



Kandos

HIGH SCHOOL

YEAR 10
ASSESSMENT
BOOKLET
2022

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COURSE REQUIREMENTS

Over the four years covering Years 7 to 10, you need to have studied the following courses:

English - studied substantially in each of Years 7 - 10 with 400 hours to be completed by the end of Year 10.

Mathematics - studied substantially in each of Years 7 - 10 with 400 hours to be completed by the end of Year 10.

Science - studied substantially in each of Years 7 - 10 with 400 hours to be completed by the end of Year 10.

Human Society and Its Environment - studied substantially in each of Years 7 - 10 with 400 hours to be completed by the end of Year 10. Included in this requirement is the study of 100 hours each of History and Geography in Years 7 - 8 and 100 hours each of Australian History and Australian Geography in Years 9 - 10.

Creative Arts - studied for 200 hours and comprising 100 hours in each of Visual Arts and Music.

Technological and Applied Studies - studied for 200 hours and consisting of the Technology Mandatory course.

Personal Development, Health and Physical Education - studied in each of Years 7 - 10 with 300 hours to be completed by the end of Year 10.

Languages - studied for at least 100 hours, to be completed in one language over one continuous 12 month period between Years 7 and 10 but preferably in Years 7 or 8.

If you think you will not meet these requirements by the end of Year 10, you should speak to your Year 10 coordinator or your principal.

ATTENDANCE

Absence during the year

Principals may grant students leave for legitimate reasons such as illness, physical injury or medical procedures. If leave has been granted during the year, there will be no effect on course completion requirements provided that you have completed assignments during the period of absence or have been able to catch up on missed work on your return to school.

If absence is prolonged and work is not possible during the period, it may be deemed that it is not feasible to make up the work during the year.

Any extensive period of unexplained absence may result in non-completion of a course(s) and may impact on your eligibility for the completion of Year 10 course(s).

SATISFACTORY COURSE COMPLETION REQUIREMENTS

For the satisfactory completion of a course, it is your responsibility to:

- a) follow the course developed or endorsed by the NSW Education Standards Authority; (NESA) and
- b) apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieve some or all of the course outcomes.

Satisfactory completion of courses is judged, among other things, by your attendance and level of involvement in class, the assignments, homework, etc completed and your level of achievement.

If it is determined that you are in danger of not completing a course satisfactorily, you will be warned in writing in time for you to correct the problem and satisfactorily complete the course.

If you are deemed not to have completed a course, you will receive an 'N' determination. The course will be listed as 'Not Completed' on your Record of School Achievement.

You have the right to appeal against an 'N' determination. The appropriate form can be obtained from your principal. Appeals against 'N' determinations should be lodged with your principal, who will advise you of the date by which your appeal must be submitted. If you are dissatisfied with the result of the school review of your appeal, you should advise the principal that you wish the appeal to be referred to the NSW Education Standards Authority.

YEAR 10 GRADES

For each course you have studied for Year 10, your achievement will be reported as a grade A - E.

In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2).

The grade you receive is determined by your school, based on your performance in the course throughout the year.

NSW Education Standards Authority (NESA) has developed a set of General Performance Descriptors that describe five levels of achievement, A - E. The table on the next page gives an indication of how these levels help to assess your performance.

For each course, a set of Course Performance Descriptors has been developed based on the General Performance Descriptors. Each descriptor is a positive statement about achievement related to the knowledge and skills relevant to the course. You can view the Course Performance Descriptors for each course on the NSW Education Standards Authority (NESA) website.

<http://arc.boardofstudies.nsw.edu.au/go/9-10/stage-5-grading/cpds/index>

Teachers will collect assessment information about your achievement in a course and relate it to the Course Performance Descriptors. This information will assist the school in making the final judgement of the grade to be awarded to you at the end of Year 10.

No grades will be awarded for Life Skills Courses. These are reported through the achievement of outcomes listed on the Student Profile.

RECORD OF SCHOOL ACHIEVEMENT GRADES

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

RECORD OF SCHOOL ACHIEVEMENT (RoSA)

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC).

A cumulative record of all academic achievement

The RoSA is designed to record and credential all of a secondary school student's academic results up until the HSC.

- The RoSA will detail grades for courses a student completes right up until the time they leave school.
- If a student leaves school before receiving a grade in Year 11 or Year 12 courses, their RoSA will record the courses they commenced.
- This measure acknowledges the fact that some students begin senior secondary study but then leave school for employment or other training opportunities before receiving their HSC.

Fair allocation of grades

It is important for parents, employers and students to know that grades awarded for the RoSA credential are given fairly and consistently.

- NSW teachers are very experienced in determining the standard of work that warrants a particular grade.
- The RoSA details grades using an A to E grading scale and the NSW Education Standards Authority will work with teachers to ensure that appropriate standards are developed and applied.
- The NSW Education Standards Authority will also provide schools with information about the historical allocation or patterns of grades awarded by that school over recent years. This will serve as a guide for the allocation of grades to current students.
- These methods of moderation and monitoring of grades will help ensure that parents and employers can know that a grade awarded in one school is equivalent to the same grade awarded in another school.

Recording extracurricular achievements

The NSW Education Standards Authority recognises that many employers are interested in more than academic results and is currently trialling a website called *up2now - my ongoing learning portfolio*, which allows students to record, organise and share evidence of their extracurricular achievements, such as first-aid qualifications or volunteer work.

Literacy and numeracy tests

Students who leave school before they get their HSC will have the option to undertake the Literacy and Numeracy tests.

- There is one test for literacy and one test for numeracy, with concepts drawn from the *Australian Core Skills Framework (ACSF)* developed and endorsed by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR).
- This framework was used to underpin the TAFE NSW Foundation Level Programs and is being incorporated into the Foundation Skills Training Package. This package is being developed on behalf of the National Quality Council as part of a national systemic approach to developing the foundation skills units of competency, qualifications and skill sets.
- The tests are taken at the school and offered online and under teacher supervision. The results are reported separately from the RoSA credential.

- The tests are designed to reflect the needs and expectations of students who leave school before undertaking the HSC.
- The tests are not available to all students, only those who indicate that they wish to leave school.
 - The tests will be available on request by the school
- Students will be able to sit the test during the school year as negotiated with NSW Education Standards Authority after completing Year 10.

LIFE SKILLS

Life Skills courses recognise that post-compulsory years of schooling should cater for all students who choose to participate.

NSW Education Standards Authority (NESA) has developed Life Skills courses in each broad area of learning that can be used to satisfy the mandatory curriculum requirements for the award of the RoSA.

- If students undertake one or more courses based on Life Skills outcomes and content, they will receive a Profile of Student Achievement. The profile will outline the Life Skills outcomes they have achieved in each course.
- The Profile of Student Achievement will be printed and issued by the NSW Education Standards Authority (NESA) to students at the same time as their RoSA (or if ineligible for the RoSA, with the Transcript of Study). Students can also access a record of outcomes achieved via *Students Online*.
- Life Skills outcomes will be shown on the profile as:
 - Achieved – for outcomes the student has achieved independently
 - Achieved with support – for outcomes that have been achieved with additional support.

RoSA KEY FACTS

Who will get a RoSA?

By the end of Stage 5 (the end of Year 10), students need to have completed all mandatory requirements to be eligible for a RoSa. Those eligible students who choose to leave school prior to receiving their HSC, will receive a RoSA.

When will students get it?

A RoSA will only be provided to eligible students who choose to leave school prior to receiving their HSC.

What will the RoSA show?

A RoSA will show grades for all the courses a student has completed up until the point they leave school - including those completed in Year 10, Year 11 or even Year 12.

Why give grades?

Grading is a way of showing a student's level of achievement in a course in a way that can be compared fairly between individual students. Giving grades in courses completed after year 10 will also mean that every student gets acknowledgment for all the work they have done, right up to the time they leave school.

How will students get grades?

A to E grades are currently awarded for courses completed in Year 10. That same system will now be extended to include courses completed after Year 10 as well (up to the time a student receives an HSC result). Students will be required to submit assessment tasks as determined by their schools. Teachers will then use marks from those assessments to allocate a grade for each student at the end of the course. Teachers will submit those grades to the NSW Education Standards Authority for inclusion on the RoSA if required.

How can we be sure that grades are awarded consistently?

It is important for students, parents and employers that grades are awarded consistently. Teachers already have a strong level of professional judgement, and the NSW Education Standards Authority will support that further by providing workshops and online resources, including student work samples.

Why offer literacy/numeracy tests?

Parents and employers in particular are increasingly interested in having a clear affirmation of a student's fundamental levels of literacy and numeracy. This measure will help to provide valuable information to an employer when they are considering job candidates who have not completed their HSC.

The literacy/numeracy tests will also help students, parents and teachers determine if a student needs particular support in an area, or form the basis of further discussion about whether a student is ready to leave school.

How will literacy/numeracy tests be developed and delivered?

The NSW Education Standards Authority (NESAs) will offer optional literacy/numeracy tests. The tests will be delivered online and information will be provided to schools about supervision of the tests. Schools will be asked to provide two 'windows' each school year in which students could sit the tests. Students will only be able to sit the test one time in each window, however they can sit the test again in a new window should they decide to remain at school. If a student does sit the test more than once, it will be the results from their most recent test that will be applicable when they leave school.

Why record extra-curricular activities?

Increasingly, parents, students, employers and providers of further education are looking at more than a student's level of academic attainment. This information can help form a more comprehensive picture of a student's interests, commitments and achievements in areas other than school.

How will extra-curricular activities be recorded?

The NSW Education Standards Authority (NESA) will develop a tool that will allow a student to capture and consolidate evidence of extra-curricular activities. It is intended that, certainly in the early stages, the tool will focus on activities that already have an authentication framework. This will make it easier for employers and others to be sure that the achievements recorded are correct. Activities widely available that already have authentication include: life-saving and first aid qualifications, VET courses, AMEB certification and the Duke of Edinburgh Awards.

ASSESSMENT TASK NOTIFICATION

What do I need to know about an Assessment Task?

Students will be informed, *in writing*, of the set dates and details of each assessment task, *at least one week* prior to the task due date.

When a student returns to school from any absence, it is *the student's responsibility* to enquire about any work set during the absence.

If this set work includes assessment task information, the student must approach any teachers concerned, to ensure that the correct information is received, to discuss any necessary re-arrangements to the scheduling of each task and to complete a form requesting an Application for Extension (Appendix 2).

What if I don't complete an assessment task?

All students are expected to undertake all assessment tasks set to meet course requirements.

Where a candidate fails to submit an assessment task specified in the Assessment Program, they might request consideration for Illness/Misadventure (Appendix 3). This form is to be completed and handed to your subject teacher who will discuss an appropriate course of action with their Head Teacher. The teacher will advise the outcome on the same form. If the Subject Teacher considers the student has a valid reason, e.g. illness or approved leave, then a mark will be awarded based on late submission or a substitute task. In exceptional circumstances, e.g. where the completion of a substitute task is not feasible or unreasonable, or where the missed task is difficult to duplicate, the Subject Teacher and Head Teacher will authorise the use of an estimate based on other appropriate evidence.

In all other cases where a candidate fails to complete an assessment task, a zero **MUST** be recorded for that task.

If a student has been given zero marks because of 'non-attempts' or failure to make a serious attempt at assessment tasks totalling 50% or more of the final course assessment mark, the Principal *must* certify that the course has not been studied satisfactorily. This course will not appear on the Preliminary Record of Achievement.

What if I know I will be absent on the day of an assessment task or cannot complete a task by its due date?

Students *must* complete an Application for Extension form (Appendix 2) if applying *BEFORE* the due date *OR* an Illness/Misadventure form (Appendix 3) if applying *AFTER* the due date. These forms are to be completed and handed to your subject teacher.

HSC MINIMUM STANDARD

All students will **have the opportunity to sit their HSC exams** regardless of their Year 9 NAPLAN results.

However, students need to demonstrate a minimum standard of reading, writing and numeracy to be awarded their HSC certificate.

New online reading, writing and numeracy tests

There will be **multiple** opportunities for students to do this, by taking short online tests that specifically assess these skills. Students will decide with their teacher when they are ready to attempt each test. Once they pass a test they do not have to sit it again.

More information, is available on the NSW Education Standards Authority (NESA) website:

educationstandards.nsw.edu.au

HOME STUDY EXPECTATIONS

At Kandos High School we recommend that our students in years 7-10 should be completing *at least* 10 minutes of home study per subject daily prior to assessment and exam periods.

To assist parents and students with skills in home study we have paid a subscription to:

www.studyskillshandbook.com.au

Username: kandoshs

Password: 28success

This can be accessed at any time by students and parents. Feel free to contact your child's Year Advisor if you require additional assistance.

SENTRAL PARENT AND STUDENT PORTAL

Our school has undertaken a new initiative, the student and parent portal, to provide both parents and students information about each student's timetable and attendance.

Please log on to the internet to access our Parent Portal here:

<https://kandoshs.sentral.com.au/portal/>

This portal is rolling out in 2022. Please contact the Kandos High School office if you need assistance.

AGRICULTURE	<i>Course Fee</i> \$20.00
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Year 10 Course Content
<p>Agriculture provides students with an opportunity to demonstrate an understanding of Australian agricultural enterprises and the impact of technology. Students recognise that the viability of an agricultural enterprise is dependent on the application and implementation of sustainable agricultural practices.</p> <p>Through a range of learning experiences students demonstrate safe work practices and apply appropriate Work Health and Safety (WHS) guidelines when engaged in practical activities. They use appropriate technologies in conducting simple agricultural experiments and the recording and communication of information and ideas. Students develop awareness of the issues and processes that guide ethical considerations in agricultural production.</p> <p>During Year 10 students will study the following topics:</p> <ul style="list-style-type: none"> • Farming Systems • Apiary Industry • Sheep Enterprises • Corn Production

Task Number	Task Description	Due	Weight
1	Poultry Research Task	Term 1 Week 10	25%
2	Plants Trials	Term 2 Week 10	30%
3	“We Bought a Farm” Planning Task	Term 3 Week 9	25%
4	Yearly Open Book Examination	Term 4 Week 4/5	20%
TOTAL			100%

COMMERCE

Year 10 Course Content

Students study the following topics in Year 10 Commerce in 2022:

- Topic 1: Consumer and Financial Decisions
- Topic 2: Our Economy
- Topic 3: Law, Society and Political Involvement
- Topic 4: Law in Action
- Topic 5: Promoting and Selling

These topics provide a sound basis in both Commerce and Law, and a solid grounding in practical skills necessary for independence in later life. The aim of this course is to enable young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, economic, business, legal, political and employment issues to make informed and responsible decisions as individuals and as part of the community.

Task Number	Task description	Due	Weight
1	Investigate a current issue relating to issues within financial management	Term 1 Week 8	20%
2	A business plan which deals with current issues impacting our economy	Term 2 Week 9	25%
3	Investigate a current issue relating to Australia's legal system or political process	Term 3 Week 8	20%
4	Book Mark	Throughout	15%
5	In-class Task	Term 4 Week 4/5	20%
TOTAL			100%

**CREATING LINKS TO INDUSTRY PROGRAM
(CLIP)**

Year 10 Course Content

The Creating Links to Industry Program (CLIP) class has been designed to offer students the opportunity to gain knowledge, hands on experience and qualifications within relevant industry areas. Students in the CLIP Class will have opportunities to explore different career paths through hands on experiences and excursions.

While there is a focus on literacy and numeracy, students' complete outcomes for mandatory Stage 5 Courses. Outcomes are assessed through the completion of project-based tasks, which require students to work cooperatively with peers, manage time and utilise resources effectively. These skills will equip students for a variety of vocational areas in the future.

Year 10 Course Assessment

Assessments in the CLIP Class are formative and based on student participation and application. During each term student knowledge and skills will be assessed through a variety of formative assessment tools such as: Work samples, verbal questioning, student polls, student projects, informal and formal quizzes and student interviews. The CLIP program of study allows students to focus on improving their own abilities and does not rank students. Students are assessed as working towards outcomes, achieving outcomes or working beyond expected outcomes.

Subject	Term	Topic	Weight
English	1	Novel Study - The Happiest Refugee	25%
	2	Non-Fiction Texts - From Kinglake to Kabul	25%
	3	Drama and Shakespeare	25%
	4	Film Study - Rabbit proof fence	25%
Human Society and It's Environment	1	Australians at War	25%
	2	Environmental Change and Management	25%
	3	The Making of the Modern World	25%
	4	Human Wellbeing	25%
Mathematics	1	Number sense and Algebra	25%
	2	Measurement and Geometry	25%
	3	Statistics and probability	25%
	4	Topic Revision	25%
PDHPE	1	Health Action	25%
	2	Active Australians	25%
	3	Critical Consumers	25%
	4	Challenges and Opportunities	25%
Science	1	Living World	25%
	2	Planning and Conducting Investigations	25%
	3	Chemical World	25%
	4	Earth and Space	25%
Literacy and Numeracy	1	Back to Basics	25%
	2	Literacy for Work	25%
	3	Numeracy for Work	25%
	4	Boosting Skills	25%
TOTAL Per Course			100%

PLEASE NOTE THAT STUDENTS WILL BE REQUIRED TO FOLLOW THE ASSESSMENT SCHEDULES FOR ELECTIVE COURSES AND WORK EDUCATION

ENGLISH

Year 10 Course Content

In their study of English in Year 10, students continue to develop their critical and imaginative faculties and broaden their capacity for cultural understanding. They examine the contexts of language usage to understand how meaning is shaped by a variety of social factors. As students' command of English grows, they are able to question, assess, challenge and reformulate information and use creative and analytical language to identify and clarify issues and solve problems. They become imaginative and confident users of a range of electronic and digital technologies and understand and reflect on the ongoing impact of these technologies on society. These skills and understandings allow them to develop their control of language in ways that will help them in lifelong learning, in their careers and in life.

Task Number	Task Description	Due	Weight
1	Fiction Study	Term 1 Week 9	25%
2	Drama Study	Term 2 Week 6	25%
3	Film Study	Term 3 Week 4	25%
4	Poetry Study	Term 4 Week 2	15%
5	In-class Task	Term 4 Week 4/5	10%
TOTAL			100%

FOOD TECHNOLOGY	<i>Course Fee</i> \$100.00
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Year 10 Course Content
The aim of Food Technology is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food.

Task Number	Task Description	Due	Weight
1	<ul style="list-style-type: none"> • Food selection & Health Research • Practical 	Term 2 Week 1	40%
2	<ul style="list-style-type: none"> • Food Equity • Practical 	Term 3 Week 9	40%
3	Yearly Examination	Term 4 Week 4/5	20%
TOTAL			100%

GEOGRAPHY

Year 10 Course Content

In Topic 1- Environmental Change and Management, students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. They explore worldviews influencing approaches to environmental use and management. Students undertake an investigative study of the causes and consequences of environmental change in an environment in Australia and another country. They compare and evaluate the management responses in both countries and propose ways individuals can contribute to environmental sustainability.

In Topic 2-Human Wellbeing, students examine the nature of, and differences in, human wellbeing and development that exist within and between countries. They describe ways of measuring human wellbeing and development to reveal spatial variations and develop explanations for differences. Students investigate examples from Australia and across the world of issues affecting development, the impact on human wellbeing and the consequences of spatial variations across scales. Local, national and global initiatives to improve human wellbeing are also examined.

Task Number	Task Description	Due	Weight
1	In class essay: Environmental Change and Management	Term 3 Week 4	20%
2	Fieldwork Investigation	Term 3 Week 7	25%
3	Case Study: Land Management	Term 4 Week 2	30%
4	In-class Task	Term 4 Week 4/5	25%
TOTAL			100%

HISTORY

Year 10 Course Content

Despite attempts to create a lasting peace at the end of World War I, the world was engaged in another global conflict within 20 years. Not only did this conflict cause greater loss of life, it witnessed the Holocaust and the first use of nuclear weapons. In the aftermath of this war decolonisation saw the end of the great European empires and the emergence of new nations, particularly in Asia and Africa. At the same time, the United States and the Soviet Union emerged from World War II as hostile superpowers armed with nuclear weapons in a tense confrontation known as the Cold War. Despite a peaceful end to the Cold War in 1991, the emergence of global terrorism and a shift in economic power to Asia have contributed to ongoing uncertainty. The period since the end of the twentieth century has also been characterised by rising concerns about issues such as globalisation, the environment and sustainability. In spite of these uncertainties, there have been significant advances in technology, especially in communications, public health and living conditions across the world.

Students will study two main core topics in this subject. These are:

- Rights and Freedoms (1945 - present), and
- The Globalising World - Migration Experiences

Task Number	Task Description	Due	Weight
1	Source Booklet: Rights and Freedoms	Term 1 Week 10	25%
2	Speech: Migration Experiences	Term 2 Week 5	25%
3	Virtual Site Study	Term 2 Week 9	25%
4	Classwork	Ongoing	25%
TOTAL			100%

INDUSTRIAL TECHNOLOGY METAL & ENGINEERING	<i>Course Fee</i> \$75.00
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Year 10 Course Content
<p>The Metal focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the metal and associated industries.</p> <p>Throughout the course students assess risks and apply appropriate WHS practices to all of the hand and machine tools, and materials that they use and follow appropriate procedures in completing processes.</p> <p>Students apply design processes to modify, develop and produce original design solutions for a range of practical projects. They identify, select and apply appropriate hand and machine tools and processes to produce quality practical projects.</p> <p>Through experiences in a range of practical activities, students develop an appreciation of the value of working cooperatively in the achievement of common goals and gain personal satisfaction and enjoyment. These skills form a basis that enables students to continue their learning experiences in many lifestyle and leisure activities.</p> <p>Practical projects will reflect the nature of the Metal focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to metal-related technologies. These include: sheet metal products, metal machining projects and fabricated projects.</p>

Task Number	Task Description	Due	Weight
1	Sheet Metal Project & Portfolio	Term 1 Week 9	25%
2	Fabrication Project & Portfolio	Term 3 Week 9	25%
3	Research Task Metals Industry	Term 4 Week 2	25%
4	Yearly Examination	Term 4 Week 4/5	25%
TOTAL			100%

Note: Assessment for Technology metal is conducted in class and the timing is linked to the completion of various practical projects. As projects are completed they will be assessed according to the guidelines and specifications set out in each particular drawing provided for fabrication of the project.

INDUSTRIAL TECHNOLOGY TIMBER & FURNITURE MAKINGCourse Fee
\$75.00**Year 10 Course Content**

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.

The core module develops knowledge and skills in the use of tools, materials and techniques related to timber which are enhanced and further developed through the study of a specialist module.

Practical projects undertaken reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber technologies.

These may include: decorative timber products, furniture items, small bowls or turned items, storage display units, storage and transportation products.

Projects promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

Task Number	Task Description	Due	Weight
1	Step & Portfolio	Term 1 Week 10	20%
2	Dart Board & Portfolio	Term 3 Week 6	30%
3	Coffee Table & CAD Drawing	Term 4 Week 2	25%
4	Yearly Examination	Term 4 Week 4/5	25%
TOTAL			100%

Note: Assessment for Technology Timber is conducted in class and the timing is linked to the completion of various practical projects. As projects are completed they will be assessed according to the guidelines and specifications set out in each particular drawing provided for construction of the project.

MATHEMATICS 5.1

Year 10 Course Content

Three sub-stages of Stage 5 (Stages 5.1, 5.2 and 5.3) have been identified and made explicit in the syllabus. Students work towards completion of at least one sub-stage by the end of year 10.

The Mathematics 5.1 course is designed and recommended for students who aspire to study Standard Mathematics in the senior years.

In the Mathematics 5.1 course students will consolidate Stage 4 outcomes as well as complete some or all of the topics listed below.

Number and Algebra

- Financial Mathematics
- Indices
- Linear and Non-Linear Relationships

Measurement and Geometry

- Area, Surface Area and Volume
- Numbers of any Magnitude
- Trigonometry
- Properties of Geometrical Figures

Statistics and Probability

- Single Variable Data Analysis
- Probability

Working Mathematically:

- comprises five components: Communicating, Problem Solving, Reasoning, Understanding and Fluency
- is embedded in each strand
- is related to specific outcomes for Communicating, Problem Solving and Reasoning

Enhanced opportunities for the use of a range of technologies are provided throughout the course.

Task Number	Task Description	Due	Weight
1	Assignments/Class Test	Students will be notified in advance	20%
2	Book Mark/Homework Mark		5%
3	Half-Yearly Examination	Term 2 Week 5	20%
4	Assignments/Class Tests	Students will be notified in advance	30%
5	Book Mark/Homework Mark		5%
6	Yearly Examination	Term 4 Week 4/5	20%
TOTAL			100%

Note: In year 10, students will be assessed on the course they are attempting to complete. Student's RoSA grade at the end of year 10 will be assessed across all three courses.

MATHEMATICS 5.2/5.3

Year 10 Course Content

Three sub-stages of Stage 5 (Stages 5.1, 5.2 and 5.3) have been identified and made explicit in the syllabus. Students work towards completion of at least one sub-stage by the end of year 10.

The Mathematics 5.2 course is designed and recommended for students who aspire to study Standard Mathematics in the senior years. Students who achieve high results in the 5.2 course may also consider studying the Mathematics course in Stage 6.

In the Mathematics 5.2 course students will complete 5.1 outcomes as well as some or all of the topics listed below.

Number and Algebra

- Financial Maths – Compound Interest
- Direct and Indirect Proportion
- Further Algebraic Techniques
- Further Indices
- Equation Solving
- Further Linear and Non-Linear Relationships

Measurement and Geometry

- Area, Surface Area and Volume of Cylinders and composite solids
- Trigonometry involving Bearings
- Further Properties of Geometrical Figures

Statistics and Probability

- Single Variable Data Analysis - Boxplots
- Bivariate Data Analysis
- Multi Step Probability

Working Mathematically:

- comprises five components: Communicating, Problem Solving, Reasoning, Understanding and Fluency
- is embedded in each strand
- is related to specific outcomes for Communicating, Problem Solving and Reasoning

Enhanced opportunities for the use of a range of technologies are provided throughout the course.

Task Number	Task Description	Due	Weight
1	Assignments/Class Test	Students will be notified in advance	20%
2	Book Mark/Homework Mark		5%
3	Half-Yearly Examination	Term 2 Week 5	20%
4	Assignments/Class Tests	Students will be notified in advance	30%
5	Book Mark/Homework Mark		5%
6	Yearly Examination	Term 4 Week 4/5	20%
TOTAL			100%

Note: In year 10, students will be assessed on the course they are attempting to complete. Student's RoSA grade at the end of year 10 will be assessed across all three courses.

MUSIC	<i>Course Fee</i> \$30.00
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Year 10 Course Content
<p>In the Music Elective (stage 5) course, students will study the Concepts of Music through the learning experiences of performing, composing and listening - within the context of a range of styles, periods and genres.</p> <p>The Concepts of Music include:</p> <ul style="list-style-type: none"> • Duration • Dynamics • Pitch • Tone Colour • Expressive Techniques • Structure • Texture <p>The elective course required students to study one compulsory topic - Australian Music - as well as a number of other topics from two defined groups that aim to provide depth and breadth of musical study.</p>

Assessment Components	Weight
Performance (P) – participation in any form of practical music making	25%
Composition (C) – application of the organisation of sounds	25%
Musicology (M) – the study of musical styles and genres	25%
Aural (A) – The ability to classify and discriminate sounds	25%
TOTAL	100%

Task Number	Task Description	Due	Weight
1	a) Australian Musicology (M = 10%) b) Australian Music Performance (P = 10%)	Term 2 Week 2	20%
2	In-class Test (A = 10%, C = 10%)	Term 2 Week 5	20%
3	a) Classical Musicology (M = 10%) b) Classical Music Performance (P = 15%)	Term 3 Week 9	25%
4	Film Music Composition (C = 15%)	Term 4 Week 2	15%
5	Yearly Examination (A = 15%, M = 5%)	Term 4 Week 4/5	20%
TOTAL			100%

**PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION
(PDHPE)**

Year 10 Course Content

The Personal Development, Health and Physical Education (PDHPE) course provides students with opportunities to enhance their own and others' health, safety, wellbeing and participation in physical activity. Students develop self-management, interpersonal and movement skills to become empowered, self-confident and socially responsible citizens.

Students undertake learning from three core content strands;

- Health, Wellbeing and Relationships
- Movement Skill and Performance
- Healthy, Safe and Active Lifestyles

Task Number	Task Description	Due	Weight
1	Topic Task 1	Term 1 Week 8	15%
2	Topic Task 2	Term 2 Week 5	15%
3	Topic Task 3	Term 3 Week 8	15%
4	Yearly Examination	Term 4 Week 4/5	15%
5	Practical Assessment (10% per term) <ul style="list-style-type: none"> • Participation • Skill/Technique • Sportsmanship/Teamwork • Overall Improvement 	Terms 1, 2, 3 & 4	40%
TOTAL			100%

**PHYSICAL ACTIVITY AND SPORT STUDIES
(PASS)**

Year 10 Course Content

Stage 5 students develop a broad understanding of physical activity and the many possible contexts in which individuals can build activity into their lifestyle to improve health and wellbeing. Students build on the experiences and understanding developed through the mandatory PDHPE course.

The PASS course of study includes one Board-developed module from each of the three Areas of Study below.

Area of Study 1 – Foundations of Physical Activity

Area of Study 2 – Physical Activity and Sport in Society

Area of Study 3 – Enhancing Participation and Performance

In addition, schools may include one (100-hour course) or two (200-hour course) school-developed modules.

Task Number	Task Description	Due	Weight
1	Area of Study Task 1	Term 1 Week 7	15%
2	Area of Study Task 2	Term 2 Week 7	15%
3	Area of Study Task 3	Term 3 Week 6	15%
4	Yearly Examination	Term 4 Week 4/5	15%
5	Practical Assessment (10% per term) <ul style="list-style-type: none"> • Participation • Skill/Technique • Sportsmanship/Teamwork • Overall Improvement 	Terms 1, 2, 3 & 4	40%
TOTAL			100%

SCIENCE

Year 10 Course Content

During Year 10, the students will investigate the following topics:

- Objects in Motion
- Genetics
- Evolution
- Chemical Reactions
- Global Systems
- The Universe

Task Number	Topic	Task Description	Due	Weight
1	Objects in Motion	Topic Test	Term 1 Week 8	20%
2	Genetics	Scientific Report	Term 2 Week 6	20%
3	Evolution	Presentation	Term 3 Week 2	20%
4	Chemical Reactions	Project	Term 3 Week 9	20%
5	Yearly Examination		Term 4 Week 4/5	20%
TOTAL				100%

VISUAL ARTS	<i>Course Fee</i> \$40.00
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<i>Year 10 Course Content</i>
<p>OBJECTIVES</p> <p>Students will develop knowledge, understanding and skill:</p> <ul style="list-style-type: none"> • to make artworks informed by their understanding of practice, the conceptual Framework and the Frames • to critically and historically interpret art informed by their understanding of Practice, the Conceptual Framework and the Frames.

Task Number	Task Description	Due	Weight
1	Critical and Historical Studies (Case Study 1 ALARM Focus)	Term 2 Week 2	20%
2	Art Making 1 & VAPD	Term 2 Week 6	30%
3	Practice (Art Project 2 & VAPD)	Term 3 Week 9	30%
4	In-class Task	Term 4 Week 4/5	20%
TOTAL			100%

WORK EDUCATION

Year 10 Course Content

The world and the communities in which we live are continually evolving. Changes in work, technology, training, education and the community mean that new skills and knowledge are required in order to succeed in these environments. For young people moving through the early transition stages of their lives, this is particularly the case. All young people need a range of knowledge, skills, values and attitudes that enables them to participate in their local community and the wider Australian community as active and informed citizens.

Task Number	Task Description	Due	Weight
1	Module 1	Term 1 Week 10	25%
2	Module 2	Term 2 Week 6	25%
3	Module 3	Term 3 Week 10	25%
4	Module 4	Term 4 Week 6	25%
TOTAL			100%

INFORMATION FOR PARENTS AND STUDENTS

Information for Parents and Students:

Great news!

Our school has subscribed to the ELES Online Study Skills Handbook.

The ELES Online Study Skills Handbook provides a comprehensive and interactive online guide for the school community (students, parents and teachers) as to the study skills needed for success in high school studies. This approach taps into students' affinity with technology to create a new and effective way to improve students' study skills.

This is a great online resource for parents and students to address all their study skills issues and concerns and enable students to learn new ways to improve their results at school. The handbook has a huge amount of information for both students and parents as well as a large number of interactive activities.

To access the handbook, go to www.studyskillshandbook.com.au and login as a subscriber with these details:

Username:

Password:

The topics currently covered by the handbook are:

WORKING BETTER AT HOME UNITS

1. Home Study Environment
2. Organisation and Filing
3. Time Management Skills
4. Managing Workload
5. Dealing with Distractions
6. Overcoming Procrastination
7. Developing Motivation
8. Goal Setting
9. Lifestyle and Balance
10. Managing Stress

WORKING BETTER AT SCHOOL UNITS

1. Will we ever use this?
2. Using Classmate
3. Asking for Help
4. Dealing with Conflict
5. Groupwork Skills

IMPROVING YOUR SKILLS UNITS

1. Reading Skills
2. Writing Skills
3. Mathematical Skills
4. Language Skills
5. Research Skills
6. Presentation Skills
7. Science Skills
8. Assignment Skills

IMPROVING HOW YOU STUDY UNITS

1. Summarising
2. Active Studying
3. Preparing for Exam Blocks
4. Test-Taking Techniques
5. After Tests & Exams

EXTRA GENERAL MINI-UNITS

1. Starting Secondary School
2. Becoming a Senior Student
3. Bullying: Issues and Strategies
4. Managing Part-Time Jobs
5. Your Brain and Memory
6. Live Your Best Life
7. Educational Kinesiology
8. Living Across 2 Houses
9. Travel: A Motivator to Learn
10. University: A New Adventure

EXTRA TECHNOLOGY MINI-UNITS

1. Technology Tools
2. Basic Computer Skills
3. Be CyberSmart
4. Apps for iPhone, iPad or Android
5. Microsoft OneNote



We encourage all parents and students to take advantage of this opportunity to further develop their students' study skills abilities through this online resource.

www.studyskillshandbook.com.au

Please note:

The above user name and password is for the use of the secondary school parents and students AT OUR SCHOOL ONLY. Please do not pass our school's details onto students or parents from other schools or other individuals or organisations as this is a prosecutable breach of copyright and also will result in frequent password changes for our school. Please also ensure you read through the terms of use the first time you access the handbook.

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www.enhanced-learning.net

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**Enhanced Learning
Educational Services**
"the study skills specialist"

KANDOS HIGH SCHOOL

ASSESSMENT FORMS

The following Cover Sheet *Appendix 1* must be used by students to accompany every assessment task. *Appendix 2,3* and *4* may be used where necessary to accompany requests or by teachers to advise students:

APPENDIX 1	Student to Teacher	COVER SHEET - This form should accompany every assessment task. STUDENT RECEIPT - Students should sign a notification sheet for every task handed in.
APPENDIX 2	Student to Teacher then to Head Teacher	APPLICATION FOR EXTENSION - This form should be completed by the student: <ol style="list-style-type: none">1) then handed to the course teacher.2) the course teacher must send it to the Head Teacher.3) both course teacher and Head Teacher should retain their copies.
APPENDIX 3	Student to Teacher then to Head Teacher	ILLNESS/MISADVENTURE FORM - This form must be completed if: <ol style="list-style-type: none">1) you know you will be absent from an assessment task with a valid reason2) had an illness or misadventure that <u>prevented</u> you from or impacted your ability to complete an assessment task or examination.
APPENDIX 4	Student to Deputy Principal	STUDENT APPEAL FORM - This form should be completed by the student:

APPENDICES



ASSESSMENT TASK COVER SHEET

COURSE _____

STUDENT NAME _____

SCHOOL _____

DATE DUE _____

ASSESSMENT TITLE/QUESTION _____

NUMBER OF PAGES (Not including coversheet) _____

DATE HANDED IN _____
(Signed by Teacher)

RESULT: GRADE _____ RANK _____
(Optional)

COMMENTS _____

MARKER'S SIGNATURE _____

✂-----

STUDENT SUBMISSION RECEIPT

(Complete items 1-3, have receipt signed, detach when handing in task)

On (1) _____ (Date), an assessment for (2) _____

_____ (Course) was handed to _____

by me (3) _____ (Student).

SIGNED: _____ (Teacher)



KANDOS HIGH SCHOOL

APPLICATION FOR EXTENSION

NAME _____ SCHOOL _____

SUBJECT _____ TEACHER _____

ASSESSMENT No _____

TITLE _____ DUE _____

REASON FOR APPLICATION _____

(Note: appropriate evidence must accompany this application, e.g. Doctor's Certificate)

Signature: _____
Student

Signature: _____
Parent

INFORMATION FOR STUDENTS

1. Late tasks will receive a zero (0) result.
2. An extension may be granted in genuine cases of illness or misadventure.

To be considered, an application for extension must be requested in writing before the due date.

3. Hand in your assessment task even if it is late. A student who does not complete tasks to the value of 50% of the assessment tasks in a course may not be certified as satisfactory in that course and may not be eligible for a Record of Achievement.

✂-----
Please complete the following. This slip will be returned to you by the subject teacher.

APPLICATION FOR EXTENSION

NAME _____ SCHOOL _____

SUBJECT _____ ASSESSMENT TASK _____

EXTENSION:

GRANTED:

REFUSED: REASON _____

Teachers Signature

Date



ILLNESS/MISADVENTURE FORM

FOR SCHOOL BASED ASSESSMENT TASKS, INCLUDING EXAMINATIONS

Name: _____ Date: _____

*This form must be submitted if you (1) know you will be absent from an assessment task with a valid reason or (2) had an illness or a misadventure that **prevented** you from doing the task or examination, or that **impacted** on your performance during the examination. This form must be submitted on the day or the first day you return to school to the Head Teacher of that subject (who will inform the Deputy Principal).*

I, _____ hereby apply on consideration of the following factor(s) which affected my performance in this assessment task.

- Only list the examinations/assessment tasks that you are appealing
- Do not list the examination/assessment tasks in which you were not affected by illness or misadventure

<input type="checkbox"/> Stage 5	<input type="checkbox"/> Preliminary	<input type="checkbox"/> Higher School Certificate
Assessment Task:		Teacher:
Outline of Reason/s for misadventure/illness:		
Request and date for proposed completion (if applicable)		
Extension	<input type="checkbox"/>	No Penalty for Lateness <input type="checkbox"/>
Penalty	<input type="checkbox"/>	Estimate to be used <input type="checkbox"/>

Note: Documentary evidence from Parent/Doctor must be provided, except in exceptional circumstances.

Independent evidence of illness/misadventure:

- Doctor's Certificate supplied: Yes/No
- Statutory Declaration by parent supplied: Yes/No

Statutory Declaration must include date of illness/incident, nature of incident (e.g. death of family member, car accident, etc.); all relevant details of the incident; and contact details of parent.

I consider that my examination/assessment task performance was affected by illness or unforeseen misadventure which occurred immediately before or during the examination/misadventure as set out in this form.

I declare that all the information I have supplied is true:

Student signature: _____ Date: _____

Parent signature: _____ Date: _____

Recommendation and Decision	
<input type="checkbox"/> Extension granted	<input type="checkbox"/> Penalty applied
<input type="checkbox"/> No penalty for lateness	<input type="checkbox"/> Estimate to be used
<input type="checkbox"/> Other: _____	
Signatures: _____ Head Teacher	_____ Class Teacher
Deputy Principal Signature: _____	
<input type="checkbox"/> Head Teacher Informs student of Decision	Date: _____
Signatures: _____ Head Teacher	_____ Student

Student's Name: _____

Course: _____ Task Number: _____

Nature of Assessment Task: _____

Due Date: ____ / ____ / ____ Class Teacher Name: _____

Reason for Appeal: (state details to support your case (or attach statement))

Medical Certificate is attached: Yes / No

Additional information attached: Yes / No

Signature of Student	Date	Signature of Teacher	Date
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Head Teacher Recommendation:

Reason for decision:

- Complete a substitute task
- Estimate to be given
- No mark to be awarded
- Sit or submit the task without penalty
- Task to be submitted with penalty

New Due Date: _____

Signature of Student	Date	Signature of Teacher	Date
----------------------	------	----------------------	------

ASSESSMENT TASK CALENDAR

Schedule of Assessment Task for Year 10 2022																		
Week	Agriculture	Commerce	Creating Links to Industry Program (CLIP)	English	Food Technology	Geography	History	Ind Technology Metal	Ind Technology Timber	Mathematics 5.1	Mathematics 5.2/5.3	Music	PDHPE	PASS	Science	Visual Arts	Work Education	
Term 1 2022	1																	
	2																	
	3																	
	4																	
	5																	
	6																	
	7																	
	8		■															
	9				■				■							■		
	10	■						■		■								■
	11																	
Term 2 2022	1				■													
	2											■					■	
	3																	
	4																	
	5							■		■	■	■	■	■				
	6				■											■	■	
	7														■			
	8																	
	9		■					■										
	10	■																
Term 3 2022	1															■		
	2																	
	3																	
	4				■		■											
	5																	
	6								■						■			
	7						■											
	8		■											■				
	9	■				■			■				■	■		■	■	
	10																	■
Term 4 2022	1																	
	2				■		■		■	■		■						
	3																	
	4	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
	5	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
	6																	■
	7																	
	8																	
	9																	
	10																	
	11																	

Examination period

Assessment task to be submitted

PLANNING TIMETABLE

PLEASE DETACH THIS SHEET FOR YOUR OWN USE

Planning Timetable 4 – WEEK WORK PLAN FOR YOUR ASSIGNMENTS							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1							
2							
3							
4							

PLEASE DETACH THIS SHEET FOR YOUR OWN USE

Planning Timetable 6 – WEEK WORK PLAN FOR YOUR ASSIGNMENTS							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1							
2							
3							
4							
5							
6							