

# **GREYSTANES HIGH SCHOOL**



## **Student Assessment Handbook**

**Year 10**

**2025**

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## Principals Message

In the coming year, you will work towards the achievement of your first international qualification, the Record of School Achievement (RoSA). The RoSA provides you with a foundation for your future, offering pathways to;

- ◆ The completion of the Preliminary Higher School Certificate.
- ◆ The completion of the Higher School Certificate.
- ◆ Further education at TAFE or a private college
- ◆ Fulltime work.

As a school we are committed to supporting you in your endeavours to achieve a RoSA. Available support includes;

- ◆ Transition Officer
- ◆ Careers Adviser
- ◆ Learning Centre
- ◆ Learning Support Faculty

It is important to realise that to attain the RoSA credential you are required to meet the requirements established by the NSW Education Standards Authority (NESA). This requires you to;

- ◆ Apply yourself to your studies to the best of your abilities with diligence and sustained effort.
- ◆ Complete all written assignments, speaking tasks, practical work and tests demonstrating the achievement of outcomes
- ◆ Perform tasks required for the assessment program in each course in a serious manner.

For this reason, it is important that you are familiar with the contents of this booklet. The handbook clearly sets out the rules for the completion of assessment tasks and provides an outline of the assessment program for every subject. Your performance in each assessment task will directly contribute to your final grade in each subject. Importantly, the quality and timely completion of classwork and homework are indicators used by a teacher to determine if you have demonstrated the achievement of course outcomes. Failure to familiarise yourself with the RoSA requirements cannot be presented as an excuse.

Throughout this year, you will also be asked to make an informed decision about your future, to think about career aspirations, further education and work. It is important in making these decisions that you consult widely with your teachers and parents, seek information and take the opportunities provided to help clarify your goals.

Early in Term 3 you will attend the Senior School Enrolment Interview Day. As part of your individual interview on this day, you will be required to;

- ◆ Present your Curriculum Vitae.
- ◆ Outline your reasons for wishing to complete the HSC.
- ◆ Discuss what you are able to offer the school as a senior student.
- ◆ Discuss your subject choices for the Higher School Certificate.

At whatever stage you transition into the workforce, you need to recognise that it is a competition to find a job. To be ahead of your competition and be successful, you need to be able to present yourself in a professional manner, communicate clearly and provide clear evidence of your personal qualities and attributes that make you the most suitable candidate. The individual interview is an opportunity to develop and practise these skills. The interview is also an opportunity for you to reflect on where you are at, where you are going and what you need to do to get there. I trust that you take advantage of the preparation provided in your English class and approach the interview with vigour.


I am certain that the year ahead will present triumphs, challenges and disappointments, which are all part of learning and growing as an individual. What remains important is your commitment to achieving your personal 'best'. The year ahead will present opportunities for you to develop your resilience and ability to overcome adversity which will serve you well throughout your adult life.

Just remember '**those who work hard, get lucky**'. I wish you every success in your endeavours.

Yours sincerely,



Grant Sparke  
Principal



We empower our learning  
community to thrive,  
strive and succeed

# Year 10 Advisor

Welcome to yet another new and exciting year at Greystanes High School. In Year 10, you will begin to make informed decisions about your future. This year is crucial in terms of completing your Record of School Achievement (ROSA) or seeking post-school opportunities.

As your Year Advisor, my role is to ensure the Wellbeing of all students in Year 10 and I am committed to guiding and supporting every single one of you. I look forward to working collaboratively with you, your teachers and your parents to assist you in progressing towards the next chapter of your schooling.



I look forward to seeing what this year brings you and wish you success in your endeavours to achieve your personal best

Your Year Advisor

Ms G. Drakos  
Mathematics Faculty  
Located downstairs G Block

## Schedule of Fees – 2025

### General Contribution

Senior Students (Years 11 & 12)	\$ 100
Junior Students (Years 7 – 10)	\$ 80
2 <sup>nd</sup> Child	\$ 45
3 <sup>rd</sup> and Subsequent Children	\$ 30

It is expected that all families will be committed to pay their share of the additional costs to ensure quality educational experiences for their child. All students benefit from the additional resources purchased using the school contribution. Families with genuine financial hardship should arrange an appointment with the Principal to explore a full or partial exemption. Students who receive Centrelink support are expected to use part of their payments to meet the school and subject contribution. This is in line with the Federal Government contract for the provision of the payment.

### Year 10 Courses

Students choose to study two elective courses in Years 10. When electing to study subjects parent/carers need to take into consideration the costs associated with studying the subject as the subject fees are compulsory. The selection of courses with fees requires the fees to be paid in Term One so all consumable materials required for use by students are available. When subjects are not paid, students will be provided with alternative work. The following list provides the course fee for all elective and enrichment courses. Please note that enrichment courses may also have a fee attached to them.

*Note Course information is provided only for elective courses in this booklet and some courses have no fee.*

### Year 10 Mandatory Fee

Subject Technology Access fee (all students) (English, Maths, Science, History/Geography, PD/H/PE)	\$ 65 per year
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### Elective Fees

Design & Technology	\$ 70
Drama	\$ 20
Food Technology	\$150
Film Studies	\$ 30
Industrial Technology – Metal	\$ 70
Industrial Technology – Timber	\$ 70
Computing Technology	\$ 35
Music	\$ 40
Photographic & Digital Media	\$ 75
*Visual Arts	\$ 75

*\*Note: a cost may be incurred for organised excursion in CAPA*

**Prices are current at time of printing**

## Merit Award System

**School Values Positive Entry/PBL School Values letter** are given to students during the school day for demonstrating the school's values of respect, responsibility, and active learning. **The idea is for immediate and frequent reward and recognition of positive behaviour.**

Some examples of possible positive behaviours that could be rewarded –

<b>Respect</b>	Student	Uses polite and considerate communication Listens attentively to teacher and other students Is fair and plays by sports rules
<b>Responsibility</b>	Student	Assists teacher or other students Helps keep room or playground tidy Reports bullying or unsafe work environment
<b>Active Learning</b>	Student	Voluntarily seeks feedback and completes work Makes clear effort to improve their understanding Diligently completes class or homework tasks

Students will be awarded a school values acknowledgment through an online entry on Sentral. Teachers will tick the relevant core value achieved by the student. The values data will be automatically collated via Sentral and in combination with other positive rewards, the data will be used to award the appropriate achievement level in the Merit system.

**Merit/Commendation** letters are given out to students in recognition of excellence in academic, creative and sports performance. These are rewards for:

- Best in class/in cohort/or being on task
- Achievement at a certain level
- Personal best attempt in assignment

Students then progress through the award system to receive the Achievement Award per stage. The Achievement and the Bronze Awards will be presented at House Assemblies.

### Higher Awards

**Silver Award** – To gain this award students must have earned 2 Bronze Awards and completed 10 hours of in school community service in a school community program or event (eg. Extra-curricular activity) or external community service (must be negotiated with relevant DP).

**Gold Award** – In Stage 4, students must have earned a Silver Award and completed 10 hours internal or external community service. In Stage 5 and 6, **students** must have earned a Silver Award and completed 10 external hours of community service.

**Silver and Gold awards will be presented at Presentation Night.**

### Examples of School and Community Service

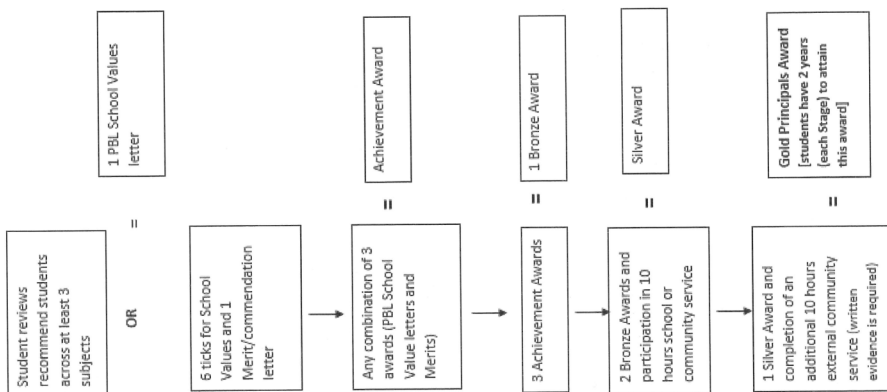
School service examples:-  
Night of Stars performing/assisting  
Debating/Public Speaking  
Examination reader/writer  
Volunteer – Parent Teacher  
Year 12 Mocktails waitressing  
Grade or KO sports assistant  
Library monitor  
Hall Crew  
Peer Support

Community service examples:-  
Charity work/fundraising  
Volunteer work  
Tutoring  
Local sporting events helper  
Helping at a nursing home

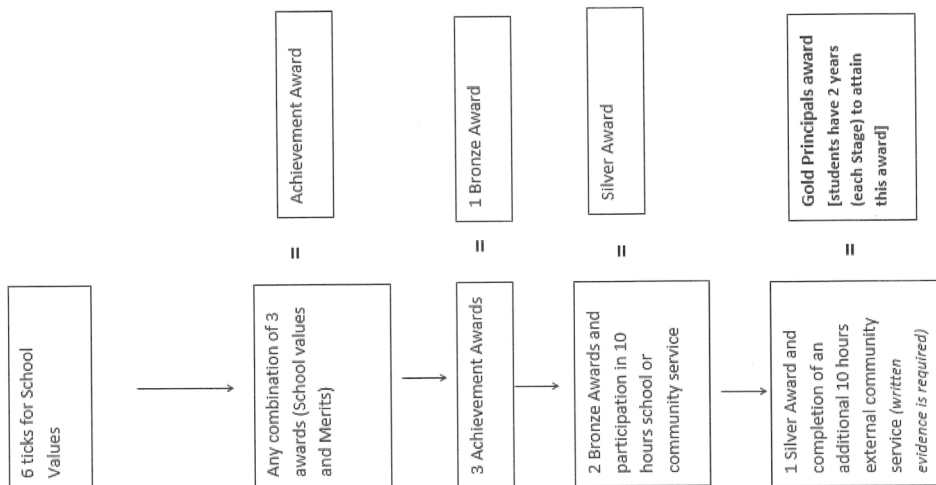
A log sheet tracking a minimum of 10 hours of service must be completed and signed by an independent person (not family). These sheets can be picked up at G Block office.

**PLEASE NOTE: PBL Award System runs on a yearly basis but the Bronze, Silver and Gold awards will accumulate to the end of the students HSC year.**

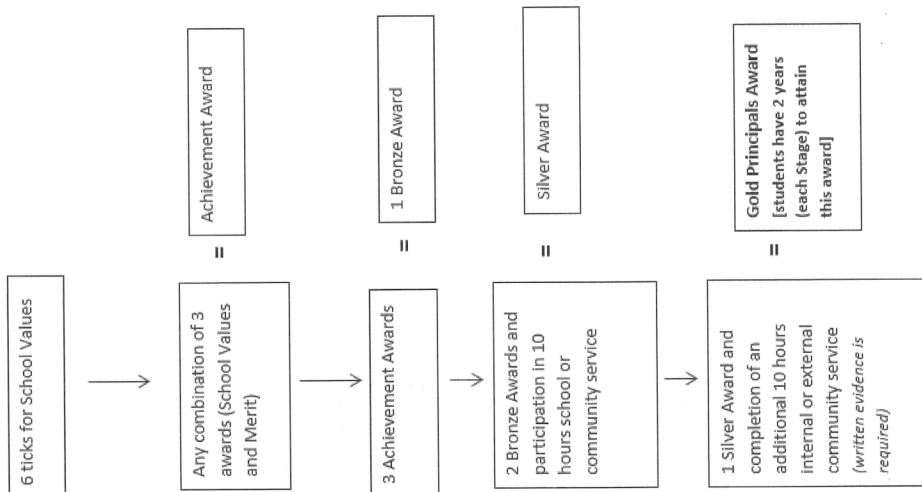
## STAGE 6



## STAGE 5



## STAGE 4



# BYOD Program

At Greystanes High School there is a mandatory BYOD program across all Years. This means that all students are required to bring a device from home that meets the set of specifications determined by the school. These specifications are available on the school website. Please note in particular the specifications related to **wireless compatibility**.

Students will use devices in the classroom under the direction of their teachers to complete a range of classwork and learning activities. Student devices may not be used every day in every lesson; the use of the device will depend upon the particular learning activity and will blend with other activities such as reading, writing, discussion, debate, group activities and assessment. However, it is still expected that students bring a fully charged device to school every day. Students will be using Google Classroom for all subjects and their teachers will give them the codes to sign up at the beginning of the course.

All students and parents are required to read and accept the terms of the school BYOD policy agreement and charter before a device can be used at school. This can be found on the school website. Note that choosing to bring a personal device to school implies that the student and their parent/carer accept the agreement and charter.

It is important that students and parents are aware of the following essential responsibilities and information:

- ◆ **Students are responsible for securing and protecting their own devices at school.** Students and their parents/caregivers are responsible for arranging their own insurance if desired and should be aware of the policy and warranty conditions for their own device. **The school does not accept responsibility for any loss or breakage.**
- ◆ Students are solely responsible for the maintenance and upkeep of their devices. This includes the backing up of data and updating of applications including anti-virus software. **Any loss or damage to a device is not the responsibility of the school or Department.**

Students' devices may be confiscated and returned to parents if the school has reasonable grounds to suspect that a device contains data which breaches the BYOD student user agreement.

Please ensure that devices used for BYOD do not have parental controls or antivirus software that limit configuration of the following areas: network and connectivity, DNS and Proxy, VPN usage. Any limitations in the aforementioned fields can prevent internet access as usage of the DoE proxy is a requirement for internet usage at school.

**Note too that students can download Microsoft and Adobe licensed software for free to use on their school device from: [bit.ly/byodsoftware](https://bit.ly/byodsoftware)**



## About the Record of School Achievement - RoSA

The eligibility requirements for the RoSA relate to curriculum, school attendance and the completion of Year 9 and Year 10 courses at a satisfactory standard.

In summary, 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 NSW;
- ♦ undertaken and completed courses of study that satisfy the NSW Education Standards Authority (NESA)'s curriculum and assessment requirements for the Record of School Achievement; and
- ♦ complied with any other regulations or requirements (such as attendance) imposed by the Minister or the NSW Education Standards Authority (NESA); and completed Year 10.

Students leaving school who do not meet the RoSA requirements can access a printed Transcript of Study. While formal RoSA credentials are for school leavers, all Years 10 and 11 students will be able to access their results electronically and print a transcript of their results, via Students Online.

### **School attendance**

Rules relating to school attendance remain unchanged. Under these rules, the NSW Education Standards Authority (NESA) does not set a minimum attendance for the satisfactory completion of a course. However, the Principal may determine that, as a result of absence, course completion criteria might not be met.

A requirement for the award of the RoSA is that students attend until the final day of Year 10 as determined by the school system concerned or by the Principal. In all cases, schools are to ensure that syllabus outcomes and course study requirements, including indicative hours of study as specified by the NSW Education Standards Authority (NESA), are met.

### **Issuance of RoSA documentation by the NSW Education Standards Authority (NESA)**

The formal Record of School Achievement credential (RoSA) will be awarded to eligible students when they leave school. Schools will be required to notify the NSW Education Standards Authority (NESA) of eligible students leaving. The Record of School Achievement (RoSA) will be provided by the NSW Education Standards Authority (NESA). Students will be provided with their individualized NESA number and access to Students Online, which is where they will download their RoSA.



<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

## Pattern of Study in Year 10

Students will study the following:

### Mandatory units

Are those units which must be studied during Years 7-10 to meet Record of School Achievement Requirements (RoSA).

- |               |             |                           |
|---------------|-------------|---------------------------|
| ◆ English     | (6 periods) | } (Two semesters of each) |
| ◆ Mathematics | (6 periods) |                           |
| ◆ Science     | (6 periods) |                           |
| ◆ History     | (3 Periods) |                           |
| ◆ Geography   | (3 Periods) |                           |
| ◆ PDHPE       | (4 periods) |                           |

Students must meet all requirements as set down by the NSW Education Standards Authority (NESA) (See Year 10 Assessment on next page). Students who fail to satisfy requirements in mandatory courses will not qualify for those subjects for their Record of School Achievement (RoSA)

### Elective units

Students **must** continue both elective courses studied in Year 9 into Year 10 and therefore have two 200 hour courses recorded on their Record of School Achievement (RoSA).

## Assessment of Students and Reporting to Parents

When students complete classwork, homework or assignment and assessment work their achievement of syllabus outcomes will be graded using a common A-E scale. The majority of students in Years 9 or 10 are expected to achieve the syllabus outcomes at a 'C' grade achievement level. This grade indicates that the student is working at a standard appropriate for their stage of learning. The majority of students are expected to reach this standard.

Those students who are working above the level expected by others at this stage of learning will achieve an A or B grade. Students finding work more difficult to cope with will achieve a D or E grade. This standard is below that expected for students at this same stage of learning.

Schools across the state, including Greystanes High School, will use the following five point A-E scale to report to parents about their child's achievement levels in Years 9 and 10. Achievement is judged in relation to the Stage 5 syllabus standards for standard courses and Life Skills Courses.

Reports will be issued each semester. There will also be a Parent Teacher Evening.

Description of achievement level	Wording	Grade or Letter
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.	Outstanding	A
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 these skills to most situations.	Thorough	B
The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.	Sound	C
The student has a basic knowledge and understanding of the main areas of content and has achieved a basic level of competence in the processes and skills.	Basic	D
The student has an elementary knowledge and understanding of the main areas of content and has achieved a very limited level of competence in the processes and skills,	Limited	E

## Year 10 Assessment

Year 10 students are completing Stage 5 and will become eligible for the RoSA (Record of Student Achievement). Students are required to successfully complete Years 10 and obtain the RoSA if they wish to continue to senior studies and the HSC.

In order for students to meet course outcomes, they are required to show a **diligent** and **sustained effort**. This means that students should complete all:

- ◆ assessment/assignment tasks
- ◆ examination requirements
- ◆ Course work including classwork and homework

**When a task or examination is due to be undertaken or submitted but for a valid reason cannot, it is the responsibility of the student to speak to the relevant Head Teacher upon the student returning to school.**

This allows the Head Teacher to either:

- ◆ let the student submit or undertake the original task;
- ◆ let the student undertake an alternative task; or
- ◆ give the student an estimate for the task based on performance in other tasks.

If no explanation is provided for students missing a task or examination the student may get a zero mark and a N Award warning letter will be sent home. Students have 48 hours upon return to submit appropriate form/documentation.

Illness, school representation, a death of a family member or relative, an organised holiday, an accident or incident which requires ambulance or police involvement are examples of reasonable explanations for having missed a task or examination.

Please note: 'Technology problems' are not considered as a reasonable excuse for failure to submit assessment/assignment tasks.

More than 2 'N Award' determinations in a subject can mean students will not satisfactorily meet requirements to pass a course and the student will not satisfy the requirements for the RoSA

# Guidelines for Leave

## Domestic Necessity

1. Applications for exemption may be considered where there is urgent need for help in the applicant's home as a result of a family emergency and this need cannot be met in any other way. Exemptions under such circumstances may be considered only if the situation cannot be met by the Principal granting leave for a short period (up to 15 days).
2. In all cases applicants must provide conclusive evidence to support their application. Every effort should be made to find a solution other than exempting the child from school.
3. The applicants must provide details of the responsibilities that the child is expected to undertake during the period of the exemption. These responsibilities should be within the child's physical and mental capabilities.
4. The applicants must agree to an appropriate educational program, developed in consultation with the investigating officer.
5. The investigating officer must have contact on a regular basis with the child and applicants to ensure the wellbeing of the child and to enable the monitoring of any changes.
6. If the urgency of the situation lessens, the Certificate of Exemption may be withdrawn.
7. In the recommendation for the granting of a Certificate of Exemption, no child should be discriminated against on the grounds of sex, age, or future education opportunity.

## Health of a Child

1. Applications for exemption may be considered where medical evidence shows that attendance at school would be contrary to the child's best interests - mental, physical or otherwise and that a short term leave, granted by the Principal, would not be sufficient. The possibility of enrolment in Distance Education should be investigated as an alternative to exemption.
2. Applicants must provide medical documents from a medical specialist such as a paediatrician that state the nature of the disability and that attendance at school would be contrary to the child's best interests. An indication of the duration of the incapacity should also be provided.
3. Wherever possible some form of appropriate educational instruction should continue.
4. The investigating officer must have contact on a regular basis with the child and applicants to enable the monitoring of any changes in the situation.
5. Certificates on health grounds will be granted only for the duration of the medical certificate or until the end of the school year for which the exemption is sought.

## Continuing Education

1. Applications for a Certificate of Exemption may be considered for enrolment and participation in a full-time course at a business college, a College of Technical and Further Education or other approved educational institution.
2. Applicants must provide a letter from the educational institution stating that a place for the student is available in the desired course.
3. The granting of a Certificate of Exemption is conditional on the applicant providing documentary evidence of enrolment in a full-time course to the investigating officer within 7 days of the commencement of the course.

## Employment - General

1. Applications for Certificates of Exemption may be considered if the student has been offered a permanent full-time employment opportunity that is available only if taken up immediately.
2. Written evidence of the offer of employment must be provided.
3. An appointment with the Principal is to be made to discuss this exemption.

***A CERTIFICATE OF EXEMPTION MAY BE WITHDRAWN AT ANY TIME  
IF THE CONDITIONS ARE NOT BEING MET***

Please note that the absence due to exemption is recorded as 'leave' and may impact on your attendance.

# Student Responsibilities

## 1. Assessment tasks must be completed on or by the due date.

Failure to complete a task as required will not be accepted and a **zero mark** will be awarded unless special conditions apply. The following are requirements:

- I. Students must submit or complete the assessment task in the designated lesson on the due date of the task.
- II. Tasks may be submitted to their teacher the day before the due date of a hand in assessment task otherwise the Absence from Assessment Task procedures will apply.

## 2. All work must be that of the students.

In the case of malpractice (e.g. copying the work of others; providing access for others to copy your work or evidence of direct collaboration on the final task/product), the student/s may suffer a penalty or be awarded a zero. This decision will be made by the Principal after consultation with the relevant Head Teacher and class teacher.

## 3. All course work, not only Assessment Tasks, is to be completed.

Students should be aware that the Principal must certify that all courses of study have been satisfactorily studied in the Year 10 Courses i.e. assignments, homework, course summaries, practical work, essays, topic tests, research etc.

*Failure to complete coursework may place the student's Record of School Achievement (RoSA) in jeopardy*

## 4. Diligence and sustained effort must be demonstrated for all tasks.

Non-serious or non-genuine attempts at a task will result in a NESAs warning letter being issued and the student will be required to redo the task to a standard reflective of their ability. **Note:** The original mark awarded for the task will stand e.g. 3/15. When re-doing an assessment task, a 'zero' mark will be awarded (i.e. the mark becomes 0/15) if the student does not complete the task to a standard reflective of their ability.

## 5. Regular school attendance is expected.

Students are required to maintain a satisfactory record of both attendance and application up to and including the final date set down by the Department of Education. This reflects that they are applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course. Students are expected to be at school at least 85% of time in the year unless ill.

## 6. Work must be submitted in an appropriate form and according to an acceptable standard.

Students are advised to provide a signature to the teacher on the Assessment Task Receipt Sheet provided by the teacher. For tasks that require electronic submission via Google Classroom, students must Turn In tasks via the tab. Work submitted must show diligence and sustained effort.

## Frequently Asked Questions

### **What if I didn't know I was going to be absent on the due date of an assessment task?**

Where the absence due to illness or misadventure is **not known** in advance students should contact the relevant Head Teacher on the day of the task, to let the Head Teacher know that they will not be able to hand in/or complete a particular assessment task. They can do so by contacting the school on 9631 9144. The Head Teacher will explain the Absence from Assessment Task procedure. That is, the Illness (Form A) or Misadventure/Absence Form (Form B), depending on the situation, must be handed in to the relevant Head Teacher within 48 hours of returning to school (including the exam period). A Doctor's Certificate dated the day of the illness or other official documentation, such as a Police Event Number if an accident or incident warranted police action, a death notice, or funeral order of service must be submitted with Form B as evidence for the absence all dated the day of the assessment was due. If there is hardship in obtaining all relevant information, the form must still be submitted to the relevant Head Teacher, with in the 48 hour period and a time frame negotiated, between the student and Head Teacher, for when the missing information is to be supplied. The student must hand in their work or be prepared to complete the in-class task on the first day of their return to school. The success of the application will be determined by relevant Head Teacher after assessing whether the student has met the requirements stated within this assessment policy. The student will be informed of their right of appeal if they feel the assessment policy has not been followed

### **Can I claim computer problems as my reason for not submitting an assessment task on the due date?**

Technology "problems" are not considered as reasonable grounds for a Misadventure Appeal. This includes issues including computer malfunction or failure, upload failure, printer or USB malfunction or failure.

Students are advised to back up their work continuously throughout the completion of the assessment task and print off draft copies which could be submitted if all else fails.

Backing up work includes emailing work to oneself (e.g. use DEC portal email), saving the work to a USB and backing up the work on the computer's hard drive as it is progressively completed.

### **How can I appeal a decision made about an absence from assessment?**

An appeal on the Head Teacher's decision can only be made to the Principal. This will be done by completing the Appeal Form (**Form C**) within two weeks of notification that the Illness (Form A) or Misadventure/Absence (Form B) has been declined. The Appeal Committee consists of the Principal (or nominee) and two Head Teachers other than the Head Teacher dealing with the original illness/misadventure request.

The panel convenor, Principal or Principal's nominee, will co-ordinate the hearing process to examine if the assessment policy has been followed by the teachers and student concerned. The student will be notified verbally of the outcome and a written response on the outcome of the appeal will be provided to the student and a copy sent to the family of the student who appealed.

### **What are NSW Education Standards Authority (NESA) "N determination" letters?**

The purpose of these warning letters is to inform the student and their parent/s or carer/s that they are at risk of not meeting NSW Education Standards Authority (NESA) requirements for particular course. It states what is required of them to redeem themselves and satisfy course requirements. The NSW Education Standards Authority (NESA) states that receiving two or more warning letters may place the award of the Record of School Achievement (RoSA) in jeopardy.

### **What are the NESA course requirements and what are the reasons for which students can receive an "N determination" warning letter?**

For the Record of School Achievement (RoSA), students are required to:

- ◆ follow the course developed or endorsed by NESA
- ◆ apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- ◆ achieve some or all of the course outcomes.

Students who fail to meet these requirements will receive a letter of warning and an opportunity to redeem their work in order to avoid an “N determination”. The main reasons for issuing such a letter include:

- ◆ failing to complete or attempt assessment tasks or assignment work by the due date and /or appropriately
- ◆ failing to regularly complete class work and homework appropriately. This includes practical work.
- ◆ making a non-serious effort to complete assessment tasks, assignment work major examinations and tests
- ◆ making a non-serious effort to complete class work and homework

### **What do ‘N Determination’ or NESAs warning letters mean?**

The NESAs warning letters specifies exactly the tasks the student needs to complete to satisfy course requirements. These tasks must be attended to before the conclusion of their course and before the NSW Education Standards Authority (NESA) cut off date. All students are to be given a chance to redeem themselves.

If a student has received at least 2 or more warning letters, and work remains outstanding they may be given an ‘N Determination’ in that subject. This means a non-award for a subject, resulting in the course not being satisfactorily completed and only an Academic Transcript will be available.

### **Can I seek clarification for Assessment Task results?**

Students may request clarification of marks awarded for a particular task. This request must be made at the time the task is returned by the teacher. Assessment task clarification will concentrate on the faculty’s procedures for determining the assessment mark. A teacher’s professional judgement cannot be questioned in relation to the achievement of the criteria. Processes only may be challenged i.e. failure to follow school Assessment Policy or NSW Education Standards Authority (NESA) assessment policy.

### **What happens if I have transferred from another school or am going to another school?**

For students arriving at the school between the commencement of the assessment period and the final date of Record of School Achievement (RoSA) entry, the Principal may request information from the previous school. However, this information will only be used as a guide and will not form part of the assessment mark. Final grades will be determined on performance while at the school.

### **What are the notification and receipt systems for assessment tasks?**

Teachers will provide written notification regarding an assessment task at least 2 weeks prior to the task. As well as this, the teacher will place a copy of the task on the Sentral Student and Parent Portal on the day the task is distributed to the class. If a student is away, this electronic notification is the formal notification for the assessment task. Students will sign for receipt of the task on an *Assessment Task Register* on their return to school.

An *Assessment Task Register* is used by teachers to record student signatures and the date when an assessment task is issued in a course. All students in a course are to sign and date to indicate that they have been notified of an assessment task. The same process is to occur when submitting or completing an in class assessment task. Signing and dating the *Assessment Task Register* indicates that the teacher has received the task and/or the student has completed the task on the due date. This protects the student in the event that the task becomes lost or misplaced.

### **When should I hand in assessment work?**

All work should be submitted or completed on the due date. Students not attending school assessment time will need to submit a completed *Illness Form or Misadventure/Absence Form* within 48 hours of their return to school with appropriately dated support documentation as outlined for known and unknown absences. Students must hand in their work on the due date in the lesson of the subject of the task or at the time specified by the course teacher. Any time after this will be judged to be “not submitted on time” If there is no lesson on the due date of the assignment task it must be submitted by the end of the school day.

Where the absence due to illness or misadventure is **not known** in advance students should contact the relevant Head Teacher on the day of the task, to let the Head Teacher know that they will not be able to hand in/or complete a particular assessment task. The completed assessment task should be ready for submission on the day of return to school (if it was hand in task) or the student are expected to be ready to complete an in class task on the first day of their return. The student must complete an *Illness Form or Misadventure/Absence Form* within 48 hours of their return.

### **What do I do if I cannot hand in or complete an assessment task on time?**

If a student cannot hand in/or complete an assessment task at the appropriate time on the due date because of illness, a serious family incident, school representation, police action or other known absence they may apply to the relevant Head Teacher, using the *Illness Form or Misadventure/Absence Form* for an extension of time or a substitute task.

Students who attend TAFE on a regular basis and students attending courses organised by the Transition Coordinator or the Careers Advisor. Refer to the *Misadventure/Absence Form (Form B)*.

### **What if I know I am going to be absent on the due date of an assessment task?**

Where the absence due to illness or misadventure is **known** in advance, the *Illness or Misadventure/Absence Form* must be submitted within 48 hours of the students return to school.

### **Students enrolled in TAFE courses and/or students involved in school business or representing the school must follow the following:**

For hand-in tasks, students are to submit the assessment task on the day the task is due or the day before the task is due.

For in-class assessment tasks, students need to submit an *Absence (Form B)* within 48 hours of the students return to school. The Form must be signed by the school's supervising teacher. A new date for completion of the in-class task is to be negotiated with the Head Teacher in consultation with the classroom teacher. Note: The student must be prepared to complete an in-class task on the first day of their return to school.

Students who have been sent on alternative courses or work experience/placements arranged by the Transition Coordinator or the Careers Advisor should inform their teacher they will be on a course and will not be present on the due date of the assessment task. These students must submit the *Absence from Form (Form B)* within 48 hours of their return to school, signed by the school's supervising teacher.

### **What if I have experienced significant hardship and am unable to meet course requirements?**

Students who find themselves experiencing significant hardship throughout the year and as a result cannot complete the required work to meet course outcomes are to contact the relevant Deputy Principal to discuss their situation. The decision of which work, when it is due and how work will get completed will be up to the discretion of the Deputy Principal. Further paperwork and evidence may be required. Student will need to complete *Misadventure/Absence (Form B)* and submit to Deputy Principal.

### **What happens if I have COVID or if I need to isolate as a household contact?**

- ◆ If you test positive to COVID, submit Form A Illness and attach either:
  - A copy of the record from NSW Health register that you tested positive to COVID or
  - Dr certificate/medical evidence of COVID
- ◆ If you are in isolation as a close contact, submit Form B Misadventure/Absence and attach either:
  - A copy of the record from NSW Health register that your family member who lives with you tested positive to COVID or
  - A Dr certificate that states that you are in isolation or
  - A Dr certificate/medical evidence that states a household member has COVID

**Note: This is subject to change depending on NSW Health and DET information.**





# Illness Form

# FORM A

Use this form if student was ill and could not attend/submit assessment task.

## **SECTION 1-**completed by student/parent

Student's Name: \_\_\_\_\_ Year Group: \_\_\_\_\_

Subject/Course: \_\_\_\_\_

Class Teacher: \_\_\_\_\_

Nature of Assessment Task (eg; test, oral task, practical): \_\_\_\_\_

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

Please explain circumstances of illness

\_\_\_\_\_

Note:

You must submit a Doctors Certificate explaining your illness. It must be dated the same day as the assessment task- a back-dated certificate may not be accepted

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

Date: \_\_\_\_\_

Parent/carer/Executive: \_\_\_\_\_

Date: \_\_\_\_\_

Received by HT: \_\_\_\_\_

Date: \_\_\_\_\_

.....  
**SECTION 2- to be completed by HT**

Name: \_\_\_\_\_

Head Teacher Determination:

- Task to be accepted without penalty
- Missed task to be completed on \_\_\_\_\_ (date)
- Alternative task to be completed on \_\_\_\_\_ (date)
- An estimate to be given
- A zero mark to be awarded
- Extension granted by \_\_\_\_\_ (date)

Comments:

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

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

## **Section 3- Student acknowledgment**

By signing this acknowledgment, I \_\_\_\_\_ accept the decision of the Head Teacher.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

If you disagree with the decision made here and wish to lodge an appeal complete an APPEALS FORM ( C ) and submit within 2 weeks of this decision to your Head Teacher or Deputy Principal.

Attach your N Award and supporting documentation to your appeal.



# Misadventure/Absence Form

# FORM B

Use this form if :

- ◆ Student has submitted/completed task however there were extenuating circumstances which have impacted a student's performance e.g. death in family, vehicle accident etc.
- ◆ An event has happened which has prohibited the student from completing the task which was **NOT** illness e.g.: funeral
- ◆ Student is representing the school or attending work placement/TAFE on the day of scheduled assessment

## SECTION 1-completed by student/parent

Student's Name: \_\_\_\_\_ Year Group: \_\_\_\_\_

Subject/Course: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

Nature of Assessment Task (eg; test, oral task, practical): \_\_\_\_\_

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

Please explain the reason for misadventure below

(if student is representing school/attending TAFE please use bottom of form)

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Note:

If a student is seeking misadventure due to hardship or unforeseen circumstances, documentation must be provided with this form. For example: death notice/certificate, police report etc.

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

Parent/carer/Executive: \_\_\_\_\_ Date: \_\_\_\_\_

Received by HT: \_\_\_\_\_ Date: \_\_\_\_\_

***Fill in this part if you are representing Greystanes High School and/or attending work placement/TAFE***

Reason for absence:

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Teacher in charge: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**SECTION 2- to be completed by HT**

Name: \_\_\_\_\_ Subject: \_\_\_\_\_

Head Teacher Determination:

- Task to be accepted without penalty
- Missed task to be completed on \_\_\_\_\_ (date)
- Alternative task to be completed on \_\_\_\_\_ (date)
- An estimate to be given
- A zero mark to be awarded
- Extension granted by \_\_\_\_\_ (date)

Comments:

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

**Section 3- Student acknowledgment**

*By signing this acknowledgment, I \_\_\_\_\_ accept the decision of the Head Teacher.*

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

If you disagree with the decision made here and wish to lodge an appeal complete the APPEALS FORM and submit within 2 weeks of this decision to your Head Teacher or Deputy Principal.

Attach your N Award and supporting documentation to your appeal.

# Appeal Form

# FORM C

Greystanes High School

**Student's Name:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

Outcome of Absence from Assessment Task for Consideration application from the Head Teacher (refer FORM A) and reason given for decision.

\_\_\_\_\_

Copy of Absence from Assessment Task attached. \_\_\_\_\_ (Yes/No)

Additional information supporting the appeal attached. \_\_\_\_\_ (Yes/No)

## Statement by parent and student

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (Please attach further information if insufficient space)

**Parent/Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

The **Appeal Panel** consists of Principal (or nominee) and two other executive other than the executive dealing with the original request. **Appeal panel members:** \_\_\_\_\_

\_\_\_\_\_

## Decision of Appeal Panel

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (Please attach further information if insufficient space)

**Principal's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- A copy of the completed form provided to the student.
- Original copy filed by Principal/DP.
- A copy to original Head Teacher.
- A copy your N Award.

# Plagiarism Policy

## Policy Rationale

With the explosion of information now available to students, it is essential that they learn how to use the ideas and work of others correctly in their own work and become competent with the accepted ways of acknowledging this use.

This policy aims to help students:

- ◆ understand what plagiarism is,
- ◆ know the procedures that will be used when plagiarism occurs,
- ◆ develop strategies to avoid plagiarism including the correct use of referencing.

## Definition of Plagiarism

Plagiarism can be deliberate or inadvertent. Plagiarism is a form of cheating and, as such, is serious student misconduct.

Plagiarism usually takes one of three forms:

- ◆ When students use the ideas, words or work of **other students** and submit these in an assessment task as their own.
- ◆ When students use the ideas, words or work from published sources (Internet, books, magazines, electronic databases etc.) and submit these in an assessment task **without acknowledgment**.
- ◆ When students **contribute less** than their fellow students to a group assignment and then claim an equal share of the marks.

## Procedures for Addressing Plagiarism

Where a teacher believes a student has plagiarised, the matter will be reported to the relevant Head Teacher and the student will be notified and given an opportunity to show why they should not be penalised.

The onus will be on the student to show the Head Teacher that the work submitted is entirely their own and not intentional or inadvertent plagiarism. To help establish the originality of their work, a student may be required to provide their notes and/or draft copies to show how they developed their ideas and/or method of expression.

Where a student admits plagiarising or cannot show the work to be their own, a mark of zero will be awarded and the student will be considered to have not achieved the outcome(s) specified in the task.



## How should sources be referenced at the end of work?

Students are required to acknowledge sources as a means of providing written recognition of any ideas that are used or adapted for their work.

Refer to the link below for information.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>



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# English

## Course description:

The aim of Year 10 English is to consolidate and further build upon the skills and knowledge students will require for their studies in Stage 6 English. Students will study four core units this year. Throughout all units students will encounter a wide range of texts including novels, plays, poems, songs, non-fiction, films, Shakespearean drama and short stories. They will use devices to publish their work and the internet for research. Students will also be asked to express their ideas and understanding in many different ways.

## Units of Study:

<b>Unit A:</b> <i>Textual Connections</i>	In this unit students examine an original Shakespearean text, exploring his language and ideas before studying at least one modern transformation and/or adaptation of one of his works. Students will explore how changes in context reflect changes in values and representation whilst appreciating the enduring value of Shakespeare's themes.
<b>Unit B:</b> <i>Close Study of Poetry</i>	In this unit students engage in a detailed analysis of a suite of poetry. They develop their understanding of how the ideas, forms and language features of poems interact and affect the responses of different audiences.
<b>Unit C:</b> <i>Area of Study: Exploring Justice</i>	In this unit students explore the concept of justice. They focus on one prescribed literary text as well as a range of related materials. Students examine and respond to these texts and compose analytical responses in which they communicate their thoughts on and understanding of the concept of justice.
<b>Unit D:</b> <i>Creative Writing</i>	In this unit students will explore a suite of quality pieces of writing. They will analyse and evaluate the artistry of the works as they try to imitate and emulate stylistic features within their own work. This unit will encourage students to find their own unique style through drafting, experimentation and critical reflection.
<b>Unit E:</b> <i>Senior School Interview Program</i>	In this unit students compose a portfolio that presents the skills and attributes they have been developing over the course of the year. Students display their literacy skills in the form of a cover letter and resume. Students work to refine their portfolio in preparation for a formal interview where they attempt to secure their position in senior school at Greystanes High School.

## Report Outcomes:

These outcomes will be appearing on both the Semester One and Semester Two reports. Individual classroom teachers will use a student's performance in assessment tasks and examinations to formally assess these outcomes. Homework and class activities will also be used to informally assess these outcomes.

## Students will have:

<b>Outcome 1</b>	Used a range of personal, creative and critical approaches to interpret complex texts
<b>Outcome 2</b>	Analysed how meaning is created through the use and interpretation of increasingly complex language forms, features and structures
<b>Outcome 3</b>	Evaluated how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes
<b>Outcome 4</b>	Crafted personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning
<b>Outcome 5</b>	Used processes of planning, monitoring, revising and reflecting to purposefully develop and refine the composition of texts



## English—Continued

Assessment Task	Date	Weighting %
Unit A – Textual Connections- Extended Response	Semester 1	15
Unit B - <i>Poetry</i> - Half Yearly Exam - Extended Response	Semester 1	15
Unit C - <i>Area of Study: Exploring Justice</i> - Discursive Response	Semester 2	20
Unit D - <i>Power of Persuasion</i> - Yearly Exam - Short Answer Section and Persuasive Response	Semester 2	20
Unit E - <i>Senior School Interview Program</i> - Portfolio and Interview	Semester 2	10
Half Yearly Exam - Reading, writing and responding	Term 2	10
Yearly Exam - Reading, writing and responding	Term 4	10
<b>Total Weighting %</b>		<b>100</b>

Due to limited availability of relevant texts, students may not be studying the same texts within a unit. Teacher's will vary according to class and availability.

# Mathematics

## Course Description

The Core–Paths structure is designed to encourage aspiration in students working towards Stage 6. The structure is intended to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement. The structure allows for a diverse range of endpoints up to the end of Stage 5.

The aim for most students is to demonstrate achievements of the Core and as many Path outcomes as possible by the end of Stage 5.

Mathematics Standard Pathway – is designed to provide students with the foundation for Mathematics Standard 2 in Stage 6.

Mathematics Advanced Pathway – incorporates all Core concepts encouraging students to refine their skills in making and testing hypotheses. Students will be required to tie a variety of mathematical concepts and skills together in solving problems and undertaking investigations. It is essential preparation for further study in the Stage 6 Mathematics Advanced Course.

## Program Summary

### Semester 1 – Maths Core/Path

#### *Students will have:*

- 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
- identifies and applies the properties of similar figures and scale drawings to solve problems
- Advanced path; establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes and constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes
- solves problems involving probabilities in multistage chance experiments and simulations
- compares and analyses datasets using summary statistics and graphical representations and displays and interprets datasets involving bivariate data
- Advanced path; applies trigonometric ratios to solve right-angled triangle problems, 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 and solves Trigonometric equations.

### Semester 2 – Maths Core/Path

#### *Students will have:*

- applies trigonometric ratios to solve right-angled triangle problems and solve problems, including bearings and angles of elevation and depression
- identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts and identifies and compares features of parabolas and exponential curves in various contexts
- Advanced path; interprets and compares non-linear relationships and their transformations, both algebraically and graphically
- identifies and solves problems involving direct and inverse variation and their graphical representations and analyses and constructs graphs relating to rates of change
- standard path; solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits

# Mathematics - Continued

## Assessment Schedule

Students sit common tests every term. This is for all students in the year. Results from these tests are used to moderate class marks which teachers have for their individual classes. The class **formative** assessment will be based on a range of class based assessment including project work, assignments and practical problem solving activities based on the topic content. Students are expected to supply their own equipment (pen, ruler, pencil, sharpener, eraser, calculator) for the test. Calculators will not be loaned for the test with the following exceptions: 1. a student has supplied their own calculator and it does not work or 2. a note from a parent/caregiver has been supplied advising of the circumstances for not having a calculator (this is to be provided the day before the task to ensure the teacher can arrange to have a calculator available). It is recommended that students have one of the following models of Casio calculators, fx 82AU Plus II, fx 100 AU Plus or fx 8200 AU.

Greystanes High School - Mathematics - Year 10 - Scope and Sequence																				
Fortnights																				
Term 1	1				2				3				4				5			
Path	Properties of geometrical figures A				Probability A				Probability B				Data analysis A				Data Analysis B			
CORE	Properties of geometrical figures A				Probability A				Probability B				Data analysis A				Data Analysis B			
Fortnights																				
Term 2	1				2				3				4				5			
Path	Trigonometry A				Trigonometry B				Trigonometry C				Trigonometry D				Data Analysis B			
CORE	Trigonometry A				Trigonometry B				Trigonometry C				Trigonometry D				Data Analysis B			
Fortnights																				
Term 3	1				2				3				4				5			
Path	Non-linear relationships A				Non-linear relationships B				Variations and rates of change A				Variations and rates of change B				Non-linear relationships A			
CORE	Trigonometry A				Trigonometry B				Variations and rates of change A				Variations and rates of change B				Non-linear relationships A			
Fortnights																				
Term 4	1				2				3				4				5			
Path	Introduction to networks				Functions and other graphs				Polynomials				Logarithms				Circle Geometry			
CORE	Non-linear relationships B				Introduction to networks				Polynomials				Logarithms				Circle Geometry			

Date of Task	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9	Term 4 Week 6	Weighting %
<b>Term</b> Common Test	20%				20
<b>Term</b> Common Test		20%			20
<b>Term</b> Common Test			20%		20
<b>Yearly Examination</b>				20%	20
<b>Formative</b> Assessment	5%	5%	5%	5%	20
<b>Total Weighting %</b>					<b>100</b>

# Science

## SEMESTER 1

Students explain the organisation of the periodic table, chemical reactions and natural radioactivity in terms of atoms. They describe how different factors influence the rate of chemical reactions and the importance of a range of types of chemical reactions in the production of substances. Students will increase their knowledge, understanding and their scientific literacy, as well as further apply information and communication technologies. They will describe how the values and needs of contemporary society can influence the focus of scientific research and technological development in a variety of areas including the development of biotechnology.

### Report Outcomes

*Students will have:*

- ◆ Demonstrated knowledge and understanding of the content in this unit.
- ◆ Planned and conducted a variety of investigations.
- ◆ Processed and analysed data and information.
- ◆ Researched and communicated information effectively.

Students will be provided with opportunities to demonstrate their learning through a variety of assessment activities as part of an ongoing process. A range of formal and informal strategies will provide opportunities for students to achieve the outcomes.

### Assessment Schedule

Date of Task	Term 1 or 2	Weighting %
Type of Task		
Ongoing Classwork	Term 1 or 2	10
Biotechnology task	Term 1 or 2	20
Chemistry task	Term 1 or 2	20
<b>Total Weighting %</b>		<b>50%</b>

### Please note-

- ◆ Due to equipment restrictions, not all teachers will start with the same topic. Exact dates of tasks will be provided by the teacher.
- ◆ Assessment is ongoing throughout the course. All student work will be continually monitored and individual teachers may set tasks in addition to those listed above e.g.- practical reports, class tests, homework, data interpretation and analysis

## Science - Continued

### SEMESTER 2

Students will apply Newton's three laws to investigate physical quantities such as speed, acceleration and force and use the mathematical relationships to describe them. The nature and practice of science, as well as current issues, research and developments will be considered by describing the variety of applications presently used in the fields of communications, medicine, energy and resources.

#### Report Outcomes

*Students will have:*

- ◆ Demonstrated knowledge and understanding of the content in this unit.
- ◆ Planned and conducted a variety of investigations.
- ◆ Processed and analysed data and information.
- ◆ Researched and communicated information effectively.
- ◆ Performed and presented an individual student research project.

Students will be provided with opportunities to demonstrate their learning through a variety of assessment activities as part of an ongoing process. A range of formal and informal strategies will provide opportunities for students to achieve the outcomes.

#### Assessment Schedule

Date of Task	Timing	Weighting %
Type of Task		
Individual Student Research Project	Term 3	20
Yearly Examination	Term 4	20
Ongoing Class Work	Terms 3 and 4	10
<b>Total Weighting %</b>		<b>50%</b>

#### Please note-

- ◆ Due to equipment restrictions, not all teachers will start with the same topic. Exact dates of tasks will be provided by the teacher.
- ◆ Assessment is ongoing throughout the course. All student work will be continually monitored and individual teachers may set tasks in addition to those listed above e.g.- practical reports, class tests, homework, data interpretation and analysis.

# Human Society and its Environment

## Geography

### Course Description

Through the study of Australian and global issues and processes, students will develop understanding of the topics of Changing Places and Human Wellbeing.

### Program Summary

Course Overview:

- Changing Places
- Human Wellbeing

### Report Outcomes

*Students will have:*

- Explained the diverse features and characteristics of a range of environments
- Explained processes and influences that form and transform places and environments
- Analysed the effect of interactions and connections between people, places and environments
- Assessed management strategies for places and environments for their sustainability
- Acquired and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- Communicated geographical information to a range of audiences using a variety of strategies

### Assessment Schedule

Date of Task	Term 1 or 3	Term 2 or 4	Ongoing	Weighting %
Type of Task				
Research Report	40%			40
Semester Examination		40%		40
Course Work			20%	20
<b>Total Weighting %</b>				<b>100%</b>

Student participation in class activities and the satisfactory completion of homework are essential components of this course and will constitute a significant part of the assessment weighting.

# Human Society and its Environment

## History

### Course Description

This course examines **The Modern World and Australia**. The course focuses on WWII and the impacts of the post war era on rights and freedoms. This includes the development of the United Nations Universal Declaration of Human Rights and its impacts on Australia.

### Program Summary

Course Overview:

- Depth Study 1: World War II
- Depth Study 2: Rights and Freedoms
- Depth Study 3: Popular Culture

### Report Outcomes

*Students will have:*

- Explained and assessed the historical forces and factors that shaped the modern world and Australia
- Sequenced and explained the significant patterns of continuity and change in the development of the modern world and Australia
- Explained and analysed the causes and effects of ideas, movements, people and events in the modern world and Australia
- Explained different contexts, perspectives and interpretations of the modern world and Australia
- Identified and evaluated the usefulness of sources and applied sources to support analysis in the historical inquiry process

Selected and used appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

### Assessment Schedule

Date of Task	Term 1 or 3	Term 2 or 4	Ongoing	Weighting %
Type of Task				
Source Study	40%			<b>40</b>
Semester Examination		40%		<b>40</b>
Course work			20%	<b>20</b>
<b>Total Weighting %</b>				<b>100%</b>

Student participation in class activities and the satisfactory completion of class work and homework are essential components of this course and will constitute a major part of assessment of outcomes.

# PDHPE

## Course Description

In this course students build on previously developed knowledge, understanding and skills in relation to mental health, drug use, sexual health and road safety. They identify and evaluate factors that have the potential to impact on their health and identify and practise strategies to minimise harm to themselves and others. Students reflect on, discuss and develop skills that strengthen their resilience. They examine and clarify personal values, challenge negative community attitudes related to diversity and investigate the impact of discrimination, harassment and vilification.

In the practical component, students build on movement experiences as they adapt, transfer and improvise their movement skills to enhance performance in a range of increasingly complex contexts and environments. They participate in dance, track and field, racquet sports, oztag, flag gridiron and recreational sports.

## Report Outcomes

*Students will have:*

- ◆ Refined and applied movement skills and concepts to compose and perform an innovative movement sequence.
- ◆ Demonstrated fundamental movement skills.
- ◆ Adapted and improvised movement skills to perform creative movement across a range of dynamic physical activity contexts.
- ◆ Assessed their own and others capacity to reflect on and respond positively to challenges.
- ◆ Analysed factors and strategies that enhance inclusivity, equality and respectful relationships.
- ◆ Analysed influences on health decision making and evaluated the effectiveness of health information and support services available in the community.
- ◆ Demonstrated knowledge and understanding of course outcomes.

## Assessment Schedule

Date of Task	Term 1	Term 2	Term 3	Term 4	Weighting %
Type of Task					
Theory	Literacy Task Adversity 10%		My TV Task 20%	Yearly Exam 20%	<b>50</b>
Practical	Dance 10%	Track and Field 10% Recreational Sports 10%	Football Sports 10%	Racquet Sports 10%	<b>50</b>
<b>Total Weighting %</b>					<b>100%</b>



## Child Studies - Elective Course

### Course Description

Child Studies explores the broad range of factors that influence pre-natal development and a child's sense of wellbeing and belonging between 0 and 8 years of age. The course includes study of children and culture, media and technology in childhood, Aboriginal cultures and childhood and childcare services and career opportunities. The knowledge, understanding, skills and values developed through Child Studies provides a foundation for a wide range of study options in and beyond school, including voluntary caring, supervision and child support roles in formal work opportunities such as childcare and education.

### Unit Outcomes

*Students will have:*

Semester 1

- ◆ Assessed the educational aspects of children's television and the effects it can have on learning and development
- ◆ Investigated the ways in which the digital age has changed the shape of learning and development for children
- ◆ Planned, implemented and presented information and strategies that develop an awareness of cultural differences in children

Semester 2

- ◆ Demonstrated communication, problem solving and decision making skills.
- ◆ Described the skills and qualifications required to effectively promote the development and wellbeing of children
- ◆ Analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing .
- ◆ Demonstrated knowledge and understanding of unit outcomes.

### Program Summary

The following topics are covered in this course:

- ◆ Children and culture
- ◆ Family change
- ◆ Media and technology in childhood
- ◆ Childcare Services and career opportunities

### Assessment Schedule

Date of Task	Ongoing	Term 1	Term 2	Term 3	Term 4	Weighting %
Type of Task						
Research		20%				20%
Practical	15%					15%
Literacy				20%		20%
Examination					30%	30%
Collaborative			15%			15%
<b>Total Weighting %</b>						<b>100%</b>

## Commerce - Elective Course

### Course Description

This course will provide the knowledge, skills, understanding and values to enable young people to research and develop solutions to consumer, financial, economic, business, legal, political and employment issues in order to make informed and responsible decisions as individuals and as part of the community.

### Report Outcomes

Students will have:

- ◆ evaluated options for solving problems and issues
- ◆ applied consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
- ◆ analysed key factors affecting commercial and legal decisions
- ◆ analysed the rights and responsibilities of stakeholders in a range of consumer, financial, business, legal and employment contexts
- ◆ researched and assessed information using a variety of sources
- ◆ explained information using a variety of forms

### Program Summary

The following core elements will be incorporated into the teaching and learning program over Years 9 and 10:

- ◆ Consumer and Financial Decisions
- ◆ The Economic and Business Environment
- ◆ Employment and Work Futures
- ◆ Law, Society and Political Involvement

### Assessment Schedule

Date of Task	Term 1 Week 8	Term 2 Exam Period	Term 3 Week 8	Term 4 Exam Period	Ongoing	Weighting %
Type of Task						
Research Task	20%					<b>20</b>
Semester Examination		20%				<b>20</b>
Topic Test			20%			<b>20</b>
Yearly Examination				30%		<b>30</b>
Course work					10%	<b>10</b>
<b>Total Weighting %</b>						<b>100%</b>

Student participation in class activities and the satisfactory completion of homework are essential components of this course and will constitute a significant part of the assessment weighting.

# Design & Technology - Elective Course

## Course Description

This course provides opportunities for students to develop a general knowledge, understanding and skills in relation to designing their own projects. Students will study the design process explicitly. They will use this knowledge to design their own projects using a variety of materials.

## Report Outcomes

*Students will have:*

- ◆ Analysed and applied a range of design concepts and processes.
- ◆ Applied and justified an appropriate process of design when developing design ideas and solutions.
- ◆ Evaluted and explained the impact of past, current and emerging technologies on the individual, society and environments.
- ◆ Analysed the work and responsibilities of designers and the factors affecting their work.
- ◆ Developed and evaluated innovative, enterprising and creative design ideas and solutions.
- ◆ Used appropriate techniques when communicating design ideas and solutions to a range of audiences.
- ◆ Selected and applied management strategies when developing design solutions.

## Program Summary

The following elements will be continuously incorporated into the teaching and learning program:

- ◆ WHS and risk management.
- ◆ Explicit teaching of the design process.
- ◆ Using a variety of materials to create design projects that meet consumer needs.
- ◆ The factors that affect design and the work of designers.
- ◆ Designing, communicating and evaluating design projects.
- ◆ Producing and completing quality design projects.

### Assessment Schedule

Date of Task	Ongoing	Term 1 Week 9	Term 3 Week 9	Set by school calendar	Weightings %
Type of Task					
Practical Class work	30%				<b>30</b>
Research		Assignment 10%	Assignment 10%		<b>20</b>
Examinations				Yearly Exam 20%	<b>20</b>
Portfolios	30%				<b>30</b>
<b>Total Weighting %</b>					<b>100%</b>

### Course Fee -: \$60.00

This fee is for the purchase of course materials to complete practical projects and must be paid by **Week 4 Term 1**.

Workplace health and safety policy requires students wear leather school shoes. An apron must be worn which will is supplied by the school.

Dates due are a guide only and may change at the discretion of the principal.

# Food Technology - Elective Course

## Course Description

This course provides opportunities for students to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationship between food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food.

## Report Outcomes

*Students will have:*

- ◆ Developed understanding and skills related to food hygiene, safety and the provision of quality food.
- ◆ Knowledge and understanding of food preparation, processing and an appreciation of their interrelationship to produce quality food.
- ◆ Knowledge and understanding of nutrition and food consumption and an appreciation of the consequence of food choices on health.
- ◆ Skills in researching, evaluating and communicating issues in relation to food.
- ◆ Skills in designing, producing and evaluating solutions for specific food purposes.
- ◆ Knowledge, understanding and appreciation of the significant role of food in society.

## Program Summary

The following elements will be continuously incorporated into the teaching and learning program:

- ◆ WHS and risk management.
- ◆ Prepare a variety of foods to demonstrate hygienic and safe food practices.
- ◆ Develop an understanding of a number of food trends in Australia.
- ◆ An insight into the Food and Catering Industry, the types of catering ventures, as well as the preparation and presentation of food within this industry.
- ◆ New information about ingredients, health and consumer preference in conjunction with developments in technology offer many opportunities for inventiveness.
- ◆ Study of the food industry catering for special occasions as apart of the celebrations such as weddings, Christmas, Birthdays, Historical occasions.

## Assessment Schedule

Date of Task	Fortnightly	Term 1 Week 9	Term 2 Week 4	Term 3 Week 8	Set by school calendar	Weighting %
Type of Task						
Practical Experiences	40					<b>40</b>
Semester Examinations					Yearly Examination 20	<b>20</b>
Research Assignment		Food Trends 20		Food Product Development 20		<b>40</b>
<b>Total Weighting %</b>						<b>100%</b>

**Course Fee** - This fee is for the purchase of course materials to complete practical projects and must be paid by **Week 4 Term 1**.

Workplace health and safety policy requires students wear leather school shoes.

An apron must also be worn for each practical lesson and can be purchased from the School Uniform Shop for \$5.00.

# Industrial Technology - Timber - Elective Course

## Course Description

This course provides opportunities for students to develop a specific knowledge, understanding and skills in relation to the cabinet working industries. Project work promotes the sequential development of construction skills. The theory work is directly related to the practical work, materials and tools used.

## Report Outcomes

*Students will have:*

- ◆ Used personal protective equipment when working with materials, tools and machines.
- ◆ Identified, selected and used suitable processes and techniques for cabinetwork projects.
- ◆ Displayed cooperative, orderly and responsible work habits in the workshop.
- ◆ Investigated issues relating to industrial processes associated with cabinet making.
- ◆ Recalled and communicated technical terms and related theory.
- ◆ Maintained a folio of related theory work.

## Program Summary

The following elements will be continuously incorporated into the teaching and learning program:

- ◆ WH&S and risk management with particular reference to portable power tools.
- ◆ Properties and application of materials and hardware associated with cabinet making.
- ◆ The links between Industrial Technology - Timber, and the wider cabinet making industry in Australia.
- ◆ Designing, communicating and evaluating a variety of construction techniques.
- ◆ Producing quality timber products.

## Assessment Schedule

Date of Task	Ongoing	Term 1 Week 9	Term 3 Week 9	Set by School Calendar	Weighting %
Type of Task					
Practical Class work	60%				<b>60</b>
Research		Assignment 10%	Assignment 10%		<b>20</b>
Examinations				Yearly Exam 5%	<b>15</b>
Portfolios	5%				<b>5</b>
<b>Total Weighting %</b>					<b>100</b>

**Course Fee** - This fee is for the purchase of course materials to complete practical projects and must be paid by **Week 4 Term 1**.

Workplace health and safety policy requires students wear leather school shoes. An apron must be worn which is supplied by the school.

# Information & Software Technology - Elective Course

## Course Description

This course provides students with the opportunity to achieve a balance between the theoretical and practical aspects of information and software. Students will complete activities that develop skills and understanding of the Internet and Website development, database design and software development and programming.

## Report Outcomes

*Students will have:*

- ◆ Demonstrated the responsible use of information and software technologies.
- ◆ Designed and produced solutions to a range of challenging computing problems.
- ◆ Applied cooperative work practices to complete tasks.
- ◆ Researched the key roles and responsibilities of people in the fields of information and software technology.
- ◆ Identified and recalled knowledge and understanding of a range of concepts related to Internet and Website development, database design and software development and programming.
- ◆ Managed personal file space and maintained a folio of related work.

## Program Summary

- ◆ Computer software and hardware associated with Internet and Website development and Programming.
- ◆ Designing and Developing software solutions for specific purposes.
- ◆ Communication and collaborative practices.
- ◆ Responsible and ethical practices when creating websites and programming.

## Assessment Schedule

Date of Task	Term 1 Week 9	Term 2 Week 8	Term 3 Week 9	Term 4 Week 2	Weighting %
Type of Task					
Computing exercises	HTML 25%	VR Project 25%			50
Research			Drone Project 20%		20
Examinations				Yearly Examination 30%	30
<b>Total Weighting %</b>					<b>100%</b>

# Japanese - Elective Course

## Course Description

This course continues from the Year 9 elective course. Students will expand on their knowledge of the Japanese language and culture. This course aims to further develop students' listening, speaking, reading and writing skills. Students will also learn more Kanji characters and build on their previous knowledge of the Hiragana and Katakana alphabets as well as learning how to word process in Japanese script. Students will also further their knowledge of Japanese culture and traditions.

## Program Summary

*Students will have:*

- Discussed shopping for various items.
- Talked about abilities and what they can do
- Described festivals, the weather & seasons.
- Ordered food & drinks and discussed healthy diets.
- Discussed hobbies and abilities.
- Described a typical day & recorded their account.
- Asked for directions & discussed travelling in Japan.
- Given a detailed self- introduction speech.
- Written an email in Japanese script.
- Read and written the Hiragana, Katakana and Kanji scripts.

## Report Outcomes

*Students will have:*

- Evaluated and responded to information, opinions and ideas in texts
- Experimented with linguistic patterns to compose texts in Japanese using a range of formats for different context, purposes and audiences
- Demonstrated an understanding of key aspects of Japanese writing conventions

## Assessment Schedule

Task	Date of Task	Weighting
Shopping Task	Term 1	20%
Daily Routine Task	Term 2	20%
Restaurant Ordering Task	Term 3	20%
Self-Introduction Task	Term 4	20%
Yearly Examination	Term 4	10%
Coursework	ongoing	10%

# Music - Elective Course

## Course Description

Students will delve into the captivating world of Film Music, learning about how music is created for Film through the study of various scores and composers. In semester two they will trace the history and development of Popular Music from its beginnings and will also discover the music of a culture.

## Unit Outcomes

*Students will have:*

- ◆ Demonstrated an understanding of musical notation in performance and composition.
- ◆ Performed in a variety of styles, demonstrating technical skill and musicality.
- ◆ Composed, improvised or arranged for a range of musical styles.
- ◆ Identified, analysed and interpreted musical works.
- ◆ Demonstrated aural recognition of musical concepts in a variety of styles.

### Semester 1

#### Program Summary

- ◆ Overview of Film composers
- ◆ Techniques for creating musical soundscapes
- ◆ Analysing music based on the concepts of music from various film genres
- ◆ Performing in an ensemble
- ◆ Score reading and interpretation
- ◆ Further development of musical notation

### Semester 2

#### Program Summary

- ◆ The emergence of Popular Music
- ◆ Listening, Performance and Composition activities based on Popular Music
- ◆ Study the music of a culture
- ◆ Learn of the various musical instruments of a culture
- ◆ Score reading and interpretation
- ◆ Further development of musical notation

## Assessment Schedule

Date of Task	Term 1	Term 2	Term 3	Term 4	Weighting %
Type of Task	Film	Film	Popular Music	Music of a Culture	
Performance		Ensemble performance 20%		Performance either in an Ensemble or as a soloist 25%	<b>45</b>
Listening	VLOG research 15%			Written/Listening Exam 15%	<b>30</b>
Composition			Popular song competition 25%		<b>25</b>
<b>Total Weighting %</b>					<b>100%</b>



# Photographic and Digital Media - Elective Course

## Course Description

Photographic and Digital Media (print media, interactive and moving forms) allows students to explore photographic and digital media in greater depth, while creating a portfolio of works. Students will explore traditional and contemporary practices. They will explore concepts such as technical, artistic and theoretical developments and the making of artworks, the role of the artist, its impact on society and their intended audiences.

## Report Outcomes

Students will have:

- ◆ Engaged in the making of works, investigating the properties of particular forms, materials and techniques.
- ◆ Developed skills in selecting and applying photographic and digital conventions and procedures to make works.
- ◆ Constructed different critical and historical accounts of photographic and digital works.
- ◆ Successfully completed a research assignment.
- ◆ Presented a portfolio and/or journal demonstrating the student's various investigations of the world and their ideas.

## Program Summary

The following elements will be continuously incorporated into the teaching and learning program:

- ◆ Photographic and moving image terms, processes, techniques and procedures.
- ◆ In depth study of artists through assignments and case studies.
- ◆ Darkroom and Digital Studio, Workplace Health and Safety practices.
- ◆ Cross curricula numeracy and literacy skills, and knowledge development.
- ◆ Assessment and production of photographs, website and video.

## Assessment Schedule

Date of Task	Term 1	Term 2	Term 3	Term 4	Weighting %
Type of Task					
Art Making	Pinhole Camera, Research & Journal 20%	BOW + Journal 20%	BOW and Journal 20%		<b>60</b>
Critical/Historical		Research Task 15%		Yearly Exam 25%	<b>40</b>
<b>Total Weighting %</b>					<b>100%</b>

# Physical Activity and Sports Studies (PASS) - Elective Course

## Course Description

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement .

## Module Covered

Term 1 Australia's Sporting Identity/Game Design

Term 2 Enhancing Participation and Performance—Technology in Sport

Term 3 Coaching

Term 4 Event Management

## Report Outcomes

*Students will have:*

- ◆ Demonstrated an understanding of the factors that influence Australian Sport and shaped Australia's sporting identity.
- ◆ Analysed the contribution of technology to participation and performance.
- ◆ Performed movement skills accurately and efficiently in competitive situations.
- ◆ Participated in challenging physical activities to develop life skills such as leadership teamwork, goal setting, creativity, problem solving.
- ◆ Designed an original game and taught it to the class.
- ◆ Conducted and evaluated a coaching session.
- ◆ Participated in a variety of coaching sessions taught by other students.
- ◆ Performed movement skills accurately and efficiently in competitive situations.

## Assessment Schedule

Date of Task	Term 1	Term 2	Term 3	Term 4	Ongoing	Weighting %
Type of Task						
Theory	Case Studies 10%	Technology Assessment 20%	Coaching Lesson Plan 10%	Analysis of a coaching session 10%		<b>50</b>
Practical	Game Design 10%	Orienteering 10%	Coaching Session 10%		Basic Movement & Application Skills 20%	<b>50</b>
<b>Total Weighting %</b>						<b>100</b>

# Visual Arts - Elective Course

## Course Description

Students will explore the nature of art, the possibilities of ideas and their own responses to people and events to create a *Body of Work*. Artworks are completed in forms such as drawing, painting, sculpture, collage, digital media and photography. Students will study the works of a variety of artists using the Frames and Conceptual Framework as points of reference.

## Report Outcomes

*Students will have:*

- ◆ Investigated the world as a source of ideas, concepts and subject matter in developing a Body of Work.
- ◆ Engaged in the making of artworks, investigating, selecting and experimenting with the properties of particular forms, materials and techniques
- ◆ Used their understanding of the frames, practice and conceptual framework in critical and historical interpretations of artworks
- ◆ Completed a research assignment
- ◆ Presented a Visual Arts diary, recording their artmaking and historical/critical studies

## Program Summary

The following elements will be continuously incorporated into the teaching and learning program:

- ◆ Artistic – terms, processes and procedures
- ◆ In-depth case studies of a variety of artists
- ◆ Safety in the Visual Arts classroom
- ◆ Theory and application of artmaking techniques
- ◆ Development of their ideas
- ◆ Construction of a variety of artworks to create a Body of Work (BOW)

Students are required to maintain a Visual Arts diary (VAD) throughout the course, documenting all classwork, homework, procedures and evaluations.

## Assessment Schedule

Date of Task	Term 1	Term 2	Term 3	Term 4	Weighting %
Type of Task					
Critical and Historical Studies	Research Assignment 10		Research Assignment 20	Exam 10	<b>40</b>
Artmaking and VAD		BOW 20	BOW 20	BOW 20	<b>60</b>
<b>Total Weighting %</b>					<b>100%</b>

# SKILLS FOR SUCCESS

## Course Overview and Objective

The Skills for Success course aims to support students to develop the skills they need to successfully transition into the senior school, participate in society and become responsible, informed and active citizens.

The course is based on developing knowledge, understanding and skills in the areas of:

- Minimum standards and study skills
- Financial literacy and consumer rights and responsibilities
- Legal rights in the workplace, driving and voting
- All my own work and career planning

Students will have 2 periods of Skills for Success per fortnight.

The outcomes for the course will be competencies based. Students will be assessed using a variety of formative assessments. The range of outcomes are:

- ⇒ Demonstrated the competency consistently
- ⇒ Made progress towards the competency, or
- ⇒ Not yet demonstrated the competency.

The scope and sequence below gives an outline of the topics studied, but the timing and order of lessons will be flexible to allow for all activities and workshops to be run with all classes.

## Scope and Sequence

### Term 1

Week 1	Week 2-7	Week 8-10
O-Week	Minimum standards preparation	Study Skills

### Term 2

Week 1-5	Week 6-10
Financial Literacy	Consumer Law

### Term 3

Week 1-4	Week 5-10
Driving and the Law	Workplace Laws

### Term 4

Week 1-4	Week 5-10
Career Planning	All My Own Work