action by parent/guardian

To support *Student Name* in meeting the course requirements, we request that you discuss this matter with him/her, and encourage and support him/her to carry out the required actions. If you have any questions about this matter, please contact *Contact Details*.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

Class Teacher/Head Teacher
Name of Teacher

Principal
Mr L. Crangle

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Acknowledgement of Official Warning

I have received the letter dated *Date* advising me that *Student Name* is in danger of not meeting the course requirements for *Course Name*, and am aware that this is the *1st, 2nd, 3rd* official warning.

I am aware that *Course Name* is / is not a mandatory course. I am aware that any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed', and that the student will not be eligible for the award of the Record of School Achievement (RoSA), and may not be eligible to enter Preliminary (Year 11) courses.

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____

Individual Subjects

Commerce Assessment Schedule**Year 10 - 2024**

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.

English Assessment Schedule

Year 10 - 2024

Type and Description of Task	Mode(s)	Overall Weighting	Outcomes	Due Date
Task 1: Close Study Essay (30%) In class test – essay. Close study of Huxley's <i>Brave New World</i> . Students will respond to a question that may include a stimulus or excerpt.	Reading Writing	30%	EN5-RVL-01 EN5-URA-01 EN5-URB-01	Term 1 Week 11
Task 2: 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 <i>Romeo and Juliet</i> and Baz Luhrmann's film <i>R+J</i> .	Reading Writing Presenting	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 unfamiliar texts related to 'Voices of Australia'. Part B - Presentation - Multimodal (20%) Students will deliver a presentation in response to the novel <i>Brave New World</i>	Reading Writing Speaking	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	Brave New World	Term 1	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.
2	Transformation Romeo and Juliet and R+J	Term 2	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.
3	Beats	Term 3	Text: A collection of Beat Poetry and Counter Culter texts. Poetry, prose and art will be used to delve into the Beat Culture. Concepts explored include narrative, representation, and genre.
4	Representation - Satire	Term 4	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.

Food Technology Assessment Schedule**Year 10 - 2024**

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 - 2024**

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 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 - 2024**

Type and Description of Task	Overall Weighting	Outcomes	Due Date
Task 1: History ICT Task 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: History Source Analysis and Article Students will 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: Geography ICT Task 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: Geography Data Task 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 1
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 20 th century Aboriginal activism and civil rights of Aboriginal and Torres Strait Islander peoples.
2	Holocaust (School Developed Course)	Approximately 10 Weeks	Students study the Holocaust, the concept of genocide, the consequences of the discrimination and persecution.
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 - 2024**

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

Information Software Technology Assessment Schedule**Year 10 - 2024**

Task	Type and Description of Task	Overall Weighting	Outcomes	Due Date
Task 1	Students will need to create a Tic-Tac-Toe game application using Visual Basic 6 platform and demonstrate their understanding of the programming concepts.	20%	5.4.1 5.4.2 5.6.1	Term 1 Week 9
Task 2: Group component	Students will be demonstrating their understanding and applying all the high-level programming constructs learned in the unit via the group task to create a Hangman game application along with SDLC styled portfolio.	30%	5.1.1 5.1.2 5.2.2 5.2.3	Term 2 Week 9
Task 3:	Students will identify and analyse how artificial intelligence is applied in various domains of the modern world. Students will be demonstrating a pseudo AI Engine by creating a Chatbot using the previous programming knowledge as well as applying Artificial Intelligence principles.	30%	5.5.1 5.5.2 5.6.2	Term 3 Week 10
Task 4: Group component	Students will be demonstrating innovation by programming a Lego Mindstorm EV3 robot.	20%	5.2.1 5.3.1 5.3.2	Term 4 Week 5
		100%		

Information Software Technology Scope and Sequence

Overview:

Information and Software Technology Years 10 provides students with the opportunity to develop computational, systems and design thinking skills through the development of practical projects. The course provides students with specialised knowledge of past, current and advancing technologies, data, hardware, software and the roles of people involved in information and software technology. Students explore developments and future directions in the exciting and challenging field of information and software technology.

Term	Topic	Approximate Duration	Outline
1 & 2	Computer Programming	20 Weeks	Students develop their knowledge and skills in the use of high-level computer programming language using Vb.Net environment. The unit requires students to devise interactive application for games such as tic-tac-toe and hangman using VB.Net and applying complex programming constructs. They create applications complete with audio effects, visual graphics and one that interacts with end users. They will work in a combination of group and individual tasks. Students develop their knowledge and skills in the use of high-level computer programming language using Vb.Net environment. The unit requires students to devise interactive application for games such as tic-tac-toe and hangman using VB.Net and applying complex programming constructs. They create applications complete with audio effects, visual graphics and one that interacts with end users. They will work in a combination of group and individual tasks.
3 & 4	Artificial Intelligence & Robotics	20 Weeks	Students develop their knowledge and skills in the use of Robotic and automated systems using and applying the inherent Artificial Intelligence concepts. They use simulation techniques to create a chatbot engine that is domain specific to a particular field or area and demonstrate understanding of voice and speech recognition, expert systems, and automation. Students also work in groups on the Lego robotic kits to program the robot to complete a series of instruction to achieve an outcome such as going from destination A to B without colliding with obstacles engineered alternative energy systems through hand-on experience.

Japanese Assessment Schedule**Year 10 - 2024**

Type and Description of Task	Skills	Overall Weighting	Outcomes	Due Date
Task 1: Comprehension <u>Listening/Reading</u> Students will listen to and read a variety of texts in Japanese and respond in English or Japanese.	Listening 15% Reading 15%	30%	LJA5-3C, LJA5-7U	Term 1 Week 8
Task 2: Digital Project <u>Let's Go to Hisai Project</u> 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.	Writing 10% Speaking 10%	20%	LJA5-3C, 4C	Term 2 Week 6
Task 3: Film Project <u>Video Matsuri Project</u> Students will create roleplays in groups and submit their work to the Video Matsuri/MLTA film competition. Spoken and written components will be assessed.	Interacting 10% Composing 10%	20%	LJA5-1C, 4C, LJA5-7U, 8U	Term 3 Week 8
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	Listening 10% Reading 10% Writing 10%	30%	LJA5-3C, 4C, LJA5-7U, 8U, 9U	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	<p>Milestones: Talking about past events, First time experiences, Describing how old you were when starting an activity</p> <p>Growing up: Nationalities, Birthplace, Where you grew up, Languages you speak and grew up in, How you study languages, Polite request</p>
2	Food & Shopping	10 weeks	<p>Food: Fast Food, Healthy food, Eating habits, Food you like and dislike,</p> <p>Shopping: Ask and say where you shop, Directions, Pricing, Ask and say where you shop and why you shop there</p>
3	Leisure & Neighbourhood	10 weeks	<p>Leisure: Talk about what someone is doing now, Inviting people, Accepting and declining invitations, Suggest an alternative plan, Arrange an outing</p> <p>Neighbourhood: Describing your neighbourhood, Ask and give directions, Discuss life in the city and in the country</p>
4	School trip & Work	10 weeks	<p>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</p> <p>Work: Talk about part time jobs, Say why you work and describe your skills, Talk about how you spend your money</p>

Mathematics Assessment Schedule**Year 10 - 2024**

Type and Description of Task	Skills	Knowledge	Overall Weighting	Outcomes	Due Date
1. In Class test: 20-minutes non - calculator test 70-minute test using calculators	5%	5%	10%	Number and Algebra Measurement and Geometry Statistics and Probability	Term 1 Week 6
2. In Class test: 20-minute non - calculator test 70-minute test using calculators	5%	5%	10%	Number and Algebra Measurement and Geometry	Term 2 Week 3
3. In Class test: 20-minute non - calculator test 70-minute test using calculators	17%	17%	34%	Number and Algebra Measurement and Geometry	Term 3 Week 5
4. Yearly Examination 120-minute test using calculators <i>(20 minute non - calculator test)</i>	23%	23%	46%	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	Statistics	4	solves problems involving quartiles, box plots, standard deviation, bi variate statistics
	Linear relationships	3	solves complex linear and simple quadratic equations, linear inequalities, simultaneous equations using algebraic and graphical techniques. Solves problems involving midpoint, gradient and length of an interval, and graph linear relationships, standard forms of the equation of a straight line Use the gradient-intercept form to interpret and graph linear relationships
	Trigonometry	2	solve problems involving angle of elevation, depression and bearings
2	Trigonometry	2	solve problems involving 3D trigonometry, sine rule, cosine rule and area of a triangle
	Quadratic Expressions	3	solves complex linear and simple quadratic equations, linear inequalities, simultaneous equations using algebraic and graphical techniques.
	Non-Linear Relationships	4	sketches and interprets a variety of non-linear relationships and recognises and solves problems involving direct and indirect proportions
3	Non-Linear Relationships	2	draws and interprets and analyses graphs of physical phenomena uses function notation to describe and sketch functions
	Logarithms and Polynomials	6	describes and sketches polynomials, applies factor and remainder theorems Use definition of logarithms to establish and apply logarithmic laws
	Circle Geometry	1	students apply deductive reasoning to prove circle theorems
4	Circle Geometry	2	students apply deductive reasoning to prove circle theorems
	Trigonometry	1	solve problems involving 3D trigonometry, sine rule, cosine rule and area of a triangle
	Absolute Values	1	solves equations involving absolute value equalities
	Advanced Transformations of graphs	1	sketches sum, difference, product, and reciprocal graphs

Music Assessment Schedule**Year 10 - 2024**

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 - 2024**

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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 - 2024**

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	<p>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:</p> <ul style="list-style-type: none"> ▪ Historical perspectives ▪ Factors influencing the issue ▪ Impact of the issue ▪ Ethical implications ▪ Future perspectives
2	Technology, Participation and Performance	10	<p>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:</p> <ul style="list-style-type: none"> ▪ 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	<p>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:</p> <ul style="list-style-type: none"> ▪ Qualities of effective coaching ▪ Roles and responsibilities ▪ Ethical coaching ▪ Opportunities and qualifications

Personal Development, Health and Physical Education (PDHPE) Assessment Schedule**Year 10 - 2024**

Type and Description of Task	Skills	Knowledge	Overall Weighting	Outcomes	Due Date
1. 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.	15%	10%	25%	PD5-1,4,5,7,8.9.11	Terms 1 Week 8-10
2. Health Examination In-class submission of work based on specific content & concepts covered in class. Class work will be monitored continuously throughout the semester.	10%	5%	15%	PD5-1,2,6,7,9	Term 1 Week 10
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%	10%	30%	PD5-1,4,5,7-10	Ongoing Term 2-3
4. 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	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.
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	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.

Science Assessment Schedule**Year 10 - 2024**

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.

YEAR 10 ASSESSMENT SCHEDULE 2023**STEM**

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	<p>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.</p> <p>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.</p>
3 & 4	Specialised Module: Sustainable Transport Advanced Manufacturing	20 Weeks	<p>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.</p> <p>Students will use skills developed in previous projects in Advance Manufacturing to develop this project.</p>

Visual Arts Assessment Schedule**Year 10 - 2024**

Type and Description of Task	Practical	Art History Criticism	Overall Weighting	Outcomes	Due Date
Task 1: Art History/Criticism Research assignment related to the topic Modern Art.		20%	20%	5.7, 5.8, 5.9, 5.10	Term 1 Week 8
Task 2: Practice Art Making <u>Practical Assessment</u> Visual Arts Process Diary Completed Sculptural artwork related to topic	25%		25%	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Term 2 Week 2
Task 3: Practice Art Making <u>Practical Assessment</u> Statement of intent Visual Arts Process Diary Completed Body of work on the topic of Portraiture	30%		30%	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Term 3 Week 10
Task 4: Art History/Criticism <u>Examination</u> 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 knowledge and skills learnt in the previous year and begin to work more independently in their art making. Students will deepen their knowledge and understanding of artist practice, the frames and the conceptual framework to produce and analyse critical and historical accounts of artworks. Students 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	'Larger than Life' Food Art	11 weeks	<ul style="list-style-type: none"> Students will be investigating and experimenting with textiles to develop a soft sculpture. Students will engage in artworks from Pop Artists such as Claus Oldenburg. Students will complete research on the Pop Art movement.
2	Who killed Modern Art?	9 weeks	<ul style="list-style-type: none"> Students will engage in multiple artworks 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	The Archibald	11 weeks	<ul style="list-style-type: none"> Students will be investigating and experimenting with portraiture techniques scale and compositional strategies. Students will engage in artworks from Archibald prize exhibitions that will examine the practice of the artists. Students will complete a case studies on their own selected artist and develop a portrait based on their style.
4	Wear it with Pride	7 weeks	<ul style="list-style-type: none"> Students will learn about the screen-printing process through a workshop and develop their own t-shirt designs. Students will study artists that use screen printing in artwork and graphics.



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	