



Sydney  
Secondary  
College  
Leichhardt

# SYDNEY SECONDARY COLLEGE LEICHHARDT

## YEAR 10 ASSESSMENT INFORMATION 2024



## YEAR 10 ASSESSMENT INFORMATION

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### INTRODUCTION

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This handbook includes the assessment schedules for each course of study which students are expected to complete.

Periodic assessment is an important way for students to demonstrate that they have successfully achieved the outcomes of the course being studied. Assessment tasks also allow teachers to find out where students are having problems with course work, concepts and skills so that they may intervene if necessary to correct student misunderstanding.

All staff at the school will provide support for students in their learning, or to help inform decisions and to overcome problems should they arise. There are some key staff that will have particular responsibilities and interest in the general well-being of students.

These include:

- Classroom Teachers
- Head Teachers of all Faculties
- Year Advisers: Ms Jen Baker, Ms Teagan Cairns
- Head Teacher Wellbeing: Ms Janine Ahie (Relieving)
- Deputy Principal Year 10: Mrs Sally Bury
- Head Teacher Learning and Enhancement: Ms Cher Ellis
- Aboriginal Education Officer: Ms Danielle Maslen
- Careers Adviser: TBA
- School Counsellors: Ms Jenny Zaman, Ms Libby Ahearn, Ms Kathy Hooper
- Student Support Officer: Ms Eloise Griffiths
- Principal: Mrs Tracey Casey

Students should feel confident to seek their advice and guidance should questions or issues arise, or simply to clarify issues if uncertain.

Parents are also welcome to contact the school if they have concerns regarding their children's academic progress. For general concerns, please contact the Year Advisers. For concerns regarding a particular subject, please contact the Head Teacher of that subject. The Head Teacher's name is listed on the subject assessment schedule.

Mrs Tracey Casey  
Principal

### SSC Leichhardt Campus Assessment Policy

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used to:

- assist student learning
- evaluate and improve teaching and learning programs
- provide information on student learning and progress in a course in relation to the syllabus outcomes
- provide evidence of satisfactory completion of a course
- report on the achievement by each student at the end of a course.

**Assessment of Learning** (summative assessment) assists teachers in using evidence of student learning to assess achievement against outcomes and standards. 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 for Learning** (formative assessment) involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Usually occurs throughout the teaching and learning process to clarify student learning and understanding.

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

#### **Sydney Secondary College Leichhardt Campus is expected to:**

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding (level of achievement) of the outcomes in a range of different task types
- develop quality assessment tasks and well-constructed marking guidelines
- provide effective feedback to students in relation to their strengths and weaknesses and areas for improvement
- encourage students to take greater responsibility for their own learning
- evaluate and refine teaching programs in response to student performance
- report student achievement to various audiences including parents, employers and others, in ways that meet their needs
- report assessments (satisfactorily completion and grades for Year 10) to the NSW Education Standards Authority NESA.

#### **SSC Leichhardt Campus will develop:**

- **assessment programs/schedules** that inform students of the
  - number of tasks
  - type of tasks
  - mark value/weighting
  - due dates
- **assessment notifications** ("generally at least two weeks' written notice") that inform students of:
  - the scope of the assessment task

- the form of the assessment task
- the timing and duration of the task
- the outcomes being assessed
- the marking guidelines/criteria
- **malpractice procedures that inform students of**
  - what malpractice is
  - the penalty if malpractice is proven
- **procedures for maintaining secure records of all marks awarded for assessment tasks**
  - all marks to be stored in the faculty *Sentral* mark book
- **procedures for submission of assessments**
  - campuses may accept submissions using electronic systems such as MS Teams, OneNote, email or paper submissions. Technology failures will not be a valid excuse for late submission.
- **procedures for late submission and request for extension**
  - penalties will be imposed for late submissions of assessment tasks, if an Illness/Misadventure Application is not accepted by the campus/school. Parents will be informed in writing when a zero mark is awarded.
- **procedures for student absence from tasks and prolonged absences**
  - students will complete the task immediately on return to school at a time arranged with the head teacher/ classroom teacher
  - tasks will be completed, where possible, in isolation from the class cohort
  - in prolonged approved absence an estimate may be given
- **procedures for non-attempt, non-serious attempt and non-submission of an assessment task**
  - non-attempt concerns where there is no evidence of academic engagement with the task
  - non-serious attempt concerns where students write frivolous or objectionable material
  - non-submission concerns the failure to submit a task for marking
  - a zero mark will be awarded for non-attempt, non-serious attempt and non-submission of an assessment task
- **procedures for disability provisions**
  - **Principals** have the authority to decide on, and to implement, **disability provisions** for school-based assessment tasks including examinations. Provisions are provided to ensure that students with a disability are able to access and respond to a task. Campuses should consider implementing disability provisions based on recommendations from their Learning Support Team

### **'N' determination-Year 10**

#### **SSC Leichhardt Campus will inform parents and students about their child's progress.**

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; and
- 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.

Principals may determine that, as a result of absence, the course completion criteria may not be met. Warning letters must relate the student's absence to the non-completion of course requirements.

- Parents /guardians will be informed in writing when a student fails to follow NESA course requirements (a, b, c above). This includes when a student is awarded a zero

for an assessment task for non-attempt or non-serious attempt or non-submission of an assessment task

- The 'N' determination (non-completion of course requirements) warning letter outlines the specific requirements that have not been met, the action required to redress the situation and the time frame.
- If there is no satisfactory improvement as the year progresses, then an 'N' determination may be recommended. A minimum of two N determination warning letters in any subject may mean that a student will be declared unsatisfactory in that subject and receive an N determination.
- Where a student feels she or he has sufficient grounds to appeal against 'N' determination/s in subject(s) because of poor overall attendance or non-compliance with the requirements, then a student can appeal. Students who wish to lodge an appeal are to see the Principal for advice about the required procedures and for information about the final dates for appeals. Appeals are made first at school level and then to NESAs. The Principal will consider all information provided by the student and parents about the circumstances relating to student non-performance. NESAs have the final say in awarding grades, after the school has made a decision.

### **Procedures for malpractice, plagiarism, non-attempt, non-serious attempt and non-submission of tasks.**

The following text will be included in the 'additional information' (assessment policy) component of assessment notifications.

#### **Year 10**

This is a formal assessment item. Absence due to illness, funeral, family situation, etc. must be supported by a medical certificate, presented to the Head Teacher on the first day of your return to school, irrespective of your timetable for this subject. You must be prepared to attempt the task on the first day of your return to school – i.e. when your medical certificate expires.

**If an assessment is submitted after the due date or is a non-attempt or non-serious attempt without a valid reason a mark of zero may be awarded** and the student involved may be asked to re-attempt the assessment in order to meet course outcomes. Any form of malpractice/plagiarism and misadventure will also result in parental contact by the respective teacher and student/s involved in the **malpractice may be further supported through the 'Leichhardt Way' behaviour support processes, including referral to Deputy Principal for disciplinary action.**

**If plagiarism/malpractice is evident an automatic mark of zero may be given for some or all of the task and the student/s involved may be asked to re-attempt the assessment. The Head Teacher will consult with the Deputy Principal on the penalty imposed.**

### Assessment for Learning Principles and Practices

At Sydney Secondary Leichhardt Campus, we have adopted the *NESA Assessment for Learning Principles* as the foundation for our assessment practice. It is the responsibility of all teachers at SSCL to familiarise themselves with this document and have a clear understanding of the practical implications for the development, design and preparation of any assessment tasks.

Formative and summative assessment practices give students an opportunity to demonstrate what they know, understand, and can do at a given point in time. These *Assessment for Learning Principles and Practices* must be incorporated into learning at SSCL. They underpin our belief that quality assessment is a critical part of the learning process.

The following *Assessment for Learning Principles* provide the criteria for judging the quality of assessment materials and practices:

- **Emphasises the interactions between learning and manageable assessment strategies that promote learning.** In practice this means:
  - Teachers reflect on the purposes of assessment and on their assessment strategies;
  - Assessment activities allow for demonstration of learning outcomes;
  - Assessment is embedded in learning activities and informs the planning of future learning activities;
  - Teachers use assessment to identify what a student can already do;
  - The quantity of assessment tasks should be sufficient to ensure that students can demonstrate what they know and can do, ensuring that we do not over assess;
  - Consideration must be given to the number of tasks students are required to complete at that time;
  - All assessment tasks MUST go to the Head Teacher for checking;
  - A minimum of two weeks' notification is required for all formal tasks;
  - Holiday breaks cannot be included as part of the (minimum) two-week assessment notification of time;
  - No task is to be undertaken or submitted in the week leading up to examinations (unless negotiated with all students in the course);
  - No task is to be undertaken or submitted in the week after holidays, unless there has been at least two weeks' notice prior to the holidays.
  
- **Clearly expresses for the students and teacher goals of the learning activity.** In practice this means:
  - Students understand the learning goals and the criteria that will be applied to judge the quality of their achievement;
  - The task must include the assessment criteria;
  - Students receive feedback that helps them make further progress;
  - Students to complete a submission cover sheet;
  - The task MUST be placed on the SSCL assessment proforma.
  
- **Reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark.** In practice this means:
  - Teachers use tasks that assess, and therefore encourage, deeper learning;
  - The assessment activity and criteria will allow for students to access all marking ranges;
  - Feedback is given in a way that motivates the learner and helps students to understand that mistakes are a part of learning and can lead to improvement;



- Assessment is an integral component of the teaching and learning process rather than being a separate activity;
- Students to be awarded an A-E grade based on the standards and course performance descriptors (where applicable; marks are acceptable where applicable);
- The task may include an explicit literacy and/or numeracy component where appropriate.
- **Provides ways for students to use feedback from assessment.** In practice this means:
  - Feedback is directed to the achievement of standards and away from comparisons with peers;
  - Feedback is clear and constructive about strengths and weaknesses;
  - Feedback is individualised and linked to opportunities for improvement;
  - Feedback must be timely, explicit, and constructive offering guidance for future improvement;
  - All tasks must be returned to students within two weeks from the date of submission. This does include school holidays, so a task submitted in the last week or term must be returned the first week of the next term.
- **Helps students take responsibility for their own learning.** In practice this means:
  - Assessment includes strategies for self and peer assessment emphasising the next steps needed for further learning;
  - A copy of the task must be uploaded onto OneNote on the day it is distributed.
- **Is inclusive of all learners.** In practice this means:
  - Assessment against standards provides opportunities for all learners to achieve their best;
  - Assessment activities are free of bias.

## ASSESSMENT TASK PROCEDURES

### 1. COMPLETION AND SUBMISSION OF ASSESSMENT TASKS

Students are notified of assessment task at least two weeks prior to the date. Some assessment tasks are completed 'at home' over time and then submitted on a due date and other tasks are done in class on a set date. **Tasks not submitted on the due date are given a mark of zero. Tasks not done in class on the set date are given a mark of zero.** The only variation to this rule is where illness, misadventure or special circumstances have occurred and proper documentation, including medical certificates, have been submitted.

All tasks must be submitted or completed even if late. If a student does not submit or complete a task, then the student risks not 'completing the course satisfactorily' and receiving an N determination. In the case of illness or misadventure being granted, a student may be given an estimated mark or an alternative task at the discretion of the Head Teacher.

### 2. ABSENCE ON THE DAY OF NOTIFICATION OF AN ASSESSMENT TASK

If a student is absent on the day of notification of an assessment task, the task will be posted in the online class platform. If the delay in being notified of the task is significant due to illness or other misadventure, the student may complete the Year 10 "Assessment Illness/Misadventure" form (see sample in this book) and may be able to negotiate alternative due dates with the Head Teacher if necessary.

### 3. LATE ARRIVAL ON THE DAY OF AN ASSESSMENT TASK OR THE DAY BEFORE/LATE ARRIVAL TO A TASK



School records must show that a student attended all timetabled classes on the day of an assessment task (in class or hand-in) and the day prior. This is to ensure that no student is advantaged by using school time to work on an assessment task. If the absence is due to illness, accident or misadventure, the student should see the Head Teacher concerned and provide medical certificate or parent letter to explain absence. If a student arrives late to a task, he/she is given **no additional time** to complete an in-class task or examination.

#### 4. **ABSENCE ON THE DAY OF A HAND-IN TASK**

Generally, students have had a number of weeks to prepare hand-in tasks; therefore, illness on the due date **is not** an acceptable excuse for the task not to be submitted. It is the responsibility of the student to arrange for the task to be submitted electronically by 8.45am on the due date, where a student is unable to attend school. Dropping off a hard copy of the task to the front office marked attention to the teacher is also acceptable.

#### 5. **ABSENCE ON THE DAY OF AN IN-CLASS ASSESSMENT TASK**

Students absent on the day of an in-class assessment task should see the Head Teacher before their first class on the **first day** they return to school. They must have a medical certificate covering the **whole period** of their absence or other relevant documentation and complete a Year 10 "Assessment Illness/Misadventure" form.

#### 6. **ABSENCE ON THE DAY OF A FORMAL EXAMINATION (Yearly exams)**

Students who cannot attend an exam due to illness or misadventure must obtain documentation **on the day(s)** of the illness (usually a medical certificate). The examination will be rescheduled in the first possible time slot following the period covered by the medical certificate (this may be the following day). The student must collect and complete a Year 10 "Assessment Illness/Misadventure" form.

#### 7. **PLANNED (KNOWN) ABSENCE ON THE DAY OF AN ASSESSMENT TASK**

If a student knows in advance they will not be at school for a task – for example, due to representing the school in sport at a regional level, they must complete a Year 10 "Assessment Illness/Misadventure" form and submit it **PRIOR** to the due date with appropriate documentation. If the task is a hand in task, it must be submitted electronically (see no 4 above). If the task is an in-class task or a formal examination, an alternate time will be negotiated when the form has been submitted to the Head Teacher.

**Note: Parents should avoid planning holidays during school terms, and in particular during assessment or exam periods. Alternative arrangements for assessments due to holiday plans may not be granted, and only at the Principal's discretion.**

#### 8. **MISREADING EXAM TIMETABLE / TECHNOLOGY ISSUES**

Misreading an exam timetable is NOT grounds for a variation appeal. If a student arrives late to an exam no extra time will be given. Missing an entire exam will result in a zero mark, although the exam will be completed for feedback. It is essential that students are very aware of their exam dates and times. Printing and other technology related issues are similarly NOT grounds for a misadventure appeal.

#### 9. **SUSPENDED STUDENTS – ASSESSMENTS**

If a student is suspended when an assessment task is due they may not attend school. For a hand-in task, the student must submit the task electronically (see item 4). If the task is an in-class task or exam, the student will miss the task and be required to complete the task, or an alternative task, on their return from suspension. It is the student's responsibility consult to with the Head Teacher on the first day that they return to school to organise a time and place for the task to be completed.

#### 10. **DISHONESTY/MALPRACTICE**

Dishonesty or malpractice will result in a mark penalty and potentially a zero mark for the assessment task. If a student is deemed to have acted dishonestly or been involved in malpractice, the school may impose one or more of the following:

1. Require the student to undertake additional assessment in that subject
2. Award a reduced mark or mark of zero for the assessment
3. Refer the matter for disciplinary action
4. Notify the parents in writing

Plagiarism is the use of someone else's ideas or words as if they were your own. It is a form of academic dishonesty, and carries heavy penalties.

Examples of plagiarism:

- Copying another student's work.
- Producing an assignment in conjunction with another person when independent work is required.
- Copying or quoting another source without acknowledging the source.
- Paraphrasing another person's work closely, with minor changes, but with the essential meaning, form and/or progression of ideas maintained, without acknowledging the source of paraphrase (Note: Extensive paraphrasing, even when acknowledged, is not advisable)

### 11. **DISABILITY PROVISIONS FOR ASSESSMENT TASKS**

If a student has been granted disability provisions, then they may receive those provisions for their school assessment tasks. The student should discuss with their teacher or Head Teacher as soon as notification of a task is given so that arrangements can be made. Disability provisions are managed by the Head Teacher of Learning & Enhancement.

### 12. **QUERYING THE RESULT OF AN ASSESSMENT TASK**

If on the return of an assessment task, a student needs clarification of the mark or comments received, it is their responsibility to discuss their concern with their subject teacher or faculty Head Teacher. If the concerns cannot be resolved at this level, a student may appeal to the Deputy Principal. A teacher's professional judgement of the worth of individual performance in an assessment task cannot be questioned – that is, the mark awarded. Grounds for appeal are only that procedures indicated by the school were not followed, or that clerical or computational errors occurred.

### 13. **NON-ASSESSMENT TASKS**

All work set by the class teacher should be attempted, not just assessment tasks. One of the conditions of completing a course satisfactorily is that students must apply themselves with diligence and sustained effort to all tasks. Class work and assignment work may also be based on Mandatory Experiences for the course as described by the syllabus for that course and as such must be completed satisfactorily.

**SSC Leichhardt Campus Assessment Policy**

To inform students, parents and caregivers of student progress, the school issues Semester One reports at the end of Term 2 and Semester Two reports at the end of Term 4.

In each subject, student progress will be indicated on the report in three ways.

1. Overall progress in a course is indicated by an Assessment Grade. This can be done by calculating course marks of student achievement by adding together the marks for the assessment tasks and teacher judgement using the course performance descriptors.
2. Progress in the learning outcomes will be indicated using the Course Performance Descriptors:

Grade level	Course Performance Description
<b>A</b>	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B</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.
<b>C</b>	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.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	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.

3. Other information, including work habits, areas for improvement and how they can be achieved will be included in the teacher comment.

**Student Progress Interviews** will be held in the school hall on the following dates:

- Year 7 – 19 June 2024
- Year 8 – 03 July 2024
- Years 9 & 10 – 24 July 2024

### Grade Point Average and College Learning plan

In 2021 Sydney Secondary College implemented a College Learning Plan (CLP) to support all students to individually reflect on their academic progress, supporting students to set goals in identified areas of growth in response to their semester reports.

Students will be given a presentation in core class groups on their scheduled day to enable them to contextualise their report and complete a self reflection activity using their individual subject grades, 'Commitment to Learning' descriptors and teacher comments. A Grade point average will be calculated from the students semester report grades for every subject.

After the initial presentation and self reflection the following MOOMBA period will have a coaching session with their Moomba teacher or a wellbeing team member to review the grade point average, set goals and strategies to achieve these goals. Student's grade point average, goals and strategies for success will be recorded in a College Learning Plan in Sentral and will facilitate an ongoing conversation for all students and teachers focused on student identified areas of improvement.

Students will be notified at school of the arrangements for each session.

#### **Dates for College Learning Plan mentoring for Year 10 are:**

Term 2 Weeks 8 & 10

Term 4 Week 8 (as part of finale week)



**Sydney Secondary College**  
Balmain, Leichhardt,  
Blackwattle Bay

Student Name: \_\_\_\_\_  
Year: \_\_\_\_\_ Semester: \_\_\_\_\_

**College Learning Plan**  
**Student Reflection Sheet**  
Leichhardt Campus

**1. My College Grade Average (CGA)**

Outstanding = A = 5 points  
High = B = 4 points  
Sound = C = 3 points  
Basic = D = 2 points  
Limited = E = 1 point

Subject	Grade	Points
Total number of points =		
<b>My CGA =</b> <i>(total points ÷ number of subjects)</i>		

**2. My areas of strength and areas for growth**

<b>Areas of strength</b>
<b>Areas for growth</b>

<b>S</b>	<b>M</b>	<b>A</b>	<b>R</b>	<b>T</b>
 <b>SPECIFIC</b> What do I want to accomplish?	 <b>MEASURABLE</b> How will I know when it is accomplished?	 <b>ACHIEVABLE</b> How can the goal be accomplished?	 <b>REALISTIC</b> Does this seem worthwhile?	 <b>TIMEBOUND</b> When can I accomplish this goal?

**3. My 2 draft SMART goals for this Semester**

Draft goal #1	Draft goal #2

SECTION BELOW IS TO BE COMPLETED DURING YOUR COACHING SESSION



My SMART goals for Sem __, _____	How I will achieve these
1.	
2.	



## Assessment illness/misadventure form

This form must be submitted before 8.50am to the appropriate Head Teacher (for in class exams or hand in assessment tasks) or Deputy Principal (for formal end of year exams) **on the day you return to school** (email is acceptable). Please attach any supporting documentation, including medical certificate for illness. **This form is also available on the school website and in hard copy.**

Student name: \_\_\_\_\_ Year: \_\_\_\_\_

Subject and Class Teacher: \_\_\_\_\_

Title of task: \_\_\_\_\_

Original due date of task: \_\_\_\_\_

Applications may be in respect of (please select one option):

- (A) **illness or injury** – that is, illness or physical injuries suffered directly by the student which allegedly affected the student’s performance in an assessment (e.g., influenza, an asthma attack, a cut hand).

OR

- (B) **misadventure** – that is, any other event beyond the student’s control which allegedly affected the student’s performance in an assessment (e.g., death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

### Unacceptable grounds for appeal

The application process does **not** cover:

- attendance at a sporting or cultural event, or family holiday
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities.
- disabilities for which the school has already granted disability provisions, unless an unforeseen episode occurs during the assessment period (e.g., a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the Principal.

**Note:** A student who has suffered an injury such as a broken writing arm immediately before an assessment (e.g., test) will require careful consideration as the student generally will not have had sufficient time to practise with the provision(s) granted.

- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a ‘flare-up’ of the condition immediately before or during an assessment period
- matters avoidable by the student (e.g., misreading of timetable; misinterpretation of examination paper).

Parent/caregiver signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

**This application process is as per NESA expectations and standards. This form, once completed, will be placed in the student’s central file.**

### Head Teacher/Deputy Principal Use Only:

Supporting evidence (attached): Yes No

Special consideration accepted: Yes No

Action taken: \_\_\_\_\_

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

Task (tick box)	
<input type="checkbox"/>	Hand in
<input type="checkbox"/>	In-Class task
<input type="checkbox"/>	Examination period
<input type="checkbox"/>	Speech/performance
<input type="checkbox"/>	Other _____
_____	

### **NSW Education Standards Authority (NESA) requirements:**

The Record of School Achievement (RoSA) is a credential that shows your school achievement from Year 10 up to when you leave school.

The RoSA:

- Is a credential for eligible school leavers (students are generally eligible for the RoSA after four years of secondary school).
- Is a cumulative credential – that is, it grows as your achievements are added.
- Means fair grades for everyone – RoSA grades are determined by your teachers using established guidelines and processes to ensure consistency.
- Recognises Life Skills outcomes and content.

### **Eligibility for the Record of School Achievement (RoSA)**

To qualify for the RoSA, a student must have:

- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy NESA curriculum and assessment requirements for the RoSA.
- Complied with all requirements imposed by the Minister or NESA.
- Completed Year 10.
- Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

### **School attendance**

Regular school attendance enables a student to apply themselves with due diligence and sustained effort to the set tasks and experiences provided by the school.

- All students are required to attend school on a regular basis.
- One requirement for the RoSA is that a student must attend until the final day of Year 10 at their school.

### **'N' determinations**

'N' determinations are issued to students who do not complete the requirements for a course.

- Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.
- If a student has been given an 'N' determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.
- If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study

SSC Leichhardt campus policy supports student reengagement through the use of N Warnings. Students who receive TWO warning letters for a particular assessment task or lack of effort towards completing coursework may be in danger of receiving an N Determination for the particular course in question. An N Determination in a particular course could make a student ineligible to continue onto Year 11 and they may not receive a RoSA at the end of Year 10.



## YEAR 10 ASSESSMENT INFORMATION

### Assessment planning calendar Term 1 2024

Week	Due this week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 2 5 Feb						
Week 3 12 Feb						
Week 4 19 Feb						
Week 5 26 Feb						
Week 6 4 Mar						
Week 7 11 Mar						
Week 8 18 Mar						
Week 9 25 Mar						Easter Friday
Week 10 1 Apr		Easter Monday				
Week 11 8 Apr						School closes for Term 1

## YEAR 10 ASSESSMENT INFORMATION

### Assessment planning calendar Term 2 2024

Week	Due this week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 29 Apr		School Development Day				
Week 2 6 May						
Week 3 13 May						
Week 4 20 May						
Week 5 27 May						
Week 6 03 Jun						
Week 7 10 Jun		King's Birthday Holiday				
Week 8 17 Jun						
Week 9 24 Jun						
Week 10 01 Jul						School closes for Term 2

## Assessment planning calendar Term 3 2024

Week	Due this week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 22 Jul		School Development Day				
Week 2 29 Jul						
Week 3 05 Aug						
Week 4 12 Aug						
Week 5 19 Aug						
Week 6 26 Aug						
Week 7 02 Sep						
Week 8 09 Sep						
Week 9 16 Sep						
Week 10 23 Sep						School closes for Term 3

## Assessment planning calendar Term 4 2024

Week	Due this week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 14 Oct						
Week 2 21 Oct						
Week 3 28 Oct						
Week 4 04 Nov						
Week 5 11 Nov						
Week 6 18 Nov						
Week 7 25 Nov						
Week 8 02 Dec		Yr 10 Finale Week	Yr 10 Finale Week	Yr 10 Finale Week	Yr 10 Finale Week	Yr 10 Graduation
Week 9 09 Dec		Work Experience/ Volunteer week	Work Experience/ Volunteer week	Work Experience/ Volunteer week	Work Experience/ Volunteer week	Work Experience/ Volunteer week
Week 10 16 Dec		Work Experience/ Volunteer days	Work Experience/ Volunteer days	School closes for Term 4 for students	School Development Day	School Development Day

**YEAR 10 BEAN TO BARISTA**  
**TAS FACULTY**  
**HT contact: Ms Trish Johnson**  
**COURSE OUTLINE**

In Bean to Barista, we investigate the foundations of what it takes to become a small business entrepreneur. The course provides students with the opportunity to explore what it is like to be a coffee shop owner and design and create their own school café. Through inquiry and practical based learning students develop skills in crafting the perfect commercial quality coffee and a range of other cafe items. Students will develop and design their own cafe by investigating and surveying how local businesses operate successfully. They will work in teams to create their own unique business identity and demonstrate it to our school community in a real-life situation. Students will learn about: barista skills; communications and interpersonal skills; hospitality skills; business management; food production; graphic and interior design; commercial appliances and machinery; marketing; health and safety; customer service and sustainable work practices. The final product will be a school run coffee cart.

**ASSESSMENT SCHEDULE**

Task No	Unit	Task	Description	Weight	Outcomes	Due Date
1	Research Task	All About Coffee  Hand in	Students develop a driving question to explore a chosen aspect of coffee-agriculture, production, history, or extraction.	40%	EL5.6  EL 5.7	Term 2  Week 2
2	Practical Assessment	Pit Crew Practical Assessment  In class assessment	Students form a work crew and to serve coffees to order. Students will set up, collect orders, complete, and deliver orders, and clean up afterwards.	30%	EL5.4  EL5.5	Term 3  Week 10
3	Business proposal	Design a Café Presentation  Hand in	Students work collaboratively design a unique cafe- Groups prepare a posterboard presentation to demonstrate their learning.	30%	EL5.1  EL5.2  EL5.3	Term 4  Week 2

**COURSE OUTCOMES**

EL5.1	Think creatively
EL5.2	Think critically
EL5.3	Think reflectively
EL5.4	Work collaboratively
EL5.5	Use communication and inter-personal skills
EL5.6	Work Independently
EL5.7	Demonstrate learning to an audience

**YEAR 10 CHINESE  
LANGUAGES FACULTY**

**HT contact: Mrs Yasmin Bhamjee**

**COURSE OUTLINE**

In Year 10, students will continue to learn more sophisticated vocabulary structures through exploring the topics of travel, technology and dreams and hopes. Students will develop an appreciation of the interconnections of languages and cultures, peoples and communities, histories and economies. They will develop the ability to communicate in Chinese for more meaningful interactions with speakers of Chinese, encouraging socio-cultural understanding. For students with a Chinese background, the study of Chinese consolidates and reinforces language skills needed to maintain links with the Chinese-speaking community. It provides them with opportunities to experience and deepen their understanding of the traditions of the country of their heritage.

**ASSESSMENT SCHEDULE**

Task No	Unit	Task	Description	Weight	Outcomes	Due Date
1	Pack a bag!	Listening comprehension: in class task	Access and respond to written variety of texts in Chinese and respond to it in English.	15%	LCH5-2C LCH5-3C LCH5-7U	Term 1 Week 10
			Checkpoints: Compose - Write a text to describe a tourist place for a blog in a travelling magazine.	5%	LCH5-4C	Week 5
			Interact – exchange of information, Ideas and opinion to decide where to go for holiday.	5%	LCH5-1C	Week 8
2	Click frenzy	Review: online shopping customer experience: hand in	Compose a written text in Chinese	15%	LCH5-4C LCH5-6U	Term 2 Week 10
			Checkpoints: Access and respond – listen to a variety of texts in Chinese, respond to it in English	5%	LCH5-7U	Week 5
			Interact- Role play/ script: Paired conversation ideas/ opinions about online purchases	5%	LCH5- 5U	Week 8
3	Hope and dreams	Multimodal Presentation: Why I chose these subjects for Year 11/12- my future!: online submission	Multimodal presentation: voiceover/ images/ captions	15%	LCH5-4C LCH5-6U	Term 3 Week 10
			Checkpoints: Access and respond- Read and respond to multimodal texts about aspirations and post school options	5%	LCH5-8U	Week 5
			Compose- Short speech: Where I will be in 10 years?	5%	LCH5-4C	Week 8
4	All topics	Yearly examination: as per examination schedule	Listen and respond	10%	LCH5-2C LCH5-3C	Term 4 Week 2
			Read and respond	15%	LCH5-4C	Term 4 Week 3
			Compose		LCH5-6U LCH5-7U LCH5-8U	

**COURSE OUTCOMES**

LCH5-1C	A student manipulates Chinese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
LCH5-2C	identifies and interprets information in a range of texts
LCH5-3C	evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
LCH5-4C	experiments with linguistic patterns and structures to compose texts in Chinese, using a range of formats for a variety of contexts, purposes and audiences
LCH5-5U	demonstrates how Chinese pronunciation and intonation are used to convey meaning
LCH5-6U	demonstrates understanding of how Chinese writing conventions are used to convey meaning
LCH5-7U	analyses the function of complex Chinese grammatical structures to extend meaning
LCH5-8U	analyses linguistic, structural and cultural features in a range of texts
LCH5-9U	explains and reflects on the interrelationship between language, culture and identity

## YEAR 10 COMMERCE

### HSIE FACULTY

HT contact: Ms Siobhan Christie (Relieving)

### COURSE OUTLINE

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.

Central to the course is the development of an understanding of the relationships between consumers, businesses and governments in the overall economy. Through their investigation of these relationships, students develop the capacity to apply problem-solving strategies which incorporate the skills of analysis and evaluation. Students engage in the learning process which promotes critical thinking, reflective learning and the opportunity to participate in the community.

### ASSESSMENT SCHEDULE

Task No	Task	Description	Weighting	Outcomes	Due Date
1	Investment Portfolio and Plan Online submission	<b>Investing:</b> Students develop an investment portfolio and plan	30% CK 15% CS 15%	5-1 5-4 5-6 5-7 5-8	Term 1 Week 9
2	Group Presentation Online submission	<b>Law, Society and Political Involvement:</b> Students complete a group presentation on a legal issue	30% CK 15% CS 15%	5-1 5-2 5-4 5-7 5-8 5-9	Term 2 Week 8
3	Yearly Examination In class assessment	<b>All topics:</b> Students will be examined on the skills and content taught in all topics	40% CK 25% CS 15%	5-1 5-2 5-3 5-4 5-5 5-8	Term 4 Week 4

### COURSE OUTCOMES

COM5-1	Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
COM5-2	Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
COM5-3	Examines the role of law in society
COM5-4	Analyses key factors affecting decisions
COM5-5	Evaluates options for solving problems and issues
COM5-6	Develops and implements plans designed to achieve goals
COM5-7	Researches and assesses information using a variety of sources
COM5-8	Explains information using a variety of forms
COM5-9	Works independently and collaboratively to meet individual and collective goals within specified timelines



## YEAR 10 ASSESSMENT INFORMATION

**YEAR 10 COOK LIKE A CHEF**  
**TAS FACULTY**  
**HT contact: Ms. Trish Johnson**

### COURSE OUTLINE

In Cook Like a Chef, we explore the hospitality industry and develop the skills that successful chefs need. Through inquiry and practical based learning, students develop skills in hygienic food preparation, menu/recipe development, time management, collaboration, and communication.

They will complete a research project to develop an understanding of the hospitality industry and the many and varied roles that are available. They will learn food preparation skills and use reflection skills to develop a continuous improvement approach to their cooking. Finally, the class will work together to provide catering for a school event.

### ASSESSMENT SCHEDULE

Task No	Task	Description	Weighting	Outcomes	Due Date
1	Working in the Hospitality industry Hand in	Students will research jobs and careers in the hospitality industry and record their learning in a process diary. They will demonstrate their learning in a Gallery Walk	30%	EL56 EL52 EL57	Term 1 Week 11
2	The Reflective Chef hand in/ in class	Student will participate in a series of practical lessons where they are taught skills in food preparation. They will use a process diary to record their learning reflections and use these reflections to improve their skills	40%	EL53 EL54	Term 3 Week 3
3	Plan a Function online submission	The class will work collaboratively to design a menu and run sheet for a school function. They will then use their collaboration skills to plan and run the food at a school event	30%	EL51 EL54 EL55	Term 4, Week 2

### COURSE OUTCOMES

EL5.1	Think creatively
EL5.2	Think critically
EL5.3	Think reflectively
EL5.4	Work collaboratively
EL5.5	Use communication and inter-personal skills
EL5.6	Work Independently
EL5.7	Demonstrate learning to an audience

## YEAR 10 DRAMA ENGLISH FACULTY

**HT contact: Ms Stephanie Ward**

### COURSE CONTENT

Students explore the elements of Drama within the context of playbuilding and at least two other dramatic forms of performance styles. By the end of the course students will need to demonstrate the ability to:

- Make drama that explores a range of imagined and created situations in a collaborative drama and theatre environment.
- Perform devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience.
- Appreciate the meaning and function of drama and theatre in reflecting the personal, social, cultural aesthetic and political aspects of the human experience.

### ASSESSMENT SCHEDULE

Task no	Task	Description	Weighting	Outcomes	Due Date
1	Monologue Performance	Students will apply their understanding of Stanislavski to perform a rehearsed and memorised monologue of 3-5 minutes in length. This performance assessment will also serve as the audition for their term 2 unit of work. Students will need to complete the activities in their OneNote logbooks demonstrating their process and the process of characterisation.	30%	5.1.1 5.2.1 5.3.1 5.3.2	Term 1 Week 8
2	Stage Production performance and Logbook	Having auditioned, students will work to develop character profiles and record their experience of the production process in their logbooks and produce a portfolio that outlines their experiences of the stage production process in their selected role. Students will perform the production assessment during an evening performance.	20% Performance 15% Portfolio	5.1.1 5.1.3 5.2.1 5.2.3 5.3.3	Production Term 2 Week 9 Portfolio Term 2 Week 10
3	Political Theatre: Performance and Interview  Political Theatre: Newspaper Theatre	In groups, students are to create and perform 5-7 min performance essay exploring and using political theatre conventions. Students will also have an individual interview where they reflect on their knowledge of the topic, the devising process and evaluate their contribution and collaboration. (Script excerpt and Director's brief)	35%	5.1.3 5.1.2 5.2.3 5.3.2 5.3.3	Term 3 Week 10

### COURSE OUTCOMES

5.1.1	manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
5.1.2	contributes, selects, develops and structures ideas in improvisation and playbuilding
5.1.3	devises, interprets and enacts drama using scripted and unscripted material or text
5.2.1	applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
5.2.3	employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
5.3.1	responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
5.3.2	analyses the contemporary and historical contexts of drama
5.3.3	analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

## YEAR 10 ELECTIVE HISTORY

HSIE FACULTY

HT contact: Ms Siobhan Christie (Relieving)

### COURSE OUTLINE

The study of history in the elective course equips students with the knowledge and skills essential for their future roles as active, informed citizens and advocates for a fair and just society. Historical skills in critical thinking and independent inquiry-based learning enable and encourage students to become engaged in lifelong learning.

The study of history provides the intellectual skills to enable students to critically analyse and interpret sources of evidence in order to construct reasoned explanations, hypotheses about the past and a rational and informed argument. History also enables students to understand, deconstruct and evaluate differing interpretations of the past.

### ASSESSMENT SCHEDULE

Task No.	Task	Description	Weighting	Outcomes	Due Date
1	Source Analysis Task online submission	Students complete a source analysis task on the topic of <b>Ancient Greece</b>	35% EHK 10% EHS 15% EHC 10%	EH5-1 EH5-3 EH5-4	Term 1 Week 8
2	True Crime Podcast online submission	Students create a news broadcast about <b>Crime and Punishment</b>	35% EHK 15% EHS 10% EHC 10%	EH5-2 EH5-4 EH5-6 EH5-7 EH5-10	Term 3 Week 6
3	Yearly Examination in class assessment	Students will be examined on the skills and content from <b>all of the topics</b> taught	30% EHK 15% EHS 5% EHC 10%	EH5-3 EH5-4 EH5-6 EH5-9	Term 4 Week 3

### COURSE OUTCOMES

EHT5-1	Applies an understanding of history, heritage, archaeology and the methods of historical inquiry
EHT5-2	Examines the ways in which historical meanings can be constructed through a range of media
EHT5-3	Sequences major historical events or heritage features, to show an understanding of continuity, change and causation
EHT5-4	Explains the importance of key features of past societies or periods, including groups and personalities
EHT5-5	Evaluates the contribution of cultural groups, sites and/or family to our shared heritage
EHT5-6	Identifies, comprehends and evaluates historical sources and uses them appropriately in an historical inquiry
EHT5-7	Explains different contexts, perspectives and interpretations of the past
EHT5-8	Locate, selects and organizes relevant historical information from a number of sources, including ICT, to undertake historical inquiry
EHT5-9	Uses historical terms and concepts in appropriate contexts
EHT5-10	Selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences

## YEAR 10 ENGLISH ENGLISH FACULTY

**HT contact: Ms Stephanie Ward**

### COURSE OUTLINE

By the end of Stage 5 English students respond to and compose a comprehensive range of imaginative, factual and critical texts using different modes and technologies. Students display a developing personal style in their compositions, showing understanding of the way language forms and features are used to address different audiences and purposes across contexts. They show appreciation of how texts can conform to or challenge preconceived ideas and how they reflect society. In particular year 10 students explore and evaluate the English textual concepts style, representation, context and imagery.

In Year 10, there is a strong focus on the process of composing; planning, researching, drafting, conferencing, editing and publishing. Project based learning approaches are integrated into the program to develop students' ability to reflect on their own learning and to develop their skills in critical thinking, communication, collaboration and creativity.

### ASSESSMENT SCHEDULE

Task no	Task	Description	Weighting	Outcomes	Due Date
1	Speaking & Representing – Persuasive Speech- online submission/ in class presentation	Students present a prepared persuasive speech on a chosen topic of interest using complementary images to enhance their message	25%	EN5-2A EN5-3B EN5-7D	Term 1 Week 7
2	Writing – In Class Essay on a Novel	Students write a critically evaluative essay on their class novel.	25%	EN5-1A EN5-3B EN5-5C	Term 2 Week 8
3	Writing – In class essay on Macbeth	Students write a critically evaluative essay on the play Macbeth	25%	EN5-1A EN5-3B EN5-5C	Term 3 Week 8
4	End of Year Exam	Students are examined on topics they have studied this year	25%	EN5-4B EN5-8D EN5-6C	Term 4 Week 4

### COURSE OUTCOMES

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.

## YEAR 10 ASSESSMENT INFORMATION

### YEAR 10 FOOD TECHNOLOGY TAS FACULTY HT contact: Ms Trish Johnson

#### COURSE OUTLINE

The following assessment tasks are designed to give students an opportunity to explore food related issues through a variety of theoretical and practical tasks. These tasks are aimed at enhancing the learning and understanding of the three key focus areas covered this year – *Food Service and Catering, Food Trends & Food Product Development*.

#### ASSESSMENT SCHEDULE

Task No	Task	Description	Weighting	Outcomes	Due Date
1	Food Truck Folio online submission	Students learn about catering and how to design menus. Students work in pairs to design a Food Truck and individually record their learning in a folio	25%	5-1; 5-4; 5-10	Term 1, Week 11
2	<i>Hello Fresh</i> Meal Kit online and in class	Students learn about food trends and then create a meal kit based on a food trend of choice	25%	5-5; 5-9	Term 2, Week 10
3	Packaging Prototype and Folio online and hand in	Students design an innovative food product. They create a prototype of the packaging and show the development of their product in a folio	25%	5-8; 5-13;	Term 3, Week 10
4	Yearly Examination in class	Yearly examination testing food service and catering, food trends and food product development	25%	5-2; 5-3; 5-12	Term 4, Week 4

#### COURSE OUTCOMES

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

## YEAR 10 GEOGRAPHY (MANDATORY)

HSIE FACULTY

HT contact: Ms Siobhan Christie (Relieving)

### COURSE OUTLINE

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

The study of Geography enables students to become active, responsible and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work and everyday life.

### ASSESSMENT SCHEDULE

Task No	Task	Description	Weighting	Outcomes	Due Date
1	Speech Online submission/ in class presentation	<b>Environmental Change Management</b> Students develop a persuasive speech about human induced change and management	40% GK 20% GS 10% GC 10%	GE5-1 GE5-2 GE5-3 GE5-4 GE5-8	Term 3 Week 6
2	Yearly Examination In class assessment	<b>All topics</b> Students will be examined on the content and geographical skills covered in terms 3 and 4	60% GK 30% GS 20% GC 10%	GE5-3 GE5-5 GE5-6 GE5-7 GE5-8	Term 4 Week 4

### COURSE OUTCOMES

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 a range 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

**YEAR 10 HISTORY (MANDATORY)  
HSIE FACULTY**

**HT contact: Ms Lisa Hartemink/ Ms Siobhan Christie (Rel.)**

**COURSE OUTLINE**

The study of History is a disciplined process of inquiry into the past helps to explain how people, events and forces from the past have shaped our world. It allows students to locate and understand themselves and others in the continuum of human experience up to the present. History provides opportunities for students to explore human actions and achievements in a range of historical contexts. Students become aware that history is all around us and that historical information may be drawn from the physical remains of the past as well as written, visual and oral sources of evidence.

History as a discipline has its own methods and procedures. It is much more than the simple presentation of facts and dates from the past. History provides the skills for students to answer the question 'How do we know?' An investigation of an historical issue through a range of sources can stimulate curiosity and develop problem-solving, research and critical thinking skills. Students learn to critically analyse and interpret sources of evidence in order to construct reasoned explanations and a rational and informed argument based on evidence, drawn from the remains of the past.

**ASSESSMENT SCHEDULE**

Task No	Task	Description	Weighting	Outcomes	Due Date
1	Research Essay Online submission	<b>Holocaust</b> Students complete a research essay on an aspect of the Holocaust	50% HK 20% HS 15% HC 15%	HT5-1 HT5-3 HT5-6 HT5-7 HT5-9 HT5-10	Term 1 Week 10
2	Examinations	<b>All topics</b> Students are examined on the historical skills and content covered in the topics studied in terms 1 and 2	50% HK 20% HS 15% HC 15%	HT5-1 HT5-3 HT5-4 HT5-5 HT5-7 HT5-9	Term 2 Week 3

**COURSE OUTCOMES**

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 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
HT5-7	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



## YEAR 10 ASSESSMENT INFORMATION

### YEAR 10 INDUSTRIAL TECHNOLOGY - MULTIMEDIA TAS FACULTY HT contact: Ms Trish Johnson

#### COURSE OUTLINE

The Industrial Technology Multimedia focus area provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia and associated industries. Core modules develop knowledge and skills in the use of materials, tools and techniques related to multimedia which are enhanced and further developed through the study of specialist modules in multimedia-based technologies. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

#### ASSESSMENT SCHEDULE

Task No	Task	Description	Weighting	Outcomes	Due Date
1	Game Design Proposal–online submission	Individually create a proposal document on their group's game design ideas, plans and software explorations	30%	IND5-3 IND5-6 IND5-7 IND5-9	Term 2, Week 2
2	Video Game Design Folio–online submission	Students work in teams to produce an entry to the STEM Video Game Design Challenge. Individually, they document the process of designing and producing their video game in a folio	30%	IND5-2 IND5-4	Term 3, Week 2
3	App Design Proposal–online submission	Individually submit a digital presentation proposing their app that provides an interactive solution to an identified real-world problem	40%	IND5-5 IND5-8 IND5-10	Term 4, Week 3

#### COURSE OUTCOMES

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

## YEAR 10 iSTEM TAS FACULTY HT contact: Ms Trish Johnson

### COURSE OUTLINE

Integrating Science, Technology, Engineering and Mathematics is fundamental to shaping the future of Australia. They provide enabling skills and knowledge that increasingly underpin many professions and trades, and the skills of a technologically based workforce. The iSTEM course utilizes these knowledge pillars in their application of Science, Technology, Engineering and Mathematics. Creative and critical thinking, collaboration and communication skills are developed through students' practical involvement in problem and inquiry based learning.

### ASSESSMENT SCHEDULE

Task No	Task	Description	Weighting	Outcomes	Due Date
1	SkyLap Aeronautics Challenge Online/ in class	Students collaborate to design and build an experimental aircraft. The challenge requires students to make/test/modify their aircraft until it meets specifications. Learning is documented in a Folio	30%	5-6; 5-8; 5.9	Term 1 Week 9
2	Metro Minds STEAM Challenge Online submission	Students complete the Metro Minds competition challenge and produce a prototype that solves a problem/opportunity associated with the Sydney Metro line.	30%	5-3; 5-8	Term 2, Week 9
3	Individual Major Project Hand in / online submission	Individual Major Project Students use design processes to create a prototype that solves a problem of global significance. They demonstrate their learning in a folio	40%	5-2; 5-4; 5-6;	Term 4, Week 2

### COURSE OUTCOMES

ST5-1	designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems
ST5-2	demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts
ST5-3	applies engineering design processes to address real-world STEM-based problems
ST5-4	works independently and collaboratively to produce practical solutions to real-world scenarios
ST5-5	analyses a range of contexts and applies STEM principles and processes
ST5-6	selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems
ST5-7	selects and applies project management strategies when developing and evaluating STEM-based design solution
ST5-8	uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences
ST5-9	collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions
ST5-10	analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment

**YEAR 10 MARINE AND AQUACULTURE TECHNOLOGY  
SCIENCE FACULTY  
HT contact: Ms Voula Georgelos**

**COURSE OUTLINE**

Marine and Aquaculture Technology is an elective science subject which focuses on a range of skills in the context of marine and water related environments. This course is designed for students with an inquisitive scientific mind and provides students with the opportunity to plan and carry out a range of practical investigations and inquiry-based projects. Modules include areas such as: biology, ecology, leisure, aquaculture, employment, management and general interest.

**ASSESSMENT SCHEDULE**

Task No.	Task	Description	Weighting	Outcomes	Due Date
1	Aquarium Design, Construction and Maintenance <b>Hard copy portfolio. Completed in-class and at home.</b>	Students are to produce a group portfolio about their aquarium project which they are undertaking at school. Students produce a creative representation of this activity, present it to a small group and reflect on the activity.	30%	EL5.2 EL5.4 EL5.5	Term 1 Week 7
2	Dangerous Marine Creature Research and Model <b>Hard copy poster and model. Completed in-class and at home.</b>	Students are to research an Australian native dangerous marine creature. Using their research, students produce: An informative poster about their chosen species. A 3D model of their species which demonstrates their physical features.	35%	EL5.1 EL5.5 EL5.6	Term 2 Week 7
3	Maritime Industries and Employment <b>Digital submission completed in-class and at home.</b>	Students are to research a range of different employment opportunities associated with marine or aquatic environment, resources and management. Students will produce fact sheets for three different careers, each of which should be from a different field or industry.	35%	EL5.3 EL5.7	Term 3 Week 7

**COURSE OUTCOMES**

EL5.1	Think creatively
EL5.2	Think critically
EL5.3	Think reflectively
EL5.4	Work collaboratively
EL5.5	Use communication and inter-personal skills
EL5.6	Work Independently
EL5.7	Demonstrate learning to an audience

## YEAR 10 ASSESSMENT INFORMATION

### Year 10 MATHEMATICS MATHEMATICS FACULTY HT contact: Mr Mahmut Yanar

#### COURSE OUTLINE

The aim of this course is for students to be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens. In class, students will solve problems in number, algebra, measurement, geometry, statistics and probability. Teachers will highlight the connections between the areas of mathematics and other disciplines in order to foster students' appreciation of mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning.

Stage 5 of the K-10 Mathematics curriculum has been expressed in terms of the three sub stages: Stage 5.1, Stage 5.2 and Stage 5.3. These substages are not designed as prescribed courses, and many different 'endpoints' are possible. Most Leichhardt students will study most of the Stage 5.1 and 5.2 outcomes. In addition, some students will also study some, or all, of the Stage 5.3 outcomes.

#### ASSESSMENT SCHEDULE

Task No.	Task	Description	Weighting	Outcomes	Due Date
<b>Semester 1</b>					
1	MathsOnline	Online tasks to be completed on a weekly basis	10%		Term 1 week 4 to Term 2 week 4
2	Topic Tests 1 and 2	<b>5.1</b> Algebra Equations and Inequalities  <b>5.2</b> Algebra Equations and Inequalities  <b>5.3</b> Coordinate Geometry Surface Area and Volume	20%	MA5.1-5NA  MA5.2-8NA  MA5.2-6NA  MA5.2-8NA  MA5.3-8NA  MA5.3-13MG MA5.3-14MG	Term 1 week 6  Term 1 week 9  Term 1 week 6  Term 1 week 9  Term 1 week 6  Term 1 week 9
2	Semester 1 Examination	Examination based on topics studied during term 1	20%	<b>5.1</b> MA5.1-5NA MA5.2-8NA MA5.1-6NA MA5.1-1WM  <b>5.2</b> MA5.2-8NA MA5.2-9NA MA5.2-1WM  <b>5.3</b> MA5.3-13MG MA5.3-14MG MA5.2-4NA MA5.3-18SP MA5.3-19SP MA5.3-1WM	Term 2 Week 5

## YEAR 10 ASSESSMENT INFORMATION

Semester 2					
1	MathsOnline	Online tasks to be completed on a weekly basis	10%		Term 2 week 5 to Term 4 week 4
2	Topic Tests 3 and 4	<p><b>5.1</b> Interest and Depreciation Surface Area and Volume</p> <p><b>5.2</b> Investigating Data Interest and Depreciation</p> <p><b>5.3</b> Trigonometry Probability</p>	20%	<p>MA5.1-8MG</p> <p>MA5.1-4NA</p> <p>MA5.2-15SP</p> <p>MA5.2-4NA</p> <p>MA5.3-15MG</p> <p>MA5.2-17SP</p>	<p>Term 2 week 9</p> <p>Term 3 week 2</p> <p>Term 2 week 9</p> <p>Term 3 week 2</p> <p>Term 2 week 9</p> <p>Term 3 week 2</p>
3	Semester 2 Examination	Examination based on topics studied during term 3	20%	<p>5.1 MA5.1-13SP MA5.1-10MG MA5.1-7NA MA5.1-3WM</p> <p>5.2 MA5.2-13MG MA5.2-10NA MA5.2-17SP MA5.2-3WM</p> <p>5.3 MA5.3-9NA MA5.3-10NA MA5.3-12NA MA5.3-3WM</p>	Term 4 Week 4

### COURSE OUTCOMES

#### 5.1 Mathematics outcomes:

<b>MA5.1-1WM</b>	uses appropriate terminology, diagrams and symbols in mathematical contexts
<b>MA5.1-2WM</b>	selects and uses appropriate strategies to solve problems
<b>MA5.1-3WM</b>	provides reasoning to support conclusions that are appropriate to the context
<b>MA5.1-4NA</b>	solves financial problems involving earning, spending and investing money
<b>MA5.1-5NA</b>	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
<b>MA5.1-6NA</b>	determines the midpoint, gradient and length of an interval, and graphs linear relationships
<b>MA5.1-7NA</b>	graphs simple non-linear relationships
<b>MA5.1-8MG</b>	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms

## YEAR 10 ASSESSMENT INFORMATION

<b>MA5.1-9MG</b>	interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
<b>MA5.1-10MG</b>	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
<b>MA5.1-11MG</b>	describes and applies the properties of similar figures and scale drawings
<b>MA5.1-12SP</b>	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
<b>MA5.1-13SP</b>	calculates relative frequencies to estimate probabilities of simple and compound events

### 5.2 Mathematics outcomes:

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

### 5.3 Mathematics outcomes:

<b>MA5.3-1WM</b>	uses & interprets formal definitions and generalisations when explaining solutions &/or conjectures
<b>MA5.3-2WM</b>	generalises mathematical ideas and techniques to analyse and solve problems efficiently
<b>MA5.3-3WM</b>	uses deductive reasoning in presenting arguments and formal proofs
<b>MA5.3-4NA</b>	draws, interprets and analyses graphs of physical phenomena
<b>MA5.3-5NA</b>	selects and applies appropriate algebraic techniques to operate with algebraic expressions
<b>MA5.3-6NA</b>	performs operations with surds and indices
<b>MA5.3-7NA</b>	solves complex linear, quadratic, simple cubic, simultaneous equations, rearranges literal equations

## YEAR 10 ASSESSMENT INFORMATION

<b>MA5.3-8NA</b>	uses formulas to find midpoint, gradient, distance on the Cartesian plane, applies standard forms of the equation of a straight line
<b>MA5.3-9NA</b>	sketches and interprets a variety of non-linear relationships
<b>MA5.3-10NA</b>	recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
<b>MA5.3-11NA</b>	uses the definition of a logarithm to establish and apply the laws of logarithms
<b>MA5.3-12NA</b>	uses function notation to describe and sketch functions
<b>MA5.3-13MG</b>	applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
<b>MA5.3-14MG</b>	applies formulas to find volumes of right pyramids, right cones, spheres & related composite solids
<b>MA5.3-15MG</b>	applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
<b>MA5.3-16MG</b>	proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
<b>MA5.3-17MG</b>	applies deductive reasoning to prove circle theorems and to solve related problems
<b>MA5.3-18SP</b>	uses standard deviation to analyse data
<b>MA5.3-19SP</b>	investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

## Advanced Mathematics HT contact: Mr. Mahmut Yanar Year 11

### COURSE OUTLINE

This course is studied by our accelerated mathematics students in Year 10 in conjunction with the Year 11 Mathematics Extension 1 course. The course is a continuation from the Year 10 5.3 content where students build on their algebraic skills, engage with trigonometric equations, explore the properties of various functions, and are introduced to differential calculus.

The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty, and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection, and reasoning.

### ASSESSMENT SCHEDULE



**MATHEMATICS FACULTY**  
**ASSESSMENT SCHEDULE**  
**Year 11 Mathematics Advanced**  
HEAD TEACHER: Ronie Quinn

	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Written Test	Investigative Test	Yearly Examination	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 6	Term 3, Weeks 8-10	
<b>Outcomes assessed</b>	MAT11-1, MAT11-2, MAT11-8, MAT11-9	MAT11-1, MAT11-2, MAT11-3, MAT11-8, MAT11-9	MAT11-1, MAT11-2, MAT11-3, MAT11-4, MAT11-5, MAT11-6, MAT11-7, MAT11-8, MAT11-9	
<b>Components</b>				<b>Weighting (%)</b>
Understanding, Fluency, and Communication	15	15	20	<b>50</b>
Problem Solving, Reasoning and Justification	15	15	20	<b>50</b>
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### COURSE OUTCOMES

**MA11-1** uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems.

**MA11-2** uses the concepts of functions and relations to model, analyse and solve practical problems.

**MA11-3** uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes.

**MA11-4** uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities

**MA11-5** interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems.

**MA11-6** manipulates and solves expressions using the logarithmic and index laws and uses logarithms and exponential functions to solve practical problems.

**MA11-7** uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions.

**MA11-8** uses appropriate technology to investigate, organise, model, and interpret information in a range of contexts.

**MA11-9** provides reasoning to support conclusions which are appropriate to the context



## MATHEMATICS Extension 1 HT contact: Mr. Mahmut Yanar Year 11

### COURSE OUTLINE

The Year 11 Mathematics Extension 1 course is studied by our accelerated mathematics students in Year 10 in conjunction with the Year 11 advanced mathematics course. In this course. Students are introduced to, and acquire skills to solve problems in permutations, combinations, polynomials, and inverse functions. Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

### ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Written Test	Investigative Test	Yearly Examination	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 8-10	
<b>Outcomes assessed</b>	ME11-1, ME11-2, ME11-3, ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
<b>Components</b>				<b>Weighting (%)</b>
Understanding, Fluency, and Communication	15	15	20	<b>50</b>
Problem Solving, Reasoning and Justification	15	15	20	<b>50</b>
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### COURSE OUTCOMES

**ME11-1** uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses.

**ME11-2** manipulates algebraic expressions and graphical functions to solve problems.

**ME11-3** applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems.

**ME11-4** applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change.

**ME11-5** uses concepts of permutations and combinations to solve problems involving counting or ordering.

**ME11-6** uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts.

**ME11-7** communicates making comprehensive use of mathematical language, notation, diagrams, and graphs.

## YEAR 10 MUSIC CREATIVE & PERFORMING ARTS FACULTY HT contact: Mr James Raxworthy

### COURSE OUTLINE

Students will study the concepts of Music through the learning experience of performing, composing and listening. Students will learn this within the context of a range of styles, periods and genres.

Students extend their learning about music in the selected topics through:

- Performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques
- Composing as a means of self-expression, musical creation and problem solving
- Listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

Students are expected to perform on their main instrument or voice.

### ASSESSMENT SCHEDULE

Task no	Task	Description	Weighting	Outcomes	Due Date
1	Composition Online submission	Composition of a piece of music using notation software.	35%	5.4, 5.5, 5.9	Term 1 Week 10
2	Performance In class assessment	Solo/Ensemble performance of a piece (own choice)	30%	5.1, 5.3	Term 2 Week 8
3	Listening In class assessment	Examination-listening (written response to aural and score material).	35%	5.7, 5.8	Term 4 Week 3

### COURSE OUTCOMES

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 demonstrating interpretation of musical notation and the application of different types of technology
5.3	Performs music 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 and 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	Understands musical concepts through analysis, comparison and critical discussion of music from different stylistic, social, cultural and historical contexts
5.8	Understands musical concepts through aural identification, discrimination, memorization 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
5.12	Demonstrates a developing confidence and willingness to engage in performing, composing, and listening experiences

## YEAR 10 ASSESSMENT INFORMATION

### YEAR 10 PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION PDHPE FACULTY HT contact: Mr Michael Parker

#### COURSE OUTLINE

Personal Development, Health and Physical Education (PDHPE) develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively

The study of PDHPE provides students with the opportunity to enhance and develop resilience and connectedness and learn to interact respectfully with others. Through PDHPE students develop the skills to research, apply, appraise and critically analyse health and movement concepts in order to maintain and improve their health, safety, wellbeing and participation in physical activity. Students are provided with opportunities to learn to critique and challenge assumptions, attitudes, behaviours and stereotypes and evaluate a range of health-related sources, services and organisations. They develop a commitment to the qualities and characteristics that promote and develop empathy, resilience, respectful relationships, inclusivity and social justice. Students practise, develop and refine the physical, cognitive, social and emotional skills that are important for engaging in movement and leading a healthy, safe and physically active life.

#### ASSESSMENT SCHEDULE

Task no.	Task	Description	%	Outcomes	Due Date
1	Research Analysis Hand in	Let's Get Physically Active - Community Health Promotion case study	30%	PD5-2, PD5-7, PD5- 8	Term 1 Week 9
2	Movement skills and written component In class assessment	Invasion Game - Movement skills and strategies	40%	PD5-4, PD5-5, PD5- 11	Term 3 Week 6
3	Theory examination In class assessment	Yearly PDHPE Examination	30%	PD5-7, PD5-8, PD4-9	Term 4 Week 4

#### COURSE OUTCOMES

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 and strategies that enhance inclusivity, equality and respectful relationships
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 actions when solving complex movement challenges
PD5-6	critiques contextual factors, attitudes and behaviours 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 and applies self-management skills to effectively manage complex situations
PD5-10	critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
PD5-11	refines and applies movement skills and concepts to compose and perform innovative movement sequences

# YEAR 10 ASSESSMENT INFORMATION

## YEAR 10 PHYSICAL ACTIVITY AND SPORTS STUDIES PDHPE FACULTY HT contact: Mr Michael Parker

### COURSE OUTLINE

Physical Activity and Sports Studies (PASS) represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities.

This course promotes the concept of learning through movement and many aspects of this syllabus can be explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding. Students are encouraged to specialise and study areas in depth, to work towards a particular performance goal, pursue a formal qualification or examine an issue of interest related to the physical, emotional, social, cultural or scientific dimensions of physical activity and sport.

The units of study in Year 10 PASS include:

- Issues in Sport and Physical Activity
- Modified Games
- Enhancing Performance
- Coaching
- Participating with Safety
- Technology, Participation and Performance

### ASSESSMENT SCHEDULE

Task no.	Task	Description	%	Outcomes	Due Date
1	Research analysis Hand in	Issues in Physical activity and Sport research analysis	30%	PASS5-3, PASS5-4	Term 1 Week 8
2	Movement Skills and written component In class assessment	Enhancing performance-Skill acquisition and Tactical awareness (Ultimate Frisbee)	40%	PASS5-5, PASS5-7, PASS5-9	Term 2 Week 5
3	Theory examination In class assessment	Participating with safety - examination	30%	PASS5-1, PASS5-2, PASS5-8	Term 4 Week 4

### COURSE OUTCOMES

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 information
PASS5-5	Demonstrates actions and strategies that contribute to enjoyable participation and skillful performance
PASS5-6	Evaluates the characteristics of enjoyable 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

**YEAR 10 PHOTOGRAPHIC & DIGITAL MEDIA  
CREATIVE & PERFORMING ARTS FACULTY  
HT contact: Mr James Raxworthy**

**COURSE OUTLINE**

The units of study will include:

- Computer generated images;
- Learning about composition;
- An introduction to moving images through film and/or animation;
- Photoshop and digital media

The Photographic and Digital Media course assigns value to the development of students' intellectual, artistic and practical autonomy, critical judgment and reflective actions in making and interpreting photographic and digital media works. Students enhance their learning about photographic and digital media art making through critical and historical studies, as well as making photographic artworks. Students are required to document their photographic and digital media (PDM) art making and study in their PDM online journal.

**ASSESSMENT SCHEDULE**

Task No.	Task	Description	Weighting	Outcomes	Due Date
1	Digital Dreams	Online submission: Sequence of 4-6 manipulated images	20%	5.1, 5.4, 5.6	Term 1 Week 7
2	Research	Online submission: Case Study Investigating Portraiture	20%	5.7, 5.8, 5.9	Term 2 Week 3
3	Sense of Self	Online submission: Sequence of 6-10 digital images with annotations	30%	5.3, 5.5, 5.6	Term 3 Week 8
4	4D Photographic Artwork	Online submission: Film and animation	30%	5.7, 5.8, 5.10	Term 4 Week 2

**NB: The teacher will regularly monitor and provide feedback on student work by viewing the PDM online journal. Students are to submit their photographic tasks and their PDM journal for assessment each term.**

**COURSE OUTCOMES**

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-audience-world
5.3	makes photographic 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-audience-world 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

## YEAR 10 PSYCHOLOGY SCIENCE FACULTY HT contact: Ms Voula Georgelos

### COURSE OUTLINE

The human mind is a fascinating realm, equally as scary as it is mysterious. In this course you will learn not only about how our mind works but why it works and what happens when it doesn't work exactly the way we want it to. Based on their interests, students will research and develop questions around the four main categories of psychology that will be explored; abnormal, social, behavioural, and cognitive psychology. Students will gain a better understanding of the processes involved with conducting experiments related to psychology and the design limitations they will inevitably face from individual biases. Students will engage with future focused skills in line with Leichhardt's 4C's + R scaffolds, to think critically, be creative, work collaboratively and communicate their ideas with audiences as well as reflect on these skills in the context of psychology.

Topics and ideas within this course include: what is psychology; comparing psychology and psychiatry; being ethical in psychology; clinical psychology; comparing normal and abnormal psychology; social animals; bystander effect; behaviour in a group; individual biases; behavioural psychology; reinforcement and punishment; applied behavioural analysis; reinforcement and punishment; conditioning; cognitive psychology; personality; motivation and memory.

### ASSESSMENT SCHEDULE

Task No	Task	Description	Weighting	Outcomes	Due Date
1	Independent Case Study Digital submission, completed at home and in-class.	Students will research a mental disorder independently and present their findings as a product to inform a target audience.	30%	EL5.2 EL5.6 EL5.7	Term 1 Week 7
2	Paired Cognitive Assessment Digital submission or physical poster, completed in class and at home.	Students will design an experiment in pairs that tests memory based on research on cognitive psychology. Students will then reflect on their efforts.	30%	EL5.3 EL5.7	Term 2 Week 7
3	Behavioural Experiment (Group) Digital submission, completed in class and at home.	Students will work in groups to design an experiment and pitch their experiment, considering ethical guidelines.	40%	EL5.3 EL5.4 EL5.7	Term 3 Week 7

### COURSE OUTCOMES

EL5.1	Think creatively
EL5.2	Think critically
EL5.3	Think reflectively
EL5.4	Work collaboratively
EL5.5	Use communication and inter-personal skills
EL5.6	Work Independently
EL5.7	Demonstrate learning to an audience

## YEAR 10 ASSESSMENT INFORMATION

### YEAR 10 SCIENCE SCIENCE FACULTY HT contact: Ms Voula Georgelos

#### COURSE OUTLINE

The aim of the Year 10 program is to develop students:

- interest in and enthusiasm for science, as well as an appreciation of its role in finding solutions to contemporary science-related problems and issues
- knowledge understanding of and skills in applying the processes of Working Scientifically
- knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science.

#### ASSESSMENT SCHEDULE

Task No	Task	Description	Weighting	Outcomes	Due Date
1	Chemistry Practical Task In class, hard copy task.	Independent practical assessment on factors affecting rates of reaction.	35%	SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-17CW	Term 1 Week 7
2	Vehicle Safety Depth Study Hard copy project board task	Group research task on the application of physics to car safety features.	30%	SC5-6WS, SC5-7WS, SC5-8WS, SC5-10PW	Term 2 Week 8
3	Yearly Exam Hard copy examination.	Examination assessing skills and content from Term One, Two and Three.	35%	SC5-10PW, SC5-14LW, SC5-17CW, SC5-8WS	Term 4 Week 4

#### COURSE OUTCOMES

SC5-1VA	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC5-2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
SC5-3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
SC5-4WS	develops questions or hypotheses to be investigated scientifically
SC5-5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and
SC5-6WS	undertakes first-hand investigations to collect valid and reliable data and information,
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
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
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
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
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

## YEAR 10 SUCCESS IN CERAMICS CREATIVE & PERFORMING ARTS FACULTY HT contact: Mr James Raxworthy

### COURSE CONTENT

In Success in Ceramics, students use the frames to learn about ceramics, its development and history. Students develop their knowledge and skills through a broad range of ceramic art making techniques and use a process diary to develop and document their ideas and creations. Students will experiment with various processes, techniques and skills, adapted from various artistic ceramic styles.

Throughout the course, students will learn traditional and complex clay building processes and practices to conceive, create and resolve their own products and artworks. They will create functioning kitchen items, a relief sculpture wall tile, a figurative sculpture based on human form and a ceramic vessel vase, inspired by natural shapes and organic textures.

### ASSESSMENT SCHEDULE

Task No.	Task	Description	Weighting	Outcomes	Due Date
1	Kitchen Item Hand in	Students will create a functioning food safe bowl, plate, jug or mug.	30%	EL51, EL52, EL53, EL56	Term 1 Week 9
2	Relief Sculpture Hand in	Students will create and present a series of wall tiles featuring a relief sculpture	35%	EL54, EL55, EL57	Term 3 Week 2
3	Ceramic Vessel Hand in	Students will create a ceramic vessel vase, inspired by natural shapes and organic textures.	35%	EL51, EL52, EL56	Term 4 Week 3

#### \*Stretched Classes

### COURSE OUTCOMES

EL51	Think creatively
EL52	Think critically
EL53	Think reflectively
EL54	Work collaboratively
EL55	Use communication and inter-personal skills
EL56	Work independently
EL57	Demonstrate learning to an audience



## YEAR 10 THE GREAT OUTDOORS PDHPE FACULTY HT contact: Mr Michael Parker

### COURSE OUTLINE

'The Great Outdoors - Survive and Thrive' is a creative course that enables students to develop skills that will enable them to be active and contributing members of society. This course helps to develop an understanding of our relationships with the environment, others and ourselves. This course has been designed with an emphasis on practical activities that cater to individual interests within sport and recreational industries. The areas of sport and recreation are widespread and varied industries within Australia. This course aims to provide a framework that enables students to engage in these industries now and into the future.

Students will be studying of the following modules: Water Safety, Amazing Race and outdoor challenges, Where am I? (Orienteering), and How to survive from the sun to the sea.

### ASSESSMENT SCHEDULE

Task No	Task	Description	Weighting	Outcomes	Due Date
1	Water Safety	<b>Hand in</b> - Water Safety Campaign	35%	EL5-1, EL5-2, EL5-4	Term 1 Week 8
2	Presentation	<b>In class</b> – Survivor: Outdoor Challenge	30%	EL5-1, EL5-2, EL5-4, EL5-5	Term 2 Week 9
3	Presentation	<b>Hand in</b> – Orienteering: Design an Orienteering course	35%	EL5-1, EL5-2, EL5-4, EL5-7	Term 3 Week 7

### COURSE OUTCOMES

EL5.1	Think creatively
EL5.2	Think critically
EL5.3	Think reflectively
EL5.4	Work collaboratively
EL5.5	Use communication and inter-personal skills
EL5.6	Work Independently
EL5.7	Demonstrate learning to an audience

## YEAR 10 ASSESSMENT INFORMATION

### YEAR 10 TINKERING WITH TIMBER TAS FACULTY HT contact: Ms Trish Johnson

#### COURSE OUTLINE

In Tinkering with Timber, students use inquiry-based learning, critical thinking and collaboration while also learning practical timber skills. They undertake a research project exploring the societal and historical applications of timber products with a focus on First Nations perspectives. Students nurture their creative abilities by designing and building a folding camp stool with the design process documented in a folio. They then apply their skills to design an object of their choosing that is made using offcuts from a nearby timber recycling business and enter their projects in a competition called the Offcut Challenge. They collaborate with peers to display their work in a Timber Showcase.

#### ASSESSMENT SCHEDULE

Task No	Task	Description	Weighting	Outcomes	Due Date
1	Timber in human society Poster hand in	Students, using inquiry-based learning, develop critical thinking and independent working skills by completing a research project where they explore the role of timber-based products in society/history. They demonstrate their learning by creating a poster which is then displayed in a Gallery Walk.	30%	EL56 EL52 EL57	Term 2 Week 2
2	Folding Stool Folio	Students design and make a folding stool. They use reflective thinking to improve their work and record their learning in a folio.	40%	EL51 EL53	Term 3 Week 2
3	Offcut Challenge Showcase	Students design and make a scale model using timber offcuts. They enter their projects in an Offcut Challenge. They then collaboratively organise a Timber Showcase to show off their Offcut Challenge designs.	30%	EL54 EL55 EL57	Term 4, Week 2

#### COURSE OUTCOMES

EL5.1	Think creatively
EL5.2	Think critically
EL5.3	Think reflectively
EL5.4	Work collaboratively
EL5.5	Use communication and inter-personal skills
EL5.6	Work Independently
EL5.7	Demonstrate learning to an audience

**YEAR 10 VISUAL ARTS  
CREATIVE AND PERFORMING ARTS FACULTY  
HT CONTACT: Mr James Raxworthy**

**COURSE OUTLINE**

Students will make artworks using a range of materials and techniques and various investigations of the world. They will develop their artistic intentions in their art making and create works that reflect their background and experience. They will learn the pleasure and enjoyment in making artworks and will make artworks that will connect with audiences through exhibition and display.

Students will learn about artists who use the world as a source of ideas and concepts and how they invent and develop strategies to make their art works. They will learn about ways of organizing information, ideas and arguments. Students will learn to recognize the role of the audience in the construction and layering of meaning in their art.

**ASSESSMENT SCHEDULE**

<b>Task No.</b>	<b>Task</b>	<b>Description</b>	<b>Weighting</b>	<b>Outcomes Assessed</b>	<b>Due Date</b>
<b>1</b>	Research Task Online submission	Case Study: 24 <sup>th</sup> Biennale of Sydney	20%	5.7, 5.8, 5.10	Term 1 Week 7
<b>2</b>	Art Making Hand in	Practical art making and visual arts diary Sculpture	20%	5.1, 5.3, 5.6	Term 2 Week 4
<b>3</b>	Body of Work Hand in	Visual Arts Work and VAPD	40%	5.1, 5.3, 5.6	Term 3 Week 9
<b>4</b>	Examination In class	Yearly Examination	20%	5.7, 5.8, 5.9	Term 4 Week 4

**COURSE OUTCOMES**

<b>Outcome</b>	<b>Description</b>
5.1	Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
5.3	Make artworks informed by an understanding of how frames affect meaning
5.5	Makes informed choices to develop and extend concepts and different meanings in their artworks
5.6	Demonstrates technical accomplishment and refinement when 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 the relationship between artist world and audience in critical and historical interpretations of art
5.9	Demonstrates how the frames provide different interpretations in art
5.10	Demonstrates how art criticism and art history construct meaning

## GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents. Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

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



# Sydney Secondary College

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**Blackwattle Bay**

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