



MAITLAND  
GROSSMANN  
HIGH SCHOOL

# ASSESSMENT BOOKLET YEAR 10 2025



## Contents

1. Staff and Student Responsibility .....	4
2. Pattern of Study.....	5
3. HSC Minimum Standards conducted in Years 10, 11 and 12.....	6
4. Satisfactory Completion .....	7
5. Disability Provisions .....	8
6. Life Skills Courses .....	8
7. Assessment tasks .....	9
8. Procedures for the administration of tasks .....	10
9. Procedures for Illness/Misadventure forms – School assessments.....	11
14. Completing the Illness/Misadventure appeal.....	12
10. Malpractice.....	13
11. Malpractice Procedures.....	14
12. Procedures For Awarding Marks and Grades.....	15
13. Procedures for late submission and non-completion of tasks .....	15
14. Invalidity of Assessment Tasks.....	16
15. Maintaining Records for Transferring students .....	17
16. Assessment Feedback – Year 10 .....	17
17. Procedures for N-warning and Determination.....	18
18. Websites and references for further information.....	19
19. Year 10 Assessment Planner.....	20
20. Scope & Sequences, and Assessment Schedules.....	21
Auslan - Year 10 Scope & Sequence 2025 .....	22
Auslan - Year 10 Assessment Schedule 2025.....	23
Child Studies - Year 10 Scope & Sequence 2025 .....	24
Child Studies - Year 10 Assessment Schedule 2025 .....	25
Commerce - Year 10 Scope & Sequence 2025 .....	26
Commerce - Year 10 Assessment Schedule 2025 .....	27
Design and Technology - Hospitality Year 10 Scope & Sequence 2025 .....	28
Design and Technology - Hospitality Year 10 Assessment Schedule 2025 .....	29
Drama - Year 10 Scope & Sequence 2025 – NEED TO CONFIRM AND ADJUST .....	30
Drama - Year 10 Assessment Schedule 2025 NEED TO CONFIRM AND ADJUST.....	31
English - Year 10 Scope & Sequence 2025.....	32
English - Year 10 Assessment Schedule 2025 .....	33
Food Technology - Year 10 Scope & Sequence 2025.....	34
Food Technology - Year 10 Assessment Schedule 2025.....	35
Geography - Year 10 Scope & Sequence 2025 .....	36

Geography - Year 10 Assessment Schedule 2025.....	37
History - Year 10 Scope & Sequence 2025.....	38
History - Year 10 Assessment Schedule 2025.....	39
History Elective - Year 10 Scope & Sequence 2025.....	40
History Elective - Year 10 Assessment Schedule 2025.....	41
Industrial Technology Construction - Year 10 Scope & Sequence 2025 .....	42
Industrial Technology Construction - Year 10 Assessment Schedule 2025 .....	43
Industrial Technology Engineering - Year 10 Scope & Sequence 2025.....	44
Industrial Technology Engineering - Year 10 Assessment Schedule 2025 .....	45
Industrial Technology Metal - Year 10 Scope & Sequence 2025.....	46
Industrial Technology Metal - Year 10 Assessment Schedule 2025.....	47
Industrial Technology Multimedia - Year 10 Scope & Sequence 2025 .....	48
Industrial Technology Multimedia - Year 10 Assessment Schedule 2025.....	49
Industrial Technology Timber - Year 10 Scope & Sequence 2025.....	50
Industrial Technology Timber - Year 10 Assessment Schedule 2025.....	51
iSTEM - Year 10 Scope & Sequence 2025 .....	52
iSTEM - Year 10 Assessment Schedule 2025 .....	53
Mathematics - Year 10 Scope & Sequence 2025.....	54
Mathematics – Year 10 Assessment Schedule 2025 .....	55
Music - Year 10 Scope & Sequence 2025 .....	56
Music - Year 10 Assessment Schedule 2025 .....	57
PDHPE - Year 10 Scope & Sequence 2025.....	58
PDHPE – Year 10 Assessment Schedule 2025 .....	59
Photographic and Digital Media - Year 10 Scope & Sequence 2025 .....	60
Photographic and Digital Media - Year 10 Assessment Schedule 2025 .....	61
Physical Activity and Sports Studies (PASS) - Year 10 Scope & Sequence 2025.....	62
Physical Activity and Sports Studies (PASS) – Year 10 Assessment Schedule 2025 .....	63
Science - Year 10 Scope & Sequence 2025 .....	64
Science – Year 10 Assessment Schedule 2025.....	65
Textiles Technology - Year 10 Scope & Sequence 2025.....	66
Textiles Technology – Year 10 Assessment Schedule 2025 .....	67
Visual Arts - Year 10 Scope & Sequence 2025 .....	68
Visual Arts - Year 10 Assessment Schedule 2025 .....	69
Appendix A: Illness/Misadventure Appeal Form .....	70
Appendix B: Malpractice Appeal Form .....	71

# Maitland Grossmann High School

Students must read this document carefully and be aware of the timing and nature of all their assessment tasks.

This document and associated documents are available on the school website. A copy of the Assessment Policy will be emailed to each student's Department of Education email address. All forms are in PDF format.

Students are advised to print off all relevant assessment schedules and/or save them into a folder for future reference. Students should then create a personal calendar of assessment dates and develop a study timetable to help organise and manage their time effectively.

## 1. Staff and Student Responsibility

### Staff Responsibilities:

Teachers have a critical role in ensuring that students are well-prepared and supported in their learning journey. Their responsibilities include:

- **Understanding Course Requirements:** Teachers must demonstrate a thorough understanding of the course content, objectives, and syllabus outcomes. They are responsible for developing and delivering lessons that align with current NESA and NSW curriculum requirements.
- **Task Development and Assessment:** Design and develop assessment tasks that meet syllabus requirements. Tasks should be valid, reliable, and free from bias, and provide a range of opportunities for students to demonstrate their knowledge and skills.
- **Publish and Communicate Task Details:** Ensure that students receive the scope, sequence, and timing details of all assessment tasks at the beginning of the year for Year 10 and 11, and at the beginning of Term 4 for Year 12. This helps students to prepare adequately and manage their time. At MGHS the Student Assessment booklets are emailed by the Head Teacher Teaching and Learning at the beginning of the year for Years 10 & 11, and at the beginning of Term 4 for Year 12.
- **Provide Course Documentation:** Make sure that students have access to all relevant course documents, including assessment rubrics and criteria.
- **Assessment Implementation:** Conduct assessments according to the school's assessment plan and NESA guidelines, ensuring fairness and consistency in marking.
- **Feedback and Reporting:** Provide timely and constructive feedback to students that gives a true reflection of their progress. Feedback should also inform future learning.
- **Quality Teaching and High Expectations:** Deliver high-quality teaching that sets high expectations for all students and ensure learning is based on current materials.
- **Support Students with Specific Needs:** Identify students who are at risk or struggling and implement strategies to support them. This includes communication with parents and carers, and addressing the needs of gifted and talented students.

### Student Responsibilities:

Students are expected to actively engage in their learning and assessment process. Their responsibilities include:

- **Effort and Engagement:** Make a serious attempt at each assessment task, adhering to the assessment guidelines, and demonstrate commitment to all learning activities
- **Utilise Feedback:** Act on the feedback provided by teachers to improve understanding and performance. This is especially important for formative assessments that guide future learning
- **Follow a Study Pattern:** Choose and follow a study pattern that meets both their educational needs and NESA's mandatory curriculum requirements for attaining a ROSA.
- **Meet Curriculum and Attendance Requirements:** Ensure they meet the mandatory curriculum hours for all subjects and maintain satisfactory attendance.
- **Communicate Issues:** Inform teachers of any circumstances, such as personal or health issues, that may impact their ability to meet assessment deadlines or affect their performance. This must take place before the assessment is due unless under emergency circumstances.

- **Self-Assessment and Reflection:** Take responsibility for their own learning by engaging in self-assessment and reflection, which are integral to the learning process.
- **Adhere to Academic Integrity:** Ensure that all submitted work is their own and uphold the integrity of the assessment process by avoiding malpractice such as plagiarism.

By fulfilling these responsibilities, both staff and students contribute to a fair, effective, and engaging learning environment that meets the standards set by NESA and the NSW Department of Education.

## Record of School Achievement (RoSA) Eligibility

To be eligible for the award of the Record of School Achievement (RoSA) from the NSW Education Standards Authority (NESA), students must meet the following requirements:

- **Completion of Mandatory Curriculum Requirements:** Students must have completed the mandatory curriculum requirements for Years 7 to 10.
- **Attendance at an Eligible Institution:** This includes attending a government school, an accredited non-government school, or a recognised school outside NSW.
- **Satisfactory Completion of Courses:** Students must satisfactorily complete courses based on Life Skills outcomes and content, if applicable.
- **Awarding of Grades:** Schools are responsible for awarding a grade to each student who completes a Year 11 course (except Life Skills and VET courses) to represent their achievement.

If a student is ineligible for the RoSA upon leaving school, they may receive a Transcript of Study detailing the courses they have completed and the grades achieved.

For more detailed information, students and educators can refer to the [NSW Education Standards Authority \(NESA\)](#) for the most up-to-date guidelines.

## 2. Pattern of Study

To be eligible for the Record of School Achievement (RoSA) in New South Wales, students must satisfactorily complete the mandatory curriculum requirements for Years 7 to 10 as specified by the NSW Education Standards Authority (NESA). The pattern of study includes:

### Years 7–10 Mandatory Curriculum Requirements:

- **English:** Studied substantially throughout Years 7–10, totalling 400 hours by the end of Year 10.
- **Mathematics:** Studied substantially throughout Years 7–10, totalling 400 hours by the end of Year 10.
- **Science:** Studied substantially throughout Years 7–10, totalling 400 hours by the end of Year 10.
- **Human Society and Its Environment (HSIE):** Studied substantially throughout Years 7–10, totalling 400 hours by the end of Year 10. This must include 100 hours each of History and Geography in both Stage 4 (Years 7–8) and Stage 5 (Years 9–10).
- **Languages Other Than English (LOTE):** 100 hours in one language over one continuous 12-month period, preferably in Years 7–8.
- **Technological and Applied Studies:** Technology (Mandatory) course studied for 200 hours during Years 7–8.
- **Creative Arts:** A total of 200 hours, consisting of 100-hour mandatory courses in both Visual Arts and Music.
- **Personal Development, Health and Physical Education (PDHPE):** An integrated 300-hour course studied in each of Years 7–10.

These requirements ensure a broad and balanced education, providing students with a solid foundation across various key learning areas.

For more detailed information, students and educators can refer to the [NSW Education Standards Authority \(NESA\)](https://www.nesa.nsw.gov.au/) website.

### **Administrative Requirements for the Record of School Achievement (RoSA)**

Students and schools must adhere to the following administrative procedures:

- **Student Entries and Data Submission:**
  - Schools are responsible for entering and maintaining accurate student data, including course entries and personal details, in NESA's administrative systems. At MGHS, this is performed by the Head Teacher Administration.
  - At the conclusion of Year 10, schools must submit grades for each student based on their achievement in Stage 5 courses.
- **Confirmation of Entries:**
  - Students are required to review and confirm their personal details and course entries to ensure accuracy.
  - This confirmation process is typically facilitated by the Head Teacher Administration, and students will be asked to sign a confirmation document or verify their details electronically.
- **Notification of School Leaving:**
  - When a student intends to leave school before completing the Higher School Certificate (HSC), the school must formally notify NESA by nominating the student as a RoSA candidate.
  - This nomination will be completed promptly to ensure the student receives the appropriate credential.
- **Issuance of the RoSA:**
  - Upon receiving the school's nomination and verifying that all requirements have been met, NESA will issue the RoSA to the student.
  - The RoSA will detail the student's completed courses and the grades awarded.

For comprehensive guidelines and the most up-to-date information, students and educators should consult the [NSW Education Standards Authority \(NESA\)](https://www.nesa.nsw.gov.au/) website.

## **3. HSC Minimum Standards conducted in Years 10, 11 and 12.**

**Everyone needs reading, writing, and numeracy for everyday life**, which is why the HSC minimum standard tests have been introduced. These tests assess a student's literacy and numeracy skills necessary for life after school, including work and further education.

- The **HSC minimum standard** requires students to achieve **Level 3** on the **Australian Core Skills Framework (ACSF)** in the domains of reading, writing, and numeracy
- The **minimum standard tests** are **short, online tests** designed to measure skills relevant to everyday life. Students can take the tests up to **four times per year in Years 10 and 11** and up to **six times in Year 12**

Students do not need to meet the HSC minimum standard to:

- Study HSC courses
- Sit for HSC exams
- Receive HSC assessment and exam results
- Receive an Australian Tertiary Admission Rank (ATAR)
- Receive a Record of School Achievement (RoSA)

Students must meet the HSC minimum standard to receive the HSC testamur (the formal certificate)

Additional Information:

- Exemptions: Students enrolled in **Stage 6 Life Skills courses** may be eligible for exemptions from the HSC minimum standard tests.

- **Alternative evidence** can be submitted in exceptional circumstances if a student cannot demonstrate their skills via the online tests. This requires approval from NESA.

For further information on the process and exemptions, consult the [NESA website \(NESA ACE - HSC Minimum Standards\)](#)

At MGHS the **Head Teacher Mathematics** organises the Numeracy Minimum Standards testing, and the **Teacher Librarian** organises the Literacy Minimum Standards testing.

## 4. Satisfactory Completion

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:

1. **Followed the NESA-endorsed course:** The student must have followed the course developed or endorsed by NESA.
2. **Applied themselves with diligence and sustained effort:** The student must demonstrate that they have applied themselves diligently to complete the tasks and experiences provided during the course.
3. **Achieved some or all of the course outcomes:** The student is expected to meet some or all of the course outcomes to the satisfaction of the school.

### Attendance and Absences

While NESA does not specify minimum attendance requirements, principals may determine that due to excessive absences, the course completion criteria are not met. Principals are required to provide written warnings if attendance or performance puts the student at risk of not satisfactorily completing the course.

### Assessment Marks

Students must satisfactorily complete the mandatory curriculum requirements for Years 7 to 10. Assessment in these years is school-based, and schools are responsible for awarding grades to students based on their performance in each course.

For each course completed in Stage 5 (Years 9 and 10), schools will submit a grade to the NSW Education Standards Authority (NESA) that reflects the student's overall achievement. These grades are determined by the school, based on established assessment policies and procedures.

It is essential for students to engage seriously in all assessment tasks and to complete them to the best of their ability. Failure to satisfactorily complete course requirements, including assessment tasks, may result in a non-completion ('N') determination for that course.

### Consequences of Non-Completion:

Students who do not meet the course completion criteria may receive a non-completion ('N') determination. In such cases, the following consequences apply:

- **Mandatory Courses:**
  - The course will be listed as 'Not Completed' on the student's Transcript of Study.
  - The student will be ineligible for the RoSA if they receive an 'N' determination in any mandatory Stage 5 course.
- **Additional (Elective) Courses:**
  - The course will not appear on the student's RoSA or Transcript of Study.
  - The student remains eligible for the RoSA, provided all mandatory requirements are satisfactorily completed.

See MGHS N-Award Processes and Procedures for clarification of the school process.

## 5. Disability Provisions

For students with an identified or diagnosed short- or long-term disability, the school provides access to **Disability Provisions**, which are approved by NESAs. These provisions are designed to remove or reduce any disadvantage a student may face in accessing coursework and assessments due to their disability, ensuring that all students are able to demonstrate their true abilities in school-based assessments.

### Available Provisions:

If a student is assessed as eligible, they may be granted provisions such as:

- Use of **readers** and/or **writers**.
- **Rest breaks** during exams or assessments.
- **Medication breaks** or time to manage other medical needs.
- **Increased font or work size** for students with visual impairments.
- **Separate supervision** or adjustments to the exam environment, such as specialized furniture or lighting.

### Eligibility and Documentation

Students must inform their **course teacher or Learning and Support Staff** if they believe they may be eligible for Disability Provisions. They are required to provide appropriate **documentation**, such as medical certificates or reports, which should clearly specify the impact the disability has on their learning and performance in assessments. NESAs mandate that this documentation must be current (generally no older than 12 months) and relate directly to the student's exam or assessment needs.

### Application Process and School-Based Provisions

- The **Learning Support Team** may approve provisions for school-based assessments. However, students should be aware that provisions granted for school assessments may not necessarily be approved for the **HSC external examinations** by NESAs.
- All applications for **HSC disability provisions** are submitted online by the school and must meet NESAs' deadlines. Emergency applications can be made for unforeseen circumstances, such as sudden injuries, but these must be supported by evidence.

For further details on the process and the types of provisions available, visit the NESAs Disability Provisions Guidelines.

## 6. Life Skills Courses

**Life Skills courses** are designed by NESAs to support students with significant intellectual disabilities or other special education needs who are unable to access the outcomes and content of Board Developed or Board Endorsed Courses.

### Eligibility for Stage 6 Life Skills Courses:

- Students typically enrol in Stage 6 Life Skills courses if they have completed Life Skills courses in Stage 5 (Years 7–10). However, in some special circumstances, students may access these courses even if they have not completed Years 7–10 Life Skills courses. This may apply to students with intellectual or imputed intellectual disability who have experienced significant difficulty in mainstream courses, transferred from interstate or overseas, or have deteriorating medical conditions.

### Assessment in Life Skills Courses:

- Students are not required to complete formal exams or assessments. Instead, they are assessed on their **achievement of outcomes**, which can be demonstrated in a variety of ways (e.g., in school, the community, or the workplace). Evidence of achievement is collected through **ongoing assessment**.
- There is no requirement for formal exams.

### Credentialing and Reporting:



- Upon completion, students receive a **Profile of Student Achievement**, which lists the Life Skills outcomes they have achieved in each course. This information appears on their ROSA if they meet the satisfactory completion criteria.

### Special Considerations:

- Students studying only Life Skills courses are exempt from the **HSC: All My Own Work** program and the **HSC minimum literacy and numeracy standards**. However, they must still meet general course completion requirements in Year 11 and 12.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/life-skills/assessment-and-reporting>

For more detailed guidelines on Life Skills courses, refer to the NESACE Manual.

## 7. Assessment tasks

The development and administration of assessment tasks for ROSA courses follow **NESA guidelines**, ensuring consistency and fairness across all subjects. The key principles include:

### Task Weighting:

- Schools determine task weightings to ensure a **balanced** assessment of student achievement.
- There are no prescribed minimum or maximum weightings for individual tasks, but tasks should reflect the **significance** of content covered.
- Later tasks may carry greater weight as they assess **cumulative learning**.

### Task Type

- Assessment tasks must align with the **syllabus outcomes** and course components. Tasks may include:
  - Assignments, research projects, and fieldwork
  - Practical tests, portfolios, and performances
  - Written tasks such as essays or reports
- Tasks must allow for a **range of marks**, distinguishing different levels of student performance.

### Administration and Submission

- Tasks should be submitted **personally or electronically**, following the school's submission guidelines.
- Students must ensure their **assessment is submitted by the due date** unless an extension is granted under exceptional circumstances.
- **Late submissions without valid reasons may result in a zero mark.**

### Scheduling and Notification

- Students must receive at least **two weeks' notice** for formal assessment tasks, including details on:
  - **Date of submission**
  - **Syllabus outcomes assessed**
  - **Task weightings**
  - **Marking guidelines (where applicable)**
- If a student is **absent** when a task notification is given, they will receive their notification **upon their return to school**.
- Unless exceptional circumstances apply, an **extension of time will not be granted** due to absence on the notification day.
- Receipt of this Year 10 Assessment Booklet covers the notification of:
  - Date of submission
  - Syllabus outcomes assessed

### Submission of Marks for the RoSA

- Schools submit **grades (not raw marks)** for each Year 10 course to NESAs.
- These grades, ranging from **A to E**, are based on the **Common Grade Scale** and reflect a student's overall achievement.
- The grades are recorded on the **student's RoSA transcript**.

### Absence and Submission of Tasks

- If students are **absent** from a scheduled assessment, they must:
  - **Follow the school's procedures** and provide **valid documentation** for illness or misadventure.
  - **Notify the school on the day of the assessment or due date** if they cannot attend.
- For **electronically submitted tasks**, students are responsible for ensuring:
  - **The correct file is attached** before submission.
  - **The file is not corrupt** and can be opened.

### HSC: All My Own Work

- Although not required for the RoSA, the **HSC: All My Own Work** program is often completed in **Year 10** to prepare students for Stage 6 studies.
- This program promotes **academic integrity** and is a requirement before enrolling in **any HSC course**.

## Appeal Process for Marks and Rankings: Prior to Final Assessment Grades for the RoSA

NESA has stated that a **teacher's judgment** of the **worth of individual assessment tasks**, as reflected in the **mark or grade awarded**, **cannot be appealed** as part of this process.

However, if students have **concerns regarding an assessment task**, including **marks awarded**, they must follow this process:

1. **Discuss with the Teacher:**
  - Students must first **discuss any concerns** with their **teacher** as soon as possible after receiving their marked task.
  - This must be done **within five (5) school days** of receiving the result.
  - Students must not **alter their assessment task** before submitting an appeal related to marking or marking criteria.
2. **Consult the Head Teacher:**
  - If the concern is not resolved after speaking with the teacher, students should discuss the matter with the **Head Teacher of the faculty**.
3. **Consult the Deputy Principal:**
  - If the issue remains unresolved after consultation with both the **teacher and the Head Teacher**, students should escalate their appeal to the **Deputy Principal**.

This appeal process ensures transparency and fairness while maintaining the integrity of the **assessment process for Year 10 students working towards the RoSA**.

## 8. Procedures for the administration of tasks

To ensure **consistency and fairness** across all classes completing the same course, schools must adhere to the following guidelines when administering assessment tasks, as outlined by **NESA**:

### Consistency in Information:

- **Head Teachers** are responsible for ensuring that all students, regardless of class, receive the **same information** regarding an assessment task.
- This ensures **fairness and uniformity** across all classes within the same course.

**Same-Day Task Completion:**

- Where possible, assessment tasks should be **completed by all students on the same day** or within the **same timeframe** to maintain the integrity of the task.

**Examination Conditions:**

- All students must complete **formal assessments** under the **same conditions** to ensure fairness in the administration of the task.

**Mobile Phone Policy:**

- Students must **turn off their mobile phones** during assessments and follow the school's **mobile phone policy**.
- Any **violation of this rule** may result in **penalties** as per the school's assessment policies.

## 9. Procedures for Illness/Misadventure forms – School assessments

**Task Submission and Appeals:**

**Late Submission Policy:** Tasks handed in late, or completed late, will receive a **zero mark** unless valid reasons for the delay are submitted. Students have the right to appeal the zero mark by completing an **Illness/Misadventure Appeal Form**, provided they meet the criteria.

**What Is Illness and Misadventure?**

**Illness:** This is defined as any sickness or injury that prevents a student from attending school or completing an assessment task.

**Misadventure:** Refers to unforeseen circumstances that prevent a student from completing an assessment task, such as accidents, family emergencies, or other unexpected events.

**Appropriate Use of the Illness/Misadventure Form:**

Students should complete an **Illness/Misadventure Appeal Form** in cases where:

- An assessment task is **not submitted on time**.
- The task is **submitted incomplete** due to circumstances beyond the student's control.
- The student experiences **extraordinary circumstances** on or before the due date.

**Timing of Form Submission:**

The form should be submitted on the **same day** of the illness or misadventure, or at the latest, the next day the student attends school or their next exam.

**Grounds Not Considered for Appeals:**

Students **cannot appeal** on the following grounds, which align with the NESACE guidelines:

- **Preparation issues**, such as technology failure or insufficient study time.
- **Alleged deficiencies in teaching**.
- **Long-term illnesses**, unless there is an acute flare-up during the assessment or exam period.
- **Misreading the examination timetable** or **task instructions**.
- **Other commitments** such as holidays, work, or sporting events

**Special Consideration:**

Requests for changes to the scheduled date of an assessment for reasons other than illness/misadventure must be made **in writing** to the principal and **well in advance**. The principal's decision on these requests is final.

**Final Clarifications:**

The **principal's decision is final** for any special consideration outside of illness or misadventure, which is consistent with the **NESA guidelines**.

## 14. Completing the Illness/Misadventure appeal

### PART A

This section is to be completed by the student. Reasons for the Illness- Misadventure appeal must be documented in this section. Relevant documentation (e.g. doctor's certificate, statutory declaration, other) must be attached. This section is signed by the student and parent/carer.

It is the student's responsibility to complete the Illness-Misadventure Appeal and return it to the Principal (or delegate) within five school days of the due date of the task. Late appeals may be considered but only in the event of exceptional circumstances.

### PART B

The Head Teacher make recommendations.

### PART C

The appeal is then completed by the Deputy Principal (within policy guidelines), who may:

- Uphold the appeal (marks may be awarded)
- Dismiss the appeal (mark of zero is maintained)
- Impose a penalty (marks are adjusted)

The result will be communicated to the student by the principal or class teacher.

If the Deputy Principal dismisses the appeal, the student has the option of requesting an Appeals Committee review.

### PART D

The Appeals Committee shall be convened by the Principal and include MGHS Executive. This committee will make a recommendation.

The committee may:

- Uphold the appeal (marks may be awarded)
- Dismiss the appeal (mark of zero is maintained)
- Impose a penalty (marks are adjusted)

The committee will communicate the outcome of the appeal to the student. This could include an extension of time, a substitute task or an estimated mark. All Documents related to the appeal should be placed in the student's file and the class teacher's HSC Compliance folder

### See Appendix A for Illness/Misadventure form

NESA will only consider awarding special consideration in cases of illness and misadventure. These are defined as:

- Illness: Any sickness or injury that prevents a student from attending school.
- Misadventure: Any unforeseen circumstance or incident that prevents a student from attending school.

An Illness-Misadventure Form is used when an assessment task is:

- Not submitted on time.
- Submitted incomplete.
- During extra-ordinary circumstances.

Where a student experiences a misadventure, they should obtain an Illness-Misadventure Appeal Form. This must be done on the same day where possible or the next day of attendance including attendance at the next examination after the misadventure.

#### STUDENTS CANNOT SUBMIT AN APPEAL ON THE BASIS OF:

- Difficulties in preparation or loss of preparation time / technology fault
- Alleged deficiencies in teaching
- Long-term illness such as glandular fever unless they are suffering a flare-up of the condition during the examination or assessment period
- Misreading the examination timetable
- Misreading assessment task or examination instructions
- Other commitments such as holidays, participation in entertainment, work or sporting events, or attendance at examinations conducted by other institutions or organisations. Special consideration for changes to the scheduled date must be made in writing, addressed to the principal and well in advance of the event.
- Illness once the assessment paper is opened during the reading time, or after the examination commences.

Special consideration for reasons other than illness/misadventure requests must be made in writing, addressed to the principal and well in advance of the event. The principal's decision is final.

## 10. Malpractice

**Malpractice** is any activity undertaken by a student that gives them an **unfair advantage** over others in assessment tasks or exams. Malpractice covers a range of dishonest behaviours, which can seriously impact a student's assessment results and standing with **NESA**.

#### Forms of Malpractice:

- **Copying:** Taking part or all of someone else's work and presenting it as their own.
- **Plagiarism:** Using material from books, journals, or the internet without proper citation.
- **Unacknowledged Collaboration:** Building on someone else's ideas or using contributions from others (e.g., a parent or tutor) without acknowledgment.
- **Purchased or Stolen Work:** Buying, stealing, or borrowing another person's work and submitting it as one's own.
- **Non-approved Assistance:** Using non-approved aides or assistance during exams or tasks.
- **False Explanations:** Fabricating reasons for missed or incomplete work, or assisting another student in committing malpractice.

#### Handling Suspected Malpractice:

- **Investigation:** When malpractice is suspected, the Course Teacher will inform the **Head Teacher** and provide evidence (such as a plagiarism report, Turnitin results, or comparisons to other students' work) to support the claim.
- **Student Response:** The student will be given the opportunity to **provide evidence** that their work is original. This may include showing drafts, notes, or answering questions to demonstrate their understanding of the material.
- **Plagiarism Detection:** The school may use tools like **Turnitin** to check for plagiarism, producing reports that detail the percentage of original work and flagged content.

#### Consequences of Proven Malpractice:

- **Zero Marks:** Students involved in proven malpractice will receive a **zero** for the affected task, which will impact their final mark and rank.
- **Registration with NESA:** The student's name will be added to the **NESA Malpractice Register**, as required for any proven malpractice cases.
- **Penalties for Truancy:** If a student is present at school but truant before an assessment task, penalties may apply in addition to any malpractice consequences.

### Right to Appeal:

- Students penalised for malpractice have the right to **appeal** the decision. Appeals must be made through the standard school appeals process and escalated to NESA if necessary.

A student penalised for malpractice has access to the appeals process. [See Appendix B for Malpractice appeals form](#)

## 11. Malpractice Procedures

In cases of suspected or proven **malpractice**, the following procedures, in line with **NESA ACE guidelines**, will be followed to ensure fairness and due process:

### Notification of Suspected Malpractice

- The student, along with their parent/caregiver, will be **informed verbally or in writing** by the Course Teacher or Head Teacher of the suspected or proven malpractice. The evidence will be presented in a **timely manner**.

### Issuing an N Warning Letter

- An **N Warning letter** will be issued by the Course Teacher or Head Teacher to formally notify the student and their caregiver of the malpractice. The letter will outline what the student must do to **redeem** the N Warning.

### Opportunity to Present Evidence

- The student will be provided an opportunity to present any evidence or information in their defence. This could include **drafts, witness statements**, or any supporting documents. This information will be reviewed by the Course Teacher and Head Teacher.

### Documentation

- Records of all **discussions and interviews** related to the incident will be kept securely by the Course Teacher or Head Teacher. This ensures that all evidence and conversations are documented for transparency.

### Confidentiality

- Confidentiality must be maintained at all times by all involved parties. No information related to the malpractice will be shared outside of those directly involved in the process.

### Right to Appeal

- The student will be informed of their **right to appeal** and the process for doing so. Appeals must be lodged to the Deputy Principal within **2 school days** of the notification of the malpractice.

### Consequences of Malpractice

If malpractice is proven, one or more of the following consequences will apply:

- **Reduced marks** for part or all of the assessment task.
- **Zero marks** for part or all of the task.
- An **N Warning letter** issued to the student and supervisor.
- **Withdrawal from course(s)** in severe cases.

### Appeal Process

- After being informed of the consequence, the student has **2 school days** to appeal the decision to the Deputy Principal. The appeal must be in writing and include any relevant evidence (Appendix 2).
- The Deputy Principal will review the appeal, conduct any necessary discussions, and inform the student and their caregiver of the outcome, either verbally or in writing. Notes of these discussions will be kept securely.

- If the student or caregiver is unsatisfied with the Deputy Principal’s decision, a **final appeal** can be made to the Principal within **2 school days** of being notified of the Deputy Principal’s decision. This appeal must be made in writing, and any new evidence must be provided. The Principal’s decision will be final.

[See Appendix B for Malpractice appeals form](#)

## 12. Procedures For Awarding Marks and Grades

### Standards-Referenced Assessment:

- Assessment tasks are designed to measure student performance based on the syllabus outcomes for each course.
- These tasks assess a range of skills and knowledge, including those that may not always be captured through formal examinations.
- The marks awarded reflect the extent to which students have demonstrated achievement of these outcomes over time.

### Calculation of Grades:

- In Year 10, marks are not submitted to NESA. Instead, schools determine and submit a final grade (A–E scale) for each subject based on a student’s performance throughout the course.
- Schools determine their own assessment weightings to ensure fairness and consistency in measuring student achievement.
- Teachers use a range of assessment tasks to assess student progress, ensuring that no single task disproportionately affects the final grade.

### Use of Mark Ranges:

- A wide range of marks should be used when assessing individual tasks to reflect the variation in student performance.
- This ensures that relative differences between students are clear and fairly represented.

### Disclosure of Marks and Grades:

- Students will receive feedback and marks on individual tasks to track their progress.
- Final grades (A–E) are submitted to NESA and will appear on the Record of School Achievement (RoSA).

These procedures ensure fairness, consistency, and accurate reporting of student achievement in Year 10.

## 13. Procedures for late submission and non-completion of tasks

In accordance with **NESA** guidelines, the following procedures apply for the **late submission** and **non-completion** of assessment tasks. These rules ensure that students are aware of their responsibilities and the potential consequences if deadlines are not met.

### Late Submission of Tasks

- **Zero Mark for Late Submission:** Any task submitted late, or completed after the due date, will automatically receive a **zero**. Students, however, have the right to appeal this decision by submitting an **Illness/Misadventure Appeal Form** along with relevant supporting documentation, such as a doctor’s certificate.

### Teacher Absence on Due Date

- **Teacher’s Absence:** If the assigned teacher is absent on the day an in-class task is due, the **Faculty Head Teacher** or a senior teacher will arrange for the task to be collected or supervised. Students are expected to submit their work regardless of the teacher’s presence.

### Student Absence on Due Date

- **Pre-arranged Absence:** If the student knows beforehand that they will be absent on the day a task is due, they must make arrangements to **submit the task in advance** or on the due date electronically or via an agent.
- **Illness/Misadventure on the Due Date:** If a student is absent on the due date due to illness or misadventure, the student must either:
  - Submit the task electronically by the **end of the school day (3:15 pm)**.
  - Have the task submitted on their behalf by an agent on the due date.
  - If none of the above arrangements are made, the student must hand in the task on the **first day of attendance** following the illness.

#### Evidence for Absence

- Students who are absent on the due date of a task must provide **relevant evidence** (e.g., a doctor's certificate, statutory declaration) covering all days of absence, alongside the **Illness/Misadventure Appeal Form** within **five school days** of their return.

#### Absence on Day of In-Class Task

- If a student is absent for an **in-class assessment** task, they must:
  - Contact their **teacher or Head Teacher** on the first day back to school and be prepared to complete the task immediately.
  - Provide relevant evidence (e.g., doctor's certificate) to support their absence, along with the Illness/Misadventure Appeal Form within **five school days**.

#### Failure to Comply with Procedures

- Failure to follow these procedures will result in an **N Award Warning letter** being sent to the student's parents or caregivers, and a **zero mark** will be assigned.

#### Suspension

- **Suspension from school** does not entitle a student to submit tasks late. If a student is suspended when an assessment is due, they are responsible for ensuring that the task is submitted by the deadline, or arrangements must be made with the **Principal**. In some cases, tasks may be completed after returning from suspension, depending on the nature of the task

## 14. Invalidity of Assessment Tasks

When assessment tasks produce **invalid or unreliable results**, due to issues with the task itself or its administration, the following procedures will apply:

#### Notifying the Faculty Head Teacher

- The **Head Teacher** should be notified as soon as it becomes apparent that the results of an assessment task are invalid or unreliable. This could occur when a task does not function as required or there are problems in its administration that impact the results.

#### Investigation by Head Teacher

- The Head Teacher will investigate the reasons for the invalidity of the task. Based on their findings, the following actions may be implemented:
  - **Negotiation:** The Head Teacher may enter into discussions with all students affected by the invalidity to agree on the most appropriate solution.
  - **Alternate Task:** An alternative assessment task may be supplied to replace the whole or part of the original task. This ensures that students are assessed fairly on the intended outcomes.



- **Mark Adjustment:** The Head Teacher may decide to **adjust marks** to discount the invalid part of the task. This could involve excluding certain sections from the final result if the assessment task proved unreliable.
- **Other Measures:** Additional measures may be applied, depending on the situation, as determined by the Head Teacher.

### **Investigation by Deputy Principal**

- In situations where the results of an assessment task are deemed invalid, an investigation will be carried out by both the **Deputy Principal** and the Head Teacher of the faculty involved. The investigation aims to understand the nature of the issue and ensure that the solution is fair and transparent for all affected students.

Where invalid or unreliable results have been produced by an assessment task the faculty Head Teacher should be notified. This may be where a task does not function as required, or where there are problems in the administration.

## **15. Maintaining Records for Transferring students**

When students transfer **into or out of the school** during Year 10, it is essential to maintain **accurate records** of their assessment performance to ensure fairness in grading and reporting. The following procedures apply according to **NESA guidelines** for the **Record of School Achievement (RoSA)**:

### **Students Transferring Into the School**

#### **Request for Records:**

- If a student transfers into the school during Year 10, the school should request that the **former school provides** the following:
  - **Previous assessment records** and progress in each course.
  - Any **N-Awards or records indicating failure** to meet course requirements.

#### **Use of Provided Information:**

- The previous school's records can be used to help determine the student's **progress and achievement**.
- The school may use this information to **inform future assessments** but will determine the final grade based on the student's work at the new school.

### **Students Transferring Out of the School**

- When a student transfers **out of the school**, their records should be **forwarded** to the new school upon request.
- This information will help ensure continuity in the student's **assessment and final grade determination** for the RoSA.

For Year 10 students, **marks are not transferred between schools for submission to NESA**. Instead, **grades (A–E) are determined by the new school based on available records and assessments completed after transfer**.

## **16. Assessment Feedback – Year 10**

Providing **effective feedback** on assessment tasks is essential for student learning and improvement. Feedback should give students a **clear understanding** of their strengths and areas for development in relation to the **syllabus outcomes**.

### Importance of Meaningful Feedback

- Feedback should be **clear and constructive**, helping students understand their **performance relative to the syllabus outcomes** and their overall progress.
- It should focus **not just on the final mark or grade** but on specific **skills or knowledge demonstrated** and areas requiring further improvement.

### Using Outcomes and Grade Descriptions

- Teachers are encouraged to use the **wording of syllabus outcomes** and the **Common Grade Scale (A–E)** when providing feedback to students.
- Work samples may be provided to **illustrate expected performance levels** and to guide students in improving their work.

### Marking Guidelines and Consistency

- **Marking guidelines** should be developed before an assessment task is administered to ensure **fair and consistent** marking.
- The **Head Teacher should approve** marking guidelines before they are applied to student work.

### Clear Feedback for Each Task

For each assessment task, where applicable, students should receive feedback that includes:

- **What they have done well** – areas where they have demonstrated strong understanding and skills.
- **What they need to improve** – specific skills or knowledge that require further development.
- **How they can improve** – actionable steps or strategies to enhance future performance.

## 17. Procedures for N-warning and Determination

If a **Principal determines** that a student is at risk of **not satisfactorily completing a course**, the student will be **formally warned in writing** with enough time to **rectify the issue** and successfully complete the course.

### NESA Guidelines for N-Warnings

- A **minimum of two warning letters** must be issued before a student receives an **N Determination** (Non-Completion of Course).
- These warnings must provide **clear instructions** on what the student must do to **meet course requirements**.

### Criteria for N-Determination

The **Principal or delegate** may issue an **N Determination** if a student has:

- **Failed to complete required assessment tasks** or coursework that provides enough evidence of achievement.
- **Not applied diligence and sustained effort** to the set tasks and experiences provided by the school.
- **Not met the attendance or participation requirements** necessary for satisfactory course completion.

### Process for N-Determination

#### 1. Issuing an N-Warning Letter:

- The school must **formally notify** the student and their parent/carer of their risk of **non-completion**.
- The letter must clearly outline **what the student must do** to meet the course requirements.

#### 2. Final N-Determination Decision:

- If the student **fails to meet the requirements** despite warnings, the **Principal or delegate** will proceed with the **N-Determination process**.
- The **parent/carer** will be formally notified of the school's decision.

### 3. Appeal Process:

- Students have the **right to appeal** the N-Determination.
- If an appeal is submitted, the school will **review the case** and form an **Appeals Panel** if necessary.
- If the **appeal is upheld**, the student will be deemed to have satisfactorily completed the course.
- If the **appeal is denied**, the school will forward all documentation to **NESA for final determination**.

#### Consequences of an N-Determination

- The course will be recorded as **'Not Completed'** on the student's **Record of School Achievement (RoSA)**.
- This may affect the **eligibility for the RoSA award** if multiple courses receive an **N Determination**.

This process ensures that students have **multiple opportunities** to address their course requirements while maintaining fairness and accountability in assessment and participation expectations.

## 18. Websites and references for further information

For additional queries or clarifications, these resources offer extensive guidelines and support on assessment policies.

**NESA Assessment Certification Examination (ACE) Manual:** This manual offers comprehensive details on assessment policies, procedures, and requirements for the RoSA. [ace.nesa.nsw.edu.au](http://ace.nesa.nsw.edu.au)

**NESA's "Achieving the RoSA" Guidelines:** This resource outlines the eligibility criteria and procedures for attaining the RoSA. [curriculum.nsw.edu.au](http://curriculum.nsw.edu.au)

**NESA's "Assessment and Reporting in Stage 5":** This document provides guidance on assessment strategies and reporting practices for Stage 5 (Years 9 and 10), which are pertinent to the RoSA. [educationstandards.nsw.edu.au](http://educationstandards.nsw.edu.au)

**NESA's "Reporting and Using Grades":** This page explains the grading system and how grades are reported for Years 1 to 10, aligning with RoSA requirements. [curriculum.nsw.edu.au](http://curriculum.nsw.edu.au)

**Clarified ACE Rules Announcement:** NESA has updated the ACE Rules to enhance clarity. This announcement provides insights into the recent changes affecting RoSA and HSC students. [nsw.gov.au](http://nsw.gov.au)

These resources are provided by the NSW Education Standards Authority (NESA) and offer accurate and up-to-date information regarding the RoSA for Year 10 students.

## 19. Year 10 Assessment Planner

The following planner can be used to note the formal assessment due dates.

	Week	Assessments Scheduled
<b>Term 1 2025</b>	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
<b>Term 2 2025</b>	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
<b>Term 3 2025</b>	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
<b>Term 4 2025</b>	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

**SCOPE & SEQUENCES,  
AND ASSESSMENT  
SCHEDULES  
YEAR 10  
2025**

## Auslan - Year 10 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	<b>Staff Development Day Only</b>
	2	
	3	
	4	<b>Theory - Basic Audiology</b>
	5	<i>L5-1C, L5-2C, L5-3C, L5-9U</i>
	6	<i>ACLASFC203, ACLASFU233, ACLASFU251</i>
	7	<b>Practicum - Communicating in Auslan; Receptive and Expressive Skills 1</b>
	8	<i>L5-1C, L5-2C, L5-3C, L5-7U</i>
	9	<i>ACLASFU231, ACLASFU232, ACLASFU249</i>
	10	
	11	
Term 2	1	
	2	
	3	<b>Theory - Auslan Language and Grammar 2</b>
	4	<i>L5-1C, L5-4C, L5-5U, L5-7U</i>
	5	<i>ACLASFU228, ACLASFU229, ACLASFU230</i>
	6	<b>Practicum - Communicating in Auslan; Receptive and Expressive Skills 1</b>
	7	<i>L5-1C, L5-3C, L5-4C, L5-7U</i>
	8	<i>ACLASFC237, ACLASFC240, ACLASFC242</i>
	9	
	10	
Term 3	1	
	2	
	3	<b>Deaf Culture 2 including Services for the Deaf</b>
	4	<i>L5-2C, L5-3C, L5-8U, L5-9U</i>
	5	<i>ACLASFC202, ACLASFC215, ACLASFU238</i>
	6	<b>Practicum - Communicating in Auslan; Receptive and Expressive Skills 2</b>
	7	<i>L5-1C, L5-2C, L5-3C, L5-4C, L5-5U, L5-7U</i>
	8	<i>ACLASFU231, ACLASFU232, ACLASFC237, ACLASFC240, ACLASFC242, ACLASFU249</i>
	9	
	10	
Term 4	1	
	2	
	3	
	4	
	5	<b>Practicum - To perform or inform in Auslan</b>
	6	<i>L5-1C, L5-2C, L5-4C</i>
	7	<i>ACLASFC239, ACLASFC241</i>
	8	
	9	
	10	

## Auslan - Year 10 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Theory In-Class Exam	L5-3C, L5-9U, ACLASFC203, ACLASFU251	25%	Term 1 Week 10
2	Receptive Exam	L5-2C, ACLASFU231, ACLASFU232, ACLASFU249	25%	Term 2 Week 4
3	Expressive Video Recording	L5-5U, L5-7U, ACLASFC224, ACLASFC239, ACLASFU246, ACLASFU247, ACLASFU248	35%	Term 3 Week 9
4	Expressive and Receptive Role Play	L5-1C, L5-4C, L5-8U, ACLASFC240, ACLASFC242, ACLASFC237	15%	Term 4 Week 4

Outcomes – A student:	
L5-1C	Manipulates Auslan in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate.
L5-2C	Identifies and interprets information in a range of texts.
L5-3C	Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences.
L5-4C	Experiments with linguistic patterns and structures to compose texts in Auslan using a range of formats for a variety of contexts, purposes and audiences.
L5-5U	Demonstrates how Auslan pronunciation and intonation are used to convey meaning.
L5-7U	Analyses the function of complex Auslan grammatical structures to extend meaning.
L5-8U	Analyses linguistic, structural and cultural features in a range of texts.
L5-9U	Explains and reflects on the interrelationship between language, culture and identity.
ACLASFC203	Contributes to presentations, reports, reviews, discussions and debates that focus on selected social and cultural issues.
ACLASFC224	Translates and interprets short texts from Auslan to English and vice versa, noticing which concepts translate easily and which do not.
ACLASFC237	Interacts appropriately with the teaching team, peers and members of the Deaf community, adjusting language when necessary and demonstrating understanding of appropriate protocols in and out of the classroom.
ACLASFC239	Prepares and presents information on different issues, events, people, procedures or experiences, using signed descriptions and visual prompts to inform, report, promote, explain or invite action
ACLASFC240	Responds to different types of creative texts that involve the expression of feelings or experiences, comparing their responses to different elements and making connections with their own experience.
ACLASFC242	Translates and interprets different types of familiar texts and consider the effectiveness of examples of different translations, considering the role of culture when transferring meaning from one language to another.
ACLASFU231	Recognises similarities and differences in language features of different types of texts and in Auslan and English texts of a similar type, and notice how texts build cohesion.
ACLASFU232	Explores different dimensions of variation in the structure, development and use of Auslan, including how it has been influenced by English and other signed languages.
ACLASFU246	Explores various types of non-manual features and the types of iconicity in signs, and gain confidence in using software to transcribe signs.
ACLASFU247	Understands signs can include different information including a gestural overlay, and identify how signers establish spatial locations, types of depicting signs and ways of showing constructed action.
ACLASFU248	Understands and controls different elements of Auslan grammar, such as the use of non-manual features for topicalisation, negation or conditional form as gesture changes the form each time they are signed.
ACLASFU249	Explores the relationship between particular text types, audience, purpose and context and analyse language features used by signers to create cohesion and achieve the purpose of the text.
ACLASFU251	Understands the factors that influence the profile, diversity and distribution of Auslan use in the wider Australian society, and consider the concept of Auslan vitality in comparison with other spoken languages used around the world.
L5-1C	Manipulates Auslan in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate.

## Child Studies - Year 10 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	<p><b>Media and Technology in Childhood</b></p> <p>CS5-3, CS5-4, CS5-5, CS5-9</p>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	<p><b>Play and the Developing Child</b></p> <p>CS5-2, CS5-4, CS5-5, CS5-8, CS5-9</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	<p><b>Food and Nutrition in Childhood</b></p> <p>CS5-2, CS5-5, CS5-8, CS5-11, CS5-12</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 4	1	<p><b>Children and Culture</b></p> <p>CS5-2, CS5-8, CS5-9, CS5-11</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	



## Child Studies - Year 10 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Media and Technology in Childhood	CS5-3, CS5-4, CS5-5, CS5-9	35%	Term 1 Week 9
2	Play and the Developing Child	CS5-2, CS5-4, CS5-5, CS5-8, CS5-9	30%	Term 2 Week 9
3	Food and Nutrition in Childhood	CS5-2, CS5-5, CS5-8, CS5-11, CS5-12	35%	Term 3 Week 9

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

## Commerce - Year 10 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	<b>Staff Development Day Only</b>
	2	<p align="center"><b>Law, Society and Political Involvement</b></p> <p><i>COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9`</i></p>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	<p align="center"><b>Running a Business</b></p> <p><i>COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	<p align="center"><b>Economic and Business Environment</b></p> <p><i>COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 4	1	<p align="center"><b>Towards Independence</b></p> <p><i>COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9</i></p>
	2	
	3	
	4	
	5	
	6	
	7	<p align="center"><b>Travel</b></p> <p><i>COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9</i></p>
	8	
	9	
	10	

## Commerce - Year 10 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Law, Society and Political Involvement Topic Test	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5	30%	Term 1 Week 10
2	Business Presentation	COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-8, COM5-9	35%	Term 2 Week 9
3	Yearly Examination	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5	35%	Term 4 Week 9

Outcomes – A student:	
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 timeframes

## Design and Technology - Hospitality Year 10 Scope & Sequence 2025

	Week	Topic(s) Covered
<b>Term 1</b>	1	<b>Staff Development Day Only</b>
	2	<p style="text-align: center;"><b>Context Area</b></p> <p style="text-align: center;"><b>Agriculture Focus Area of Design – Environmental</b></p> <p style="text-align: center;">DT5-1, DT5-2, DT5-3, DT5-4, DT5-5, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10</p>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
<b>Term 2</b>	1	<p style="text-align: center;"><b>Context Area</b></p> <p style="text-align: center;"><b>Food Technologies Focus Area of Design – Food Presentation</b></p> <p style="text-align: center;">DT5-1, DT5-2, DT5-3, DT5-4, DT5-5, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
<b>Term 3</b>	1	<p style="text-align: center;"><b>Context Area</b></p> <p style="text-align: center;"><b>Food Technologies Focus Area of Design – Food Presentation</b></p> <p style="text-align: center;">DT5-1, DT5-2, DT5-3, DT5-4, DT5-5, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
<b>Term 4</b>	1	<p style="text-align: center;"><b>Context Area</b></p> <p style="text-align: center;"><b>Food Technologies Focus Area of Design – Food Presentation</b></p> <p style="text-align: center;">DT5-1, DT5-2, DT5-3, DT5-4, DT5-5, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

## Design and Technology - Hospitality Year 10 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Design Brief Folio- The Sustainable Menu	DT5-3, DT5-4, DT5-5, DT5-6	20%	Term 2 Week 2
2	Practical – Signature Dish	DT5-8, DT5-9, DT5-10	20%	Term 2 Week 4
3	Design Brief Folio – Instant Cultural Restaurant	DT5-1, DT5-3, DT5-5, DT5-8	35%	Term 3 Week 10
4	Practical – Cultural Restaurant	DT5-8, DT5-9, DT5-10	25%	Term 4 Week 4

Outcomes – A student:	
DT5-1	analyses and applies a range of design concepts and processes
DT5-2	applies and justifies an appropriate process of design when developing design ideas and solutions
DT5-3	evaluates and explains the impact of past, current and emerging technologies on the individual, society, and environments
DT5-4	analyses the work and responsibilities of designers and the factors affecting their work
DT5-5	evaluates designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design
DT5-6	develops and evaluates creative, innovative, and enterprising design ideas and solutions
DT5-7	uses appropriate techniques when communicating design ideas and solutions to a range of audiences
DT5-8	selects and applies management strategies when developing design solutions
DT5-9	applies risk management practices and works safely in developing quality design solutions
DT5-10	selects and uses a range of technologies competently in the development and management of quality design solutions

## Drama - Year 10 Scope & Sequence 2025 – NEED TO CONFIRM AND ADJUST

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	<p><b>Commedia dell'Arte</b> 5.1.1, 5.1.2, 5.2.1, 5.3.2</p>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	<p><b>Uncovering the truth</b> 5.1.1, 5.1.3, 5.2.1, 5.3.1</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	<p><b>Screen to stage</b> 5.1.2, 5.1.4, 5.2.2, 5.2.3, 5.3.2</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 4	1	<p><b>Nothing is neutral – designing for theatre.</b> DR5-APP-02, DR5-MAK-01, DR5-PER-02</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

## Drama - Year 10 Assessment Schedule 2025 NEED TO CONFIRM AND ADJUST

Task	Description	Outcomes	Weighting - %	Due Date
1	Making/Performing	5.1.1, 5.1.2, 5.2.1, 5.3.2	25	Term 1 Week 10
2	Critically Analysing/Performing	5.1.1, 5.1.3, 5.2.1, 5.3.1	25	Term 2 Week 9
3	Making/Performing	5.1.2, 5.1.4, 5.2.2, 5.2.3, 5.3.2	25	Term 3 Week 9
4	Critically Analysing	DR5-APP-02, DR5-MAK-01, DR5-PER-02	25	Term 4 Week 7

Outcomes – A student:	
5.1.1	manipulates the elements of drama to create belief, clarity and tension in character, role, situation, and action
5.1.2	contributes, selects, develops, and structures ideas in improvisation and playbuilding.
5.1.3	devises, interprets, and enacts drama using scripted and unscripted material or text.
5.1.4	explores, structures, and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions, and technologies.
5.2.1	applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
5.2.2	selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
5.2.3	employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions, and technologies to create dramatic meaning.
5.3.1	responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
5.3.3	analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.
DR5-MAK-01	creates and refines meaning through experimentation with dramatic processes
DR5-PER-02	manipulates dramatic elements to stage works and influence audience response through dramatic contexts
DR5-APP-02	evaluates how dramatic elements are manipulated to influence audience response through dramatic contexts

## English - Year 10 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	<b>Staff Development Day Only</b>
	2	<p align="center"><b>“Close Study of a Text” Novel</b>  <i>Outcomes: EN5-URA-01, EN5-URB-01, EN5-ECA-01</i></p>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	<p align="center"><b>“Gothic Poetry”</b>  <i>Outcomes: EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01, EN5-ECB-01</i></p>
	2	
	3	
	4	
	5	<p align="center"><b>“The Writer’s Craft” Narrative Voice through fiction extracts</b>  <i>Outcomes: EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01, EN5-ECB-01</i></p>
	6	
	7	
	8	
	9	
	10	
Term 3	1	<p align="center"><b>“Adaptation and Transformation in Shakespeare’</b>  <i>Outcomes: EN5-ECA-01, EN5-URC-01, EN5-URB-01, EN5-ECB-01</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 4	1	<p align="center"><b>“Whose Truth?” Documentary</b>  <i>Outcomes: EN5-RVL-01, EN5-URC-01, EN5-URA-01, EN5-URB-01</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	



## English - Year 10 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Essay	EN5-URB-01	25%	Term 1 Week 11
2	Short answers	EN5-URA-01 EN5-ECA-01	25%	Term 2 Week 3
3	Creative with Reflection	EN5-RVL-01 EN5-ECB-01	25%	Term 3 Week 4
4	Discursive	EN5-URC-01	25%	Term 4 Week 2

### Outcomes:

The following link can be used to access the objectives and outcomes that are covered in this course:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5>

### Outcomes – A student:

EN5-RVL-01	Uses a range of personal, creative and critical strategies to interpret complex text
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, experiences, and how they can affirm or challenge values and attitudes
EN5-URC-01	Investigates and explains ways of valuing texts and the relationship 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 - Year 10 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	<b>Staff Development Day Only</b>
	2	<p style="text-align: center;"><b>Food For Specific Needs</b></p> <p style="text-align: center;"><i>FT5-1 FT5-2 FT5-5 FT5-6 FT5-7 FT5-8 FT5-9 FT5-10 FT5-11 FT5-12 FT5-13</i></p>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	<p style="text-align: center;"><b>Food Trends</b></p> <p style="text-align: center;"><i>FT5-1 FT5-2 FT5-5 FT5-6 FT5-7 FT5-8 FT5-9 FT5-10 FT5-11 FT5-12 FT5-13</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	<p style="text-align: center;"><b>Food Trends</b></p> <p style="text-align: center;"><i>FT5-1 FT5-2 FT5-5 FT5-6 FT5-7 FT5-8 FT5-9 FT5-10 FT5-11 FT5-12 FT5-13</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 4	1	<p style="text-align: center;"><b>Food Service and Catering</b></p> <p style="text-align: center;"><i>FT5-1 FT5-2 FT5-5 FT5-6 FT5-7 FT5-8 FT5-9 FT5-10 FT5-11 FT5-12 FT5-13</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

## Food Technology - Year 10 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	FunTiki World Tour	FT5-1, FT5-6, FT5-7, FT5-8, FT5- 13	35%	Term 2 Week 3
2	Crazy Dayz Snap Blog	FT5-1, FT5-3, FT5-4, FT5-9, FT5- 12	35%	Term 3 Week 5
3	Welcome to YumTown Pop-Up Eatery	FT-1, FT5-2, FT5-4, FT5-5, FT5- 10	30%	Term 3 Week 10

Outcomes – A student:	
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 purpose
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

## Geography - Year 10 Scope & Sequence 2025

	Week	Topic(s) Covered
<b>Semester 1 Classes</b>		
<b>Term 1</b>	1	<b>Staff Development Day Only</b>
	2	<b>Human Wellbeing</b> <i>GE5-1, GE5-2, GE5-6, GE5-7, GE5-8`</i>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
<b>Term 2</b>	1	<b>Environmental Change and Management</b> <i>GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
<b>Semester 2 Classes</b>		
<b>Term 3</b>	1	<b>Human Wellbeing</b> <i>GE5-1, GE5-2, GE5-6, GE5-7, GE5-8</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
<b>Term 4</b>	1	<b>Environmental Change and Management</b> <i>GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

## Geography - Year 10 Assessment Schedule 2025

Semester 1 Classes				
Task	Description	Outcomes	Weighting - %	Due Date
1	Research Task	GE5-1, GE5-2 GE5-3, GE5-7, GE5-8	60%	Term 1 Week 11
2	Online Skills Assessment	GE5-6, GE5-7	40%	Term 2 Week 3
Semester 2 Classes				
Task	Description	Outcomes	Weighting - %	Due Date
3	Research Task	GE5-1, GE5-2 GE5-3, GE5-7, GE5-8	60%	Term 3 Week 10
4	Online Skills Assessment	GE5-6, GE5-7	40%	Term 4 Week 3

Outcomes – A student:	
GE5-1	Explains the diverse features and characteristics of a range of places and environments
GE5-2	Explains processes and influences that form and transform places and environments
GE5-3	Analyses the effect of interactions and connections between people, places and environments
GE5-4	Accounts for perspectives of people and organisations on a range of geographical issues
GE5-5	Assesses management strategies for places and environments for their sustainability
GE5-6	Analyses differences in human wellbeing and ways to improve human wellbeing
GE5-7	Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
GE5-8	Communicates geographical information to a range of audiences using a variety of strategies

## History - Year 10 Scope & Sequence 2025

	Week	Topic(s) Covered
<b>Semester 1 Classes</b>		
<b>Term 1</b>	1	<b>Staff Development Day Only</b>
	2	<b>Rights and Freedoms</b> <i>HT5-2, HT5-3, HT5-8, HT5-9, HT5-10</i>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
<b>Term 2</b>	1	<b>Popular Culture</b> <i>HT5-1, HT5-3, HT5-4, HT5-7, HT5-8, HT5-10</i>
	2	
	3	
	4	
	5	
	6	
	7	<b>School Developed Options: A Decade Study.</b> <i>HT5-1, HT5-3, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10</i>
	8	
	9	
	10	
<b>Semester 2 Classes</b>		
<b>Term 3</b>	1	<b>Rights and Freedoms</b> <i>HT5-2, HT5-3, HT5-8, HT5-9, HT5-10</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
<b>Term 4</b>	1	<b>Name of Topic</b> <i>HT5-1, HT5-3, HT5-4, HT5-7, HT5-8, HT5-10</i>
	2	
	3	
	4	
	5	
	6	
	7	<b>Name of Topic</b> <i>HT5-1, HT5-3, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10</i>
	8	
	9	
	10	

## History - Year 10 Assessment Schedule 2025

Semester 1 Classes				
Task	Description	Outcomes	Weighting - %	Due Date
1	Historical Investigation	HT5-1, HT5-3, HT5-4, HT5-7, HT5-8, HT5-10	60%	Term 1 Week 11
2	Online Skills Assessment	HT5-2, HT5-5, HT5-6, HT5-9	40%	Term 2 Week 3
Semester 2 Classes				
Task	Description	Outcomes	Weighting - %	Due Date
3	Historical Investigation	HT5-1, HT5-3, HT5-4, HT5-7, HT5-8, HT5-10	60%	Term 3 Week 10
4	Online Skills Assessment	HT5-2, HT5-5, HT5-6, HT5-9	40%	Term 4 Week 3

Outcomes – A student:	
HT5-1	Explains and assesses the historical forces and factors that shaped the modern world and Australia
HT5-2	Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
HT5-3	Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT5-4	Explains and analyses the causes and effects of events and developments in the modern world and Australia
HT5-5	Identifies and evaluates the usefulness of sources in the historical inquiry process
HT5-6	Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
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

## History Elective - Year 10 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	<b>Staff Development Day Only</b>
	2	<p align="center"><b>Thematic Study - History's Greatest Crimes</b>  <i>HTE5-1, HTE5-5, HTE5-6, HTE5-8, HTE5-9, HTE5-10</i></p>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	<p align="center"><b>History, Heritage and Archaeology - Film as History</b>  <i>HTE5-1, HTE5-2, HTE5-6, HTE5-7, HTE5-8</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	<p align="center"><b>Historical Investigations</b>  <i>HTE5-3, HTE5-4, HTE5-8, HTE5-10</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 4	1	<p align="center"><b>Ancient, Medieval and Early Modern Societies</b>  <i>HTE5-1, HTE5-3, HTE5-4, HTE5-8, HTE5-10</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	



## History Elective - Year 10 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Class Task	HTE5-5, HTE5-6, HTE5-9	30%	Term 1 Week 8
2	Research Task	HTE5-1, HTE5-2, HTE5-7	30%	Term 2 Week 9
3	Personal Interest Project	HTE5-3, HTE5-4, HTE5-8, HTE5-10	40%	Term 3 Week 9

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

## Industrial Technology Construction - Year 10 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	Course Introduction
	3	Safety Instruction and Tests
	4	IND5-1
	5	<b>Research task – Folio and Practical / Industry Specific Theory Content</b> IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	<b>Project Work – Folio and Practical / Industry Specific Theory Content</b> IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	<b>Project Work – Folio and Practical / Industry Specific Theory Content</b> IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 4	1	<b>Project Work – Folio and Practical / Industry Specific Theory Content</b> IND5-1, IND5-4, IND5-9, IND5-10
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

## Industrial Technology Construction - Year 10 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Research Task	IND5-5, IND5-9, IND5-10	20%	Term 1 Week 7
2	Practical Task 1 and Folio	IND5-2, IND 5 3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	30%	Term 2 Week 5
3	Practical Task 2 and Folio	IND5-2, IND 5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	40%	Term 4 Week 2
4	Yearly Examination	IND5-1, IND5-4, IND5-9, IND5-10	10%	Term 4 Week 4

Outcomes – A student:	
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

## Industrial Technology Engineering - Year 10 Scope & Sequence 2025

	Week	Topic(s) Covered
<b>Term 1</b>	1	<b>Staff Development Day Only</b>
	2	<b>Course Introduction</b>
	3	<b>Safety Instruction and Tests - IND5-1</b>
	4	<b>Project Work – Folio and Practical / Industry Specific Theory Content</b>  <i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i>
	5	
	6	
	7	
	8	
	9	
	10	
	11	
<b>Term 2</b>	1	<b>Project Work – Folio and Practical / Industry Specific Theory Content</b>  <i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
<b>Term 3</b>	1	<b>Project Work – Folio and Practical / Industry Specific Theory Content</b>  <i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
<b>Term 4</b>	1	<b>Project Work – Folio and Practical / Industry Specific Theory Content</b>  <i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

## Industrial Technology Engineering - Year 10 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Research Task	IND5-5, IND5-9, IND5-10	20%	Term 1 Week 7
2	Practical Task 1 and Folio	IND5-2, IND 5 3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	30%	Term 2 Week 4
3	Practical Task 2 and Folio	IND5-2, IND 5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	40%	Term 4 Week 3
4	Yearly Examination	IND5-1, IND5-4, IND5-9, IND5-10	10%	Term 4 Week 4

Outcomes – A student:	
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

## Industrial Technology Metal - Year 10 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	Course Introduction
	3	Safety Instruction and Tests - IND5-1
	4	<p align="center"><b>Project Work – Folio and Practical / Industry Specific Theory Content</b></p> <p align="center"><i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i></p>
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	<p align="center"><b>Project Work – Folio and Practical / Industry Specific Theory Content</b></p> <p align="center"><i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	<p align="center"><b>Project Work – Folio and Practical / Industry Specific Theory Content</b></p> <p align="center"><i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 4	1	<p align="center"><b>Project Work – Folio and Practical / Industry Specific Theory Content</b></p> <p align="center"><i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

## Industrial Technology Metal - Year 10 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Research Task	IND5-5, IND5-9, IND5-10	20%	Term 1 Week 8
2	Practical Task 1 and Folio	IND5-2, IND 5 3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	30%	Term 2 Week 5
3	Practical Task 2 and Folio	IND5-2, IND 5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	40%	Term 4 Week 2
4	Yearly Examination	IND5-1, IND5-4, IND5-9, IND5-10	10%	Term 4 Week 3

Outcomes – A student:	
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

## Industrial Technology Multimedia - Year 10 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	<b>Staff Development Day Only</b>
	2	<p><b>HTML and Web Design</b>  <b>(Prac: Design and Create a website</b>  <b>Core Module Multimedia 1: WHS and risk management, Workplace communication skills, Links to industry</b>  <i>IND5-2 IND5-3 IND5-4 IND5-5</i></p>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	<p><b>Animation</b>  <b>(Prac: Stop Motion Animation, Graphics Tablet drawing, Adobe Animate)</b>  <b>Core Module Multimedia 1: WHS and risk management, Workplace communication skills, Links to industry</b>  <i>IND5-2 IND5-3 IND5-4</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	<p><b>Video Production</b>  <b>(Prac: Premiere Pro video editing)</b>  <b>Core Module Multimedia 1: WHS and risk management, Workplace communication skills, Links to industry</b>  <i>IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 4	1	<p><b>New and Emerging Technologies</b>  <b>(Prac: Mixture of software and hardware experiences)</b>  <b>Core Module Multimedia 1: WHS and Risk Management, Societal and environmental impact, Links to Industry</b>  <i>IND5-1 IND5-3 IND5-4 IND5-7 IND5-9</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	



## Industrial Technology Multimedia - Year 10 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Web Design and Creation	IND5-2 IND5-3 IND5-4 IND5-5	25%	Term 1 Week 10
2	Animation Task	IND5-2 IND5-3 IND5-4 IND5-7	25%	Term 2 Week 4
3	Video Editing	IND5-1 IND5-3 IND5-6 IND5-7	25%	Term 3 Week 9
4	Yearly Examination	IND5-1 IND5-10	25%	Term 4 Week 3

### Outcomes:

The following link can be used to access the objectives and outcomes that are covered in this course:  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/tas/industrial-technology-2019>

## Industrial Technology Timber - Year 10 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	Course Introduction
	3	Safety Instruction and Tests - IND5-1
	4	<p align="center"><b>Project Work – Folio and Practical / Industry Specific Theory Content</b></p> <p align="center"><i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i></p>
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	<p align="center"><b>Project Work – Folio and Practical / Industry Specific Theory Content</b></p> <p align="center"><i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	<p align="center"><b>Project Work – Folio and Practical / Industry Specific Theory Content</b></p> <p align="center"><i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 4	1	<p align="center"><b>Project Work – Folio and Practical / Industry Specific Theory Content</b></p> <p align="center"><i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

## Industrial Technology Timber - Year 10 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Research Task	IND5-5, IND5-9, IND5-10	20%	Term 1 Week 6
2	Practical Task 1 and Folio	IND5-2, IND 5 3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	30%	Term 2 Week 5
3	Practical Task 2 and Folio	IND5-2, IND 5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	40%	Term 4 Week 5
4	Yearly Examination	IND5-1, IND5-4, IND5-9, IND5-10	10%	Term 4 Week 6

Outcomes – A student:	
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 - Year 10 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	<b>Staff Development Day Only</b>
	2	<b>Course Introduction Safety Instruction and Tests</b> <i>ST5-6</i>
	3	
	4	<b>Practical Projects / STEM Specific Theory Content</b>  <i>ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8</i>
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	<b>Practical Projects / STEM Specific Theory Content Student selected Research project</b>  <i>ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9, ST5-10</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	<b>Practical Projects / STEM Specific Theory Content Student selected Research project (continued)</b>  <i>ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9, ST5-10</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 4	1	<b>Practical Projects / STEM Specific Theory Content</b>  <i>ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

## iSTEM - Year 10 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Research Task	ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8	30%	Term 1 Week 8
2	Practical Task 1 and Folio	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9, ST5-10	35%	Term 2 Week 5
3	Practical Task 2 and Folio	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5- 9, ST5-10	35%	Term 4 Week 4

Outcomes – A student:	
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 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.

## Mathematics - Year 10 Scope & Sequence 2025

	Week	Topic(s) Covered – Some noted topics only covered in M1		
Term 1	1	<b>Staff Development Day Only</b>		
	2	<b>Interest &amp; Depreciation</b>		
	3	MA0-WM-01, MA5-FIN-C-01, MA5-FIN-C-02		
	4	<i>Related Life Skills outcomes: MALS-FIN-01, MALS-FIN-02</i>		
	5			
	6	<b>Geometry &amp; Networks</b> MA0-WM-01, MA4-GEO-C-01, MA5-GEO-P-01, MA5-LIN-P-01, MA5-NET-P-01  <i>Related Life Skills outcomes: MALS-GEO-01</i>	<b>Products &amp; Factors &amp; Functions (M1 Only)</b> MA0-WM-01, MA5-IND-P-01, MA5-IND-P-02, MA5-ALG-P-01, MA5-ALG-P-02, MA5-FNC-P-01	
	7			
	8			
	9			
	10			
	11			
Term 2	1	<b>Equations</b>		
	2	MA0-WM-01, MA4-EQU-C-01, MA5-EQU-C-01, MA5-EQU-P-01, MA5-EQU-P-02		
	3	<i>Related Life Skills outcomes: MALS-ADS-01, MALS-MDI-01</i>		
	4			
	5			
	6	<b>Coordinate Geometry &amp; Graphs &amp; Curves</b> MA0-WM-01, MA5-LIN-C-01, MA5-LIN-C-02, MA5-LIN-P-01, MA5-NLI-C-01, MA5-NLI-C-02, MA5-NLI-P-01	<b>Inequalities &amp; Logarithms (M1 Only)</b> MA0-WM-01, MA5-EQU-P-01, MA5-LOG-P-01	
	7			
	8			
	9			
	10		<b>Simultaneous Equations (M1 Only)</b> MA0-WM-01, MA5-EQU-P-02	
Term 3	1	<b>Comparing Data</b>		
	2	MA0-WM-01, MA5-DAT-C-01, MA5-DAT-C-02, MAT-DAT-P-01		
	3	<i>Related Life Skills outcomes: MALS-DAT-02</i>		
	4			
	5			
	6	<b>Further Trigonometry</b> MA0-WM-01, MA5-TRG-C-01, MA5-TRG-C-02, MA5-TRG-P-01, MA5-TRG-P-02	<b>Quadratic Equations &amp; The Parabola (M1 Only)</b> MA0-WM-01, MA5-EQU-P-02, MA5-NLI-P-01	
	7			
	8			
	9			
	10			
Term 4	1	<b>Probability</b>		
	2	MA0-WM-01, MA5-PRO-C-01, MA5-PRO-P-01		
	3	<i>Related Life Skills outcomes: MALS-PRO-01</i>		
	4			
	5			
	6	<b>Surface Area &amp; Volume</b> MA0-WM-01, MA5-ARE-C-01, MA5-ARE-P-01, MA5-VOL-C-01, MA5-VOL-P-01  <i>Related Life Skills outcomes: MALS-ARE-01</i>		<b>Polynomials (M1 Only)</b> MA0-WM-01, MA5-POL-P-01
	7			
	8			
	9			
	10			

## Mathematics – Year 10 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Half Yearly Exam	Number and algebra Measurement and space Statistics and probability Working mathematically	50%	Term 2 Week 4
2	Yearly Exam	Number and algebra Measurement and space Statistics and probability Working mathematically	50%	Term 4 Week 3

**In addition to the formal assessment tasks listed above, in-class formative assessment will be used to make judgement on student achievement.**

### Outcomes:

The following link can be used to access the objectives and outcomes that are covered in this course:  
<https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10-2022/outcomes>

## Music - Year 10 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	<p style="text-align: center;"><b>Australian Music</b> 5.2, 5.4, 5.5, 5.6, 5.9, 5.12</p>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	<p style="text-align: center;"><b>Film Music</b> 5.1, 5.2, 5.8, 5.11, 5.12</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	<p style="text-align: center;"><b>Music of the 20<sup>th</sup> and 21<sup>st</sup> Century</b> 5.7, 5.8, 5.9, 5.10, 5.11</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 4	1	<p style="text-align: center;"><b>Popular Music</b> 5.1, 5.2, 5.3, 5.12</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	



## Music - Year 10 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Composition Task	5.4, 5.5, 5.6, 5.9	30%	Term 1 Week 9
2	Performance	5.1, 5.2, 5.12	20%	Term 2 Week 4
3	Performance	5.7, 5.8, 5.10, 5.11	20%	Term 3 Week 7/8
4	Listening Examination	5.1, 5.2, 5.3	30%	Term 4 Week 3

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

## PDHPE - Year 10 Scope & Sequence 2025

	Week	Theoretical Topic(s) Covered	Practical Topic(s) Covered
Term 1	1	<b>Staff Development Day Only</b>	
	2	<b>Next Level Relationships</b> <i>PD5-1, PD5-2, PD5-3, PD5-9, PD5-10</i>	<b>Initiative Challenges</b> <i>PD5-4, PD5-5, PD5-10, PD5-11</i>
	3		
	4		
	5		
	6		
	7		<b>Athletics</b> <i>PD5-4, PD5-5, PD5-10, PD5-11</i>
	8		
	9		
	10		
	11		
Term 2	1		
	2		
	3		
	4		
	5		
	6		
	7		
	8	<b>My Future</b> <i>PD5-2, PD5-9</i>	
	9		
	10		
Term 3	1	<b>Road Safety</b> <i>PD5-2, PD5-6, PD5-7, PD5-9</i>	<b>Social Dance</b> <i>PD5-4, PD5-5, PD5-10, PD5-11</i>
	2		
	3		
	4		
	5		
	6		<b>Net Games</b> <i>PD5-4, PD5-5, PD5-10, PD5-11</i>
	7		
	8		
	9		
	10		
Term 4	1	<b>Nutrition</b> <i>PD5-2, PD5-6, PD5-7, PD5-8, PD5-9</i>	<b>Backyard Games</b> <i>PD5-4, PD5-5, PD5-10, PD5-11</i>
	2		
	3		
	4		
	5		
	6	<b>Lifelong Physical Activity</b> <i>PD5-2, PD5-6, PD5-7, PD5-8</i>	
	7		
	8		
	9		
	10		

## PDHPE – Year 10 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	<b>Semester One Progressive Practical</b> Progressive Practical Assessment throughout all units completed in Terms 1 and 2.	PD5-4, PD5-5, PD5-10, PD5-11	20%	Terms 1-2
2	<b>Topic Test</b> Students complete a formal examination on content covered throughout the Next Level Relationships and Drugs in Society Units.	PD5-1, PD5-3, PD5-6, PD5-9	30%	Term 2 Week 4
3	<b>Road Safety Depth Studies</b> Specific tasks assigned in class will contribute to the student portfolio of work. Focus is on road safety education and harm minimisation strategies.	PD5-2, PD5-6, PD5-7, PD5-9	30%	Term 3 Week 9
4	<b>Semester Two Progressive Practical</b> Progressive Practical Assessment throughout all units completed in Terms 3 and 4.	PD5-4, PD5-5, PD5-10, PD5-11	20%	Terms 3-4

### Outcomes:

The following link can be used to access the objectives and outcomes that are covered in this course:  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018/outcomes/table-of-objectives-and-outcomes>

### Outcomes – A student:

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

## Photographic and Digital Media - Year 10 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	<b>Staff Development Day Only</b>
	2	
	3	
	4	
	5	
	6	
	7	
	8	<b>Little People, Big Comments</b>
	9	<i>Making 5.1,5.2,5.3,5.4, 5.5, 5.6</i>
	10	<i>Study 5.7, 5.8, 5.9, 5.10</i>
	11	
Term 2	1	
	2	
	3	
	4	
	5	
	6	<b>Pixel Sticks and Virtual Worlds</b>
	7	<i>Making 5.1,5.2,5.3,5.4, 5.5, 5.6</i>
	8	<i>Study 5.7, 5.8, 5.9, 5.10</i>
	9	
	10	
Term 3	1	
	2	
	3	
	4	
	5	
	6	
	7	<b>Stop Motion Animation – The Great Animators</b>
	8	<i>Making 5.1,5.2,5.3,5.4, 5.5, 5.6</i>
	9	<i>Study 5.7, 5.8, 5.9, 5.10</i>
	10	
Term 4	1	
	2	
	3	
	4	
	5	
	6	
	7	<b>Surreality – Digital Manipulations</b>
	8	<i>Making 5.1,5.2,5.3,5.4, 5.5, 5.6</i>
	9	
	10	

## Photographic and Digital Media - Year 10 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Making: Portfolio of prints - Digital	5.1,5.2,5.3,5.4, 5.5, 5.6	30%	Term 1 Week 10 - 11
2	Study: In-class critical and Historical Writing Task	5.7, 5.8, 5.9, 5.10	20%	Term 2 Week 6
3	Making: Portfolio - Video	5.1,5.2,5.3,5.4, 5.5, 5.6	30%	Term 3 Week 9 - 10
4	Study: Yearly Examination	5.7, 5.8, 5.9, 5.10	20%	Term 4 Week 4

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

## Physical Activity and Sports Studies (PASS) - Year 10 Scope & Sequence 2025

	Week	Theoretical Topic(s) Covered	Practical Topic(s) Covered	
Term 1	1	<b>Staff Development Day Only</b>		
	2	<b>Sports Medicine</b> 5.1, 5.2, 5.6	<b>Racquet Sports</b> 5.5, 5.6, 5.7, 5.9	
	3			
	4			
	5			
	6			
	7			
	8			
	9			
	10			
	11			
Term 2	1	<b>Sports Coaching</b> 5.5, 5.6, 5.7, 5.8	<b>Coaching Strategies</b> 5.5, 5.6, 5.7, 5.8, 5.9	
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	9			
	10			
Term 3	1	<b>Australian Sporting Identity</b> 5.4, 5.5, 5.10	<b>Leisure and Recreational Games</b> 5-5, 5-6, 5-7, 5-9	
	2			
	3			
	4			
	5			
	Term 3	6	<b>World Events</b> 5-2, 5-3, 5-4	<b>Mini World Event</b> 5-5, 5-6, 5-7, 5-9
		7		
		8		
		9		
		10		
Term 4	1	<b>Technology in Sport</b> 5.6, 5.7, 5.10	<b>Application of Technology in Sport</b> 5-5, 5-6, 5-7, 5-9	
	2			
	3			
	4			
	5			
	Term 4		6	<b>Indigenous and International Games</b> 5-5, 5-6, 5-7, 5-9
			7	
			8	
			9	
			10	

## Physical Activity and Sports Studies (PASS) – Year 10 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	<b>Progressive Practical Assessment</b> Progressive Practical Assessment throughout all units completed in Terms 1-4. Physical assessment is based on the Physical Literacy Continuum criteria.	5.5, 5.6, 5.7, 5.9	40%	Terms 1-4
2	<b>Sports Medicine Topic Test</b> Formal examination of sport medicine principles and the application of knowledge and understanding. Exam structure includes multiple choice, short response and labelling diagrams.	5.1, 5.2, 5.6	20%	Term 1 Week 10
3	<b>Sports Coaching Collaborative Task</b> Implementing the knowledge acquired throughout the Sports Coaching unit to plan and deliver coaching lessons to Year 7 students. Practical and theoretical components assessed.	5.5, 5.6, 5.7, 5.8, 5.9	20%	Term 2 Week 9
4	<b>Yearly Examination</b> Formal examination assessing knowledge and application of understanding of units taught throughout the year.	5.1, 5.2, 5.3, 5.4, 5.6, 5.8, 5.10	20%	Term 4 Week 3

### Outcomes:

The following link can be used to access the objectives and outcomes that are covered in this course:  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/physical-activity-sports-studies-7-10-2019>

### Outcomes – A student:

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

## Science - Year 10 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	<b>Staff Development Day Only</b>
	2	<p align="center"><b>Electrical Energy and Efficiency</b>                      11PW(PW3 &amp; PW4), 4WS, 5WS, 6WS, 7WS, 8WS, 9WS</p>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	<p align="center"><b>Chemical Reactions and Materials</b>                      17CW(CW3abdefg &amp; CW4), 4WS, 5WS, 6WS, 7WS, 8WS, 9WS</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	<p align="center"><b>Genetics and Evolution</b>                      15LW(LW3abcd &amp; LW4), 4WS, 5WS, 6WS, 7WS, 8WS, 9WS, 1VA, 2VA, 3VA</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 4	1	<p align="center"><b>The Earth's Spheres and the Environment</b>                      14LW(LW2), 13ES(ES3), 4WS, 5WS, 6WS, 7WS, 8WS, 9WS</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	



## Science – Year 10 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Student Research Project	4WS, 5WS, 6WS, 7WS, 9WS	30%	Term 1 Week 11
2	Working Scientifically Skills Task	5WS, 7WS, 8WS, 9WS, 17CW	30%	Term 2 Week 9
3	Yearly Exam	15LW(LW3 & LW4), 11PW(PW3 & PW4), 17CW(CW3abdefg & CW4), 7WS, 8WS, 9WS	40%	Term 4 Week 2

Outcomes – A student:	
4WS	develops questions or hypotheses to be investigated scientifically
5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
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
14LW	analyses interactions between components and processes within biological systems
15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
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
1VA	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use including ethical considerations.

## Textiles Technology - Year 10 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	<p style="text-align: center;"><b>Unit 1: Interior Design (Furnishing)</b>  <i>TEX5-1, TEX5-2, TEX5-3, TEX5-4, TEX5-5, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12</i></p>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	<p style="text-align: center;"><b>Unit 2: All the World's a Stage (Costume)</b>  <i>TEX5-1, TEX5-2, TEX5-4, TEX5-5, TEX5-6, TEX5-7, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 4	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

## Textiles Technology – Year 10 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Furnishing Textile Designer Research Task	TEX5-3	20%	Week 5 Term 1
2	Furnishing Design Folio and Furnishing Product	TEX5-2, TEX5-4, TEX5-5, TEX5-10, TEX5-11	45%	Week 10 Term 2
3	Costume Folio and Product	TEX5-8, TEX5-9, TEX5-12	35%	Week 4 Term 4

Outcomes – A student:	
TEX5-1	explains the properties and performance of a range of textile items
TEX5-2	justifies the selection of textile materials for specific end uses
TEX5-3	explains the creative process of design used in the work of textile designers
TEX5-4	generates and develops textile design ideas
TEX5-5	investigates and applies methods of colouration and decoration for a range of textile items
TEX5-6	analyses the influence of historical, cultural, and contemporary perspectives on textile design, construction, and use
TEX5-7	evaluates the impact of textiles production and use on the individual consumer and society
TEX5-8	selects and uses appropriate technology to creatively document, communicate and present design and project work
TEX5-9	critically selects and creatively manipulates a range of textile materials to produce quality textile items
TEX5-10	selects appropriate techniques and uses equipment safely in the production of quality textile projects
TEX5-11	demonstrates competence in the production of textile projects to completion
TEX5-12	evaluates textile items to determine quality in their design and construction

## Visual Arts - Year 10 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	<b>Staff Development Day Only</b>
	2	<p><b>Surrealism in 3D</b></p> <p><b>Art of the Story - Narratives</b></p> <p><i>Making 5.1, 5.2, 5.3, 5.4, 5.5, 5.6</i></p> <p><i>Studying 5.7, 5.8, 5.9, 5.10</i></p>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	<p><b>Tradition and the Landscape</b></p> <p><i>Making 5.1, 5.2, 5.3, 5.4, 5.5, 5.6</i></p> <p><i>Studying 5.7, 5.8, 5.9, 5.10</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	<p><b>End of Course Exam</b></p> <p><i>Studying 5.7, 5.8, 5.9, 5.10</i></p> <p><b>My Body of Work</b></p> <p><i>Making</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 4	1	<p><b>End of Course Exam</b></p> <p><i>Studying 5.7, 5.8, 5.9, 5.10</i></p> <p><b>My Body of Work</b></p> <p><i>Making</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

## Visual Arts - Year 10 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Studying Art: In-class Writing Task	5.7, 5.8, 5.9, 5.10	20%	Term 1 Week 10
2	Making Art: Portfolio – Surrealism in 3D & Art of the Story - <i>Narratives</i>	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	30%	Term 2 Week 4
3	Marking Art: Portfolio Tradition and the Landscape	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	30%	Term 3 Week 10
4	Studying Art: In-class Writing Task – Exam	5.7, 5.8, 5.9, 5.10	20%	Term 4 Week 2

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

## Appendix A: Illness/Misadventure Appeal Form

### ILLNESS & MISADVENTURE FORM

(Please complete the form and return to faculty head teacher or deputy principal for multiple tasks)

<b>STU DEN T TO CO MPL ETE</b>	<b>Student Name</b>		<b>Year</b>	
	<b>Subject / Course</b>		<b>Teacher</b>	
	<b>Today's Date</b>		<b>Due Date(s)</b>	
	<b>Nature of task (tick)</b>	<input type="checkbox"/> In Class	<input type="checkbox"/> Hand in Task	<input type="checkbox"/> Formal Examination
	Task details:			
	<b>Reason for appeal (tick)</b>	<input type="checkbox"/> ILLNESS	<input type="checkbox"/> MISADVENTURE	
	Explain how unforeseen illness or misadventure has prevented or will prevent you from submitting this task			
	<b>Supporting evidence attached</b>	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
	<b>Student Signature:</b>		<b>Date:</b>	
<b>Parent/Carer Signature:</b>		<b>Date:</b>		

<b>HEA D TEA CHE R</b>	I have noted the above request and recommend the following action:	
	<b>Head Teacher Signature:</b>	<b>Date:</b>

<b>DEP UTY PRI NCI PAL</b>	<b>Result of appeal</b>	<input type="checkbox"/> Upheld	<input type="checkbox"/> Declined
	Comments:		
	<b>Student advised (please sign):</b>		<b>Date:</b>
	<b>Deputy signature:</b>		<b>Date:</b>
Sentral entry created, and document uploaded. Incident Number:			

**Office Use:** HT to consult with CRT; HT to submit appeal to DP; DP consults with review committee; DP informs HT and student of response. Original form uploaded to Sentral and placed in student file. Copy provided to Faculty HT for monitoring folder and one copy for the student.

<b>AP PE AL S</b>	Details of appeal:		
	<b>Scheduled Meeting Date:</b>		
	<b>Result of Appeal</b>	<input type="checkbox"/> Upheld	<input type="checkbox"/> Dismissed
<b>Signature:</b>			

## Appendix B: Malpractice Appeal Form

Please submit this appeal form (within 2 school days of HT decision) to the Deputy Principal

### Step One: Appeal to Deputy Principal

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_ Task: \_\_\_\_\_

Reason/s for appeal: (Evidence provided to demonstrate student's own work. Please attach additional evidence to this form as required)

---

---

### For Office Use Only: Deputy Principal Decision

No change to HT decision: Reason/s:

---

Change to decision: Reason/s and decision outcome: Malpractice Register updated

---

HT Informed  Student/Supervisor informed

Signed: \_\_\_\_\_ (Deputy Principal) Date: \_\_\_\_\_ (Deputy Principal)

### Step Two: Appeal to Principal

Please attach/provide only new evidence to the Principal in relation to your appeal and your reasons for the appeal below:

---

### For Office Use Only: Principal Decision

No change to DP decision: Reason/s:

---

Change to DP decision: Reason/s and decision outcome: Malpractice Register updated

---

DP and HT Informed  Student/Supervisor informed

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

---