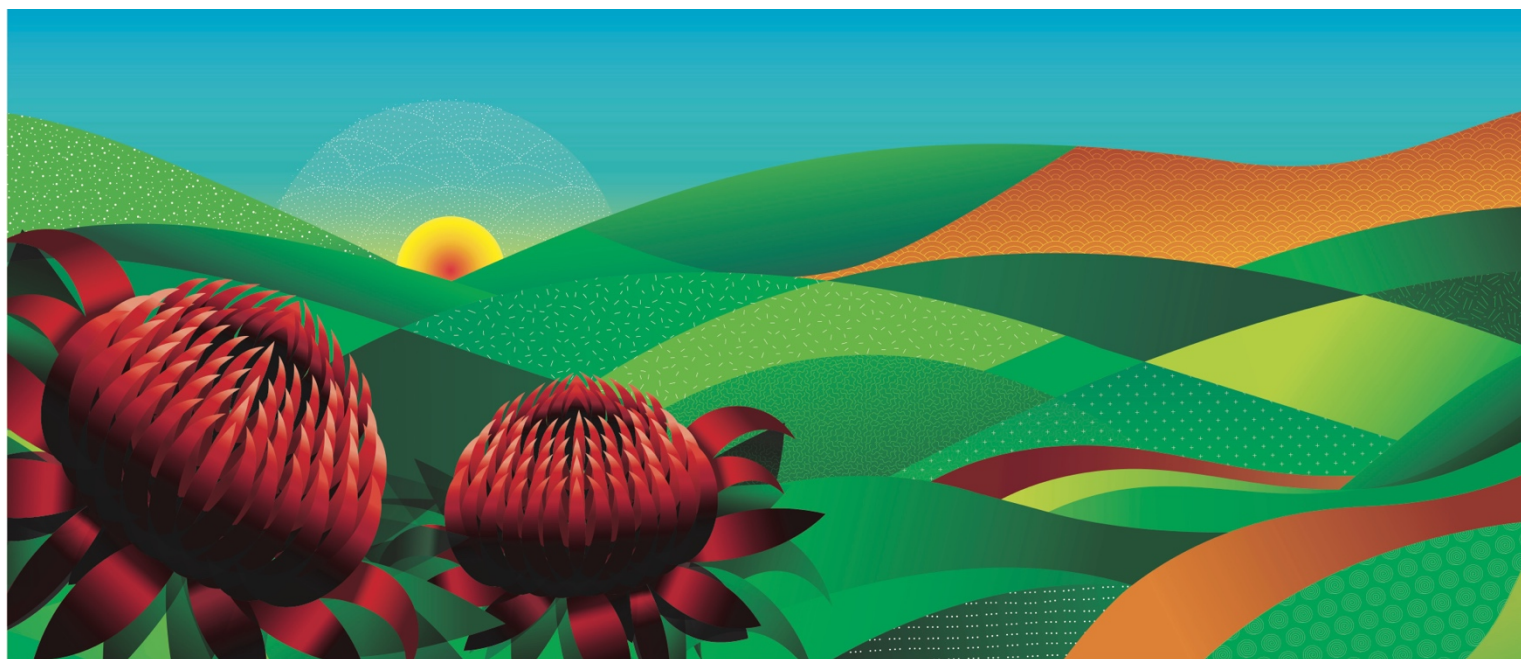


# ALEXANDRIA PARK COMMUNITY SCHOOL

## YEAR 10 CURRICULUM INFORMATION & ASSESSMENT HANDBOOK

### 2020



This booklet provides information to students and parents about the Year 9 teaching, learning and assessment programs at APCS.

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## Year 10 Curriculum Structure

Course	Periods per cycle
English	8
Mathematics	8
Science	7
History and Geography	6

Course	Periods per cycle
PDHPE	3
Elective 1	5
Elective 2	5

Students also participate in Sport on Thursday afternoons for 2 periods each week. Sport is a compulsory requirement in Years 7 – 10.

## Communicating with our school

Alexandria Park Community School values parent communication and engagement with our school and recognises the importance of having an effective system in place to assist with this process. The link below to the school community charter outlines the responsibilities of parents, carers and school staff to ensure our learning environments are collaborative, supportive and cohesive.

<https://education.nsw.gov.au/public-schools/going-to-a-public-school/school-community-charter>

If you would like to contact the school, you can do so by:

- Phoning the school admin office on 9698 1697
- In person – please report to the Administration Office

By email [alexparkcs-c.school@det.nsw.edu.au](mailto:alexparkcs-c.school@det.nsw.edu.au) please write the name of teacher in the subject box

## Who to contact:

Position at APCS	Matters they deal with:
Classroom teacher	First contact for anything pertaining to that individual subject. This may include class work, homework, assignments or a specific incident that occurred in that classroom.
Head Teacher KLA	If a parent has worked with their child's classroom teacher and feel that their needs should be further addressed. If a parent would like to share some positive experiences that are happening in the classroom or at home in relation to that topic.
Learning and Support Coordinator Rochelle Foley	If a parent feels that their child needs some support in the classroom due to diverse learning needs.
Year Adviser Stewart Okell	Can assist with matters that are occurring outside of the classroom and with wellbeing concerns. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child. <b>Please email Mr Okell at <a href="mailto:STEWART.OKELL@det.nsw.edu.au">STEWART.OKELL@det.nsw.edu.au</a></b>
Head Teacher Wellbeing Patricia Betar	Can assist with matters that are occurring outside the classroom and with wellbeing concerns that are serious in nature. Can also assist with serious ongoing medical condition notifications (diabetes, anaphylaxis).
Deputy Principal Louise Hawkins	To be notified directly with serious concerns that a parent feels cannot be dealt with by other staff at the school. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child.
Principal Diane Fetherston	To be notified directly with serious concerns that a parent feels cannot be dealt with by the Deputy Principal. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child.

## Head Teachers

Name	Faculty responsibilities	Email
Mr Muhammad Abdullah	Mathematics	<a href="mailto:MUHAMMAD.ABDULLAH@det.nsw.edu.au">MUHAMMAD.ABDULLAH@det.nsw.edu.au</a>
Ms Patricia Betar	Student wellbeing	<a href="mailto:PATRICIA.BETAR@det.nsw.edu.au">PATRICIA.BETAR@det.nsw.edu.au</a>
Ms Sheree Bourke	Science & TAS	<a href="mailto:SHEREE.BOURKE@det.nsw.edu.au">SHEREE.BOURKE@det.nsw.edu.au</a>
Mr Alex Forbath	Administration, PDHPE	<a href="mailto:Alexander.Forbath@det.nsw.edu.au">Alexander.Forbath@det.nsw.edu.au</a>
Miss Jane Ryan	English, LOTE (Chinese), Music & Visual Arts	<a href="mailto:Jane.ryan@det.nsw.edu.au">Jane.ryan@det.nsw.edu.au</a>
Ms Thecla Siamas	HSIE – history, geography, commerce	<a href="mailto:THECLA.SIAMAS@det.nsw.edu.au">THECLA.SIAMAS@det.nsw.edu.au</a>

### **Some important dates**

Parent Teacher Afternoon – 12<sup>th</sup> May

Subject selection evening – 4<sup>th</sup> August

NAIDOC Day – 3<sup>rd</sup> July

VALID

### **Positive Behaviour for Learning**

The PBL (Positive Behaviour for Learning) framework is a whole school, K-12 initiative that aims at improving learning outcomes for all students. PBL encourages students to learn through the lessons and messages aligned to the school's core values of Learning, Respect and Safety. Our PBL values are communicated to all stakeholders with visual signage established in key locations, such as classrooms, the playground and canteen, which encourages and teaches students to participate in positive behaviour across a variety of learning environments.

The school's core values (Be a Learner, Be Respectful and Be Safe) are taught to the students via a variety of lessons outlined for each stage. School leaders including the school executive and the SRC communicate weekly messages through regular assemblies and year meetings. The students are encouraged to work towards the reward system of achieving positive comments and 'deadlies'. In the secondary school, students can earn a positive behaviour for learning award as well as canteen voucher during recognition assemblies. To further celebrate positive behaviour in the school, secondary students and staff hold a PBL carnival at the end of the year where students use Deadlies and positive comments.

## Homework ideas for parents

<p><b>Assessment Preparation:</b></p> <ul style="list-style-type: none"> <li>• The research and planning aspects of assessments should be carried out first.</li> <li>• Then the actual completion of the task should take place (ticking off all relevant aspects as complete).</li> <li>• Finally read over and edit work to ensure the work has been finessed.</li> <li>• Write regular revision notes and revise them for upcoming tests and in-class tasks.</li> </ul>	<p><b>Class work:</b></p> <ul style="list-style-type: none"> <li>• Complete any unfinished class work and/or complete any set homework tasks prior to their due date.</li> <li>• Ensure homework is ready to present for the next lesson</li> </ul>	<p><b>Wide reading:</b></p> <ul style="list-style-type: none"> <li>• Read both fiction and non-fiction sources covering the topics being studied in class</li> <li>• Use 'Skwirk' as an online resource to extend your knowledge on given topics. <a href="https://www.skwirk.com.au/students">https://www.skwirk.com.au/students</a></li> <li>• Use online resources or databases to find relevant articles and e-books on topics being studied. <a href="https://www.sl.nsw.gov.au/">https://www.sl.nsw.gov.au/</a></li> </ul>
<p><b>Teach:</b></p> <ul style="list-style-type: none"> <li>• Teach your parents something you were taught during class this week.</li> </ul>	<p><b>Language and Writing strategies:</b></p> <ul style="list-style-type: none"> <li>• Compile a topic glossary at the back of the book (look up any new terms/concepts that the student is unfamiliar with and try to integrate these into future lessons).</li> <li>• Play Words with Friends (or similar) complete a crossword or Target game (see Sydney Morning Herald).</li> </ul>	<p><b>Media/ICT:</b></p> <ul style="list-style-type: none"> <li>• Watch relevant films and documentaries</li> <li>• Watch the news and current affairs programs like 'The Project' (channel 10) or 'The Feed' (on SBS),</li> <li>• Create a Kahoot on your topic towards the end of the unit to use as revision</li> <li>• Read hard copy or online newspapers and post interesting articles on Google Classroom to discuss in class.</li> </ul>

## **APCS Assessment Policy and Procedures for Year 10**

Assessment provides students, parents and teachers with information about student achievement and progress in each course studied, in relation to syllabus standards.

Throughout the year students will be given formal and informal assessment and learning tasks to complete in each course. Information gathered from both formal and informal tasks will be used to determine the extent to which students have achieved the outcomes of the course and the level of achievement that will be recorded on school reports.

Formal assessment task schedules for all Year 9 courses are contained in this booklet which can also be found on the school's website.

1. Students will be given at least one week's notice, in writing, of a formal task.
2. It is the student's responsibility to be aware of all formal assessment tasks. Not knowing about a task will not be accepted as an excuse for failing to do a task or for not completing a task to your personal best.
3. If a student believes they have a valid reason to request an extension of time to complete a formal assessment task, this must be negotiated with the class teacher well in advance of the due date.
4. If a student is absent on the day a formal task is due to be completed or submitted, the student must follow these procedures on return to school.
  - 4.1 Report to the teacher who issued the task and submit a parental note or doctor's certificate explaining the absence.
  - 4.2 Negotiate a time to sit the task / alternate task OR submit the completed task.

This procedure **MUST** be done by the first day back on return to school.

**If deadlines are not met then penalties will apply. Students will refer to the individual Faculty policy.**

Parents will be notified of assessment task completion concerns. These concerns may relate to non- attendance, failure to submit or complete a task, late submission, unsatisfactory achievement, and plagiarism.

Failure to sit for, submit and make a serious attempt at formal assessment tasks will affect student achievement and performance.

## **Technology and Assessments**

Technology failure is not a valid reason for failure to submit an assessment task on time.

Students should:

- continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive). You might also consider emailing it to yourself.
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that data can be accessed at school.



- Check the compatibility of your home software with the school's technology.
- Save a copy of the final version of your task to an email address that can be accessed at school (such as your student.fantastic@education.nsw.gov.au email account), as well as bringing it to school on external portable storage media.
- A student presenting work produced via computer or submitting work online who experiences computer/technology difficulties or printer failure **must follow these procedures by applying for misadventure on the date the task was due by:**
- completing a misadventure form (from the secondary Deputy Principal or Head Teacher of that course)
- presenting it to the Head Teacher of that subject before school along with documentary evidence, such as a note from home
- submitting any saved work on a USB drive and
- submitting any hard copies of drafts, rough notes, USB.

### **N Determination warning**

If a student is not meeting the course requirements or fails to complete an assessment task they are given what is termed a non-completion warning (or N completion determination). A copy is also posted home, which outlines:

- a. any issues of concern or outstanding work and
- b. the date by which students should redeem the outcomes of the missed work.
- c. If a student is to be given a non-completion ('N') determination because of failure to complete tasks which contribute in excess of 50 percent of the final assessment marks in that course, the principal will inform NESA.

### **The 'Warning Letter' process**

If you are not working and if you are not attending school and classes regularly (i.e. above 85%) you may be at risk of not meeting the requirements to gain your HSC. If this is the case then teachers will give you formal warnings in writing, as follows:

- a. Warning 1** – A 'FIRST' formal warning letter will be sent by your class teacher and the Head Teacher outlining work that is to be completed and a due date. This letter will be handed to the student and a copy posted to the parent/carer. The parent/carer of the student will also be contacted by telephone to alert them to the situation.

If the work is not completed and/or there is no improvement then:

- b. Warning 2** – A 'SECOND' formal warning letter will be issued and an interview will be organised with the Head Teacher and your parent/guardian.

If this work is not completed and there is still no improvement then:

- c. FINAL Warning** - You will be interviewed by the Deputy Principal and a 'THIRD and FINAL' formal warning letter will be issued. The Deputy Principal will organise an interview with your parent/carer.

If after these warnings there is still no improvement, the Principal will conduct an interview with you and your parent(s)/carer where the 'N' determination will be formally made.

## **‘N’ determinations**

If students don’t complete a course’s requirements they will receive an ‘N’ determination.

Students are warned via a letter from their school if it looks like they might receive an ‘N’ determination. This aims to give the student time to complete the course requirements and rectify the problem.

If a student receives an ‘N’ determination in a mandatory curriculum requirement course, they won’t be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an ‘N’ determination.

If a student is given an ‘N’ determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

Principals need to contact us if they feel a student is eligible for a RoSA after being deemed ineligible at the end of Year 10 because they failed to meet the mandatory curriculum requirements.

# N-Determination Flowchart

This process is to be followed for each course for the Years 10, 11 and 12. This flowchart is designed to assist students and parents/carers to understand the process.

1 <sup>st</sup> event	Student concern	Intervention(s)	Support provided for student
	Classwork not completed	Parental contact may be appropriate before a 1 <sup>st</sup> N-warning letter through: <ul style="list-style-type: none"> <li>letter of concern</li> <li>telephone call</li> </ul> 1 <sup>st</sup> N-warning letter	Will involve: <ul style="list-style-type: none"> <li>phone call home from teacher in consultation with HT</li> <li>reissuing copies of tasks/classwork/textbook work</li> <li>providing alternative tasks</li> </ul> and may also include: <ul style="list-style-type: none"> <li>arranging time to work with students</li> <li>review of student progress by HT</li> </ul>
	OR		
	Assessment task not complete/submitted on time	1 <sup>st</sup> N-warning letter	Will involve: <ul style="list-style-type: none"> <li>attaching copy of assessment task</li> <li>phone call home from teacher in consultation with HT</li> </ul> and may also include: <ul style="list-style-type: none"> <li>providing direction on location of resources</li> <li>discussing requirements of the task with student</li> <li>seeking student acknowledgement of task expectations</li> <li>accepting work submitted late (although zero penalty still applies)</li> <li>review of student progress by HT</li> </ul>
	OR		
	Non serious attempt.	1 <sup>st</sup> N-warning letter	Will involve: <ul style="list-style-type: none"> <li>reissuing assessment task or</li> <li>providing alternative task</li> <li>phone call home from teacher in consultation with HT</li> </ul> and may also include: <ul style="list-style-type: none"> <li>discussing requirements of the task with student</li> <li>seeking student acknowledgement of task expectations</li> <li>organizing an alternative time to complete task</li> <li>review of student progress by HT</li> </ul>
Continual consultation to occur between teacher and HT			

	Student concern	Intervention(s)	Support provided for student
2 <sup>nd</sup> event	Classwork not completed	2 <sup>nd</sup> N-warning letter	Will involve: <ul style="list-style-type: none"> <li>reissuing copies of tasks/classwork/textbook work</li> </ul> or <ul style="list-style-type: none"> <li>providing alternative tasks</li> <li>discussion with HT</li> <li>phone call home from HT</li> </ul> and may also include: <ul style="list-style-type: none"> <li>arranging time to work with students</li> <li>review of student progress by HT of year group</li> </ul>
	OR		
	Assessment task not complete/submitted on time.	2 <sup>nd</sup> N-warning letter	Will involve: <ul style="list-style-type: none"> <li>attaching copy of assessment task</li> <li>discussion with HT</li> <li>phone call home from HT</li> </ul> and may also include: <ul style="list-style-type: none"> <li>providing direction on location of resources</li> <li>discussing requirements of the task with student</li> <li>seeking student acknowledgement of task expectations</li> <li>review of student progress by HT of year group</li> </ul>
	OR		
	Non serious attempt	2 <sup>nd</sup> N-warning letter	Will involve: <ul style="list-style-type: none"> <li>reissuing assessment task</li> </ul> or <ul style="list-style-type: none"> <li>providing alternative task</li> <li>discussion with Head Teacher</li> <li>phone call home from HT</li> </ul> and may also include: <ul style="list-style-type: none"> <li>discussing requirements of the task with student</li> <li>seeking student acknowledgement of task expectations</li> <li>organizing an alternative time to complete task</li> <li>review of student progress by HT of year group</li> </ul>
	OR		
	1 <sup>st</sup> N-warning letter not actioned	2 <sup>nd</sup> N-warning letter	Will involve: <ul style="list-style-type: none"> <li>attaching copy of assessment task/classwork/textbook work</li> <li>issuing final date for submission of work</li> <li>discussion with Head Teacher</li> <li>phone call home from HT</li> </ul> and may also include: <ul style="list-style-type: none"> <li>providing direction on location of resources</li> <li>discussing requirements of the task with student</li> <li>seeking student acknowledgement of task expectations</li> <li>review of student progress by HT of year group</li> </ul>
Referral & consultation with Deputy Principal to initiate joint monitoring process			

3 <sup>rd</sup> and final event	Student concern	Intervention(s)	Support provided for student
	Classwork not completed	Immediate referral to DP and  3 <sup>rd</sup> and final warning letter	Will involve: <ul style="list-style-type: none"> <li>phone call home from Head Teacher/Deputy Principal/Principal</li> <li>discussion with Head Teacher/Deputy Principal/Principal</li> <li>reissuing copies of tasks/classwork/textbook work</li> </ul> and may also include: <ul style="list-style-type: none"> <li>arranging time to work with students</li> <li>providing alternative tasks</li> </ul>
	OR		
	Assessment task not complete/submitted on time	Immediate referral to DP and  3 <sup>rd</sup> and final warning letter	Will involve: <ul style="list-style-type: none"> <li>attaching copy of assessment task</li> <li>phone call home from Head Teacher/Deputy Principal/Principal</li> <li>discussion with Head Teacher/Deputy Principal/Principal</li> </ul> and may also include: <ul style="list-style-type: none"> <li>providing direction on location of resources</li> <li>discussing requirements of the task with student</li> <li>seeking student acknowledgement of task expectations</li> </ul>
	OR		
	Non serious attempt	Immediate referral to DP and  3 <sup>rd</sup> and final warning letter	Will involve: <ul style="list-style-type: none"> <li>reissuing assessment task</li> <li>phone call home from Head Teacher/Deputy Principal/Principal</li> <li>discussion with Head Teacher/Deputy Principal/Principal</li> </ul> and may also include: <ul style="list-style-type: none"> <li>discussing requirements of the task with student</li> <li>seeking student acknowledgement of task expectations</li> </ul>
	OR		
	Previous N-warning letter(s) not actioned	Immediate referral to DP and  3 <sup>rd</sup> and final warning letter	Will involve: <ul style="list-style-type: none"> <li>reissuing assessment task</li> <li>phone call home from Head Teacher/Deputy Principal/Principal</li> <li>discussion with Head Teacher/Deputy Principal/Principal</li> </ul> and may also include: <ul style="list-style-type: none"> <li>providing direction on location of resources</li> <li>discussing requirements of the task with student</li> <li>seeking student acknowledgement of task expectations</li> </ul>
<b>Parent interview with Principal and N-Determination may be issued</b>			

## RECORD OF SCHOOL ACHIEVEMENT

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

The RoSA is also available to students who, from 2020, have not demonstrated the HSC minimum standard to receive their HSC.

# YEAR 10 ROSA GRADES

Schools are responsible for awarding each student studying and completing the Stage 5 Years 9 & 10 courses a grade (A, B, C, D or E) to represent the student's achievement (except Life Skills courses and VET). The grade awarded is reported on the student's RoSA. Teachers use the Common Grade Scale for Year 10 Courses to determine grades for all Board Developed and Board Endorsed Courses. Grade descriptions are derived from the knowledge, skills and understandings developed in Stage 5 syllabuses and provide a general description of typical performance at each grade level from A to E.

## THE COMMON GRADE SCALE

The Common Grade Scale describes performance at each of five grade levels.

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

B The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

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

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

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

# HSC MINIMUM STANDARD

Students need reading, writing and numeracy for everyday life after school.

This is why students in NSW are being supported to meet a minimum standard of literacy and numeracy to receive the HSC from 2020.

To show they meet the HSC minimum standard, students need to achieve Level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday life.

Students do not need to sit the reading, writing or numeracy test(s) if they achieved Band 8 or above in the respective 2017 Year 9 NAPLAN test(s).

Some students with disability studying Life Skills courses may be exempt from meeting the minimum standard to receive their HSC credential.

Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

## 2021 HSC or later

To show they meet the standard students need to:

- achieve Level 3 or 4 in the online reading test and
- achieve Level 3 or 4 in the online writing test and
- achieve Level 3 or 4 in the online numeracy test.
- 

## What happens if a student doesn't meet the HSC minimum standard?

From 2020, only students who meet the HSC minimum standard will receive a HSC credential.

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

- study HSC courses
- sit HSC exams
- receive HSC assessment and exam results
- receive an ATAR
- receive a Record of School Achievement.



## **Minimum standards at APCS**

Students have four opportunities over the year, beginning in year 10, to meet the requirements for minimum standards. These online tests are conducted under supervision and those students who do not attain a level 3 or above will be provided with support in English and mathematics classes to help them fulfil the required standards in numeracy, reading and writing before they leave school in year 12. The majority of our students at APCS fulfil the minimum standards requirements in Year 10.

### **PLEASE NOTE:**

**The assessment schedules printed in this booklet for all curriculum areas are intended as a guide only. Students will receive assessment schedules at the commencement of the year. Changes to these may be made during the year as extenuating circumstances may occur. Students will receive advance warning of assessments via an assessment notification at least one week prior to the task.**

# **Mandatory courses**

English

Mathematics

Science

History

Geography

PDHPE

# English

Students develop their knowledge, understanding and skills so that they can use language and communicate appropriately, effectively and accurately for a range of purposes and audiences, in a range of contexts. They learn to think in ways that are imaginative, interpretive and critical.

Students learn to develop clear and precise skills in writing, reading, listening, speaking, viewing and representing. They use various strategies to shape their texts with accuracy, clarity and coherence. For example, in developing writing skills, students learn about sentence structures, grammar, punctuation, vocabulary and spelling.

Students study a wide range of texts including fiction, nonfiction, poetry, films, media, multimedia and digital texts for critical analysis, interpretation and pleasure. They respond to texts that are widely regarded as quality literature, Australian literature, including texts by and about Aboriginal and/or Torres Strait Islander People(s), and texts from different cultures and times that offer a variety of perspectives.

In English assessment is outcomes based and involves students experiencing:

- Assessment for learning
- Assessment of learning
- Assessment as learning

These three types of assessment take place over the course of each term and are valued equally as evidence of a student's learning progress.

There is no specified course content – rather schools select the texts and design the tasks to fulfil text requirements and demonstrate outcomes achievement. Although the content is essentially the same for all students the learning experiences are differentiated to meet the individual needs and capabilities of students.

All outcomes are assessed over the course of stage 5 and all required types of text are experienced, including a study of Shakespeare. Texts studied incorporate print, spoken and visual texts from different times and cultures, including Aboriginal Australian texts, texts with an Asian perspective and texts that are widely regarded as quality literature.

**Further information can be found at**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10/content-and-text-requirements>

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10>

Term	Content focus	Task type	Assessment (formal)
1	Novel study	A review	Term 1 Week 11
2	Macbeth	Monologue (multimodal)	Term 2 Week 9
3	Film studio (Ghibli) study	Essay	Term 3 Week 9
4	Learning to learn	No task formally assessed	Term 4 Week 7

# Mathematics

**Course Description** This is a mandatory course, divided into three connected pathways, Stages 5.1, 5.2 and 5.3, based on expected outcomes. Students in a particular class are given the opportunity to achieve higher level outcomes. Students are placed in classes, at the start of Year 9, based on the level of achievement of stage 4 outcomes. Movement between classes is possible throughout stage 5.

**Links to HSC courses** In most cases the **Stage 5.1** course is aimed at students who would not study Mathematics for the Higher School Certificate or who will study Standard 1 Mathematics.

**Stage 5.2** students would be best suited undertaking the HSC Standard Mathematics course. Only those who consistently attain high results would be likely to cope in HSC Mathematics Advanced 2 unit course.

**Stage 5.3** students would be best suited undertaking the HSC Mathematics Advanced Course. Only the highest performing 5.3 students should aim to take on the HSC Extension 1 Mathematics course.

**What will students learn about?**

Students learn the following strands of Mathematics		
Number and Algebra	Measurement and Geometry	Statistics and Probability

Within each of these strands they will cover a range of topics

**What will students learn to do?** Students learn to ask questions in relation to mathematical situations and their mathematical experiences, to develop, select and use a range of strategies, to explore and solve problems, to check solutions and give reasons to support their conclusions and to make connections between their existing knowledge and the understanding and use of mathematics in the real world.

**Further information can be found at**

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics>

**Year: 10, 5.1**

Term	Content focus	Task type	Weight	Assessment (formal/summative)
1	Numbers of any Magnitude, Pythagoras Area Surface Area, Indices	Topic test	20%	Week 7
2	Numbers of any Magnitude, Pythagoras, Area and Surface Area Indices, Probability, Single Variable Data Analysis, Linear Relationships	Half Yearly exam with reference sheet	30%	Week 5
3	Single Variable Analysis	Project based presentation/report	20%	Week 6
4	Probability, Linear Relationships Properties of Geometric figures Trigonometry, Non-Linear Relationships	Yearly exam with reference sheet	30%	Week 5
Plus formative assessment such as bookwork, class tasks, experiments reference sheets and group work participation				

**Year: 10, 5.2**

Term	Content focus	Task type	Weight	Assessment (formal/summative)
1	Area Surface Area, Volume Indices	Topic test	20%	Week 7
2	Area Surface Area Volume Indices Probability Single variable and Bivariate data analysis, Equations	Half Yearly exam with reference sheet	30%	Week 5
3	Bivariate and single variable data analysis	Project based presentation/report	20%	Week 6
4	Properties of geometric figures Trigonometry, Equations and Linear Relationships Non-Linear Relationships Algebraic Techniques Rates and Ratios	Yearly exam with reference sheet	30%	Week 5
Plus formative assessment such as bookwork, class tasks, experiments reference sheets and group work participation				

**Year: 10, 5.3**

Term	Content focus	Task type	Weight	Assessment (formal/summative)
1	Numbers of any Magnitude, Pythagoras (3D) Area Surface Area and Volume	Topic test	20%	Week 7
2	Pythagoras (3D) Indices and Surds, Area Surface Area and Volume Bivariate and single variable data analysis Equations	Half Yearly exam with reference sheet	30%	Week 5
3	Bivariate and single variable data analysis	Project based presentation/report	20%	Week 6
4	Properties of geometric figures Circle Geometry Area and Volume, Trigonometry Equations and Linear Relationships, Non-Linear Relationships Algebraic Techniques Indices and Surds	Yearly exam with reference sheet	30%	Week 5
Plus formative assessment such as bookwork, class tasks, experiments reference sheets and group work participation				

**Other relevant Mathematics information:**

Students should have a calculator, ruler, pencils, compass and exercise book.

A maths online account is also encouraged (this may be purchased at a cheaper rate through the school)

# Science

Science is a mandatory course that is studied in each of Years 7–10 with at least 400 hours to be completed by the end of Year 10. In Year 10 at APCS students participate in 7 periods of Science per timetable cycle.

## What will students learn to do?

In Year 10 Science students will have the opportunity to begin to develop:

- Core skills in planning investigations, conducting investigations, project-based learning, communicating information and understanding, developing scientific thinking and problem-solving techniques, working individually and in teams, and.
- Knowledge and understanding in the history of Science, the nature and practice of Science, applications and uses of Science skills, implications of Science and the environment, current issues, research and development, models, theories and laws, and structures, medical science and systems related to the physical world, matter, and the interactions within the physical world, the living world and earth and space the preparation of the Valid exam.

## What will students learn about?

All Year 10 students learn the following topics:

Year 10 Science Course Content			
Term 1	Term 2	Term 3	Term 4
10.1 Motion (physics) 10.2 Genetics (biology)	10.3 Chemical reactions (chemistry) 10.4 Evolution (biology)	10.5: The universe (physics) Science Project VALID	10.6: Natural world (bio/geo) 10.7: Forensic Science

## Further information can be found at

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science>

Term	Content focus	Task type	Weight	Assessment (formal/summative)
1	Motion (physics) Genetics (biology)	Skills information processing	20%	Term 1 Week 8
2	Chemical reactions (chemistry) 1 Evolution (biology)	Plan project	25%	Term 2 Week 8
3	The universe (physics) Science Project VALID	Skills – scientific method	20%	Term 3 Week 9
4	Natural world (bio/geo) Forensic Science	Yearly exam	35%	Term 4 Week 6

The teaching and learning of Science in Selective Classes differentiate by:

- Curriculum compacting
- Investigative Learning
- Additional NESA Years 7-10 Science syllabus content
- Explorative, Enrichment and Extension Learning

All students in the selective classes are to sit for Science Competitions such as ICAS.

# History

In Years 9–10, students learn of significant developments in the making of the modern world and Australia. Mandatory studies include Australians at War (World Wars I and II) and Rights and Freedoms of Aboriginal and Torres Strait Islander Peoples. Other topics may include the making of the Australian nation, the history of an Asian society, Australian social history and migration experiences.

Scope and Sequence	Timing
The Holocaust	10 Weeks
Rights and Freedoms 1945-present	10 Weeks

Further information can be found at

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10>

Term	Content focus	Task type	Weight	Assessment (formal/summative)
1	The Holocaust	Source based in class exam on The Holocaust	50%	Term 1 Week 5
2	Rights and Freedoms 1945-present	Research and submitted profile on an Australian Civil Rights Activist	40%	Term 2 Week 7
		NAIDOC Day Activity	10%	Term 2 Week 10

# Geography

In Years 9–10, students will have the opportunity to explain geographical processes that transform places and environments, and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students investigate changing environments, global differences in human wellbeing, and strategies to address challenges now and in the future.

Scope and Sequence	Timing
Environmental change and management Comparative case study: Inland Water Management	10 Weeks
Human Wellbeing	10 Weeks

## Key Inquiry Questions

- How do environments function?
- How do people's worldview affect their attitudes to and use of environments?
- What are the causes and consequences of change in the environment and how can this be managed?
- Why is an understanding of environmental processes and interconnections essential for sustainable management of environments?
- What makes human wellbeing a geographical issue?
- How are the economic, social and environmental impacts of variations in development and human wellbeing?
- How do governments, groups and individuals respond to inequalities in development and human well being for a sustainable future?

Further information can be found at

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10>

Term	Content focus	Task type	Weight	Assessment (formal/summative)
3	<i>Environmental Change and Management</i>	Short answer response to stimulus and geography skills class test	50%	Term 3 Week 6
4	<i>Human Wellbeing</i>	<i>Human Wellbeing</i> Research based report	50%	Term 4 Week 4



# Personal Development, Health and Physical Education

The aim of the *PDHPE Years 7–10 Syllabus* is to develop students' capacity to enhance personal health and wellbeing, enjoy an active lifestyle, maximise movement potential and advocate lifelong health and physical activity.

The content is presented in three content strands and the syllabus requires study from each strand in each of the Years 7 to 10.

<i>Strand 1</i>	<i>Health, Wellbeing and Relationships</i>
<i>Strand 2</i>	<i>Movement Skill and Performance</i>
<i>Strand 3</i>	<i>Healthy, Safe and Active Lifestyles</i>

Effective learning in PDHPE is underpinned by the development of skills that assist students to adopt a healthy, active and fulfilling lifestyle. The skills developed in PDHPE are categorised into three domains:

- Self-management skills
- Interpersonal skills
- Movement skills

**Further information can be found at**

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018>

<b>Term</b>	<b>Content focus</b>	<b>Task type</b>	<b>Assessment</b>
<b>1</b>	Power in Relationships	Song lyric analysis	Term 1 Week 7
<b>2</b>	Staying Active	Fitness testing primary students	Term 2 Week 7
<b>3</b>	Be Street Smart	Road safety news report	Term 3 Week 7
<b>4</b>	Health in society	Project based learning task	Term 4 Week 7

Students will also be assessed for achievement of physical movement outcomes in a variety of practical activities over the course of the year.

# Elective courses

## Creative and performing arts

- Music
- Visual arts

## HSIE

- Commerce

## PDHPE

- Physical activity and sports study (PASS)

## Technologies

- Agrifood operations VET Certificate 1 course
- Graphics technology
- Information software

# Music

What will students learn about?

- Students will develop knowledge, understanding and skills in the musical concepts through performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques.
- Students will develop knowledge, understanding and skills in the musical concepts through composing as a means of self-expression, musical creation and problem-solving.
- Students will develop knowledge, understanding and skills in the musical concepts through listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

Course Content			
Term 1	Term 2	Term 3	Term 4
<b>Music of the Romantic Period</b> <ul style="list-style-type: none"> <li>• Romantic style</li> <li>• Score reading &amp; theory/aural</li> <li>• Listening skills</li> <li>• Program Music</li> <li>• Listening diary</li> <li>• Viva Voce</li> <li>• Composition task</li> <li>• Performance task</li> </ul>	<b>Art Music of the 20<sup>th</sup> &amp; 21<sup>st</sup> Centuries</b> <ul style="list-style-type: none"> <li>• Focus on Australian composers</li> <li>• Score reading &amp; theory/aural</li> <li>• Listening skills</li> <li>• Performance tasks</li> <li>• Composition tasks</li> </ul>	<b>Music for Radio, Film, Television and Multi-Media</b> <ul style="list-style-type: none"> <li>• Score reading &amp; theory/aural</li> <li>• Listening tasks</li> <li>• Research</li> <li>• Solo performance</li> <li>• Group performance</li> </ul>	<b>Popular Music</b> <ul style="list-style-type: none"> <li>• History of popular music</li> <li>• Score reading &amp; theory/aural</li> <li>• Listening tasks</li> <li>• Composition tasks</li> <li>• Performance task</li> </ul>

Further information can be found at

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10>

In music assessment is outcomes based and involves students experiencing:

- Assessment for learning
- Assessment as learning
- Assessment of learning

These three types of assessment take place over the course of each term and are valued equally as evidence of a student's learning progress.

Term	Content focus	Task type	Assessment
1	Romantic Music	Composition & Viva Voce	Term 1 Week 8
2	Art Music of the 20 <sup>th</sup> & 21 <sup>st</sup> Centuries	Listening Diary Podcast	Term 2 Week 8
3	Radio, Film, Television and Multi-Media	Aural/Written task	Term 3 Week 7
4	Popular Music	Performance	Term 4 Week 6

# Visual Arts

In. stage. 5 visual arts there are five strands for course content:

- Practice artmaking, critical and historical studies
- Forms
- Frames
- Conceptual framework
- Key artists

Specific topics are selected by the school/teacher.

In visual arts assessment is outcomes based and involves students experiencing:

- Assessment for learning
- Assessment as learning
- Assessment of learning

These three types of assessment take place over the course of each term and are valued equally as evidence of a student's learning progress.

Formative assessment will include one task each term and over the course of the year cover:

Critical and historical studies written tasks – 30% weighting • Art making tasks – 70% weighting

**Further information can be found at**

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10>

Term	Content focus	Task type	Assessment
1	Drawing Light	Body of Work and artist's statement	Term 1 Week 9
2	Murals and Messages	Group mural painting and documentation of practice in VAPD Virtual exhibition	Term 2 Week 7
3	Facial Expressions	Portrait series	Term 3 Week 8
4	Masquerade	In-class essay	Term 4 Week 3

# Commerce

## What will students learn about?

The aim of Commerce is to enable young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, legal, business and employment issues in order to make informed and responsible decisions as individuals and as part of the community.

## Students will develop:

- knowledge and understanding of consumer, financial, business, legal and employment matters
- skills in decision-making and problem-solving in relation to consumer, financial, business, legal and employment issues
- skills in effective research and communication
- skills in working independently and collaboratively.

Scope and Sequence	Timing
Law in Society	Term 1 Week 1-10
Employment Issues	Term 2 Week 1-10
Global Links	Term 3 Week 1-5
Promoting and Selling	Term 3 Week 6-10
Running a Small Business	Term 4 Week 1-10

## Further information can be found at

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/commerce-7-10-2019>

Term	Content focus	Task type	Weight	Assessment (formal/summative)
1	Law and society	Research ICT	25%	Term 1 Week 9
2	Employment issues	Business report	25%	Term 2 Week 7
3	Promoting and selling	Oral/research	25%	Term 3 Week 9
4	Running a small business	Business plan	25%	Term 4 Week 5

# Agrifood operations VET Certificate 1

Students in Year 10 have the opportunity to study VET Agrifoods Operations for 100 hours as an elective. There are no prerequisites.

What will students learn to do?

- Participants in this program are all enrolled in the NSW Record of School Achievement (ROSA) which contributes to the volume of learning and the amount of training for this qualification. Mandatory participation in Maths and English from years 7 to 9 allows them to learn, develop and apply literacy and numeracy skills that allow them to start the AHC 10216 Certificate I in AgriFood Operations with a strong foundation in literacy, reading, problem solving, numeracy and scientific skills.
- They also participate in team activities and work with others, use technology, plan and organise activities, apply problem solving skills, collect, analyse and organise information, communicate ideas and information, across all curriculum areas. In the school environment there is a very strong emphasis on Work Health and Safety of self and others within and outside the classroom.
- The students may have varied previous experiences in related workplaces and in related areas of school and other studies. They will therefore bring a variety of background knowledge and skills to the course. Students studying AHC10216 Certificate I in Agrifoods Operations would be skilled in the use of equipment, livestock handling and crop growing.
- Students who study the course gain:
  - qualifications (Certificate I) leading to further study or employment in this industry
  - skills that will enhance general employment opportunities

What will students learn about?

Year 10 Agrifood Operation students learn the following topics:

Year 10 Agrifood Course Content			
Term 1	Term 2	Term 3	Term 4
AHCWHS101 Work safely  AHCLSK102 Support intensive livestock work	AHCMOM101 Assist with routine maintenance of machinery and equipment  AHCLSK102 Support intensive	AHCCHM101 Follow basic chemical safety rules  AHCPTH101 Support horticultural	AHCWRK101 Maintain the workplace  AHCPGD101 Support gardening work

How will the students know what is expected of them?

- Assessment evidence gathering techniques and events include practical tasks, observation, questioning, and written activities and may also involve third party reports from work placement or work in industry.
- Assessment may be conducted at school, in simulated work environments, through work placement (where relevant), or through a combination of these modes.

### **Homework expectations:**

All students will be given these types of tasks regularly to complete at home:

- Overnight homework to complete unfinished class work
- Revise and summarise class work regularly and especially before exams
- Complete assignment work listed on table above

### **Other relevant information:**

- Students who do not complete tasks by the due date will be penalised. A 10% deduction of marks per day late will be enforced.
- Students who are away are expected to catch up on work upon their return by asking a buddy in class and their class teacher.
- Students are expected to follow safety procedures in the Ag plot and specialised technology rooms when carrying out practical work.

# Graphics technology

Graphics Technology Years 7–10 is an elective course that builds on the knowledge, skills and experiences developed in the study of the *Technology Mandatory Years 7–8 Syllabus*.

The major emphasis of the *Graphics Technology Years 7–10 Syllabus* is on students being actively involved in the planning, development and production of quality graphical presentations. Students should be provided with broad experiences to develop knowledge, understanding and skills in a range of media and areas of application.

Students undertaking the 200-hour course are required to complete:

- Core Module 1 and
- Core Module 2 and
- Four to six option modules.

Students studying the 200-hour course may choose to undertake a Student Negotiated Project as one of the options. In this project students may choose to revisit an option for further investigation, undertake projects that combine aspects of a number of option modules or pursue an area of graphics with local or personal significance (eg marine, aeronautical or agricultural).

All modules provide content designed to develop knowledge, understanding and skills related to the four key areas of:

- graphics principles and techniques
- design in graphics
- planning and construction
- presentation.

## Core modules

Core modules are designed to provide a broad understanding of the principles and techniques associated with producing graphical presentations in a variety of styles and formats.

- Core Module 1: Instrument Drawing
- Core Module 2: Computer-Aided Design (CAD).

## Option modules

Option modules allow students to develop knowledge, understanding and skills in specific graphics-related fields. These fields may be selected to provide experiences appropriate to individuals' abilities while catering for their special interests.

- Option Module 1: Architectural Drawing
- Option Module 2: Australian Architecture
- Option Module 3: Cabinet and Furniture Drawing
- Option Module 4: Computer-Aided Design (CAD)
- Option Module 5: Computer Animation
- Option Module 6: Engineering Drawing
- Option Module 7: Graphic Design and Communication
- Option Module 8: Landscape Drawing
- Option Module 9: Product and Technical Illustration
- Option Module 10: Student Negotiated Project.

Further information can be found at

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/graphics-technology-2019>

Term	Task type	Weight	Assessment
1	Drawing task 1 – Architectural Drawing	40%	Term 2, Week 3
2	Drawing task 2 – dimensioning	10%	Term 2, Week 9
3	Drawing task 3 – pictorial drawing - Rendering	20%	Term 3, Week 8
4	Drawing task 4 – Major Design Project	30%	Term 4 , Week 7



# Information and software technology

## What will students learn to do?

Students will learn about core content that is integrated into the options (the options are individual modules and are not sequential). These include learning to design, produce and evaluate, handle data, select and use hardware and software, identify and analyse issues, investigate past, current and emerging technologies and understand the role of people in the information and software technology sector.

## What will students learn about?

### Option 1: Artificial Intelligence, Simulation and Modelling

This option involves students making decisions to solve real-world applications. Students experience the use of an expert system as well as neural network application and are able to compare the two methods for solving problems.

### Option 4: Digital Media

This option examines and analyses different digital media products and their uses across a variety of contexts. It allows students to develop skills in the design and production of a digital media product of at least two data types.

### Option 5: The Internet and Website Development

Students study the historical development of the internet. Tools and uses of the internet are explored particularly in the World Wide Web. Students manipulate tools to design, produce and evaluate a website for a given purpose.

### Option 6: Networking Systems

This option introduces the nature of networking systems. File management, users and groups for any operating system are investigated. Students gain hands-on experience with setting up servers and protocols in a networked environment.

### Option 7: Robotics and Automated Systems

This option provides the possibility to design, produce and evaluate a range of projects based around automated control, from traffic lights to computer assembly and probes to other planets. It allows students the opportunity to explore a range of automated systems and robots.

### Option 8: Software Development and Programming

This option involves students undertaking a range of activities that will lead them to modifying and writing their own code when developing software products. Initially students will work with existing code to identify data types and control structures, leading to the development of algorithm descriptions.

## Further information can be found at

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/information-software-technology>

Term	Content focus	Task type	Weight	Assessment
1 & 2	Robotics and automated systems (design, hardware, software)	Coding robotics – using your understanding of coding to design a unique program and produce a portfolio	35%	Term 2 Week 3
2 & 3	Software development and programming (design, software, people)	Game development – create a simple game and supporting portfolio of the design process	35%	Term 3 Week 6
3 & 4	Artificial intelligence, simulation and modelling (issues, technologies past and present, data handling)	Artificial intelligence debate – debate the question “ <i>Is artificial intelligence going to help or hinder the world?</i> ”	30%	Term 4 Week 5

# Physical activity and sports study (PASS)

Further information can be found at

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/physical-activity-sports-studies-7-10-2019>

Term	Content focus	Task type	Assessment (formal/summative)
1	Body systems	Examination	Term 1 Week 8
2	Sports injuries	Presentation and report	Term 2 Week 7
3	Issues in sport	Extended response	Term 3 Week 7
4	Event management	Practical assessment	Term 4 Week 6