Sydney Secondary College Leichhardt

SYDNEY SECONDARY COLLEGE LEICHHARDT

YEAR 10 ASSESSMENT INFORMATION 2025

YEAR 10 ASSESSMENT INFORMATION

INTRODUCTION

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: Mr Daniel Chigwidden, Mr Josh Cauchi
- Head Teacher Wellbeing: Ms Janine Ahie
- Deputy Principal Year 10: Mr Michael Parker
- Head Teacher Learning and Enhancement: Ms Lisa Hartemink
- Aboriginal Education Officer: Ms Danielle Maslen
- Careers Adviser: Mr Huon Tran
- School Counsellors: Ms Jenny Zaman, Ms Libby Ahearn, Ms Kathy Hooper
- Student Support Officer: Ms Eloise Griffiths
- Principal: Mr Craig Marland

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.

SSC Leichhardt Campus Assessment Policy

Assessment is the process of identifying, gathering and interpreting information about student achievement. Effective school based assessment:

- enables students to demonstrate what they know, understand and can do
- is inclusive of, and accessible for, all students
- is valid: there is clear alignment between the syllabus, the assessment activity and the criteria used to assess
- identifies strengths, misunderstandings and skills not yet mastered
- enables timely and relevant feedback about learning progress
- provides opportunities for students to reflect on feedback
- is regular, purposeful and integrated throughout teaching and learning
- informs goal setting for learning and teaching.

STANDARDS-REFERENCED ASSESSMENT

Standards-referenced assessment refers to the process of interpreting information about student learning in relation to standards. It is used to compare student performance to a standard with objective criteria rather than to the performance of other students. Standards-referenced assessment can provide meaningful feedback about student achievement and support consistent assessment and reporting.

What are standards?

A standards-referenced approach is used to assess and report student achievement in NSW. This approach comprises 2 components:

- syllabus outcomes and content describe what students are expected to learn
- how well students demonstrate achievement is described in performance standards such as the Common Grade Scale.

Syllabus outcomes are used by teachers to:

- plan and develop learning and assessment opportunities in relation to content
- assess student progress and achievement in relation to intended learning
- report student progress and achievement at key points in time.

Performance standards used to report student achievement in NSW include:

- Common Grade Scale (Years 1 to 10)
- Stage 5 Course Performance Descriptors (end of Year 10)
- Common Grade Scale for preliminary courses (Year 11)
- HSC Performance Band Descriptions (Year 12)
- achievement level descriptions (Year 12 English Studies, Mathematics Standard 1, and Numeracy).

Common Grade Scale Years 1 to 10

The Common Grade Scale shown below can be used to report student achievement in Years 1 to 10 in NSW schools.

The scale describes performance at each of the 5 grade levels.

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

B- The student has a thorough knowledge and understanding of the content and a high level

of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

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

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

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

If teachers use the Common Grade Scale to report student achievement in Years 1-10:

- the full range of grades can be used at any point in time in relation to what has been taught
- the grade reported should reflect student achievement in relation to the syllabus outcomes for the relevant stage of learning
- students in the first year of a stage are not restricted to lower grades
- students do not need to be working beyond the syllabus for their stage to receive a grade A or B.

Types of assessment:

- **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.
- ensure approaches to assessment are inclusive of all students.
- 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.

REQUIREMENTS FOR THE AWARD OF THE RECORD OF SCHOOL ACHIEVEMENT (ROSA)

https://curriculum.nsw.edu.au/ace-rules/ace1/achieving-rosa

To qualify for the award of a RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside New South Wales;
- undertaken and completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA;
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or NESA; and
- completed Year 10.

Warnings

Students must be warned if they are in danger of not satisfactorily completing mandatory requirements. This warning must be given by principals in enough time for students to meet the requirements. If a student does not meet all mandatory requirements by the end of Year 10, then the student will not be eligible for the award of a RoSA in that year. The student may receive a Transcript of Study showing all grades awarded, including 'N' determinations for mandatory courses studied in Stage 5.

Procedures for dealing with absences in Year 10

Absence through illness and/or physical injury

In the case of prolonged or recurring illness or injury, a medical certificate will be accepted as satisfactory evidence of legitimate absence.

In many instances, school work may be undertaken while at home or in hospital. In this way, the principal may be satisfied that there is sufficient evidence for deeming that a student has met course requirements and achieved the outcomes of the course.

A student affected by long-term illness may elect to accumulate the Record of School Achievement. The student will then be graded with the cohort of students with whom he or she completes each course.

Absence on approved leave

It may be possible for compensatory assignments to be negotiated, completed, and posted back to school by students who are absent on approved leave. In this way, the principal may be satisfied that there is sufficient evidence for deeming that a student has met course requirements and achieved the outcomes of the course.

Some students may be judged able to catch up missed work upon return, to meet course requirements and achieve the outcomes of the course.

Absences without satisfactory explanation

Any unsatisfactorily explained absence, or series of unexplained absences, if the length or pattern is extensive, may result in a course(s) not being satisfactorily completed. Warning letters to the student/parent must indicate how the absence may result in non-completion of course requirements and must set out the steps necessary for the student to satisfactorily complete the course(s).

Absence prior to the final date for Year 10

It is a requirement for the award of the Record of School Achievement that students attend until the final day of Year 10 as determined by the school system concerned or by the principal of non-systemic schools. In all cases, schools are to ensure that syllabus outcomes and course study requirements, including indicative hours of study as specified by NESA are met.

'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 NESA. The Principal will consider all information provided by the student and parents about the circumstances relating to student non-performance. NESA has the final say in awarding grades, after the school has made a decision.

MALPRACTICE

Any behaviour for the purpose of gaining an unfair advantage in the assessment process constitutes malpractice or cheating. This includes the use of AI platforms.

Malpractice is any attempt to gain an unfair advantage over other students.

Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA.

Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.

Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

https://curriculum.nsw.edu.au/ace-rules/ace10/malpractice#acerule=n10_1_types_of_malpractice

Misrepresentation

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

Misrepresentation can include but is not limited to:

- making up journal entries for a project, and/or
- submitting falsified or altered documents, and/or
- referencing incorrect or non-existent sources, and/or
- contriving false explanations to explain work not handed in by the due date.

Plagiarism

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.

When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.

Plagiarism includes but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own, and/or
- using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- building on the ideas or words of another person without appropriate acknowledgement, and/or
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

- sharing answers to an assessment with other students, and/or
- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- contract cheating by outsourcing work to a third party, and/or
- unauthorised use of artificial intelligence technologies.

Breach of assessment conditions

All students undertaking an examination or HSC minimum standard test must comply with the assessment conditions set by NESA.

When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.

A breach of assessment conditions includes any breach of:

- HSC exam rules and procedures, and
- HSC minimum standard test rules and procedures.

Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage. This includes the use of AI platforms.

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 Year 10 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 to meet course outcomes.
Any form of malpractice 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.**

Any behaviour for the purpose of gaining an unfair advantage in the assessment process constitutes malpractice or cheating. This includes the use of AI platforms.

If malpractice is evident a mark of zero may be allocated for some or all of the task. The student may be required 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. Please note that tasks awarded a zero will still be assessed and feedback provided to the student.** 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 ASSESMENT 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, especially 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

Any behaviour for the purpose of gaining an unfair advantage in the assessment process constitutes malpractice or cheating. This includes the use of AI platforms.
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 School Reports

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

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 – 2 July 2025
- Year 8 – 19 June 2025
- Years 9 & 10 – 22 July 2025

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 Week 10 – 2 July 2025
Term 3 Week 2 – 30 July 2025
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

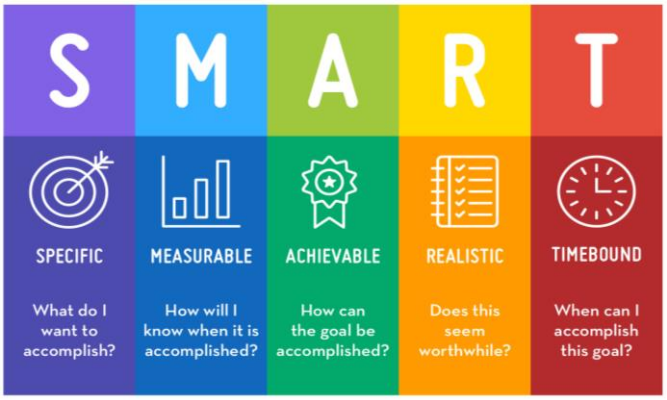
1. My College Grade Average (CGA)

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 =		
My CGA = (*total points ÷ number of subjects*)		

2. My areas of strength and areas for growth

Areas of strength
Areas for growth



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: _____

Task (tick box)
- ☐ Hand in
- ☐ In-Class task
- ☐ Examination period
- ☐ Speech/performance
- ☐ Other_____
_____

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: _____

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.

Assessment planning calendar Term 1 2025

Week	Due this week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 2 3 Feb		School Development Day	School Development Day	School Development Day	Day one all students	
Week 3 10 Feb						
Week 4 17 Feb						
Week 5 24 Feb						
Week 6 3 Mar						
Week 7 10 Mar						
Week 8 17 Mar						
Week 9 24 Mar						
Week 10 31 Mar						
Week 11 7 Apr						School closes for Term 1

Assessment planning calendar Term 2 2025

Week	Due this week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 28 Apr		School Development Day	School Development Day			
Week 2 5 May						
Week 3 12 May						
Week 4 19 May						
Week 5 26 May						
Week 6 2 Jun						
Week 7 9 Jun		King's Birthday Holiday				
Week 8 16 Jun						
Week 9 23 Jun						
Week 10 30 Jun						School closes for Term 2

Assessment planning calendar Term 3 2025

Week	Due this week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 21 Jul		School Development Day				
Week 2 28 Jul						
Week 3 04 Aug						
Week 4 11 Aug						
Week 5 18 Aug						
Week 6 25 Aug						
Week 7 01 Sep						
Week 8 08 Sep						
Week 9 15 Sep						
Week 10 22 Sep						School closes for Term 3

Assessment planning calendar Term 4 2025

Week	Due this week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 13 Oct		School Development Day				
Week 2 20 Oct						
Week 3 27 Oct						
Week 4 03 Nov						
Week 5 10 Nov						
Week 6 17 Nov						
Week 7 24 Nov						
Week 8 01 Dec		Yr 10 Finale Week	Yr 10 Finale Week	Yr 10 Finale Week	Yr 10 Finale Week	Yr 10 Graduation
Week 9 08 Dec		Work Experience/ Volunteer days	Work Experience/ Volunteer days	Work Experience/ Volunteer days	Work Experience/ Volunteer days	Work Experience/ Volunteer days
Week 10 15 Dec		Work Experience/ Volunteer days	Work Experience/ Volunteer days	Work Experience/ Volunteer week	Work Experience/ Volunteer week	Work Experience/ Volunteer week

BEAN TO BARISTA
TAS FACULTY
HT CONTACT: Ms Trish Johnson

COURSE OUTLINE

In Bean to Barista, students learn all about the world of coffee and cafes. Throughout the year they learn and refine barista skills, including both coffee making and the communications and interpersonal skills required for quality customer interactions. Students conduct a personal learning project where they conduct in-depth research on a topic from the world of coffee and present their learning in a Gallery Walk. They also work in teams to create their own unique proposition for a café and create a signature bakery product based on the theme of their café. In addition to classroom learning, they are given the opportunity to run the school coffee cart at school functions.

ASSESSMENT SCHEDULE

	Task type	Task	Description	Weighting	Outcomes	Date
1	Research Task	All About Coffee	Students develop a driving question to explore a chosen aspect of coffee- agriculture, production, history, or extraction.	40%	EL5.6 EL5.7	Term 2 Week 2
2	Practical Assessment	Pit Crew Practical 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. They also produce an instructional video demonstrating how to use the coffee machine.	30%	EL5.4 EL5.5	Term 3 Week 10
3	Business proposal	Design a Café Presentation	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 COMMERCE
HSIE FACULTY
HT CONTACT: Ms Siobhan Christie (Rel.)

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	Description	Weighting	Outcomes	Date
1	Investment Portfolio and Plan	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	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	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

Outcome	Description
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 COMPUTING TECHNOLOGY
TAS FACULTY
HT CONTACT: Ms Trish Johnson

COURSE OUTLINE

The study of Computer Technology assists students to develop the knowledge, understanding and skills to solve problems in real life contexts. Through a series of tasks, students engage in the design processes to develop skills in the specific application of computing technologies and to develop digital solutions applicable to a range of industrial, commercial, and recreational contexts.

ASSESSMENT SCHEDULE

	Task	Description	Weighing	Outcomes	Date
1	Software development – Introduction to Python and Pygame Zero	Students will complete a series of tutorials using Pygame Zero framework and develop three simple arcade games.	15%	CT5-EVL-01, CT5-THI-01	Term 1 Week 9
2	Software development – develop an arcade game.	Student will utilise their programming knowledge and skills to create an arcade style game using Python language and utilising Pygame Zero program.	35%	CT5-SAF-01, CT5-DPM-01, CT5-COL-01, CT5-COM-01, CT5-OPL-01, CT5-DES-01	Term 2 Week 6
3	Designing for UX – Wireframe prototypes	Students will research user experience and create a report showcasing two ideas for an app and design two wireframes for their digital product.	20%	CT5-COL-01, CT5-DAT-01, CT5-COM-01,	Term 3 Week 9
4	Designing for UX – app development.	Students work collaboratively to design an app with a multimedia element that they have previously planned in assessment task 3.	30%	CT5-SAF-01, CT5-DPM-01, CT5-COM-01, CT5-THI-01, CT5-DAT-02, CT5-DES-01	Term 4, Week 4

COURSE OUTCOMES

Outcome	Description
CT5-SAF-01	Selects and applies safe, secure, and responsible practices in the ethical use of data and computing technology.
CT5-DPM-01	Applies iterative processes to define problems and plan, design, develop and evaluate computing solutions.
CT5-COL-01	Manages, documents, and explains individual and collaborative work practices.
CT5-EVL-01	Understands how innovation, enterprise and automation have inspired the evolution of computing technology.
CT5-DAT-01	Explains how data is stored, transmitted, and secured in digital systems and how information is communicated in a range of contexts.
CT5-COM-01	Communicates ideas, processes and solutions using appropriate media.
CT5-OPL-01	Designs, produces, and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language.
CT5-THI-01	Applies computational, design and systems thinking to the development of computing solutions.
CT5-DAT-02	Acquires, represents, analyses, and visualises simple and structured data.
CT5-DES-01	Designs and creates user interfaces and the user experience.

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	Description	Weighting	Outcomes	Date
1	Working in the Hospitality industry	Students will research a Celebrity Chef 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	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	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

Outcome	Description
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 ELECTIVE HISTORY
HSIE FACULTY
HT CONTACT: Ms Siobhan Christie (Rel.)

COURSE OUTLINE

In this Year 10 Elective History course, students will engage with pivotal moments in history that have shaped contemporary society. Through a thematic lens, we will explore Ancient Greece with a particular focus on the Battle of Marathon, examine the principles and consequences of American imperialism, investigate the evolution of crime and punishment throughout history, and critically analyse the nature and implications of terrorism in the modern world. This course aims to develop students' critical thinking, analytical skills, and understanding of historical contexts, encouraging them to draw connections between past events and present-day issues.

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	Description	Weighting	Outcome	Date
1	Source Analysis Task: Online submission	**Ancient Greece** Students complete a source analysis task on the topic of Ancient Greece and Persia	35% (EHK 10% EHS 15% EHC 10%)	EH5-1 EH5-3 EH5-4	Term 1 Week 8
2	True Crime Podcast: Online submission	**Crime and Punishment** Students create a news broadcast about crime and punishment	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	**All topics** Students will be examined on the skills and content from all of the topics taught	30% (EHK 15% EHS 5% EHC 10%)	EH5-3 EH5-4 EH5-6 EH5-9	Term 4 Week 3

COURSE OUTCOMES

Outcome	Description
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 Yasmin Bhamjee

COURSE OUTLINE

During Stage 5 English students learn to appreciate, reflect on and enjoy language, and make meaning in ways that are imaginative, creative, interpretive, critical and powerful. In English students at SSC Leichhardt will have the opportunity to analyse and evaluate a range of fiction and non-fiction texts which give insight into a variety of experiences and perspectives. Students learn about the way contextual influences shape composer intent and how language and visual choices create style in texts.
There is a strong focus on developing students written expression for different purposes and confidence in communicating through verbal and visual communication methods.

ASSESSMENT SCHEDULE

	Task	Description	Weighting	Outcomes	Date
1	Discursive Writing: Shakespeare study – MACBETH	**In class assessment** - Students show understanding of the way power and ambition are represented in Shakespeare's Macbeth in a discursive written response under exam conditions.	25%	EN5-URA-01 EN5-URB-01 EN5-URC-01 EN5-ECA-01	Term 1 Week 10
2	Speaking & Representing: Persuasive Speech - online submission / in class presentation	**In class assessment** - Students present a prepared persuasive speech on a chosen topic of interest using complementary images to enhance their message	25%	EN5-ECA-01 EN5-URA-01 EN5-URB-01	Term 2 Week 5
3	Writing: In Class Essay on a Novel	**In class assessment**- Students write a critically evaluative essay on their class novel.	25%	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-ECA-01	Term 3 Week 7
4	End of Year Exam	**Final Examination** - Students read and respond to a series of short texts	25%	EN5-RVL-01 EN5-ECB-01 EN5-URB-01	Term 4 Week 4

COURSE OUTCOMES

Outcome	Description
EN5-RVL-01	uses a range of personal, creative and critical strategies to interpret complex texts
EN5-URA-01	analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures
EN5-URB-01	evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes
EN5-URC-01	investigates and explains ways of valuing texts and the relationships between them
EN5-ECA-01	crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning
EN5-ECB-01	uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

FOOD TECHNOLOGY
TAS FACULTY
HT CONTACT: Ms Trish Johnson

COURSE OUTLINE

The following assessment tasks are designed to give students and 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	Description	Weighting	Outcomes	Date
1	**Food Service and Catering:** Food Truck Presentation	Students work in pairs to design a Food Truck and individually record their learning in a folio. Practical assessment – students prepare a recipe from their food truck menu in class.	25%	5-1, 5-2, 5-4, 5-5	Term 1 Week 11
2	**Food Trends:** Grazy Days	Students create an online portfolio to design and develop a unique grazing platter. Practical assessment – student prepare and photograph their platter in class.	25%	5-1, 5-5, 5-9	Term 2 Week 10
3	**Food Product Development:** Snack Founder Report	Students design an innovative snack product. They create a prototype of the packaging and show the development of their product in a report.	25%	5-10, 5-11, 5-13	Term 3 Week 10
4	Yearly Examination	Yearly examination testing food service and catering, food trends and food product development.	25%	5-2, 5-6, 5-12	Term 4 Week 4

COURSE OUTCOMES

Outcome	Description
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 (Rel.)

COURSE OUTLINE

In this Year 10 Mandatory Geography course, students will investigate the intricate relationships between environmental change, management strategies, and human well-being. The course will explore the causes and impacts of environmental changes, such as climate change, land degradation, and biodiversity loss, while examining how these changes affect the quality of life for individuals and communities. Students will engage with case studies that illustrate successful and challenging management practices aimed at mitigating environmental change and promoting sustainable development. Through a combination of theoretical understanding, practical applications, and critical analysis, students will develop the skills needed to address contemporary geographic issues and advocate for sustainable solutions.

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	Description	Weighting	Outcomes	Date
1	Speech: Online submission and in class presentation	**Environmental Change** Students develop a persuasive speech about human induced change and management strategies	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	**All topics** 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

Outcome	Description
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 Siobhan Christie (Rel.)

COURSE OUTLINE

In Year 10 Mandatory History, students will undertake a comprehensive study of three significant and interrelated themes: The Holocaust, World War II, and Rights and Freedoms. This course aims to deepen students' understanding of these pivotal historical events and their lasting impact on human rights and social justice in today's world.

The first unit, The Holocaust, provides an in-depth exploration of the systematic genocide perpetrated against six million Jews and millions of others during World War II. Students will examine the historical context of anti-Semitism, the rise of the Nazi regime, and the mechanisms of oppression and extermination. Through survivor testimonies, primary sources, and historical analysis, students will grapple with the moral questions surrounding this atrocity, fostering a critical understanding of the implications of hatred and intolerance.

The second unit, World War II, will focus on the causes, major events, and consequences of the global conflict. Students will analyse the political, economic, and social factors that contributed to the outbreak of the war, as well as key battles, military strategies, and the experiences of soldiers and civilians. The course will also address the war's aftermath, including the geopolitical changes that emerged and the establishment of international frameworks aimed at preventing future atrocities.

The final unit, Rights and Freedoms, will explore the evolution of human rights in the context of the aftermath of the Holocaust and World War II. Students will investigate the development of international human rights instruments, such as the Universal Declaration of Human Rights, and examine significant movements for civil rights and social justice throughout history and into the present day. This unit will encourage students to reflect on the importance of safeguarding rights and freedoms in contemporary society and the ongoing struggles faced by various groups.

Students will develop critical historical thinking skills and a nuanced understanding of the complexities of these significant events and their relevance to current global issues.

ASSESSMENT SCHEDULE

	Task	Description	Weighting	Outcomes	Date
1	Research Essay: Online submission	**Holocaust** 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	Examination: In class	**All topics** 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

Outcome	Description
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

INDUSTRIAL TECHNOLOGY - ENGINEERING
TAS FACULTY
HT CONTACT: Ms Trish Johnson

COURSE OUTLINE

Students will study the design, production and evaluation of robotics, hydraulics/pneumatics and renewable energy systems. A focus is on project-based learning with students working collaboratively while using a range of technologies to solve real world problems. Critical, creative and reflective thinking are embedded in this course.

ASSESSMENT SCHEDULE

	Task	Description	Weighting	Outcomes	Date
1	Engineering Challenge – Robotics Folio	Students work in a team to build a robot to address a driving question relating to a local problem	30%	IND5-3 IND5-8	Term 1 Week 11
2	NRMA Transport Challenge - Video	Working in a team, students devise a project to solve a transport problem	40%	IND5-2 IND5-5 IND5-6 IND5-10	Term 3, Week 2
3	Transport- CO2 cars Folio	Students design and make an aerodynamic car powered by C02	30%	IND5-1 IND5-4 IND5-9	Term 4 Week 3

COURSE OUTCOMES

Outcome	Description
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

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 utilities 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	Description	Weighting	Outcomes	Date
1	SkyLap Aeronautics Challenge	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 10
2	Metro Minds STEAM Challenge	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 10
3	Individual Major Project	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

Outcome	Description
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 solutions
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

MARINE AND AQUACULTURE TECHNOLOGY
SCIENCE FACULTY
HT CONTACT: Ms Ellisa Dillera (Rel.)

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	Description	Weighting	Outcomes	Date
1	Aquarium Design, Construction and Maintenance	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. **Hand in portfolio and in-class.**	30%	EL5.2 EL5.4 EL5.5	Term 1 Week 7
2	Dangerous Marine Creature Research and Model	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. **Hand in poster and model and in-class presentation.**	35%	EL5.1 EL5.5	Term 2 Week 7
3	Maritime Industries and Employment	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. Students will then present their fact sheets in a careers-expo style presentation. **Online submission and in-class.**	35%	EL5.3 EL5.7 EL5.6	Term 3 Week 7

COURSE OUTCOMES

Outcome	Description
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 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	Description	Weighting	Outcomes	Date
Semester 1					
1	Maths Online	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	**5.1** - Algebra - Equations and Inequalities **5.2** - Algebra - Equations and Inequalities **5.3** - Coordinate Geometry - Surface Area and Volume	20%	MA5-ALG-C-01 MA5-EQU-C-01 MA5-ALG-C-01 MA5-EQU-C-01 MA5-LIN-P-01 MA5-ARE-P-01 MA5-VOL-P-01	Term 1 week 6 Term 1 week 9 Term 1 week 6 Term 1 week 9 Term 1 week 6 Term 1 week 9
3	Semester 1 Examination	Examination based on topics studied during term 1	20%	**5.1** MAO-WM-01 MA5-EQU-C-01 MA5-LIN-C-01 MA5-DAT-C-02 **5.2** MAO-WM-01 MA5-EQU-C-01 MA5-EQU-P-02 MA5-LIN-C-02 **5.3** MAO-WM-01 MA5-ARE-P-01 MA5-VOL-P-01 MA5-FIN-C-02 MA5-DAT-P-01	Term 2 Week 6

Semester 2					
1	Maths Online	Online tasks to be completed on a weekly basis	10%		Term 2 week 5 to Term 4-week 5
2	Topic Tests 3 and 4	**5.1** Interest and Depreciation Surface Area and Volume **5.2** Investigating Data Interest and Depreciation **5.3** Trigonometry Probability	20%	MA5-FIN-C-02 MA5-ARE-C-01 MA5-VOL-C-01 MA5-DAT-C-02 MA5-FIN-C-02 MA5-TRG-P-01 MA5-TRG-P-02 MA5-PRO-P-01	Term 2 week 9 Term 3 week 2 Term 2 week 9 Term 3 week 2 Term 2 week 9 Term 3 week 2
3	Semester 2 Examination	Examination based on topics studied during term 3	20%	**5.1** MAO-WM-01 MA5-PRO-C-01 MA5-TRG-C-02 MA5-GEO-C-01 MA5-NET-P-01 **5.2** MAO-WM-01 MA5-ARE-C-01 MA5-VOL-C-01 MA5-TRG-C-02 MA5-GEO-C-01 MA5-NET-P-01 MA5-PRO-C-01 **5.3** MAO-WM-01 MA5-EQU-P-02 MA5-NLI-P-01 MA5-POL-P-01 MA5-FNC-P-01	Term 4 Week 4

COURSE OUTCOMES

Outcome	Description
MAO-WM-01	Working mathematically: develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
MA5-FIN-C-01	Solves financial problems involving simple interest, earning money and spending money.
MA5-FIN-C-02	Solves financial problems involving compound interest and depreciation.
MA5-ALG-C-01	Simplifies algebraic fractions with numerical denominators and expands algebraic expressions.
MA5-RAT-P-01	Identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)
MA5-RAT-P-02	Analyses and constructs graphs relating to rates of change (Path: Adv)
MA5-ALG-P-01	Simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv)
MA5-ALG-P-02	Selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises, and simplifies algebraic expressions (Path: Adv)
MA5-IND-C-01	Simplifies algebraic expressions involving positive-integer and zero indices and establishes the

	meaning of negative indices for numerical bases.
MA5-IND-P-01	Applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv)
MA5-IND-P-02	Describes and performs operations with surds and fractional indices (Path: Adv)
MA5-EQU-C-01	Solves linear equations of up to 3 steps, limited to one algebraic fraction.
MA5-EQU-P-01	Solves monic quadratic equations, linear inequalities, and cubic equations of the form ?ax?^3=k (Path: Adv)
MA5-EQU-P-02	Solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv)
MA5-LIN-C-01	Determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools.
MA5-LIN-C-02	Graphs and interprets linear relationships using the gradient/slope-intercept form.
MA5-LIN-P-01	Describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv)
MA5-NLI-C-01	Identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts.
MA5-NLI-C-02	Identifies and compares features of parabolas and exponential curves in various contexts.
MA5-NLI-P-01	Interprets and compares non-linear relationships and their transformations, both algebraically and graphically (Path: Adv)
MA5-POL-P-01	Defines, operates with, and graphs polynomials and applies the factor and remainder theorems to solve problems (Path: Adv, Ext)
MA5-LOG-P-01	Establishes and applies the laws of logarithms to solve problems (Path: Adv)
MA5-FNC-P-01	Uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables (Path: Adv)
MA5-MAG-C-01	Solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures.
MA5-TRG-C-01	Applies trigonometric ratios to solve right-angled triangle problems.
MA5-TRG-C-02	Applies trigonometry to solve problems, including bearings and angles of elevation and depression.
MA5-TRG-P-01	Applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (Path: Stn, Adv)
MA5-TRG-P-02	Establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (Path: Adv)
MA5-ARE-C-01	Solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids.
MA5-ARE-P-01	Applies knowledge of the surface area of right pyramids and cones, spheres, and composite solids to solve problems (Path: Stn, Adv)
MA5-VOL-C-01	Solves problems involving the volume of composite solids consisting of right prisms and cylinders.
MA5-VOL-P-01	Applies knowledge of the volume of right pyramids, cones, and spheres to solve problems involving related composite solids (Path: Stn, Adv)
MA5-GEO-C-01	Identifies and applies the properties of similar figures and scale drawings to solve problems.
MA5-GEO-P-01	Establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (Path: Ext)
MA5-GEO-P-02	Constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (Path: Ext)
MA5-CIR-P-01	Applies deductive reasoning to prove circle theorems and solve related problems (Path: Ext)
MA5-NET-P-01	Solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (Path: Stn)
MA5-DAT-C-01	Compares and analyses datasets using summary statistics and graphical representations.
MA5-DAT-C-02	Displays and interprets datasets involving bivariate data.
MA5-DAT-P-01	Plans, conducts, and reviews a statistical inquiry into a question of interest (Path: Stn, Adv)
MA5-PRO-C-01	Solves problems involving probabilities in multistage chance experiments and simulations.
MA5-PRO-P-01	Solves problems involving Venn diagrams, 2-way tables and conditional probability (Path: Adv)

YEAR 10 MUSIC 2025
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	Description	Weighting	Outcomes	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	35%	5.7, 5.8	Term 4 Week 3

COURSE OUTCOMES

Outcome	Description
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	Demonmstrates a developing confidence and willingness to engage in performing, composing, and listening experiences

YEAR 10 PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION
PDHPE FACULTY
HT CONTACT: Ms Lauren Williams (Rel.)

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	Description	Weighting	Outcomes	Due Date
1	Research Analysis	**Online Submission** - Let's Get Physically Active: Community Health Promotion case study	30%	PD5-2, PD5-7, PD5-8	Term 1 Week 11
2	Movement skills and written component.	**In class** - Invasion Game: Movement skills and strategies.	40%	PD5-4, PD5-5, PD5-11	Term 3 Week 6
3	Theory examination	**In class** - Yearly PDHPE Examination	30%	PD5-7, PD5-8, PD4-9	Term 4 Week 4

OUTCOMES ASSESSED

Outcome	Description
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 PHOTOGRAPHIC & DIGITAL MEDIA 2025
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	Description	Weighting	Outcomes	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 7
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

Outcome	Description
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 PHYSICAL ACTIVITY AND SPORTS STUDIES
PDHPE FACULTY
HT CONTACT: Ms Lauren Williams (Rel.)

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	Description	Weighting	Outcomes	Due Date
1	Research analysis	**Online Submission** - Issues in Physical activity and Sport research analysis	30%	PASS5-3, PASS5-4	Term 1 Week 9
2	Movement Skills and written component	**In Class** - 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** - Participating with safety - examination	30%	PASS5-1, PASS5-2, PASS5-8	Term 4 Week 4

COURSE OUTCOMES

Outcomes	Description
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

PSYCHOLOGY
SCIENCE FACULTY
HT CONTACT: Ms Ellisa Dillera (Rel.)

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	Description	Weighting	Outcomes	Date
1	Independent Case Study	Students will research a mental disorder independently and present their findings as a product to inform a target audience. **Online submission and in-class.**	30%	EL5.2 EL5.6 EL5.7	Term 1 Week 7
2	Paired Cognitive Assessment	Students will design an experiment in pairs that tests memory based on research on cognitive psychology. Students will then reflect on their efforts. **Online submission or hand in physical poster and in-class.**	35%	EL5.3 EL5.7	Term 2 Week 7
3	Behavioural Experiment (Group)	Students will work in groups to design an experiment and pitch their experiment, considering ethical guidelines. **Online submission and in-class.**	35%	EL5.3 EL5.4 EL5.7	Term 3 Week 7

COURSE OUTCOMES

Outcomes	Description
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 SCIENCE
SCIENCE FACULTY
HT CONTACT: Ms Ellisa Dillera (Rel.)

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	Description	Weighting	Outcomes	Date
1	Chemistry Practical Task	Independent practical assessment on factors affecting rates of reaction. **In-class, hard copy task.**	35%	SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-17CW	Term 1 Week 7
2	Vehicle Safety Depth Study	Group research task on the application of physics to car safety features. **Hand in project board and in-class.**	30%	SC5-6WS, SC5-7WS, SC5-8WS, SC5-10PW	Term 2 Week 8
3	Yearly Exam	Examination assessing skills and content from Term One, Two and Three. **Hard copy examination.**	35%	SC5-10PW, SC5-14LW, SC5-17CW, SC5-8WS	Term 4 Week 4

COURSE OUTCOMES

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

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

COURSE OUTLINE

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	Description	Weighting	Outcomes	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

COURSE OUTCOMES

Outcome	Description
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: Ms Lauren Williams (Rel.)

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 was designed emphasising practical activities catering 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 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	Description	Weighting	Outcomes	Date
1	Water Safety	**Online Submission** - Water Safety Campaign	30%	EL5-1 EL5-2 EL5-4	Term 1 Week 8
2	Presentation	**Online Submission** – Survivor: Outdoor Challenge	30%	EL5-1 EL5-2 EL5-4 EL5-5	Term 2 Week 10
3	Presentation	**Online submission and in class presentation** – Orienteering: Design and implement an Orienteering course	40%	EL5-1 EL5-2 EL5-4 EL5-7	Term 3 Week 7

COURSE OUTCOMES

Outcome	Description
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

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	Description	Weighting	Outcomes	Date
1	Timber game construction folio	In this unit, students will work independently to investigate timber types, milling processes, and construction methods as they work independently to construct a small timber game, enhancing their creative thinking and practical skills. They demonstrate their learning through the completion of a folio.	30%	EL56 EL52	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	30%	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	40%	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 2025
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 organising information, ideas and arguments. Students will learn to recognise the role of the audience in the construction and layering of meaning in their art.

ASSESSMENT SCHEDULE

	Task	Description	Weighting		Outcomes	Date
1	Making Art	SCULPTURE ORGANICA MECHANICA **Hand In:** Visual Arts Work and V.A.P.D.	**20%**		5.1, 5.3, 5.6	Term 1 Week 9
			Sculpture	15%		
			V.A.P.D.	5%		
2	Studying Art	NEW ART **Online Submission:** Case Study **Hand In:** and V.A.P.D.	**20%**		5.7, 5.8, 5.10	Term 2 Week 5
			Case Study	15%		
			V.A.P.D.	5%		
3	Body of Work	**Hand In:** Visual Arts Work and V.A.P.D.	**40%**		5.1, 5.3, 5.6	Term 3 Week 9
			B.O.W.	30%		
			V.A.P.D.	10%		
4	Exam	**In Class:** Yearly Examination	**20%**		5.7, 5.8, 5.9	Term 4 Week 4

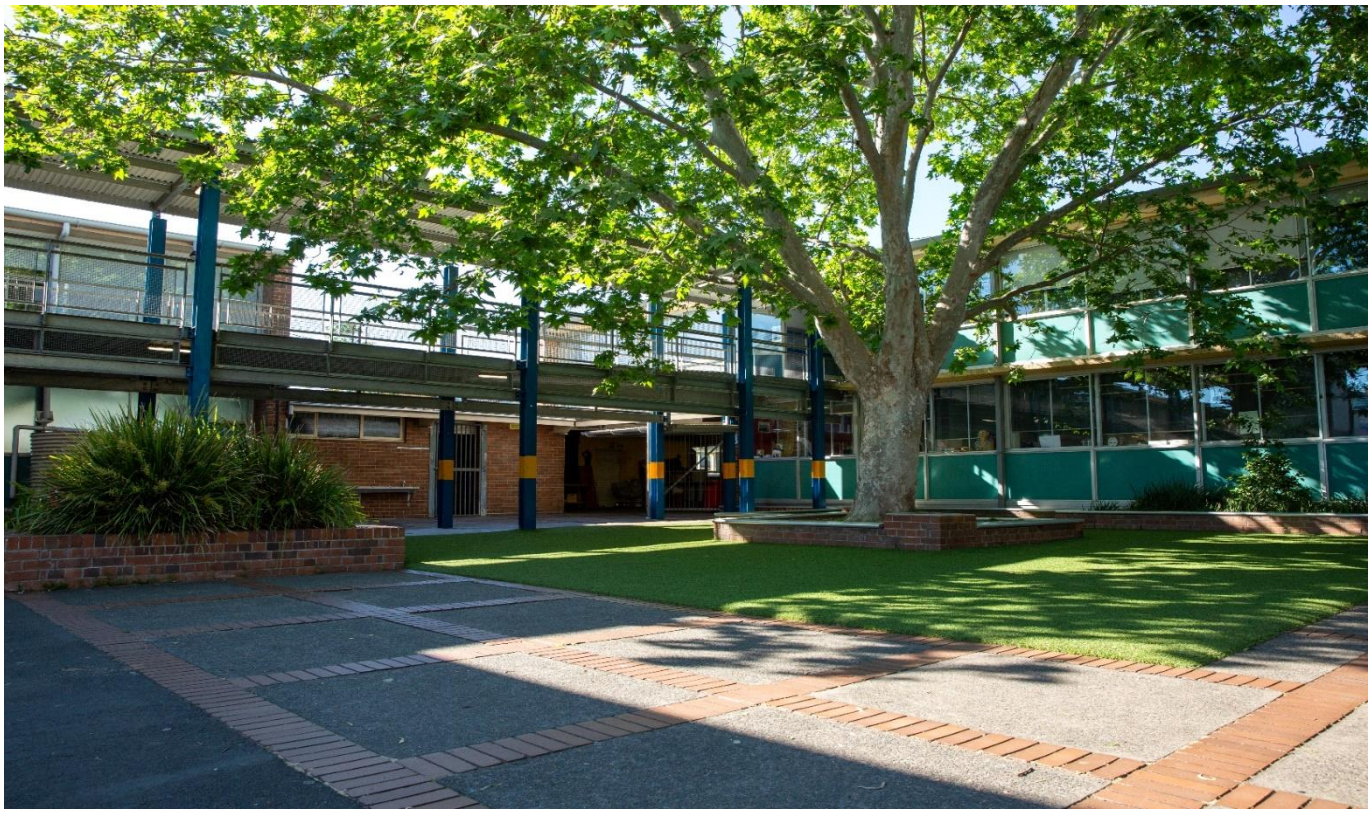
COURSE OUTCOMES

Outcome	Description
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.

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



Sydney Secondary College

Leichhardt Balmain Blackwattle Bay

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