

**KOTARA HIGH SCHOOL**

*We Aim High*

# **YEAR 10**

## **Assessment Policy Subject Assessment Schedules**



**2024**

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## Principal's Message

Dear Students and Caregivers,

The aim of this assessment policy is to express in detail how assessment tasks are organised and scheduled throughout Year 10. It contains an explanation of procedures for assessment tasks in courses provided by Kotara High School. Year 10 are the newest members of Kotara High School's senior school which brings high expectations.

It is important that students know for all subjects:

- What is to be assessed
- How it is to be assessed
- When it is to be assessed

These assessment procedures should reward diligent students, while inadequate effort will be penalised by poor results. The failure to complete sufficient assessment tasks could jeopardise a student's eligibility to receive a Record of School Achievement (ROSA).

The Kotara High School assessment policy and scheduling demands consistent and effective work patterns, a commitment to meeting deadlines and a determination to present work of the highest standard. Indeed, there will be hallmarks of the successful student.

Parents are urged to familiarise themselves with the assessment policy and schedule.

Parents can help and encourage their children to manage these tasks in order to plan and organise an effective study program which will assist them in achieving their academic potential.

This document includes:

- The Kotara High School Assessment Policy, Assessment Calendar and general procedures which are followed by all subjects
- The individual subject assessment task schedules showing the tasks, timing and relative weightings

Staff members are always available to assist students with the requirements of the Year 10. If any student experiences difficulties in meeting the demands of assessments, he/she could speak to the classroom teacher, Head Teacher or Year Adviser to develop strategies to address the difficulties.

Despite our best intentions, it is possible that changes may occur to assessment scheduling. Any change, if it does occur, is expected to be minor and ample forward notice will be given to the students involved.

Success will be rewarded for those who are committed to doing their personal best through consistent effort and study. All students are encouraged to aim high in every aspect of their senior schooling.

Finally, students and parents are encouraged to access the Assessment Planning Calendar to assist with their organisation.

I hope that the year ahead is beginning of an enriching and rewarding senior school experience.



Mr Mark Snedden

Principal

## Section 1: Requirements for the Record of School Achievement

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The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

### Eligibility to RoSA

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Attended a government school, an accredited non-government school or recognises school outside NSW.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the Education Act.

### RoSA Reporting and Grades

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- Completed courses and the awarded grade or mark
- Courses a student has participated in but did not complete before leaving school
- Results of any minimum standard literacy and numeracy tests that may have been sat
- Date the student left school

It includes an A to E grade for all Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses, the student has satisfactorily completed.

Grades are:

- Based on student achievement in their assessment work
- Submitted to us by the school in Term 4
- Monitored for us by fairness and consistency

### Life Skills

Students with special needs can complete the Life Skills curriculum option.

Students who leave school before completing their HSC, but who have successfully completed Year 11 or Year 10 Life Skills courses, can receive a RoSA.

For every successful completed Life Skills course, an accompanying Profile of Student Achievement is included with the RoSA to provide students with more details of their achievements from each course.

### Student's who don't qualify for a RoSA

Student's who leave school before finishing Year 10 are not eligible for a RoSA. If students leave after Year 10 and still don't meet RoSA requirements they will be issued with a Transcript of Study.

The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.

Schools must let us know when a student leaves schools via Schools Online.

While formal RoSA credentials are for school leavers, all Years 11 and 12 students will be able to access their cumulative academic results, the courses they are enrolled in and print an eRecord via their Student Online account.

### School Attendance

To receive a RoSA, students must attend school until the final day of Year 10.

They must complete the following mandatory Years 7-10 curriculum requirements. These requirements are listed below. All times are indicative.

COURSE	HOURS
English	400 hours to be completed by the end of Year 10
Mathematics	400 hours to be completed by the end of Year 10
Science	400 hours to be completed by the end of Year 10
Human Society and It's Environment (HSIE)	400 hours are to be completed by the end of Year 10 and must include 100 hours of each of History and Geography in Stage 4 and 100 hours of each of Australian History and Australian Geography in Stage 5
Languages	100 hours to be completed in one language over one continuous 12 month period between Years 7-10 but preferably in Years 7-8
Technological and Applied Studies (TAS)	200 hour mandatory course in Technology
Creative and Performing Arts (CAPA)	100 hour mandatory courses in each of Visual Arts and Music
Personal Development, Health and Physical Education (PDHPE)	300 hour mandatory integrated course in Personal, Development Health and Physical Education

The curriculum at Kotara High School is organised and timetabled to ensure students meet the NESA requirements.

### Student Responsibilities

Students have the following responsibilities:

- To become familiar with, and follow, the KHS Year 10 Assessment Policy and the individual subject programs, in relation to assessment tasks
- To register with Schools Online and ensure their personal details are correctly recorded with NESA
- To attend all scheduled lessons, unless there is a valid reason they can't
- To complete and submit all set tasks on the due date
- To follow up any concerns with tasks at the time they are marked and returned
- To not engage in any behaviour which could be considered malpractice or cheating
- To ensure that all assessment work is their own, or acknowledge the contribution of others.
- To maintain a balance between the time and effort devoted to formal assessment tasks and other work

### Confirmation of Entry

All students are required to confirm their pattern of study and sign the NESA confirmation of Entry form.

### Satisfactory Completion of a Course

The following course completion criteria refer to both Preliminary and HSC courses

#### Course Completion Criteria

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

- (a) **Followed** the course developed or endorsed by NESA;
- (b) **Applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) **Achieved** some or all of the course outcomes.

Students must make a genuine attempt at tasks that total more than 50% of the available school assessment marks for that course. The completion of tasks worth exactly 50% is not sufficient. While a task submitted after the due date may not receive its full marks, the student may be required to submit the task in order to avoid falling below the level required by this regulation.

Students undertaking VET courses may be deemed to have either completed, or not completed, requirements. The course completion criteria listed above form the basis for this decision. If a student fails to undertake any mandatory work placement component, it may be determined that the student has not made a genuine attempt to compete the course requirements and a non-completion determination may be made.

**At Kotara High School the expected attendance pattern required is 95%.**

## **Section 2: Assessment Information**

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Assessment tasks are designed to measure knowledge, skills, and understanding in relation to a wide range of outcomes. Tasks may include exams, written assessments, practical activities, fieldwork and projects.

This policy includes the assessment schedules of all courses delivered at Kotara High School. There will be a maximum of FOUR tasks in all courses.

### **Assessment Task Information**

Students must be informed in writing of:

- the assessment components of the course;
- the outcomes being assessed in each task;
- the date due at least two weeks prior to the task being due;
- the task and what is required; and
- the assessment criteria for marking that will be used in each task.

Students must receive adequate feedback in relation to the task and their performance. Reports will be given TWICE a year in a Half-Yearly format and end of course format.

### **Submission of Assessment Tasks**

Tasks completed at home must be submitted directly to the teacher before 9am on the due date. In the event of the teacher being unavailable, assessment tasks must be submitted to the Head Teacher or Deputy Principal.

In the case of all written assessment tasks completed at home, students are required to keep a good copy of the submitted task. A digital back-up copy or a photocopy is acceptable. The copy must be produced on request and it will provide a student with security against loss of or damage to the submitted copy. Loss of a task, either electronic or physical, will not generally be accepted as a valid reason for late submission.

### **Electronic Submission of Assessment Tasks**

Students are not to assume that they may submit assessment tasks by email or by other digital media. However, on some occasions, the Head Teacher may allow students to submit electronically. Head Teachers may also require students to hand in a printed copy of the task. Any such instructions will be made clear on the assessment task notification.

When electronic submission does occur, the following rules will apply:

1. The school will not be responsible for unreadable, unusable or virus infected files or media.
2. The school will only accept assessment tasks which are written in applications to which school staff have ready access, and in a format which can be read by most school computers.
3. The assessment task should be readily identifiable.

4. An assessment task is not considered submitted if conditions (1), (2) and (3) are not satisfied.
5. The school will not be responsible for not receiving emails. If submitting work by email, students must request that the teacher let them know that he/she has received their work. Teachers will acknowledge receipt as soon as possible. Only receipts generated by the school's email system will be considered valid. If a student does not receive a receipt within a reasonable time, it will mean that the teacher did not receive the work.

### **Non-Completion of Assessment Tasks – Failure to Submit, Undertake or Make a Serious Attempt at an Assessment Task**

Work for assessment must be submitted on time. If a student fails to do an assessment task, or to submit an assessment task on time without a valid reason, a zero mark must be recorded for that task. The Head Teacher will contact parents/guardians informing them (by phone or letter) of the penalty involved. An 'N' Award Warning will be sent home and parents/guardians will be asked to indicate that they have received this letter by returning the tear-off slip.

The student is still required to complete the task to meet course requirements. No mark will be awarded for the late task. If a student's attempt at a particular task scores zero then it is a matter for the teacher's professional judgment whether the attempt is a genuine one. The school may, where appropriate, substitute a task or in extreme circumstances estimate a student's marks based on other evidence.

If it appears that a student is at risk of not meeting assessment requirements in a course, an 'N' Determination warning must be given in writing in time for the problem to be rectified, and alert the student to the consequences of an 'N' Determination.

Work placement, excursions, extra-curricular activities are not a reason for non-completion of an assessment task. In practical subjects, Non-Completion of Major Works at progress checks will be considered by the teacher and Head Teacher, as non-completion of requirements and BOSTES policies followed. This may result in an 'N' Determination in the course.

#### Request for extension of a due date

If a student requires additional time to complete a task, negotiation **before the due date** must be made with the teacher or the Head Teacher. Students must apply in writing using the "*Illness/Misadventure*" form. This form is used when a student has a **satisfactory** reason to request an extension of time for an assessment task and it must be signed by a parent or guardian. The subject Head Teacher and Deputy Principal will decide if the reason stated is satisfactory.

The Head Teacher may consider a student's circumstances prior to an assessment task and a negotiated arrangement may be made. A student should not assume that an extension will be given to complete an assessment task.

### **Absence from an Assessment Task or Examination and Other Cases of Misadventure**

Absence due to illness

**Students must make every effort possible to be present at an assessment task or examination.**

If students are absent on the day of an assessment task or examination, they **must phone and notify the school** of the absence before 9.00a.m.

Students must bring a valid medical certificate the day **immediately on return to verify absence**. Certificates must **not be** back-dated and **must be handed in on the day of return** to the relevant Head Teacher. The certificate must clearly state the condition that made it impossible for the student to present for the assessment task or examination. Failure to provide a valid reason for the absence will result in a 'zero' mark being issued.

### **Other cases of misadventure**

There may be some other unavoidable personal circumstances making it impossible for a student to attend. Such circumstances do not include family holidays (whenever booked) or social engagements.

A letter from a parent/guardian must be handed in to the relevant Head Teacher, indicating in sufficient detail the nature of the difficulty and the reason why a student was not able to attend an examination or complete a task. The Head Teacher and Deputy Principal will decide whether or not the student may do a similar task or instead be given an estimated mark. An estimated mark is based on information that the teacher has collected about that student's learning.

A illness/misadventure application form must be completed, signed by the parent/guardian and handed in to the Head Teacher. These documents should be submitted to the Head Teacher **on the day of return to school or a maximum of 5 school days, whichever is sooner** in the case of a prolonged absence.

### **Other circumstances relating to illness or misadventure**

When students present for an examination or assessment task while ill, or fall ill during the course of the examination or assessment task, they may make a claim for misadventure. Students must obtain a medical certificate covering the day of the assessment. This should be submitted to the Front Office and Head Teacher on the day of return to school.

If a student attends an assessment task or examination while ill or subject to the effects of other misadventure and the Deputy Principal supports their appeal, the following procedure will be followed:

1. The paper will be marked along with all the others.
2. The Head Teacher will then examine the marks awarded compared to the student's other assessment marks and other evidence of the student's level of achievement.
3. If the new mark achieved is the same or better than expectations based on the other evidence, no action will be taken.
4. If the new mark is significantly below expectations, it will be set aside and an estimated mark will be given instead.

In cases where an estimate is awarded, the Head Teacher, in consultation with the classroom teacher, will exercise his or her professional judgment, using all available evidence of achievement, to provide for the most accurate estimate possible.

Illness or misadventure BEFORE an assessment task or examination will not generally be grounds for a misadventure claim. Students are expected to prepare over time and not to depend on last minute preparation. However, if symptoms or effects of prior illness or misadventure are still in evidence on the day of the assessment task or examination, they may be accepted as grounds for a misadventure/appeal.

### **Late attendance for an assessment task or examination**

Students who arrive late for an assessment task due to circumstances beyond their control should report to their classroom teacher or the Head Teacher concerned. The Head Teacher will determine an appropriate course of action.

### **Academic Integrity**

Academic Integrity is a collection of positive values that allow the thoughts and work of an individual to hold meaning through a commitment to *fairness* and *honesty* in all academic endeavours. It is an expectation that all students at Kotara High School will uphold these values.

What does this look like at Kotara High?

### **TURNITIN**

This is an internet based academic similarity detection service, that sits within Canvas. Our school is committed to using this as a tool to provide opportunities for students to ensure that their work submitted has been created fairly and honestly. It generates a Similarity Report and Artificial Intelligence Report that checks student work against an archive of



internet documents, internet data and a repository of previously submitted papers. For Turnitin to create accurate reports, tasks must be submitted as one of the following file types: .doc/.docx, .txt, .pdf, .pptx, .xls/.xlsx. You MAY NOT SUBMIT AN IMAGE OR SCREENSHOT OF YOUR WORK.

### ASSESSMENT NOTIFICATION

A schoolwide assessment notification appendix that references these values and relevant school wide polices.

#### Academic Integrity Notes:

- If you are absent on the day of an assessment task you must submit an illness/misadventure form signed by your parent/guardian and give to the Head Teacher of the faculty on the *first day back at school*. Non submission of an illness/misadventure form will result in zero award.
- If you are aware that you will be absent on the date of the task due date it is *your* responsibility to see your classroom teacher and negotiate an alternate time to complete/submit your task before your absence; this responsibility also includes completing an illness/misadventure form.
- An N- Award warning notification will be generated for failing to attempt a task.
- Students who breach academic integrity expectations through malpractice and/or plagiarism will be penalised according to the policy.
- Remember to manage your time effectively. Speak to your teacher if you have any questions.

### APPROPRIATE RESPONSE

Responding appropriately to cases where students have not demonstrated fairness and honesty in the completion of their assessment task.

### PROMOTING THE CULTURE

Candid and open conversation with the school community around Academic Integrity by making these values of fairness and honesty visible throughout the school and community. This also involves student participation in workshops designed to promote a school wide culture of Academic Integrity.

### STAGE 6 'ALL MY OWN WORK'

Ensuring all Stage 6 students have completed NESA's 'All My Own Work' program.

#### Key Definitions:

Malpractice is the act of behaving dishonestly to gain an unfair advantage in assessments is malpractice or cheating. Plagiarism in the practice of taking someone else's work or ideas and passing them off as one's own.

In practise this looks like:

#### Hand-In Tasks

- Copying part or all of someone else's work and presenting it as your own, including work created by an Artificial Intelligence
- Collusion in completing tasks that was intended to be independent student work
- Not correctly referencing the ideas, thoughts and writings of others
- Submitting work that someone else, like a parent, tutor, subject expert of third party, substantially contributed to

#### In-Class Tasks

- Breaching school exam rules
- Cheating in an exam
- Using non-approved aids in an assessment task
- Giving false reasons for not handing in work by a due date or being present on the day of a test.
- Helping another student to engage in malpractice

**Procedures:**

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

**Kotara High School 'N' Award Procedures**

To be eligible for the award of the Record of School Achievement, Principals must certify that students have met the eligibility and pattern of study requirements as detailed by NESAs. Warning letters must be issued in time for students to redeem their assessment tasks. The letters must contain the correct information regarding NESAs policy on satisfactory completion of course requirements. If course requirements aren't completed satisfactorily, the following will occur:

**Stage One – Warning No. 1**

1. Classroom teacher sends an "N" Award warning letter home because of non-completion of an assessment task, non-completion of coursework due to poor attendance or poor attitude in class thus leading to non-completion of course requirements or non-completion of work placement (VET subjects only),
2. A new due date for the task is recorded on the letter.
3. Letter is signed by teacher, Head Teacher, Deputy Principal and/or Principal then posted home.
4. Tear off slip is returned to Head Teacher or Classroom Teacher.
5. Task is redeemed but a 'zero' mark recorded.
6. This is recorded on Sentral.

**Stage Two – Warning No. 2**

1. Classroom teacher sends a second warning letter home (if another task is not completed) or if initial task has not been completed by the new due date.
2. Letter is signed by teacher, Head Teacher, Deputy Principal and/or Principal and posted home to parents.
3. Parent and student are interviewed by Head Teacher and Deputy Principal.
4. This is recorded on Sentral.

**Stage Three – Warning No. 3- Non completion of more than 50% of course**

1. If the student has not redeemed the assessment tasks, completed course requirement, or completed 50% of course assessment task parents will be invited for an interview by the Deputy Principal and informed that their child will not meet requirements in that subject for the HSC if he/she doesn't complete the required work by the allocated time on the letter.
2. This is recorded on *Sentral*.

**Stage Four**

1. If the student hasn't completed the work required by the due date on Warning Letter No. 3, then a parent meeting is organised with the Principal and Deputy Principal informing the parents and the student that they will be 'N' Determined as they have not qualified to complete the course.
2. Parents will have the option to appeal this process to the school Principal and if the Principal declines, then parents may wish to appeal to NESAs.

**Special Provisions**

A student may be granted special provisions if they have:

- Visual or auditory difficulties;
- Learning difficulties;
- Fine motor difficulties;
- Illnesses such as diabetes;
- Ongoing injuries that will impact on your ability to complete an assessment task;
- Psychological difficulties.

(Parents/guardians are responsible for providing all documentation to support a special provisions application or consideration).

Successful applicants will be granted provisions that are appropriate as determined by NESA or the school. These may include such things as provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing (in exceptional circumstances), large print examination papers or examinations printed on coloured paper.

In circumstances where a student has a temporary condition, such as an injury, which may affect school assessments or examinations but is not relevant for consideration by NESA, then the student may apply to the Deputy Principal for the temporary approval for appropriate disability provisions. Medical or other appropriate evidence will be required.

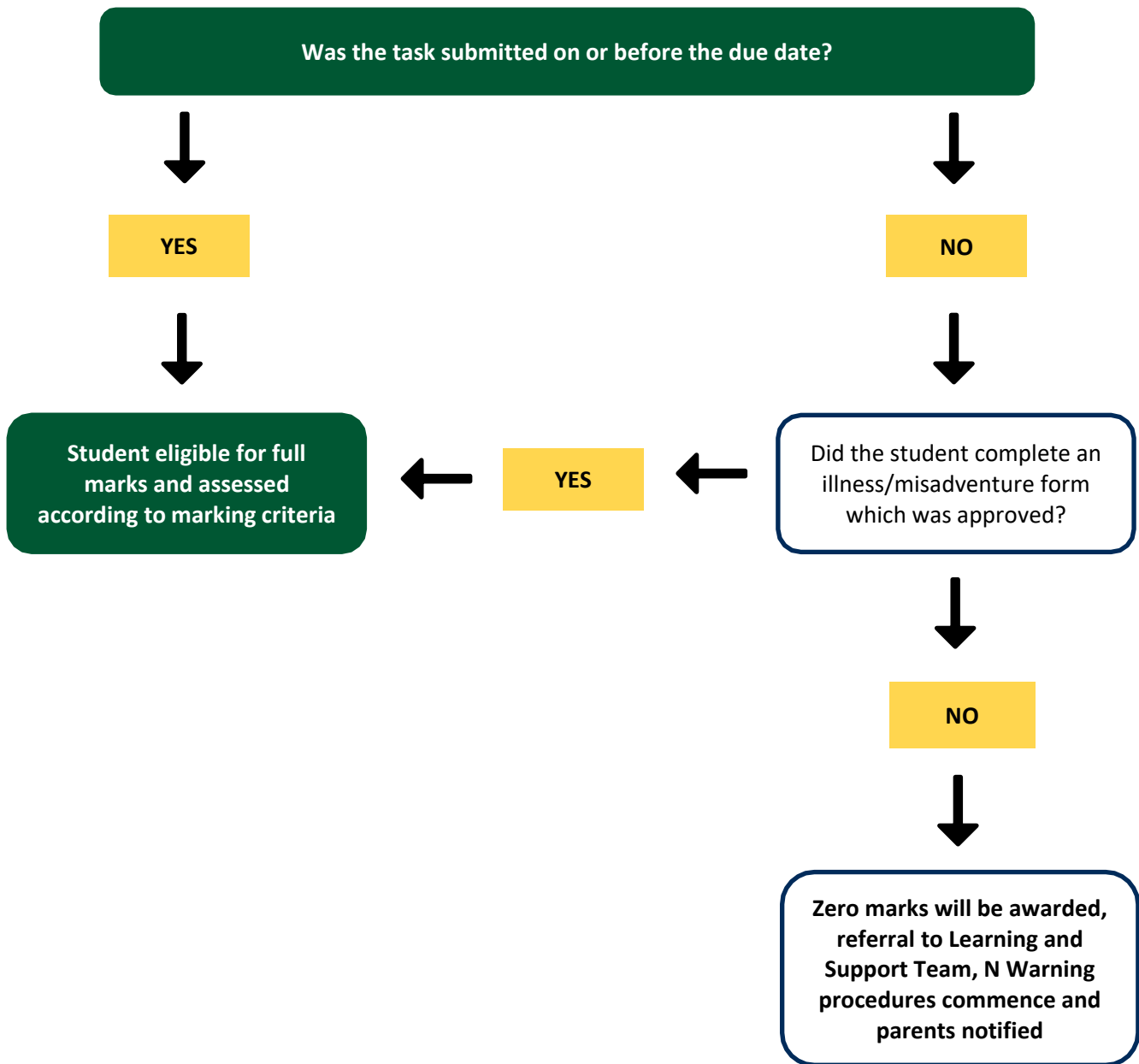
### **Administration of Special Provisions in the School**

Some special provisions, such as the provision of a writer and/or reader, require resources which may, at times, be difficult for the school to provide. Students in senior years will have a reader/writer from Year 10 or Year 11.

1. For extra time for assessment tasks (such as in-class tests), a student should notify their teacher as soon as they receive their assessment notification. It will be the responsibility of the teacher to liaise with the Head Teacher to accommodate extra time. Separate supervision will not be provided.
2. Once NESA approves special provisions, arrangements are made with NESA and the parents/guardians and student(s) will be notified.

**Flowchart – Procedures for submitting assessments at Kotara High School (Year 10)**

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## Section 3: Vocational Education & Training (VET) Courses

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A number of Year 10 students at Kotara High School study VET courses including Construction, Hospitality, Metals and Engineering and Retail Services. The information below is relevant to Year 10, Year 11 and Year 12 students involved in a VET course.

### Definition of a VET course

A course is regarded as a VET course when it meets all of the following criteria:

- It is designed to meet industry training needs.
- It has industry support in course design and delivery.
- It is based on national training packages where available.
- It is derived from national industry standards where available.
- It is written and assessed in competency-based terms.
- It provides a clearly defined pathway through recognition by TAFE and/or industry.
- It is credentialed by BOSTES and is nationally recognised through the Australian Qualifications Framework.

### Vocational Education Courses Available at Kotara High School

These courses include:

- Construction
- Hospitality
- Retail Services
- Sports Coaching

Students will be informed of the following aspects of the course by their teacher in class:

- Course requirements
- Work placement information
- Assessment procedures (not all subjects are included in this booklet)

### Completion of Course Requirements in a VET Course

As with all other HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements. If at any stage a student appears to be at risk of receiving an 'N' Determination in a VET course, the Principal should follow the same procedure as for any other HSC course.

### VET Assessment

#### Competency Assessment

VET courses are competency-based. This requires students to develop the competencies, skills and knowledge described by each unit of competency. A student must demonstrate to a qualified assessor they can effectively carry out the various tasks and combination of tasks listed to the standard required in the appropriate industry to be assessed as competent.

There is no mark awarded in competency based assessment. Students are assessed as either **competent** or **not yet competent**. Students will be progressively assessed as either competent or not yet competent in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

Competency based assessment determines the vocational qualifications that a student will receive.

## External Assessment – HSC Examination

This is an optional examination and can be used for **inclusion in the ATAR** as a 'Category B' subject. This examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of the student to receive AQF qualifications. Check with your VET teacher for more information.

The estimated mark for NESA will be based on the student's result in the Trial HSC Examination. This mark is required by NESA as an estimate for the HSC Examination and may be used if an accident or misadventure occurs.

## Credentialing Courses in the VET Curriculum Frameworks

If the student elects to sit for the examination, the 240-hour courses in the VET Curriculum Frameworks are reported on the Record of Achievement with an examination mark. If the student elects not to sit for the examination, these courses are reported without a mark. For all courses within the VET Curriculum Frameworks reference is made to other documentation. Schools are required to enter either an 'S' (Satisfactory) or an 'N' (Non-completion of course requirement) on the HSC Student Result Sheet using NESA course completion criteria as the basis for this decision. Schools are also required to inform NESA of units of competency achieved.

## Credentialing TAFE Delivered VET Content Endorsed Courses

TAFE delivered VET courses will be reported on the Higher School Certificate, Record of Achievement without a mark. Instead, reference will be made to separate documentation. Providers of these courses are required to enter either an 'S' (Satisfactory) or an 'N' (Non-completion of course requirement) on the HSC Student Result Sheet.

The Record of Achievement will report only the primary descriptor of the TAFE delivered VET course title. Students receive additional documentation from TAFE which provides more detailed information regarding the TAFE subjects studied and results obtained.

## Work Placement

It is very important to consider the following information taken from the *ACE Manual* in relation to Work Placement, as part of the NESA mandatory course requirements. It should be noted that if a student fails to undertake any **mandatory work placement** component, it may be determined that the student has not made a genuine attempt to complete course requirements. In this case, the Principal can indicate that the course has not been satisfactorily completed and the student may be eligible for an 'N' Determination. For the award of a Preliminary HSC Certificate, the successful completion of 35 hours work placement is required by NESA. For each 120 hours of course, 35 hours of work placement must be satisfactorily completed, that is, 240-hour course = 70 hours work placement.

**For students enrolled in a 240-hour course who intend to withdraw from the course at the end of the Year 11 Preliminary course – they must have satisfactorily completed their work placement. This is a requirement of NESA.** For most students, this will not be a problem as they may be able to complete their work placement at any time during the school year prior to the HSC Examinations.

Work placement opportunities will be offered to all students by the school. **It is the student's responsibility** to be ready to attend placement offered and refusal to complete placement may result in an 'N' Award. Students may negotiate to organise a suitable work placement and it must be approved by the school prior to commencement.

## **Recognition of Students' Employment for Work Placement Purposes in a VET Course**

Students' outside employment (that is, not under the auspices of the school) may be recognised towards the requirement for work placement in a VET course either -

1. under NESA Policy on the Recognition of Prior Learning (RPL) for the Higher School Certificate, through which students may be granted advanced standing within a VET course following assessment by a qualified assessor, or
2. if undertaken concurrently with the VET course, the employment must meet the following conditions:
  - The minimum length of employment should be greater than the minimum hours of work placement;
  - The student should undertake the employment during the duration of course;
  - The workplace supervisor/employer should provide evidence of the range of syllabus learning outcomes and a diversity of experiences in the workplace that have been addressed during the student's employment;
  - The primary purpose of the employment function is related to the industry area of the course;
  - The enterprise providing the employment operates for commercial purposes and under commercial constraints or, in the case of other organisations such as welfare groups and government agencies, the work of the organisation accurately reflects the character and purpose of the industry.
  - Where a student is seeking to use existing employment for work placement purposes, teachers may consider the benefits of exposing the student to different workplace settings.
  - Student achievement of competency should continue to be assessed by a qualified assessor. The partnership arrangement existing between schools and employers in delivering VET courses should be the same for students' employment as for students' work placements.
  - Where a student's existing employment is being recognised for work placement purposes, the student will be regarded as an employee of the enterprise for insurance purposes. Any arrangements made by schools and systems to protect the interests of employers providing work placements will not apply when students are working as employees.
  - Under NESA guidelines, Registered Training Organisations (other than schools) may organise work placements but this must be done in conjunction with the participating schools. The responsibility for approving concurrent employment for work placement purposes remains with the school.

## **Recognition of Prior Learning (RPL) for VET Courses**

Recognition of Prior Learning (RPL) can be claimed prior to the beginning of and during the course. This may be of value to students who enroll from another school or may have learned skills outside of school. Students who enroll from another school will be asked to provide evidence of their competencies and work placement and any other relevant documentation. Discussion regarding RPL with course teacher and VET Coordinator is required and may be applied for at Kotara High School.

## **Students Transferring into VET Courses (Regarding Recognition of Prior Learning)**

If a student wishes to enter a VET course at any stage after the course has commenced, he/she may be assessed by a qualified assessor using the following procedures:

1. An RPL process which includes appropriate assessment methods. This requirement may be waived if the student provides satisfactory documentation attesting to completion of identical units of competency. (Records from other school/training organisation and validated assessment tasks may be used as evidence.)

2. In assessing achievement of particular competencies, the assessor will need to make a judgment using performance criteria included in the training package (or assessment criteria in a non-framework course).
3. Advanced standing for a unit of competency should only be granted where the student is able to demonstrate that all elements of competency have been achieved. The student would then be exempted from undertaking the unit of competency.
4. If the student is not eligible for advanced standing, the school may provide additional tuition for the student.

### **Students Undertaking Multiple VET Courses**

Students who undertake more than one VET course will be able to claim common units of competency in each course for credentialing of Statements of Attainment or Statements of Achievement from NESA. However, they will be able to claim the “hours” credit for a unit of competency in *one* VET course *only*. This may impact on elective units to be studied by some students. Discussion with your class teacher will help clarify this situation.

### **VET Appeal Process**

Students who wish to appeal against an assessment determination should consult their VET teacher for the relevant paperwork.

#### **Step 1:**

Student to clearly identify what it is they are appealing for – assessment task, unit of competency etc. to be specified and reason why they believe assessment was not to their satisfaction.

#### **Step 2:**

Written appeal with evidence to be presented to VET Coordinator.

#### **Step 3:**

A panel of HT/VET Coordinator as well as class teacher will review the appeal. A third VET teacher may be involved in discussing the appeal.

#### **Step 4:**

A determination of the outcome of the appeal will be provided to the student. Evidence of the appeal, process and outcome will be recorded and stored on student records.





## Kotara High School Illness/Misadventure Form

**all forms must be returned on the first day of a child's return or a maximum of 5 school days, whichever is sooner**

### Student Section

Student Name: \_\_\_\_\_ Year: \_\_\_\_\_ Subject: \_\_\_\_\_

Task: \_\_\_\_\_ Date of Task: \_\_\_\_\_

Reason: (attach any documentary evidence to support your request)

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

I hereby request (a) extension of time (b) estimate (circle)

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Classroom Teacher Section

I have noted the above request and recommend the following action:

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

Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Head Teacher Section

I have noted the above request and recommend the following action:

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

Head Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Deputy Principal/Principal Section

Based on the above recommendations I have granted the student:

- Estimate based on all other assessment tasks.
- Extension of time granted until \_\_\_\_\_
- Zero mark to be given.
- Show as non-attempt. 'N' Award Warning to be issued
- Other

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

Deputy Principal/Principal signature: \_\_\_\_\_ Date: \_\_\_\_\_

## KHS YEAR 10 ASSESSMENT CALENDAR 2024

WEEK	TERM 1, 2024	TERM 2, 2024	TERM 3, 2024	TERM 4, 2024
<b>1</b>	<b>NO TASKS</b>	Sports Medicine and Fitness	Sports Medicine and Fitness	
<b>2</b>		<b>NO TASKS</b>		Science English- Extension
<b>3</b>		Science		Child Studies English Making Money Marine Studies Music Visual Arts
<b>4</b>		Music Visual Arts Marine Studies	Japanese	History Industrial Tech Japanese Mathematics Law Geography History History Elective Geography
<b>5</b>		Geography History Industrial Tech Mathematics Japanese Day 1 History Elective		<b>NO TASKS</b>
<b>6</b>		Japanese Day 2 Making Money	Geography History Law PASS- Active	
<b>7</b>	Goegraphy History Multimedia and Film History Elective	PASS- Ative Law	Making Money Marine Studies Music Visual Arts	
<b>8</b>	Visual Arts	PDHPE	<b>EXAMINATIONS</b>	
<b>9</b>	Food Tech Law Maths	English- Extension Food Technology Industrial Tech Multimedia and Film	Child Studies	
<b>10</b>	English  Child Studies PDHPE Making Money Marine Studies	Child Studies English	Food Technology Industrial Tech	
<b>11</b>	Music English- Extension PASS-Active Industrial Tech Japanese Science			

# KHS YEAR 10 ASSESSMENT PLANNER 2024

	TERM 1, 2024	TERM 2, 2024	TERM 3, 2024	TERM 4, 2024
WK1				
WK2				
WK3				
WK4				
WK5				
WK6				
WK7				
WK8				
WK9				
WK10				
WK11				

# CHILD STUDIES YEAR 10 - 2024

## OVERVIEW OF COURSE CONTENT:

The aim of the Child Studies CEC 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 in a range of settings and contexts.

### Module

The content is organised into the following modules:

- Growth and development
- Play and the developing child
- Health and safety in childhood
- Childcare services and career opportunities.

## SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	10	Growth and development through play	Refer to assessment task cover sheet	Mandatory
2	10	Caring for baby Levi	Refer to assessment task cover sheet	Mandatory

## SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	9	Childhood illness and disease	Refer to assessment task cover sheet	Mandatory
4	3	Examination	Refer to assessment task cover sheet	Mandatory

# ENGLISH

## YEAR 10 - 2024

### OVERVIEW OF COURSE CONTENT:

In Term One, students explore Collective Connections through representation in a variety of texts. They will analyse how both written and visual texts represent the concept using form, structure and language. Students will evaluate different perceptions and perspectives through the critical study of a suite of poetry. In Term Two, students undertake the close/critical study of a substantial prose fiction text and explore what makes this text significant. They undertake detailed study of characterisation, setting, context, themes and style. Students will engage personally and deeply with their prescribed text and develop deep understanding of how the reader is positioned to respond. In Term Three, students examine how texts remain relevant through their ability to be reinterpreted, appropriated and transformed by other composers and placed into different and new contexts to create new meaning. Students will refine their understanding of intertextuality with a focus on how aspects of technology have changed how we perceive and reinterpret the work. Term Four supports the transition of students into Stage 6 by focusing on the writing process and related skills. Students will develop their written expression in a range of contexts with emphasis on imaginative, informative, reflective, persuasive and discursive sustained responses. The class teacher will focus on those areas most relevant to their students

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	10	Comprehension	3B, 5C, 7D	25%
2	10	Critical Essay	1A, 8D, 9E	25%

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	8	Yearly Examination	3B, 5C, 6C	25%
4	3	Forum and Reflection	2A, 4B, 9E	25%

# English Extension (Elective)

## Year 10 - 2024

### OVERVIEW OF COURSE CONTENT:

In Term 1, students will critically examine and evaluate the historical and contemporary constructions of the literary canon as well as a selection of movements and individuals who have been instrumental in this construction. Students will consider constructs of power, gender and race that are deeply tied to authorial representation in the canon through the theoretical lenses of post-colonialism, feminism and modernism. In Term 2, students will explore the origins of the Gothic Genre from its 18th century origins in the Enlightenment, through related movements of Romanticism and Victorian fiction. Our study of key texts and their contexts will explore the ways that cultural anxieties and scientific and technological developments have historically affected literature (and vice versa). In Term 3, students will examine the distinctive generic features, complex cultural contexts, and aesthetic aspects of comedy and satire through engagement with a wide range of classic and contemporary texts. Students will be challenged to engage with *Catch-22*, a seminal work of world literature and one of the most absurd books they will ever read. Term 4 focuses on some of the most influential works of cinema, from silent film to Hollywood cinema and both independent and mainstream film. It charts film's exciting and historically significant developments, providing a deep understanding of cinema's form and genres. Topics discussed include auteur theory, with a focus study on Alfred Hitchcock, art-house cinema and Australian cinema.

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	9	Multimodal Presentation	4B, 5C, 8D	25%
2	9	Curated Collection	1A, 3B, 9E	25%

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	8	Exam - Critical Essay	1A, 3B, 5C	25%
4	2	Reflection	1A, 3B, 5C, 7D	25%

# FOOD TECHNOLOGY

## YEAR 10 - 2024

### OVERVIEW OF COURSE CONTENT:

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

Focus Areas include:

- Food service and catering
  - Food for special occasions
  - Food for specific needs
  - Food trends

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	9	Food Service and Catering	Refer to assessment task cover sheet	Mandatory
2	9	Festive Occasions	Refer to assessment task cover sheet	Mandatory

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	10	Yearly Examination	Refer to assessment task cover sheet	Mandatory

# GEOGRAPHY

## YEAR 10 - 2024

### OVERVIEW OF COURSE CONTENT:

*History and Geography in Year 10 is semesterised. Students will study History for two terms and Geography for two terms across the year.*

#### **Human Wellbeing**

Students examine the nature of, and differences in, human wellbeing and development that exist within and between countries. They will describe ways of measuring human wellbeing and development to reveal spatial variations and develop explanations for differences. Students investigate examples from Australia and across the world of issues affecting development, the impact on human wellbeing and the consequences of spatial variations across scales. Local, national and global initiatives to improve human wellbeing are also examined.

#### **Environmental Management and Change**

Students develop an understanding of the functioning of environments and the scale of human induced environmental change challenging sustainability. They will explore worldviews influencing approaches to environmental use and management and undertake an investigative study of the causes and consequences of environmental change in an environment in Australia and another country. They will compare and evaluate the management responses in both countries and propose ways individuals can contribute to environmental sustainability.

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	7	Written Response Task	GE5-1 GE5-2 GE5-6 GE5-7 GE5-8	50
2	5	Knowledge and Skills Task	GE 5-1 5-2 5-6 5-8	50

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	6	Written Response Task	GE5-1 GE5-2 GE5-6 GE5-7 GE5-8	50
4	4	Knowledge and Skills Task	GE 5-1 5-2 5-6 5-8	50



# HISTORY

## YEAR 10 - 2024

### OVERVIEW OF COURSE CONTENT:

*History and Geography in Year 10 is semesterised. Students will study History for two terms and Geography for two terms across the year.*

Students will study the following:

- Rights and Freedoms of Aboriginal
- African American in the 20th Century.

School option will be studied by all students. These options can include but are not limited to:

- Terrorism in the 20th and 21st Centuries
- The Holocaust
- The Cold War and Vietnam

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	7	Source Based Written Task	5.3 5.6 5.8 5.9 5.10	50
2	5	End of Course Examination	5.1 5.3 5.4 5.10	50

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	6	Source Based Written Task	5.3 5.6 5.8 5.9 5.10	50
4	4	End of Course Examination	5.1 5.3 5.4 5.10	50

# HISTORY ELECTIVE

## YEAR 10 - 2024

### OVERVIEW OF COURSE CONTENT:

Conspiracy theories are intriguing.

Students will explore the possibilities that a conspiracy theory presents, in the same way that they like to explore puzzles or mystery novels. Sometimes a conspiracy theory is ridiculous and learning about it is a form of entertainment. Or you may find that the theory is credible and it makes you think.

It's interesting to consider the theory, weigh the evidence and come up with a conclusion.

Topics may include:

- Jack the Ripper
- Mythology
- The Assassination of JFK
- 9/11 Terrorist Attacks

In this course we also look at how History is constructed and different representations of History in multimedia.

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	7	Research Task	E5-1 E5-8 E5-10	25%
2	5	In Class Response Task	E5-1 E5-4	25%

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	6	Research Task	E5-7 E5-8	25%
4	4	End of Course Examination	E5-6 E5-2 E5-9	25%

# INDUSTRIAL TECHNOLOGY (100 HOURS)

## YEAR 10 - 2024

### OVERVIEW OF COURSE CONTENT:

The aim of the Industrial Technology Syllabus is to develop in student's 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 aim is 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.

**Focus areas and modules include:**

- Building and Construction
- Engineering
- Timber
- Metal

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	11	Research Task	Refer to assessment task cover sheet	Mandatory
2	5	Practical Project	Refer to assessment task cover sheet	Mandatory
2	9	Practical and Folio	Refer to assessment task cover sheet	Mandatory

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
4	4	Practical project and folio	Refer to assessment task cover sheet	Mandatory

# INDUSTRIAL TECHNOLOGY (200 HOURS)

## YEAR 10 - 2024

### OVERVIEW OF COURSE CONTENT:

The aim of the Industrial Technology Syllabus is to develop student's 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 aim is 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.

Focus areas and modules include:

- Metal
- Timber

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	11	Practical project progress	Refer to assessment task cover sheet	Mandatory
2	5	Folio progress	Refer to assessment task cover sheet	Mandatory

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	10	Practical project	Refer to assessment task cover sheet	Mandatory
4	4	Practical project and folio	Refer to assessment task cover sheet	Mandatory

# JAPANESE YEAR 10 - 2024

## OVERVIEW OF COURSE CONTENT:

In this course, students continue to build upon previously acquired Japanese language skills. Hiragana and basic kanji are used for all reading and writing tasks and katakana skills continue to be consolidated. Students use spoken Japanese to interact with teachers and peers. Within the 4 topics, grammatical knowledge is extended, vocabulary is increased, and students begin to create their own sentences with increasing complication.

## SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	11	Describing Characters	ML5-CRT-01	25%
2	5	Milestones	ML5-INT-01	25%

## SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	4	Languages	ML5-UND-01	25%
4	4	Out and About	ML5-CRT-01	25%

# LAW

## YEAR 10 - 2024

### OVERVIEW OF COURSE CONTENT:

This course is based on the Commerce syllabus but is designed for students to assist them to develop an understanding of the operation and function of the Australian legal system.

Students develop an understanding of how laws affect individuals and groups and regulate society.

Topics that can be chosen include:

- Your Legal Rights
- Australian Political and Legal systems
- How laws are made
- How to use the Legal System
- How the Law affects you

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	9	Research Task	5-1 5-3 5-7 5-8 5-9	25%
2	7	In class response	5-1 5-2 5-3 5-4 5-5	25%

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	6	Research Task	5-4 5-5 5-6 5-7 5-8 5-9	25%
4	4	End of Course Examination	5-1 5-2 5-3 5-4 5-5 5-6 5-8	25%

# MAKING MONEY

## YEAR 10 - 2024

### OVERVIEW OF COURSE CONTENT:

This course is based on the Commerce syllabus but is designed for students to assist them to achieve financial independence by developing the ability to make informed judgements regarding the use and management of money.

Owning and operating a business can be challenging, rewarding and stimulating, as well as hard work. It requires a great deal of planning, an understanding of customers and their needs and constantly staying ahead of your competition.

For those prepared to take the risk and who finally make it, the sense of achievement and satisfaction is well worth the effort. Students will have the opportunity to establish and run their own business and there will be excursion opportunities to visit local businesses.

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	10	In Class Task	COM 5-1, 5-2, 5-7, 5-9	25
2	6	Research Task	COM 5-1, 5-2, 5-4, 5-5, 5-9	25

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	7	Research Task	COM5-1, 5-2, 5-4, 5-5, 5-9	20
4	3	End of Course Examination	COM 5-1, 5-2, 5-4, 5-5, 5-9	30

# MARINE & AQUACULTURE TECHNOLOGY

## YEAR 10 - 2024

### OVERVIEW OF COURSE CONTENT:

The oceans, inland waterways and other bodies of water cover more than 70 per cent of the Earth's surface and influence all forms of life on this planet. Of the 33 animal phyla, 28 are found in water; 13 of these are exclusively marine.

The development of environmentally or economically sustainable methods of farming fish, molluscs, crustaceans and aquatic plants is now recognised as essential for relieving the pressure on wild fish stocks as well as on the marine and aquatic environment.

Marine and Aquaculture Technology provides an opportunity for the future custodians of this environment to study it and to appreciate its value. It gives them the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community. It provides an opportunity to instil in students an acceptable ethical code towards the use of the marine environment, increasingly demanded by the community and governments.

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	10	Core - Topic Task	5.1 5.3 5.7 5.12	25%
2	4	Research Task	5.3 5.7 5.9 5.14	25%

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	7	Research & Presentation Task	5.1 5.2 5.3 5.8	25%
4	3	End of Course Examination	5.1 5.2 5.3 5.7 5.8 5.14	25%



# MATHEMATICS – STAGE 5.1

## YEAR 10 - 2024

### OVERVIEW OF COURSE CONTENT:

This course continues the development of knowledge and skills established in Stage 4 and early Stage 5. The three main strands of study are: Number and Algebra (NA) Measurement and Geometry (MG) Statistics and Probability (SP) Each strand is further divided into topic areas which are programmed for 2 - 5 weeks duration. The Working Mathematically (WM) components Communicating, Problem Solving, Reasoning, Understanding and Fluency are important processes which have been embedded into each topic. Students are required to bring a pen, 5mm grid exercise book, ruler, protractor, set of compasses and calculator to each lesson. The recommended calculator is the Casio fx-82AU Plus and is available to purchase from the school canteen for \$24. Access to a laptop computer is also recommended. Homework expectations are 3 - 4 hours per week.

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	9	Term 1 Summary Sheet Examination	MA5.1-4NA	20%
2	5	Semester 1 Examination - Test on all content and skills covered	MA5.1-8MG MA5.1-5NA	30%

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	8	Semester 2 Examination - Test all content and skills covered since the Semester 1 Examination	MA5.1-4NA MA5.1-5NA MA5.1-6NA MA5.1-7NA MA5.1-8MG MA5.1-12SP MA5.1-13SP	30%
4	4	PBL Assignment - Take home task requiring students to utilise their knowledge of Trigonometry in a real-life context	MA5.1-10MG MA5.1-2WM	20%

# MATHEMATICS – STAGE 5.2

## YEAR 10 - 2024

### OVERVIEW OF COURSE CONTENT:

This course continues the development of knowledge and skills established in Stage 4 and early Stage 5. The three main strands of study are: Number and Algebra (NA) Measurement and Geometry (MG) Statistics and Probability (SP) Each strand is further divided into topic areas which are programmed for 2 - 5 weeks duration. The Working Mathematically (WM) components Communicating, Problem Solving, Reasoning, Understanding and Fluency are important processes which have been embedded into each topic. Students are required to bring a pen, 5mm grid exercise book, ruler, protractor, set of compasses and calculator to each lesson. The recommended calculator is the Casio fx-82AU Plus and is available to purchase from the school canteen for \$24. Access to a laptop computer is also recommended. Homework expectations are 3 - 4 hours per week.

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	7	Term 1 Summary Sheet Examination	MA5.2-4NA MA5.2-11MG MA5.2-12MG	20%
2	5	Semester 1 Examination - Test on all content and skills covered	MA5.2-11MG MA5.2-12MG MA5.2-7NA MA5.2-6NA	30%

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	8	Yearly Examination - Test on all content and skills covered	MA5.2-4NA MA5.2-11MG MA5.2-12MG MA5.2-7NA MA5.2-6NA MA5.2-17SP MA5.2-16SP MA5.2-9NA	30%
4	4	PBL Assignment - Take home task requiring students to utilise their knowledge of Trigonometry in a real-life context	MA5.2-13MG MA5.2-2WM	20%

# MATHEMATICS – STAGE 5.3

## YEAR 10 - 2024

### OVERVIEW OF COURSE CONTENT:

This course continues the development of knowledge and skills established in Stage 4 and early Stage 5. The three main strands of study are: Number and Algebra (NA) Measurement and Geometry (MG) Statistics and Probability (SP) Each strand is further divided into topic areas which are programmed for 2 - 5 weeks duration. The Working Mathematically (WM) components Communicating, Problem Solving, Reasoning, Understanding and Fluency are important processes which have been embedded into each topic. Students are required to bring a pen, 5mm grid exercise book, ruler, protractor, set of compasses and calculator to each lesson. The recommended calculator is the Casio fx-82AU Plus and is available to purchase from the school canteen for \$24. Access to a laptop computer is also recommended. Homework expectations are 3 - 4 hours per week.

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	7	Term 1 Summary Sheet Examination	MA5.3-13MG MA5.3-14MG MA5.3-6NA	20%
2	5	Semester 1 Examination - Test on all content and skills covered	MA5.2-17SP MA5.3-19SP	30%

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	8	Yearly Examination - Test all content and skills covered	MA5.3-13MG MA5.3-14MG MA5.3-6NA MA5.2-17SP MA5.3-19SP MA5.3-8NA	30%
4	4	PBL Assignment - Take home task requiring students to utilise their knowledge of Trigonometry in a real-life context	MA5.3-15MG MA5.3-2WM	20%

# FILM & MULTIMEDIA

## YEAR 10 - 2024

### OVERVIEW OF COURSE CONTENT:

Students will study a range of film makers exploring how these practitioners use film techniques and visual effects to create meaning for their audience. Students will experiment using a range of Jump Cuts, Green Screen tricks, Layering, camera shots/ angles, editing and voiceovers.

Students are introduced to short film making through a series of practical workshops where they investigate the role of the scriptwriter, film maker, actor, and editor, learning to use video cameras and laptops as creative tools. They will gain skills in creating storyboards and scripts, shooting films and learn about basic editing.

Students learn about the history and types of animation before creating their own Stop Motion film.

Students will explore social media and podcast platforms OR create a photographic portfolio and experiment with the techniques and practices used in these mediums.

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	7	Film Techniques	5.3.1	20%
2	9	Short Film	5.1.3	30%

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	10	Stop Motion Animation	5.1.4	30%
4	4	Multimedia	5.2.2	20%

# MUSIC

## YEAR 10 - 2024

### OVERVIEW OF COURSE CONTENT:

Students will develop knowledge, understanding and skills in the musical concepts through performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques.

From a large repertoire of listening and studying students learn how to interact with their peers both musically and in the classroom, working to understand the different stylistic techniques. This listening and analysis provide students with access to the musical concepts and enable them to apply this knowledge in their own compositions and performances.

Classroom activities will encourage self-expression and musical creation, including developing as improvisers and collaborating with other students.

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	11	Examination	5.7, 5.8, 5.9, 5.10	15%
2	4	Composition & Performance	5.3, 5.4, 5.5, 5.6	35%

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	7	Examination	5.7, 5.8, 5.9, 5.10	15%
4	3	Performance	5.1, 5.2, 5.3	35%

# PASS - ACTIVE YEAR 10 - 2024

## OVERVIEW OF COURSE CONTENT:

This course is an extension of the Personal Development, Health and Physical Education course. It focuses on providing students with the opportunity to investigate the effect of their lifestyle on their health. This is achieved through participation in a broad range of physical activities and sports. The emphasis in this course is on participation and effort and students are ACTIVE across a variety of sports.

The acquisition and successful application of movement skills are closely related to enjoyment of physical activity and the likelihood of sustaining an active lifestyle. Students will appreciate the traditions and special characteristics associated with various physical activities and also the artistic and aesthetic qualities of skilled performance and determined effort.

## SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	11	1. Nutritional Products Research Task	PASS5-1 PASS5-10	20%
2	7	2. Ongoing Movement Performance, Planning & Participation Observation	PASS5-9	20%

## SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	6	3. Class Competitions	PASS5-5 PASS5-7	40%
4	4	4. Ongoing Movement Performance, Planning & Participation Observation	PASS5-5 PASS5-9	20%

# PDHPE

## YEAR 10 - 2024

### OVERVIEW OF COURSE CONTENT:

Year 10 PDHPE reflects the dynamic nature of health, safety, wellbeing and participation in physical activity in the context of a diverse and rapidly changing society. It addresses health and physical activity concepts of importance to students and highlights the influences that contextual factors have on personal values, attitudes and behaviours. Year 10 PDHPE provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active. The syllabus is designed to give all schools flexibility to treat sensitive issues in a manner reflective of their own context and ethos.

Students learn to:

- think critically, solve problems and make informed decisions on health, safety, wellbeing and physical activity
- explore issues that impact the health, safety and wellbeing of themselves and others
- participate in movement experiences that are regular, varied, purposeful, challenging and enjoyable. For example: Net/Wall sports, Ballroom Dance, Football Sports, Fitness & Recreational Activities.

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	10	Health Services Investigation	PD5-3, PD5-6	30%
2	8	Part A: Dance Movement, Participation and Skill Development Observation	PD5-11	10%
		Part B: Ongoing movement Performance & Participation Observation	PD5-4, PD5-5	10%

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	8	Yearly Examination	PD5-1 - PD5-3 PD5-5 - PD5-10	30%
4	3	Ongoing movement Performance & Participation Observation	PD5-4, PD5-5	20%

# SCIENCE

## YEAR 10 - 2024

### OVERVIEW OF COURSE CONTENT:

The content of the *Science Years 7–10 Syllabus* is organised by the strands:

- **Skills:** Working Scientifically (WS)
- **Knowledge and Understanding:** 1. Physical World (PW), 2. Earth and Space (ES), 3. Living World (LW), 4. Chemical World (CW).

The following units of work studied this year will be completed during one term:

Term 1 – Changing Partners

Term 2 – Evidence is Everything

Term 3 – Communication

Term 4 – What’s Out There

Students use scientific inquiry by actively engaging in, using and applying the processes of working scientifically to develop their knowledge about Science. Students communicate Science ideas, findings and information using appropriate scientific language, text types and representations.

**Each semester students will complete two assessment tasks – one skills based practical task and one examination predominantly assessing knowledge and understanding with a skills section.**

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	11	Semester 1 Examination	Knowledge and understanding: 16CW, 17CW. Skills: (some or all of): 4WS, 5WS, 6WS, 7WS, 8WS, 9WS	25% (20% knowledge, 5% skills)
2	3	Semester 1 Skills in Working Scientifically Task	Skills: 5WS, 7WS, 8WS	25%

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	8	Yearly Examination	Knowledge and understanding: 16CW, 17CW, 13ES, 15LW, 10PW, 11PW Skills: 7WS and/or 5WS, 6WS, 8WS, 9WS	25% (20% knowledge, 5% skills)
4	2	Skills in Working Scientifically Task - Depth Study	Skills: 4WS, 5WS, 6WS, 7WS, 9WS	25%



# SPORTS MEDICINE AND FITNESS CHOICES

## YEAR 10 - 2024

### OVERVIEW OF COURSE CONTENT:

This course examines the exercise options that are available to meet the varying fitness needs of individuals. Students investigate what exercise means to different people and the factors that influence exercise choices.

As a major focus of this course, students experience a range of exercise and sports options and evaluate the ability of each to meet individual fitness needs.

This course is also concerned with the specific issues of prevention, assessment, management of and recovery from sports injury. Students examine how the extent and intensity of sports participation relates to the incidence of sports injuries. They explore the range of technical and scientific approaches for maintaining the wellbeing of athletes.

Students research, analyse and debate the merits of current sports medicine approaches. They also explore issues regarding returning to play following injury.

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
2	1	Research Assessment Task	PASS5-1 PASS5-10	25%
3	1	Fitness Lesson Coaching & Evaluation	PASS5-5 PASS5-7 PASS5-8	25%

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	8	Yearly Examination	PASS5-1 PASS5-2 PASS5-6 PASS5-10	30%
4	3	Ongoing Movement Participation & Group Work: Term 1-4	PASS5-7 PASS5-9	20%

# VISUAL ARTS

## YEAR 10 - 2024

### OVERVIEW OF COURSE CONTENT:

In Year 10 Visual Arts students explore different art movements in their own artmaking and that of other artists. Tasks involve the student in the role of artist practitioner. As an artist, students will learn how to research, develop concepts and create meaningful artworks that reflect aspects of their world informed by their studies. Artworks are created over a range of expressive forms. Critical and Historical Studies will complement artmaking activities.

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	8	Part A: Artmaking Part B: Critical/Historical	5.1, 5.2, 5.3, 5.4, 5.5, 5.6 5.7, 5.8, 5.9, 5.10	10% 5%
2	4	Part A: Artmaking Part B: Critical/Historical	5.1, 5.2, 5.3, 5.4, 5.5, 5.6 5.7, 5.8, 5.9, 5.10	20% 15%

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	7	Part A: Artmaking Part B: Critical/Historical	5.1, 5.2, 5.3, 5.4, 5.5, 5.6 5.7, 5.8, 5.9, 5.10	20% 10%
4	3	Part A: Artmaking Part B: Critical/Historical	5.1, 5.2, 5.3, 5.4, 5.5, 5.6 5.7, 5.8, 5.9, 5.10	10% 5%