



2021

Year 10

**Student
Assessment Handbook**

Assessment and reporting supports and enhances student learning. Teachers use assessment to enhance student learning and to make judgements about student achievement of outcomes and learning habits.

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Dear Parents and Students

Year 10 marks the first of the years in which students can earn a leaving credential. This is the **Record of School Achievement (RoSA)**. This replaces the School Certificate. Employers and the community in general expect all school leavers to present a RoSA from secondary school. It is therefore important that students consider their attitude to schoolwork and their effort and organisation in Year 10 as this RoSA will be on 'public record' and stay with them for all time.

At the end of the year, if students qualify by meeting course outcomes, they will be awarded the **RoSA**, which:

- indicates that they have **attended regularly** and **satisfactorily studied** the necessary subjects throughout Year 10.
- lists all the subjects and courses studied and the level of achievement in each of these as an A, B, C, D, E, or N grading.

The aim of this booklet is to outline our school's expectations of students in Year 10 and to provide important information about the various ways in which assessment takes place. Each subject has a published schedule of assessment tasks which must be completed throughout the year in order for a grade to be awarded to a student. Teachers will also gather information to inform their decisions about grades to be awarded from class work, homework and other activities that students participate in within each course. These are similar in all schools and are based on the student working towards achieving the learning outcomes published by the NSW Education Standards Authority (NESA). Year 10 has a much greater level of **common** assessment than in the junior years because students' achievements are being reported in terms of all students across the state and the same standards are to be applied in every New South Wales school.

Please take the time to read the information in this booklet carefully, keep it in a safe place and think carefully about the expectations now that you are in Year 10.

Ingleburn High School is committed to working with parents to achieve the best outcomes for our students. We thank you for supporting us in your child's education. You are an important part of the process and can play a vital role in helping them to succeed.

There are many ways that you can assist your child and work with us to help them succeed:

- **ATTENDANCE** – the single biggest factor that affects a student's ability to achieve at school is poor attendance. Please support and encourage your child to achieve full attendance.
- **COMMON ASSESSMENTS/CLASS TASKS** – students must complete, and hand in, common assessments/class tasks by the DUE date. If the common assessment task is a test they must sit this test with all the other students on the date allocated. Please contact the school immediately if your child is sick or otherwise unable to attend. An illness/misadventure form must be completed.

ATTENDANCE AND PUNCTUALITY

Attendance is critical. Students must have a good reason to be absent from school, and a written note must be supplied by the parent/caregiver to explain the absence.

Family holidays and travel are no longer considered under the **Exemption from School – Procedures**. Travel outside of vacation periods is now counted as an absence from school. Travel is considered to be domestic or international travel for the purpose of a holiday, family business, bereavement or other reasons, which should be specified on the application.

Please note:

- The Principal will determine if the leave requested is in the best educational interests of the student.
- If the *Application for Extended Leave – Travel* is approved, the student will need to complete and submit an *Illness/Misadventure* form, along with the *Certificate of Extended Leave – Travel* to the Principal
- If the *Application for Extended Leave – Travel* is declined and the student is absent for an assessment task or examination, the student will be awarded a **mark of zero**.

Punctuality is essential to creating an environment where learning can take place. Students arriving to class late cause disruption and break the concentration of the rest of the class. As a result, lateness is viewed seriously and will be monitored closely.

At the end of this booklet you will find, from each faculty, an assessment schedule outlining dates of tasks, their nature and value. More detailed information will be given to students closer to the date when the task is to be held.

If a student is absent on any day, they are responsible for checking whether a notice of any common assessment tasks were given during their absence.

APPROVED ABSENCE FROM A TASK

There may be some exceptional circumstances where a student is required to be absent from class on school duties. It should be clearly understood that it is not always possible to give permission for an alternative date or task. **Unless permission is granted, students are expected to complete the task at the scheduled time.** Failure to do so will result in the award of a zero (0) mark for the task.

RECEIVING NO-MARK OR GRADE FOR AN ASSESSMENT TASK

There are a number of ways in which students may be awarded a no-mark or grade for an assessment task. These are listed below:

- Being absent for a task with no acceptable justification.
- Submitting a task late where there is no acceptable evidence to justify this.
- Work submitted for common assessment tasks must be a student's own work. Where this is not so, it will be deemed as plagiarism by the student and a zero (0) mark given.

Examples of cheating include:

- Plagiarism (to pretend that someone else's work is their own.)
- Copying (using the work of another person and submitting it as one's own). Simply downloading material from the internet and cutting and pasting it into work is cheating.

If students are awarded a zero (0) mark a letter of notification will be sent home to their parents by the Head Teacher.

R Cheadle
Principal



Ingleburn High School

Assessment and Reporting Policy

February 2017

Rationale

The fundamental purpose of assessment and reporting is to improve student learning. It is necessary that assessment and reporting of student learning be undertaken formally and informally for all learners.

Principles

Our school will deliver an integrated approach to teaching, learning and assessment. *Assessment for learning*, *assessment as learning* and *assessment of learning* are approaches that can be used individually or together, formally or informally, to gather evidence about student achievement and to improve student learning.

The principles of assessment for learning and assessment as learning strategies have some common elements. Assessment for learning and assessment as learning incorporate:

- 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.

Assessment for learning and *assessment as learning* approaches, in particular, help teachers and students to know if current understanding is a suitable basis for future learning. Teachers, using their professional judgement in a standards-referenced framework, are able to extend the process of *assessment for learning* into the *assessment of learning*.

Assessment for learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills 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 for learning:

- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

Assessment as learning

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 as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

Assessment of learning

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of *assessment of learning* for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.

General guidelines for school assessment

Internal Assessment Program

All assessments are designed to produce the main features of a student's performance at each level of achievement measured against the appropriate syllabus objectives and outcomes for the course. There is no predetermined pattern of awarding levels of attainment for each task – the level attained provides the best *overall* description of a student's achievement.

The five (5) levels of attainment are:

- **Outstanding achievement (A)**

The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

- **High achievement (B)**

The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

- **Sound achievement (C)**

The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

- **Basic achievement (D)**

The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.

- **Limited achievement (E)**

The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Assessment programs and tasks

An assessment handbook will be produced and published for all students from Year 10, which sets out the details of the common tasks to be completed during the appropriate assessment period. This will also include an assessment program for each course. Classroom teachers will also assess student achievement on an ongoing basis through classwork, homework and other activities relevant to the course.

Classroom teachers will inform students of details concerning each common assessment task.

A notification of a common assessment task (Appendix 1) will be distributed to students with at least two (2) weeks' notice of the due date of the task that specifies:

- Day, date and time
- Method of assessment
- Percentage of total assessment value
- Outcomes to be assessed
- A description of the task's requirements (with any special requirements)
- Marking criteria.

The marking criteria must use a five point scale (A-E). Student achievement on each common assessment task will be expressed via a grade (A-E) and a mark.

Assessment tasks are developed in accordance with the guidelines provided by NESAs.

Teachers will ensure that all students in a course are assessed comparably by using common tasks and/or a standardised marking scale on common assessment occasions.

The breakdown of grade to mark ratio used in these tasks is as follows:

Grade	Mark %
A	90 - 100
B	70 - 89
C	50 - 69
D	21 - 49
E	1 - 20

Bookwork

Student workbooks are checked on a scheduled basis. This forms part of the assessment schedule set for students in Year 10 and carries an assessment weighting of 10% of the total assessment. The scheduled dates will appear on the assessment schedules that are contained in the students' assessment handbooks. A marking criteria is attached below (Appendix 2) that can be used when assigning grades to students' work. Each faculty has the ability to use the attached scaffold or modify it to better suit the nature of their courses as they see fit. Faculties will issue students with the bookwork criteria they intend on using with their respective courses.

Number and weighting of tasks

- Up to four (4) common assessment tasks per year, in addition to bookwork and practical participation related tasks.

For its syllabuses, NESAs publishes strict guidelines relating to assessment programs, including the number of tasks to be undertaken. The school requires faculties to keep the number of assessment tasks to a minimum.

In some subjects, assessment takes place over a period of time. In such cases, it will be sufficient for teachers to have given students two (2) weeks' notice of the commencement of the period of assessment.

In approving the dates for assessment tasks, the Principal will endeavour to act to avoid students having to undertake more than **two (2) tasks** on a given day. However, experience has shown that this cannot always be avoided, and it will not be grounds for appeal that a student has more than one task on any day, or has several successive days of assessments, providing that due notice has been given for each.

Variation from published assessment program

Should it become necessary to change the date of an assessment task once it has been given in writing to students, the Head Teacher will negotiate a new date with the Principal and advise the students in writing. Wherever feasible, the Head Teacher will endeavour to consult with the classes affected, but this will not always be possible.

The three key principles in this procedure will be that:

- the date will not generally be made earlier than that originally advised
- the weighting of the task in the overall assessment program will not generally be varied
- every consideration will be given to ensure that students do not suffer disadvantage.

Use of Technology for Assignments and Assessment Tasks

Students at Ingleburn High School are encouraged to make use of computers (school computers and/or home computers) when appropriate for completing assignments and assessments tasks. If a computer is being used to complete a task, the recommended procedures for the use of technology outlined below should be adhered to:

- Remember to save the document regularly.
- Back up work regularly. If saving to the hard drive, also save to a USB.
- Print out draft copies of work and keep these in a safe location.
- Do not leave the printing of your task until the night before it is due.
- Do not bring work to school on a USB or other electronic storage device for printing on the day that the task is due. Allow a few days if planning to print the task at school.

Generally, technical failures related to computing equipment will not constitute sufficient grounds for illness or misadventure. Students are expected to follow the responsible practices in relation to the use of technologies, listed above.

Assessment for public credentials

In the senior years (Years 10, 11 and 12), assessment takes on the special significance of contributing to the award of important public credentials – the RoSA and the Higher School Certificate.

The Record of School Achievement

For each subject presented for Stage 5 (Year 10) and Stage 6 (Years 11 & 12), the school conducts an assessment program. The assessment tasks are designed to produce a profile of each student's learning and achievement in the particular subject. NESA has published a set of profile "Descriptors" for each subject, which are then used by the school to determine the appropriate grade to award to each student. There is no pre-determined pattern of grades, and the school's determination is final except in the most unusual circumstances.

Possible grades are as follows:

- A - Excellent achievement
- B - High achievement
- C - Substantial achievement
- D - Satisfactory achievement
- E - Elementary achievement
- N - Not satisfactorily completed.

An 'N' Determination can only be finalised after two (2) written warnings have been sent to parents.

Responsibilities and procedures

Responsibilities of Students

Students are responsible for:

- supporting the learning of others and behaving in an appropriate manner
- reading and understanding the school's assessment policy
- attempting each assessment task to the best of their ability
- attending all 'in-class' tasks (except in cases of illness or misadventure)
- submitting all 'hand-in' tasks on time (except in cases of illness or misadventure)
- resolving any areas of concern about marks awarded or comments made as soon as possible after the task is handed back
- resolving any disputes with the subject teacher or Head Teacher
- demonstrating through application and achievement that they have met the requirements of the course.

Submitting work on the due date

Each student is responsible for completing and submitting all work in the following way:

- On the due date, the assessment task must be submitted at the **time** and **place** specified on the Assessment Task Notification.
- Tasks not handed in, in the appropriate manner or place specified, will be treated as late
- If a student arrives late to an assessment task, they will not be permitted additional time unless there is a valid reason for their late arrival
- If a student hands in a task late (without prior approval or under exceptional circumstances), they will receive zero (0) marks, however, the task is still expected to be completed.
- All tasks will be marked, regardless of any penalties imposed for lateness – marks and levels attained will show what the student would have received if the work had not been late, as well as the penalties imposed.
- Technology problems (such as computers not working or inability to print work) will not be considered as exceptional circumstances to hand work in late – students are required to back up their work and deliver it in hard copy or electronically as directed by their teacher.

Absence due to illness and misadventure

You should attend every scheduled assessment task where you are medically fit to do so, and if at all possible. If you do not attend the assessment task and your Illness/Misadventure appeal is unsuccessful you will not receive a mark for that task. The school does not however, expect you to attend an assessment task session against specific medical advice.

How to Appeal

Years 10-12

1. Consult the Deputy Principal immediately upon your first day back to school. You will be provided with an official Illness/ Misadventure Appeal form (Appendix 3). Alternatively, a form may be collected from the office, mailed home or downloaded from the school's internet site:

www.ingleburn-h.schools.nsw.edu.au/.

If an absence occurs during a major examination period the school must be contacted and details of the absence provided. Where an absence is likely to be long term, the school must be contacted.

2. Complete Section A of the Illness/Misadventure form.
3. Section B of the Illness/Misadventure appeal form should be completed by a health professional or another appropriate person, e.g. a counsellor or police officer. A doctor's certificate is usually not specific enough to support your appeal. If a student suffers bereavement or some other misadventure such as lateness due to public transport failure, a parent statement must be made in the relevant section.
4. Hand the completed form to the Deputy Principal within two (2) days of collecting the form.

Students must not miss their timetabled class or come late to school to hand in or complete an assessment task due that day or a designated period.

Head Teachers will be notified of the appeal panel decision for referral to the student.

Students who do not submit a Misadventure Form to the appropriate authority (Head Teacher or Deputy Principal) will have the appropriate penalties for lateness and/or non-submission applied. Please see Appendix 4 for a step-by-step summary.

School assessment appeal panel

The school's assessment appeal panel oversees the implementation of the school's assessment policy for Year 10. The panel may comprise the following members:

- Principal
- Deputy Principal
- Counsellor
- Head Teacher/s
- Teaching Staff

Any review will be conducted, following the review panel guidelines of the school, by at least three (3) members of the panel.

Alleged Malpractice in Assessment Tasks or Examinations

Students are subject to normal school rules when an assessment task is due, particularly in attending *all* classes. Allegations of:

- Cheating
- Plagiarism
- Unsatisfactory conduct
- Non-serious attempts
- Inappropriate computer use

will be reported to the appropriate Head Teacher to investigate the matter and, if proven, reported to the Principal. Where the Head Teacher is satisfied there is clear evidence of malpractice, the award of zero (0) will likely be recorded for the assessment task. The outcome in such cases will be conveyed in writing to parents.

Appeals Relating to Assessments

Appeals relating to the appropriateness of grades allocated by the school for the RoSA at the end of Stage 5 (Year 10); or students not satisfactorily achieving the outcomes in the Preliminary course for Year 11, a student should submit a written appeal, together with evidence, to the Principal, who will convene the appeal committee.

Should the student not be satisfied with the ruling of the appeal committee, they have the right to further appeal to NESAs within the timeframe published annually by NESAs.

Examinations

Most students at Ingleburn High School will all undertake very significant public examinations towards the end of their schooling. The school regards it as vital that training for the demands, skills and appropriate use of time under examination conditions should begin early. Therefore, formal examinations commence in Year 7 but become more demanding in the senior years.

Examinations are conducted as follows:

Yearly Examinations in Term 4. In subjects that are offered in a semesterised format (e.g. History and Geography), examinations are conducted in Term 2 and/or Term 4.

Rules Relating to Examinations

Please note that rules relating to absence due to Illness or Misadventure, Failure to Submit or Undertake an Assessment Task and Alleged Malpractice, outlined in Section 2, also apply to senior school examinations.

Students should arrive at least 15 minutes prior to the commencement of an examination. The instructions of the supervisor must be strictly adhered to. Students should ensure that they have all necessary equipment required for the examination. Equipment cannot be borrowed during an examination. A clear plastic container should be used to bring equipment into an examination. Any malpractice during the examination will be dealt with accordingly. Matters involving malpractice in internal examinations will be referred to the appropriate Head Teacher, who may direct the matter to the appeal committee. Matters involving external examinations will be referred to NESAs.

Students should refer to the procedures outlined in the relevant rules and procedures booklet published by NESAs.

Administration of Special Provisions within the school

Some special provisions, such as the provision of a writer and/or reader, require considerable personnel resources *which may, at times, be beyond the ability of the school to provide*. To maximise the possibility of meeting the requirements of students, the following procedures should be noted:

- (a) The Learning Support team will be responsible for the administration of all special provisions.
- (b) Students with approved special provisions are not required to take further action in relation to formal school examinations. Support Learning staff will endeavour to ensure that the requirements of all such students are accommodated.
- (c) Approved students requiring extra time for assessment tasks (such as in-class tests) should notify their teacher as soon as such an assessment task is notified. It will be the responsibility of the teacher to liaise with the Teaching and Learning Head Teacher to accommodate the student's extra time internally. Separate supervision may not always be provided.
- (d) For students requiring a reader and/or writer or the use of a personal computer (or another provision requiring extra personnel) for assessment tasks, it is the *responsibility of the student to advise the Deputy Principal, Wellbeing Coordinator with at least FIVE (5) working days' notice* of their need for this assistance. Failure to give adequate notice may prejudice the school's ability to meet the request. Students requiring assistance of this sort may be required to undertake the assessment task at a different time (such as after school hours) from the remainder of the class to suit the requirements of the people assisting them.
- (f) Where the use of a personal computer is allowed, the Computer Co-ordinator will be responsible for providing a computer, if required. They will ensure that there is no inappropriate material stored on the computer, and will, so far as is possible, disable functions which are not permitted in assessment situations.

The following rules will apply:

- Students may not use functions such as 'spell check' or 'grammar check' or other computer functions which may give them an advantage over other candidates sitting a pen and paper examination. Cutting and/or copying and pasting, however, are permitted.
- Students are not to format their work beyond simple paragraphing and other conventions which would be accessible to students sitting a pen and paper examination.
- A computer calculator is not an approved calculator for the purposes of NESAs examinations.
- Simple drawing programs are permitted where students are required to draw diagrams etc. for an assessment task.
- The choice of software made available on computers used for this purpose will be made by the school.
- For the purposes of ensuring compliance with these rules, students using personal computers may be closely supervised.
- The school will not be responsible for technical failures which may occur at the time of an assessment task or examination.

School reports

The school formally reports on student progress at least two times each year with a full school academic report for:

- Years 7-10 at the end of Semester 1 (Term 2)
- Years 7-10 at the end of Semester 2 (Term 4)

Full school reports provide detailed information concerning the student's progress within each course, including:

- Course description
- Areas of learning which reflects each student's achievement in different outcomes over the reporting period
- Attitudes to learning which reflects each student's involvement and commitment to learning
- Teacher's comment

Final marks for reports for Year 10

Final results will be derived from a wide range of measures which may include common assessment tasks and class work, as determined by the Head Teacher. The Head Teacher will ensure that appropriate moderation procedures are used to ensure that all component marks are comparable across classes.

The final mark for Second Semester will reflect the work of Terms 3 and 4 only.

Head Teachers have a responsibility to ensure that appropriate marking procedures are followed to ensure a consistency of marking across different classes within the same course.

In each faculty, the Head Teacher oversees the administration of procedures to safeguard the integrity of marking. While these procedures vary from faculty to faculty, depending on the nature of the student work being assessed, the common purpose is to ensure, so far as is possible, that there is a consistency of marking. Each Head Teacher is responsible for developing a policy in relation to this matter, ensuring that staff are aware of procedures and implement them at all times.

These procedures may include:

- One marker only marking an entire question or task
- Pilot marking (*i.e.* teachers mark in teams to agree on the standards)
- Double marking (*i.e.* two teachers mark each paper)
- Check marking (*i.e.* a teacher checking the marking of others for consistency)
- Group marking (*i.e.* teachers mark in teams, with comparable standards)

Support Unit Stage 4 Units of Study

Students will engage with a pattern of study that will enable them to acquire a number of practical and important living skills. Students also have the opportunity to enrol in mainstream subjects of interest if available.

Reporting

Reports will be graded using

- AI Achieved Independently: Students have demonstrated that they are able to complete tasks independently or with minimal assistance
- AA Achieved with Assistance: Students have demonstrated that they are able to achieve the task with the assistance of an SLSO or classroom teacher
- WT Working Towards: Students have not yet demonstrated they can complete the task with or without assistance

Course outlines

Life Skills English

The course focuses on the development of effective communication and literacy. Students who have achieved Stage 4 respond to literary and other texts for enjoyment and to expand their perspectives on their own lives. They engage with images of their real and imagined worlds and explore the relationship between them. They explore texts critically, evaluating content, differentiating between fact and opinion, challenging points of view and identifying, considering and appreciating cultural expressions. Students will engage in reading and literacy programs based on their literacy levels.

Life Skills Mathematics

The Mathematics K–10 Syllabus is organised into three content strands, Number and Algebra, Measurement and Geometry, and Statistics and Probability, with the components of Working Mathematically integrated into the content strands. Students will engage with these Mathematical skills over the course of Stage4 (Years 7 and 8). Topics will include Time, Money, Measurement and Data and Statistics.

Life Skills History

The History K-10 Syllabus content: The following historical concepts may be explored, as appropriate, through the History Years 7–10 Life Skills outcomes and content to facilitate an understanding of the past and provide a focus for historical inquiries such as continuity and change, cause and effect of events and impacts on society, perspectives from different cultures, empathetic understanding of Aboriginal and Torres Strait islanders and the significance of an historical event.

Life Skills Geography

The Stage 4 Geography Life Skills course aligns with the Geography Stage 4 curriculum. Geography develops in students an interest in and engagement with the world. Students explore the features of landscapes and landforms using examples from Australia and throughout the world. They recognise how landscapes and landforms are created and acknowledge the values and meanings placed on landscapes and landforms by different people. Students investigate the impact humans have had on landscapes and ways to protect landscapes. Students explore the effect of natural hazards on landscapes and how people attempt to prevent future hazards.

Life Skills PDHPE

The Life Skills Personal Development, Health and Physical Education (PDHPE) Stage 4 syllabus 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. Students will learn about puberty, personal hygiene, relationships and good nutrition, and develop a sense of self.

Life Skills LOTE

Learning languages opens minds to difference where diversity is seen as a regular part of society and provides a resource that encourages more effective engagement with the global community. Through learning languages, students reflect on their own heritage, culture and identity. They also reflect on the culture, beliefs and values of others through language learning. Languages to be taught are Japanese and Italian.

Life Skills Science

The Science K-10 Syllabus provides the foundations for students to progress to the next stage of schooling. Students will engage with a variety of topics that cover:

Forces	There are different types of forces that can be experienced in daily life.
Energy	There are different forms of energy, which may be transferred and transformed for different purposes.
Earth and Space	The Earth has a variety of features that can be observed and that change over time. Features of the Earth are influenced by its position and movement in the solar system.
Living World	There are differences within and between living things.
Human Body	Scientific and technological developments have affected the functioning of the human body.

Life Skills Music

All students should have the opportunity to develop their musical abilities and potential. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. Students will learn about rhythm, musical instruments and to play simple pieces of music.

Life Skills Visual Arts

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Students will be able to design and create artworks using various mediums and methods.

Life Skills Technology Mandatory

Technology Mandatory engages students in design and production activities as they develop solutions to identified needs and opportunities. Through the practical application of knowledge and understanding they learn about Agriculture and Food Technologies, Digital Technologies, Engineered Systems and Material Technologies.

Attendance

It is the school expectation that you attend all timetabled lessons except if you are ill or if approved leave has been granted by the Principal. Teachers at the school are supportive of students wishing to catch up on missed work, however, the consequences of poor attendance are serious and continued poor attendance will put course completion in jeopardy.

Attendance has significant implications on your ability to meet course requirements. Your teacher and/or Head Teacher will discuss attendance concerns with you. Following such discussions, in order to meet satisfactory requirements, the school may:

- interview you to negotiate a course of action
- require you to catch up on missed tasks
- make phone contact and/or interview you (with parent/guardians if you are under 18)

Each course is to be over 85% to ensure maximum participation in all course work and class activities in order to be successful. Absences need to be explained in writing, medical certificates are REQUIRED for absences. Exemptions should be sought via the Principal for extended absences.

After an absence it is essential for each student to seek work from the teacher to catch up on any tasks and activities missed.

Family holidays and travel are no longer considered under the *Exemption from School – Procedures*. Travel outside of vacation periods is now counted as an absence from school. Travel is considered to be domestic or international travel for the purpose of a holiday, family business, bereavement or other reasons, which should be specified on the application.

Please note:

- The Principal will determine if the leave requested is in the best educational interests of the student.
- If the Application for Extended Leave – Travel is approved, the student will need to complete and submit an *Illness/Misadventure* form, along with the *Certificate of Extended Leave – Travel* to the Principal

FREQUENTLY ASKED QUESTIONS

Q: What should I do if I know that I will be absent from classes for an extended period of time (eg. a week or more)?

A: Firstly, you need to go to the front office before you go on leave to collect an application note entitled "Application for Extended Leave". Your parents must fill this application out and return it to the school before you leave to see if your leave will be approved. Secondly, you need to see all Head Teachers for the subjects you are undertaking to gain work in advance or to gain work that you have missed whilst you have been off for that time.

Q: What should I do if I have an extended period of absence (eg. 3 or more days in a row)?

A: Contact the school by phone or email and explain your situation to the Principal, Deputy Principal or your Year Adviser. We strongly recommend that you contact your class teachers regarding work so that you don't fall behind in the course.

Q: What should I do if I miss an Assessment task?

A:

- * If possible phone the school
- * Get an Illness and Misadventure form from the Deputy Principal the first day that you return to the school and follow the appropriate steps.
- * In the case of illness we strongly recommend that a medical certificate accompany each Illness and Misadventure form.
- * **Upon returning to the school be prepared to submit/complete the task**

Q: Who do I see if I am not coping?

A: Don't let yourself get to a stage that you feel that you cannot cope with the workload or a particular problem. Discuss the issue with your Year Adviser, the Counsellor, Deputy Principal, Principal, Careers Adviser, Learning Assistance staff or your teacher.

CHILD STUDIES

SUBJECT DESCRIPTION:

The aim of the Child Studies Content Endorsed Course Years 7–10 Syllabus is to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years (0–8 years) in a range of settings and contexts.

Component	Task 1		Task 2	Task 3	Total % Weighting
Due Date: Task % Weighting: Outcomes:	Developmental Case Study and Presentation	PEEL Activity	Novelty Food Task	Yearly Examination	
	T1 Wk8	T2 Wk6	T3 Wk6	T4 Wk2	
	40	10	30	20	
	CS5-1, CS5-2, CS5-5, CS5-6	CS5-2, CS5-5, CS5-8, CS5-11	CS5-2, CS5-5, CS5-8, CS5-11, CS5-12	CS5-1, CS5-2, CS5-4 CS5-5, CS5-6, CS5-8, CS5-9, CS5-11, CS5-12	
Knowledge, understanding and skills	20	10	10	20	60
Values and attitudes	20		20		40
Total % Weighting	40	10	30	20	100

- CS5-1 identifies the characteristics of a child at each stage of growth and development
- CS5-2 describes the factors that affect the health and wellbeing of the child
- CS5-3 analyses the evolution of childhood experiences and parenting roles over time
- CS5-4 plans and implements engaging activities when educating and caring for young children within a safe environment
- CS5-5 evaluates strategies that promote the growth and development of children
- CS5-6 describes a range of parenting practices for optimal growth and development
- CS5-7 discusses the importance of positive relationships for the growth and development of children
- CS5-8 evaluates the role of community resources that promote and support the wellbeing of children and families
- CS5-9 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
- CS5-10 demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
- CS5-11 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- CS5-12 applies evaluation techniques when creating, discussing and assessing information related to child growth and development

COMMERCE

SUBJECT DESCRIPTION:

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal financial management. Through the study of Commerce students develop financial literacy which enables them to participate in the financial system in an informed way.

Component		Task 1	Task 2		Task 3	Task 4	Total % Weighting
	Bookwork	Investing	Law in Action Media and Essay Research Task	Bookwork	Towards Independence Video Presentation	Running a Business Assessment Task	
Due Date:	T1 Wk5	T1 Wk8	T2 Wk6	T3 Wk5	T3 Wk6	T4 Wk2	
Total % Weighting:	5	20	25	5	25	20	
Outcomes:	See bookwork marking guidelines	5.4, 5.5	5.3, 5.7	See bookwork marking guidelines	5.2, 5.9	5.1, 5.7	
Knowledge and Understanding		10	10		5		25
Investigating and Research			5		10	5	20
Communication	5	5		5		5	20
Interpreting Data			5		5	5	15
Problem Solving		5	5		5	5	20
Total % Weighting	5	20	25	5	25	20	100

- 5.1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
- 5.2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
- 5.3 examines the role of law in society
- 5.4 analyses key factors affecting commercial and legal decisions
- 5.5 evaluates options for solving commercial and legal problems and issues
- 5.6 monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues
- 5.7 researches and assesses commercial and legal information using a variety of sources
- 5.8 explains commercial and legal information using a variety of forms
- 5.9 works independently and collaboratively to meet individual and collective goals within specified timelines

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

ENGLISH

SUBJECT DESCRIPTION:

The Year 10 English course is designed to further develop and refine students' communication skills and their understanding and enjoyment of a variety of literary and non-literary texts. Students engage in critical and analytical reading, listening and viewing activities and respond by composing a variety of formal and informal written and oral texts of their own. Students' literacy and language skills are developed in the context of the topics covered over the course of the year.

Component		Task 1	Task 2		Task 3	Task 4		Total % Weighting
Total % Weighting		Identity Creative Writing / Reflection Task	A Powerful Voice Speaking/Representing	Bookwork	Comparative Study Essay (ALARM)	Yearly Examination: Listening/Viewing/Writing	Bookwork	
	Due Date:	T1 Wk8	T2 Wk5	Semester 1	T3 Wk6	T4 Wk2	Semester 2	
		20	20	5	20	30	5	
	Outcomes:	EN5-1A EN5-2A EN5-3B EN5-5C EN5-9E	EN5-1A EN5-3B EN5-4B EN5-5C EN5-8D	See bookwork marking guidelines	EN5-1A EN5-2A EN5-3B EN5-5C EN5-80 EN5-9E	EN5-1A EN5-2A EN5-3B EN5-4B EN5-5C EN5-6C EN5-7D	See bookwork marking guidelines	
Key Skill Areas	Reading	10			5			15
	Writing	10			15			25
	Speaking		15					15
	Representing		5					5
	Listening/Viewing					30		30
Bookwork				5			5	10
Total % Weighting		20	20	5	20	30	5	100

- EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
- EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
- EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
- EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
- EN5-6C investigates the relationships between and among texts
- EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds
- EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
- EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

FITNESS

SUBJECT DESCRIPTION:

The aim of fitness is to develop students' knowledge, understanding and skills in relation to fitness so they can improve their own and other people's fitness levels. Students will be formatively assessed throughout the entirety of the unit. Students will engage in the units: Physical Activity for Health, Lifestyle, Leisure and Recreation, Enhancing Performance and Opportunities and Pathways.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
	Physical Activity for Health	Lifestyle, Leisure and Recreation	Enhancing Performance	Opportunities and Pathways	
Due Date:	T1 Wk8	T2 Wk6	T3 Wk6	T4 Wk2	
Total % Weighting:	25	25	25	25	
Outcomes:	PASS5-1, PASS5-2, PASS5-5, PASS5-8	PASS5-4, PASS5-7	PASS5-5, PASS5-6, PASS5-7	PASS5-3, PASS5-8, PASS5-10	
Knowledge and Understanding	10	10	10	10	40
Skills	10	10	10	10	40
Values and Attitudes	5	5	5	5	20
Total % Weighting	25	25	25	25	100

PASS5-1	discusses factors that limit and enhance the capacity to move and perform
PASS5-2	analyses the benefits of participation and performance in physical activity and sport
PASS5-3	discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4	analyses physical activity and sport from personal, social and cultural perspectives
PASS5-5	demonstrates actions and strategies that contribute to active participation and skilful performance
PASS5-6	evaluates the characteristics of participation and quality performance in physical activity and sport
PASS5-7	works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8	displays management and planning skills to achieve personal and group goals
PASS5-9	performs movement skills with increasing proficiency
PASS5-10	analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

FOOD TECHNOLOGY

SUBJECT DESCRIPTION:

The aim of the *Food Technology Years 7–10 Syllabus* 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 will develop confidence and proficiency in their practical interactions with and decisions regarding food.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
	Topic Test Food Service and Catering	Practical Task Food Trends Written Task	Food for Special Occasion Research	Food for Special Occasion Practical Cake Task	
Due Date:	T1 Wk8	T2 Wk6	T3 Wk6	T4 Wk2	
Total % Weighting:	25	25	25	25	
Outcomes:	5.4.1, 5.4.2, 5.5.2, 5.6.1, 5.6.2	5.1.1, 5.1.2, 5.2.3, 5.5.2	5.1.1, 5.1.2, 5.4.1, 5.5.2	5.3.1, 5.3.2, 5.4.2, 5.6.1, 5.6.2	
Knowledge	25		25		50
Skills		25		25	50
Total % Weighting	25	25	25	25	100

- 5.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product
- 5.1.2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- 5.2.1 describes the physical and chemical properties of a variety of foods
- 5.2.2 accounts for changes to the properties of food which occur during food processing, preparation and storage
- 5.2.3 applies appropriate methods of food processing, preparation and storage
- 5.3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- 5.3.2 justifies food choices by analysing the factors that influence eating habits
- 5.4.1 collects, evaluates and applies information from a variety of sources
- 5.4.2 communicates ideas and information using a range of media and appropriate terminology
- 5.5.1 selects and employs appropriate techniques and equipment for a variety of food specific purposes
- 5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes
- 5.6.1 examines the relationship between food, technology and society
- 5.6.2 evaluates the impact of activities related to food on the individual, society and the environment

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

GEOGRAPHY

SUBJECT DESCRIPTION:

Students explain geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria. Students participate in relevant fieldwork to collect primary data.

Component	Task 1		Task 2	Total % Weighting
	Fieldwork and In Class Task	Bookwork	Yearly Examination	
Due Date:	Fieldwork T1 Wk6 In Class Task T1 Wk8	T1 Wk5	T2 Wk5	
Total % Weighting	50	10	40	
Outcomes:	GE5-4, GE5-5, GE5-7	See bookwork marking guidelines	GE5-2, GE5-6, GE5-8	
Knowledge and understanding of course content	20	5	20	45
Geographical Tools and Skills	10		10	20
Geographical Inquiry and research, including fieldwork	10			10
Communication of geographical information, ideas and issues in appropriate forms	10	5	10	25
Total % weighting	50	10	40	100

- GE5-1 explains the diverse features and characteristics of a range of places and environments
- GE5-2 explains processes and influences that form and transform places and environments
- GE5-3 analyses the effect of interactions and connections between people, places and environments
- GE5-4 accounts for perspectives of people and organisations on a range of geographical issues.
- GE5-5 assesses management strategies for places and environments for their sustainability
- GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing
- GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- GE5-8 communicates geographical information to a range of audiences using a variety of strategies

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

HISTORY ELECTIVE

SUBJECT DESCRIPTION:

Students will cover two thematic studies covering school developed options of terrorism and the history of nukes. Students will finish the course examining a medieval/modern society through Europe in the 1400s and an ancient society, Mesopotamia: The Cradle of Civilisation.

Component		Task 1	Task 2		Task 3	Total % Weighting
	Bookwork	Structured Extended Response	Examination	Bookwork	Museum Exhibition Task	
Due Date:	T1 Wk5	T1 Wk7	T2 W6	T3 Wk5	T4 Wk1	
Total % Weighting	5	30	30	5	30	
Outcomes:	See bookwork marking guidelines	HTE5 HTE5-8 HTE5-10	HTE5-1 HTE5-9	See bookwork marking guidelines	HTE5-3 HTE5-4	
Knowledge and Understanding	5	10	10	5	10	40
Investigating and Researching		10			10	20
Communicating		10	10			20
Interpreting Data			10		10	20
Total % Weighting	5	30	30	5	30	100

- HTE5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry
- HTE5-2 examines the ways in which historical meanings can be constructed through a range of media
- HTE5-3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation
- HTE5-4 explains the importance of key features of past societies or periods, including groups and personalities
- HTE5-5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage
- HTE5-6 identifies and evaluates the usefulness of historical sources in an historical inquiry process
- HTE5-7 explains different contexts, perspectives and interpretations of the past
- HTE5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- HTE5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
- HTE5-10 selects and uses appropriate forms to communicate effectively about the past for different audiences

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

HISTORY MANDATORY

SUBJECT DESCRIPTION:

Students will focus on the modern world and Australia. This includes the mandatory study on Rights and Freedoms (1945-present) as well as a school-developed topic on the Holocaust. Students will complete the course by examining the Historical Overview towards the end of the course.

Component		Task 1	Task 2	Total % weighting
<p>Due Date:</p> <p>Task weighting:</p> <p>Outcomes:</p>	Bookwork	Holocaust research and communication	Yearly Examination	
	T3 Wk5	T3 Wk6	T4 Wk2	
	10	45	45	
	See bookwork marking guidelines	HT5-6, HT5-8, HT5-10	HT5-4, HT5-5, HT5-9	
Knowledge and understanding	5	20	20	45
Investigating and researching		5	15	20
Communicating	5	15	5	25
Interpreting data		5	5	10
Total % weighting	10	45	45	100

- HT5.1 explains and assesses the historical forces and factors that shaped the modern world and Australia
- HT5.2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
- HT5.3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- HT5.4 explains and analyses the causes and effects of events and developments in the modern world and Australia
- HT5.5 identifies and evaluates the usefulness of sources in the historical inquiry process
- HT5.6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
- HT.7 explains different contexts, perspectives and interpretations of the modern world and Australia
- HT5.8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- HT5.9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
- HT5.10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

INDUSTRIAL TECHNOLOGY – MULTIMEDIA

SUBJECT DESCRIPTION:

The aim of the *Industrial Technology Years 7–10 Syllabus* is to develop knowledge, understanding, skills and values related to a range of technologies through safe interaction with tools, materials and processes in the design, planning, management and production of quality projects. The syllabus aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to produce solutions to practical problems.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
	WuzzAPP	Game Design Folio	Virtual Reality	Yearly Examination	
Due Date:	T1 Wk8	T2 Wk6	T3 Wk6	T4 Wk2	
Task weighting:	20	30	30	20	
Outcomes:	IND5-2, IND5-7, IND5-9	IND5-1, IND5-1, IND5-5, IND5-6, IND5-7, IND5-8, IND5-10	IND5-1, IND5-2, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9	TBA	
Knowledge	10	10	10	20	50
Skills	10	20	20		50
Total % Weighting	20	30	30	20	100

- IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
- IND5-2 applies design principles in the modification, development and production of projects
- IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications
- IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- IND5-6 identifies and participates in collaborative work practices in the learning environment
- IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects
- IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications
- IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

INDUSTRIAL TECHNOLOGY – TIMBER

SUBJECT DESCRIPTION:

The aim of the *Industrial Technology Years 7–10 Syllabus* is to develop in students' knowledge, understanding, skills and values related to a range of technologies through the safe interaction with materials, tools and processes in the planning, development and construction of quality practical projects. The syllabus aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to devise solutions to practical problems.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
	Research Assignment	Practical Project 1	Project Based Learning Practical Project 2	Yearly Examination	
Due Date:	T2 Wk8	T2 Wk6	T3 Wk6	T4 Wk2	
Task weighting:	30	20	30	20	
Outcomes:	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.4.1	5.2.1, 5.3.1, 5.6.1	5.1.2, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1		
Knowledge	15	20	15	20	70
Skills	15		15		30
Total % Weighting	30	20	30	20	100

- 5.1.1 identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes
- 5.1.2 applies OHS practices to hand tools, machine tools, equipment and processes
- 5.2.1 applies design principles in the modification, development and production of projects
- 5.2.2 identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- 5.3.1 justifies the use of a range of relevant and associated materials
- 5.3.2 selects and uses appropriate materials for specific applications
- 5.4.1 selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- 5.4.2 works cooperatively with others in the achievement of common goals
- 5.5.1 applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects
- 5.6.1 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- 5.7.1 describes, analyses and uses a range of current, new and emerging technologies and their various applications
- 5.7.2 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

INGLEBURN CAFE – Z ELECTIVE

SUBJECT DESCRIPTION:

The aim of the Ingleburn Café Years 9/10Z Elective is to actively engage students in learning about food in a café settings, enabling them to plan, prepare and serve Café foods. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food.

Component	Task 1	Task 2	Task 3		Total % Weighting
	Written ALARM Task	Preparing and Serving Drinks	Practical Task Design Food Trucks	Class Practicals (Passport competency)	
Due Date:	T1 Wk8	T3 Wk6	T4 Wk2	Ongoing	
Total % Weighting:	25	25	25	25	
Outcomes:	FT5-1, FT5-2	FT5-10, FT5-11	FT5-5, FT5-7, FT5-9, FT5-11	FT5-1, FT5-2, FT5-5, FT5-10, FT5-11	
Knowledge	10	10	10	10	40
Skills	15	15	15	15	60
Total % Weighting	25	25	25	25	100

- FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product
- FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- FT5-3 describes the physical and chemical properties of a variety of foods
- FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage
- FT5-5 applies appropriate methods of food processing, preparation and storage
- FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- FT5-7 justifies food choices by analysing the factors that influence eating habits
- FT5-8 collects, evaluates and applies information from a variety of sources
- FT5-9 communicates ideas and information using a range of media and appropriate terminology
- FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes
- FT5-12 examines the relationship between food, technology and society
- FT5-13 evaluates the impact of activities related to food on the individual, society and the environment

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

iSTEM

SUBJECT DESCRIPTION:

The aim of the iSTEM course is to promote the areas of science, technology, engineering and mathematics through the study of technology, engineering, skills and mechanics. Students will learn to use a range of tools, techniques and processes, including relevant technologies in order to develop solutions to a wide variety of problems and challenges relating to their present and future needs and aspirations.

Component	Task 1	Task 2	Task 3		Total % Weighting
	Design for Space	Mechatronics	Biomimicry	Minor Design Project	
Due Date:	T1 Wk8	T2 Wk6	T3 Wk6	T4 Wk2	
Total % Weighting:	25	25	25	25	
Outcomes:	5.1.1, 5.1.2, 5.8.1	5.1.1, 5.2.2, 5.3.2, 5.4.1, 5.4.1, 5.6.2	5.3.1, 5.3.2, 5.4.2, 5.7.1	5.1.1, 5.1.2, 5.2.2, 5.3.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2	
Knowledge	10	10	10	20	50
Skills	10	20	20		50
Total % Weighting	20	30	30	20	100

- 5.1.1 develops ideas and explores solutions to STEM based problems
- 5.1.2 demonstrated initiative, entrepreneurship, resilience and cognitive flexibility through the completion of practical STEM based activities
- 5.2.1 describe how scientific and mechanical concepts relate to technological and engineering practice
- 5.2.2 applies cognitive processes to address real world STEM based problems in a variety of contexts
- 5.3.1 applies a knowledge and understanding of STEM principles and processes
- 5.3.2 identifies and uses a range of technologies in the development of solutions to STEM based problems
- 5.4.1 plans and manages projects using an iterative and collaborative design process
- 5.4.2 develops skills in using mathematical, scientific and graphical methods whilst working as a team
- 5.5.1 applies a range of communication techniques in the presentation of research and design solutions
- 5.5.2 critically evaluates innovative, enterprising and creative solutions
- 5.6.1 selects and uses appropriate problem solving and decision-making techniques in a range of STEM contexts
- 5.6.2 will work individually or in teams to solve problems in STEM contexts
- 5.7.1 demonstrates an appreciation of the value of STEM in the world in which they live
- 5.8.1 understands the importance of working collaboratively, cooperatively and respectfully in the completion of STEM activities

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

MATHEMATICS 5.1

SUBJECT DESCRIPTION:

Students study the topics of data, number, equations including non-linear equations, geometry, trigonometry, consumer, co-ordinate geometry, surface area and volume of 3D shapes.

Component	Task 1	Task 2	Task 3	Task 4		Task % Weighting
Due Date: Task % Weighting: Outcomes:	Alternate	Examination	PBL	Examination	Bookwork	
	T1 Wk7	T2 Wk7	T3 Wk6	T4 Wk2	Ongoing	
	20	25	25	20	10	
	MA5.1-4NA MA5.1-9MG MA5.1-8MG	MA5.1-5NA MA5.1-12SP MA5.1-13SP	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA4.1-11NA MA5.1-6NA MA4.1-17MG MA4.1-18MG MA5.1-11MG	MA5.1-10MG MA5.1-7NA MA5.1-1WM MA5.1-2WM MA5.1-3WM	See bookwork marking guidelines	
Understanding	5	5	5	5		20
Reasoning	5	5	5	5		20
Communication	5	5	5	5		20
Problem Solving	5	10	5	5		25
Fluency			5			5
Bookmark					10	10
Task % Weighting	20	25	25	20	10	100

- MA4.1-11NA creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
- MA4.1-17MG classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
- MA4.1-18MG identifies and uses angle relationships, including those related to transversals on sets of parallel lines
- MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts
- MA5.1-2WM selects and uses appropriate strategies to solve problems
- MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context
- MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events
- MA5.1-4NA solves financial problems involving earning, spending and investing money
- MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
- MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships
- MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
- MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
- MA5.1-11MG describes and applies the properties of similar figures and scale drawings
- MA5.1-12SP uses statistical displays to compare sets of data and evaluates statistical claims in the media
- MA5.1-10MG applies trigonometry, given diagrams to solve problems, including problems involving angles of elevation and depression.
- MA5.1-7NA graphs simple non-linear relationships.

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

MATHEMATICS 5.2

SUBJECT DESCRIPTION:

Students study the topics of Number; Indices; Financial Maths; Geometry including triangles, 3D and 2D shapes; Measurement and Algebra including Linear Relationships and Quadratic Expressions and Probability.

Component	Task 1	Task 2	Task 3	Task 4		Total % Weighting
Due Date: Total % Weighting Outcomes:	Alternate	Examination	PBL	Examination	Bookwork	
	T1 Wk7	T2 Wk7	T3 Wk6	T4 Wk2	Ongoing	
	20	25	25	20	10	
	MA5.2-1WM MA5.2-2WM MA5.1-11MG MA5.1-12MG	MA5.2-6NA MA5.2-7NA MA5.2-15SP MA5.2-16SP MA5.2-17P	MA5.2-2WM MA5.2-5NA MA5.2-9NA MA5.2-8NA	MA5.2-13MG MA5.2-6NA MA4-8NA MA5.2-2WM		
Understanding	5	5	5	5		20
Reasoning	5	5	5	5		20
Communication	5	5	5	5		20
Problem Solving	5	10	5	5		25
Fluency			5			5
Bookmark					10	10
Total % Weighting	20	25	25	20	10	100

MA5.2-1WM	selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM	interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2-3WM	constructs arguments to prove and justify results
MA5.2-4NA	solves financial problems involving compound interest
MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-9NA	uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-10NA	connects algebraic and graphical representations of simple non-linear relationships
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP	investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

MATHEMATICS 5.3

SUBJECT DESCRIPTION:

Students study the topics of Statistics, Indices and Surds, Equations including Non-Linear Equations, Geometry including Circle Geometry, Trigonometry, Quadratic Expressions and Equations, Co-ordinate Geometry, Surface area and Volume of 3D shapes, Non-Linear Relationships, Functions and their Graphs and Logarithms and Polynomials.

Component	Task 1	Task 2	Task 3	Task 4		Task % Weighting
Due Date:	Alternate	Examination	PBL	Examination	Bookwork	
	T1 Wk7	T2 Wk7	T3 Wk5	T4 Wk2	T1 Wk8 T2 Wk8 T3 Wk6 T4 Wk2	
	20	25	25	20	10	
	Outcomes:	MA5.1-13SP MA5.2-3WM MA5.2-17SP MA5.3-1WM MA5.3-2WM MA5.3-6NA	MA5.1-13SP MA5.2-3WM MA5.2-17SP MA5.3-1WM MA5.3-19SP	MA5.3-15MG MA5.3-17MG	MA5.3-1WM MA5.3-3WM MA5.3-9NA MA5.3-12NA MA5.3-5NA MA5.3-4NA MA5.3-7NA	
Understanding	5	5	5	5		20
Reasoning	5	5	5	5		20
Communication	5	5	5	5		20
Problem Solving	5	10	5	5		25
Fluency			5			5
Bookmark					10	10
Task % Weighting	20	25	25	20	10	100

MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments
MA5.3-19SP	investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes
MA5.3-13MG	applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
MA5.3-14MG	applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
MA5.3-15MG	applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
MA5.3-17MG	applies deductive reasoning to prove circle theorems and to solve related problems
MA5.2-3WM	constructs arguments to prove and justify results
MA5.3-1WM	uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
MA5.3-2WM	generalises mathematical ideas and techniques to analyse and solve problems efficiently
MA5.3-3WM	uses deductive reasoning in presenting arguments and formal proofs
MA5.3-6NA	performs operations with surds and indices
MA5.3-9NA	sketches and interprets a variety of non-linear relationships
MA5.3-12NA	uses function notation to describe and sketch functions
MA5.3-4NA	draws, interprets and analyses graphs of physical phenomena
MA5.3-5NA	selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3-7NA	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

MATTERS OF THE MIND – Z ELECTIVE

SUBJECT DESCRIPTION:

Matters of the Mind provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. Students will apply their learning to everyday situations within the context of education, workplace and social relationships. Students will also gain insights into a range of psychological health issues in society and will learn wellbeing techniques.

Component		Task 1	Task 2		Task 3	Task 4	Total % Weighting
	Bookwork	Topic Test	Group Presentation	Bookwork	Essay	Examination	
Due Date:	T1 Wk5	T1 Wk8	T2 Wk6	T3 Wk5	T3 Wk6	T4 Wk2	
Task Weighting	5	25	20	5	25	20	
Outcomes:	See bookwork marking guidelines	T1, T3	T2, T4	See bookwork marking guidelines	T5, T7	T6, T8	
Knowledge and Understanding		25	5		10	20	60
Investigating and Research			10		10		20
Communicating	5		5	5	5		20
Total % weighting	5	25	20	5	25	20	100

- T1 explain how the field of psychology provides scientific explanations of the mind and behaviour with particular principles and procedures
- T2 identify strengths and limitations in scientific approaches to explaining what is a normal mind and human behaviour
- T3 describe and explain the main approaches to the study of the nature of human behaviour
- T4 explain and assess biological theories of behaviour
- T5 analyse different ways of explaining the nature of intelligence and creativity
- T6 identify the complexities of theories of personality
- T7 communicate information and ideas using appropriate written, oral and graphic forms
- T8 assess uses of psychology in society and popular culture
- S1 identify and apply ethical research skills to psychology experiments
- S2 identify and develop personal values, skills and attributes that lead to effective learning
- S3 identify one's own attitudes and the impact they have on one's thinking and behaviours

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

MUSIC (ELECTIVE)

SUBJECT DESCRIPTION:

Students will develop knowledge, understanding and skills in the musical concepts through performing, composing and listening in the following contexts: South Pacific Music; Classical Music; 1950's R&B, Soul and Motown Music; and Australian Art Music.

Component	Task 1	Task 2	Task 3	Task 4		Total % Weighting
	Performance	Composition	Aural Examination	Performance	Bookwork	
Due Date:	T1 Wk7	T2 Wk6	T3 Wk6	T4 Wk1	T2 Wk6 T4 Wk1	
Total % Weighting:	15	30	30	15	10	
Outcomes:	5.1, 5.2, 5.3	5.4, 5.5, 5.6	5.7, 5.8, 5.9	5.1, 5.2, 5.3	See bookwork marking guidelines	
Performance	15			15		30
Composition		30			5	35
Listening			30		5	35
Total % weighting	15	30	30	15	10	100

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.6 uses different forms of technology in the composition process
- 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
- 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
- 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
- 5.10 demonstrates an understanding of the influence and impact of technology on music
- 5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

SUBJECT DESCRIPTION:

The Year 10 PDHPE course has a combination of both theory and practical components. Students will study: R U OK? (Mental Health/Nutrition), Identity Resilience and Responding to Challenge, Healthy Safe Communities and Critical Consumers. And practical units: Net/Court Games, Invasion Court Games, Crossing the Line Games and Boost Your Performance.

Component	Task 1	Task 2	Task 3	Task 4		Total % Weighting
Due Date:	ALARM	Invasion Court Games	Healthy, Safe Communities	Yearly Examination	Bookwork	
	T1 Wk8	T2 Wk5/6	T3 Wk6	T4 Wk2	T2 Wk6 T4 Wk2	
	20	30	20	20	10	
	PD5-6, PD5-7, PD5-9	PD5-4, PD5-5	PD5-2, PD5-6, PD5-7	PD5-1, PD5-2, PD5-6, PD6-7, PD5-9	See bookwork marking guidelines	
Self-management (S)	20		10	10	5	45
Interpersonal (I)			10	5	5	20
Movement (M)		30		5		35
Total % Weighting	20	30	20	20	10	100

- PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges
- PD5-2 researches and appraises the effectiveness of health information and support services available in the community
- PD5-3 analyses factors that enhance inclusive and respectful relationships and appraises strategies to address the abuse of power
- PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- PD5-5 appraises and justifies choices of action when solving complex movement challenges
- PD5-6 questions and critiques attitudes, behaviours and influences to effectively promote health, safety, wellbeing and participation in physical activity
- PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
- PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
- PD5-9 assesses strategies to effectively manage complex situations
- PD5-10 critiques their ability to enact skills to build and manage relationships in various social situations
- PD5-11 refines and applies movement skills and elements of movement to compose and perform innovative movement sequences

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

PHOTOGRAPHY AND DIGITAL MEDIA

SUBJECT DESCRIPTION:

Photographic and Digital Media plays a significant role in the curriculum by providing specialised learning opportunities to enable students to understand and explore the nature of photographic and digital media as an important field of artistic practice, conceptual knowledge and technological procedures.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
	Portfolio	Research Task	Portfolio	Photographic and Digital Media Journal	
Due Date:	T1 Wk8	T2 Wk6	T3 Wk6	T4 Wk2	
Total % Weighting:	30	20	30	20	
Outcomes:	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10	
Artemaking	30		30		60
Critical/Historical		20		20	40
Total % Weighting	30	20	30	20	100

- 5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
- 5.2 makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
- 5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning
- 5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
- 5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
- 5.6 selects appropriate procedures and techniques to make and refine photographic and digital works
- 5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
- 5.8 uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works
- 5.9 uses the frames to make different interpretations of photographic and digital works
- 5.10 constructs different critical and historical accounts of photographic and digital works

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

SUBJECT DESCRIPTION:

The aim of the PASS program is to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. Topics covered include: Body Systems, Fitness, Sports Coaching, Striking/Fielding Games, Opportunities and Pathways in Physical Activity and Sport, SEPEP (roles in sport), Physical Activity and Sport for Specific Groups, Net/Court Games.

Component	Task 1	Task 2	Task 3		Total % Weighting
	Body Systems	Coaching	SEPEP	Bookwork	
Due Date:	T1 Wk8	T2 Wk5/6	T3 Wk5	T2 Wk6 T4 Wk2	
Total % Weighting:	30	20	40	10	
Outcomes:	PASS5-1	PASS5-5, PASS5-7	PASS5-2, PASS5-5, PASS5-7, PASS5-8	See bookwork marking guidelines	
Knowledge and Understanding	30	5	10	5	50
Skills		10	20	5	35
Values and Attitudes		5	10		15
Total % Weighting	30	20	40	10	100

- PASS5-1 discusses factors that limit and enhance the capacity to move and perform
- PASS5-2 analyses the benefits of participation and performance in physical activity and sport
- PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport
- PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives
- PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance
- PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport
- PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance
- PASS5-8 displays management and planning skills to achieve personal and group goals
- PASS5-9 performs movement skills with increasing proficiency
- PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

PROJECT RUNWAY – Z ELECTIVE

SUBJECT DESCRIPTION:

The study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
	Alarm Task	Pyjama Day Folio	Design Project	Upcycling	
Due Date:	T1 Wk8	T2 Wk5	T3 Wk6	T4 Wk2	
Total % Weighting:	10	35	20	35	
Outcomes:	5.1.1, 5.1.2, 5.6.1	5.2.2, 5.2.3	5.4.1, 5.5.3, 5.6.1	5.6.1, 5.2.3, 5.5.1	
Knowledge	10	5	20	5	40
Skills		30		30	60
Total % Weighting	10	35	20	35	100

- 5.1.1 explains the properties and performance of a range of textile items
- 5.1.2 justifies the selection of textile materials for specific end uses
- 5.2.1 explains the creative process of design used in the work of textile designers
- 5.2.2 generates and develops textile design ideas
- 5.2.3 investigates and applies methods of colouration and decoration for a range of textile items
- 5.4.1 selects and uses appropriate technology to creatively document, communicate and present design and project work
- 5.5.1 critically selects and creatively manipulates a range of textile materials to produce quality textile items
- 5.5.2 selects appropriate techniques and uses equipment safely in the production of quality textile projects
- 5.5.3 demonstrates competence in the production of textile projects to completion
- 5.6.1 evaluates textile items to determine quality in their design and construction

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

SCIENCE

SUBJECT DESCRIPTION:

The Year 10 Stage 5 course in science looks at the following key aspects over the duration of the course; **Working Scientifically, Knowledge and Understanding in the Physical World, Earth and Space, Living World and the Chemical world** and develop positive **Values and Attitudes** towards the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future. Each aspect will be addressed throughout the year with common tasks and formative assessment as an on-going process.

Component	Task 1	Task 2	Task 3	Task 4			Total % Weighting
Due Date: Total % Weighting: Outcomes:	PBL – Car	Common Task	Independent Investigation	RoSA	Bookwork	Practical Participation	
	T1 Wk7	T2 Wk5	T3 Wk6	T4 Wk2	Ongoing	Ongoing	
	20	20	30	20	5	5	
	SC5-8WS SC5-9WS SC5-10PW	SC5-7WS SC5- 11PW SC5-14LW SC5-15LW	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS	SC5-7WS SC5-8WS SC5-10PW SC5-11PW SC5-12ES SC5-13ES SC5-14LW SC5-15LW SC5-16CW SC5-17CW	See bookwork marking guideline	SC4-6WS	
Working Scientifically Skills	10	5	10	15	10	10	60
Knowledge and Understanding	5	10	10	15			40
Total % Weighting	20	20	30	20	5	5	100

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

SC5-4WS	develops questions or hypotheses to be investigated scientifically
SC5-5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
SC5-6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
SC5-7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5-8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5-9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC5-10PW	applies models, theories and laws to explain situations involving energy, force and motion
SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5-12ES	describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
SC5-13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
SC5-14LW	analyses interactions between components and processes within biological systems
SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17CW	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

TECH CHAMPIONS – Z ELECTIVE

SUBJECT DESCRIPTION:

The aim of the Tech Champions is to develop students' knowledge and understanding, confidence and creativity in analysing, designing, developing and evaluating information and software technology solutions.

The aim of the Tech Champions is to develop students' knowledge and understanding, confidence and creativity in analysing, designing, developing and evaluating information and software technology solutions.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
Due Date: Total % Weighting: Outcomes:	Website	Coding Folio	Animation	Video	
	T1 Wk8	T2 Wk5	T3 Wk6	T4 Wk2	
	10	35	20	35	
	5.3.1, 5.5.2, 5.5.3	5.1.1, 5.1.2, 5.2.1, 5.2.2	5.2.3, 5.3.1, 5.5.1	5.5.1, 5.5.3, 5.5.2, 5.1.1	
Knowledge	10	5	20	5	40
Skills		30		30	60
Total % Weighting	10	35	20	35	100

- 5.1.1 selects and justifies the application of appropriate software programs to a range of tasks
- 5.1.2 selects, maintains and appropriately uses hardware for a range of tasks
- 5.2.1 describes and applies problem-solving processes when creating solutions
- 5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems
- 5.2.3 critically analyses decision making processes in a range of information and software solutions
- 5.3.1 justifies responsible practices and ethical use of information and software technology
- 5.5.1 applies collaborative work practices to complete tasks
- 5.5.2 communicates ideas, processes and solutions to a targeted audience
- 5.5.3 describes and compares key roles and responsibilities of people in the field of information and software technology

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

VISUAL ARTS

SUBJECT DESCRIPTION:

Visual Arts places great value on the development of students' intellectual and practical autonomy, reflective action, critical judgement and understanding of art in art making and in critical and historical studies of art. Visual Arts plays an important role in social, cultural and spiritual lives of students. It offers a range of opportunities for students to develop their own interests, to be self-motivated and active learners.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
	Art Analysis	Artmaking and VAPD	Artmaking	Visual Arts Process Diary	
Due Date:	T1 Wk8	T2 Wk6	T3 Wk6	T4 Wk2	
Total % Weighting:	20	40	30	10	
Outcomes:	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.4	5.1, 5.3, 5.5, 5.6	5.7, 5.8, 5.9, 5.10	
Art Making		30	30		60
Critical / Historical	20	10		10	40
Total % Weighting	20	40	30	10	100

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.2 makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
- 5.3 makes artworks informed by an understanding of how the frames affect meaning
- 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts
- 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks
- 5.6 demonstrates developing technical accomplishment and refinement in making artworks
- 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art
- 5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
- 5.9 demonstrates how the frames provide different interpretations of art
- 5.10 demonstrates how art criticism and art history construct meanings

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

WORK EDUCATION

SUBJECT DESCRIPTION:

Students study various workplace environments and develop an understanding of their rights and responsibilities in the workplace. They also study managing finances and how to effectively monitor income and expenses to save for future purchases. Over the course of the year, students will undertake two separate work placements - one in the Kids' Canteen and one in a business of their choice.

Component		Task 1	Task 2		Task 3	Task 4	Total % Weight
	Bookwork	Work Placement Organised W7 Completed W9	Workplace Environment Group Task	Bookwork	Kids Canteen Work Placement	Yearly Examination Technology & Finance	
Due Date:	T1 Wk5	T1 Wk7/9	T2 Wk6	T3 Wk4	Various	T4 Wk2	
Task weighting:	5	20	25	5	20	25	
Outcomes:	See bookwork marking guideline	5.3, 5.4, 5.8	5.2, 5.10, 5.11	See bookwork marking guideline	5.7, 5.8	5.1, 5.5, 5.9, 5.10, 5.11	
Knowledge and understanding of the course content	2.5	10	5	2.5	5	15	40
Investigating and Research		5	10		5		20
Communicating	2.5		10	2.5	5		20
Interpreting Data		5				5	10
Problem Solving					5	5	10
Total % weighting	5	20	25	5	20	25	100

- 5.1 identifies and interprets employment trends and changes in the nature of work
- 5.2 identifies and analyses current workplace issues
- 5.3 defines and assesses the roles and responsibilities of diverse organisations within the community
- 5.4 examines and evaluates the relationships between diverse organisations in the community
- 5.5 evaluates and articulates the roles and responsibilities of individuals within the community in a range of contexts
- 5.6 identifies and articulates the purpose and roles of education, employment and training organisations
- 5.7 constructs and communicates personal goals and values using knowledge of the education, training and employment systems
- 5.8 develops, records and evaluates personal values, skills, knowledge and attributes that lead to effective participation in work and society
- 5.9 develops and evaluates options for a range of effective transition plans
- 5.10 locates, selects and organises relevant information from a variety of sources
- 5.11 selects, uses and evaluates appropriate oral, written and other forms of communication effectively with a range of audiences

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

WORK EDUCATION – Z ELECTIVE

SUBJECT DESCRIPTION:

Students study the world of work and plan their transition into the workforce. They research and prepare their resume and undergo a formal job interview. In addition to this, they study workplace issues including gender equity, awards and various types of work. In the second semester, students study communication skills employment trends and changes in the nature of work. They also investigate current workplace issues and the roles and responsibilities of individuals in the workplace. Finally, students undertake one week's work placement in the Kids' Canteen.

Component		Task 1	Task 2		Task 3	Task 4	Total % Weight
	Bookwork	Job Search and Resume	Job Interview	Work Ready Bookwork	Work Placement Organised W7 Complete W9	Teamwork Assignment Presentation	
Due Date:	T1 Wk5	T1 Wk8	T2 Wk5	T2 Wk9	T3 Wk5/7	T4 Wk2	
Task weighting:	5	20	20	5	25	25	
Outcomes:	See bookwork marking guideline	5.6, 5.8, 5.9	5.7, 5.10	See bookwork marking guideline	5.1, 5.5	5.2, 5.3, 5.4	
Knowledge and understanding of the course content	2.5	10	5	2.5	15	5	40
Investigating and Research		10			5	5	20
Communicating	2.5		5	2.5	5	5	20
Interpreting Data			5			5	10
Problem Solving			5			5	10
Total % weighting	5	20	25	5	20	25	100

- 5.1 identifies and interprets employment trends and changes in the nature of work
- 5.2 identifies and analyses current workplace issues
- 5.3 defines and assesses the roles and responsibilities of diverse organisations within the community
- 5.4 examines and evaluates the relationships between diverse organisations in the community
- 5.5 evaluates and articulates the roles and responsibilities of individuals within the community in a range of contexts
- 5.6 identifies and articulates the purpose and roles of education, employment and training organisations
- 5.7 constructs and communicates personal goals and values using knowledge of the education, training and employment systems
- 5.8 develops, records and evaluates personal values, skills, knowledge and attributes that lead to effective participation in work and society
- 5.9 develops and evaluates options for a range of effective transition plans
- 5.10 locates, selects and organises relevant information from a variety of sources
- 5.11 selects, uses and evaluates appropriate oral, written and other forms of communication effectively with a range of audiences

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

APPENDICES

Appendix 1a




COMMON ASSESSMENT TASK NOTIFICATION

Faculty:	Year / Class:
Course:	Weighting:
Task Title:	Class Teacher/s:
Due Date:	
TASK INSTRUCTIONS & REQUIREMENTS:	
OUTCOMES ASSESSMENT:	

Marking Criteria

		Mark range
A Outstanding		
B High		
C Sound		
D Basic		
E Limited		

	COMMON ASSESSMENT TASK NOTIFICATION	
Faculty:	Year / Class:	
Course:	Weighting:	
Task Title:	Class Teacher/s:	
Due Date:		
Marking Criteria		
A Outstanding		Mark range
B High		Mark range
C Sound		Mark range
D Basic		Mark range
E Limited		Mark range
<u>Teacher Feedback:</u>		

Appendix 2

BOOKWORK – MARKING GUIDELINES (SAMPLE)

Grade	Criteria	Marks
A	<ul style="list-style-type: none">● Extensive knowledge and understanding of the content, terms and concepts relevant to the course and can readily apply this knowledge● Very high level of competence in the processes and skills relevant to the course and can apply these skills to new situations● Completes set tasks to an outstanding level● Book is very neat and well organised (margins, dates, headings, presentation)	9-10
B	<ul style="list-style-type: none">● Thorough knowledge and understanding of the content, terms and concepts relevant to the course● High level of competence in the processes and skills relevant to the course and can apply these skills to most situations● Completes set tasks to a high level● Book is neat and well organised (margins, dates, headings, presentation)	7-8
C	<ul style="list-style-type: none">● Sound knowledge and understanding of the main areas of content, terms and concepts relevant to the course● Adequate level of competence in the processes and skills relevant to the course● Completes set tasks to a sound level● Book is neat and organised (margins, dates, headings, presentation)	5-6
D	<ul style="list-style-type: none">● Basic knowledge and understanding of the content, terms and concepts relevant to the course● Basic level of competence in the processes and skills relevant to the course● Completes set tasks to a basic level● Book lacks neatness and organisation organised (margins, dates, headings, presentation)	3-4
E	<ul style="list-style-type: none">● Limited knowledge and understanding in few areas of the content, terms and concepts relevant to the course● Very limited competence in some of the processes and skills relevant to the course● Completes set tasks to a limited level● Little to no effort taken with neatness and organisation of book	1-2

Appendix 3

Date Collected From
Deputy Principal:



ILLNESS/MISADVENTURE FORM Y10-12 INFORMATION FOR STUDENTS

Introduction

Before completing the attached Illness/Misadventure appeal form read the following information carefully in conjunction with your assessment guide.

Illness/Misadventure appeals are to be used when a student:

- is prevented from attending an assessment task due to illness or misadventure; or
- considers that their performance in an assessment task has been affected by illness or misadventure immediately prior to (no more than five (5) days) or during the examination period.

Appeals received after assessment task results are released will not be considered.

Do not hesitate to approach the Deputy Principal, if you require advice or assistance.

Attendance at Formal Assessment Tasks

You should attend every scheduled assessment task where you are medically fit to do so, and if at all possible. If you do not attend the assessment task and your Illness/Misadventure appeal is unsuccessful you will not receive a mark for that task. The school does not, however, expect you to attend an assessment task session against specific medical advice.

How to Appeal

1. Consult the Deputy Principal immediately upon your first day back to school. You will be provided with an official Illness/Misadventure Appeal form. Alternatively a form may be collected from the office, mailed home or downloaded from the school's internet site:

www.ingleburn-h.schools.nsw.edu.au/

If an absence occurs during a major examination period the school must be contacted and details of the absence provided. Where an absence is likely to be long term, the school must be contacted.

2. Complete Section A of the Illness/Misadventure form.
3. Section B of the Illness/Misadventure appeal form should be completed by a health professional or another appropriate person, e.g. a counsellor or police officer. A doctor's certificate is usually not specific enough to support your appeal. If a student suffers bereavement or some other misadventure such as lateness due to public transport failure, a parent statement must be made in the relevant section.
4. Hand the completed form to the Deputy Principal within two days of collecting the form.

Only if a student is incapacitated may an appeal be submitted by a parent/guardian on the student's behalf and no later than two (2) days after the assessment task.

Restrictions on Appeals

You cannot submit an appeal on the basis of:

- difficulties in preparation or loss of preparation time as a result of illness or some other difficulty the same grounds for which you received special provisions, unless you experience additional difficulties during the exam session;
- alleged deficiencies in tuition; or
- misreading the examination timetable.

Processing of Appeals

All fully completed appeals received by the Deputy Principal will be reviewed by the Illness/Misadventure review committee chaired by the Deputy Principal. Students applying for Illness/Misadventure are required to attend a review meeting at a time scheduled by the committee.

ILLNESS/MISADVENTURE APPEAL FORM

<table border="1"> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>														

Student Number

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Last Name

First Names

Student Appeal Declaration

I consider that my formal assessment performance was affected by an unforeseen illness or misadventure that occurred immediately before or during the formal assessment task(s), as set out in Section A of this form.

I declare that all the information I have supplied is true (student must sign unless incapacitated).

--

Student Signature

--

Date

SECTION A (to be completed by the student)

Date of Assessment Task	Name of Assessment Task (One only per space) You must describe the task e.g. 2 Unit English written examination.	For each and every examination, describe how unforeseen illness or misadventure affected your performance or prevented your attendance. Give details of any action you took to report this. Do not use dittos, or write ' as above ', but describe how your performance was affected for each assessment task	Did you attend? YES/NO

SECTION B

INDEPENDENT EVIDENCE OF ILLNESS OR MISADVENTURE

For appeals based on illness this section will normally be completed by a doctor, or other health professional. If appropriate, it may be completed by another person, e.g. a counsellor or a police officer. This person must not be related to the student.

If a student suffers bereavement or some other misadventure, a parent statement must be made in the relevant section.

Information for Students

- The school urges you to have this section completed by a relevant person in one of the above categories. Additional reports and medical certificates will be considered, but it is preferable to have the independent evidence written in the space provided.
- If a separate document is to be provided, it is still important that the person supplying the evidence reads the instructions below.

Information for Health Professional/ Counsellor etc:

For the Illness/Misadventure review committee to accurately assess the circumstances of this student's appeal, the following information is required:

1. In the case of illness, the date of onset of the illness, plus any additional dates of consultations. In the case of misadventure, the date and time of the occurrence and subsequent events is required.
2. The specific details of the illness/misadventure should be outlined. In the case of illness, health professionals must describe the student's symptoms and describe how these symptoms impeded the student's assessment task performance. If the student was unable to attend an assessment task it is imperative that details be provided in the space below.
3. If possible, some indication of the duration of the condition should be given.

Details of Person Providing Statement

Name: _____

Profession: _____

Address: _____

OR

Telephone: _____

Signature: _____

Official Stamp

SECTION B (continued)

Information for Parent Making Statement:

This statement must only relate to a misadventure or bereavement as described on the previous page.

I declare that all the information I have supplied is true.

Parent Signature

Date

SECTION C

Assessment Committee Recommendation:

Signed on behalf of the Assessment Committee

Date

Appendix 4

ASSESSMENT NON-SUBMISSION FLOW CHART

