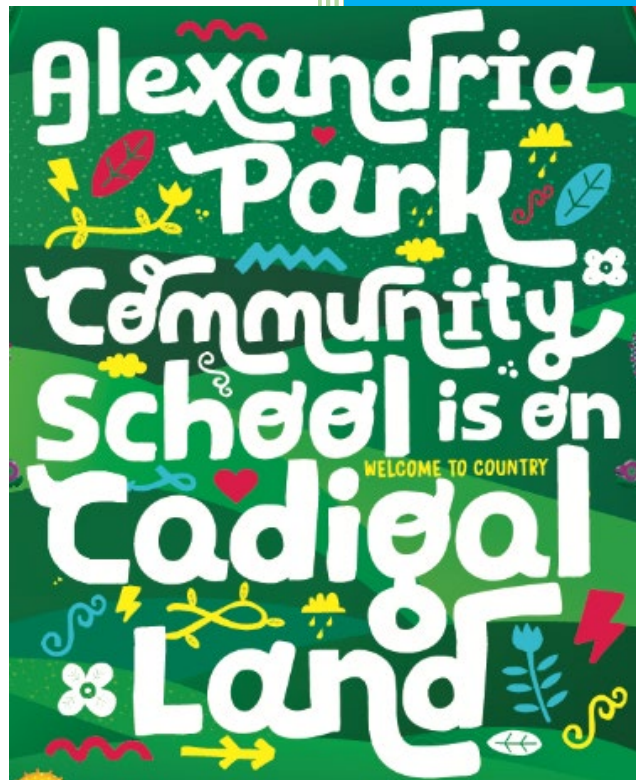


Year 10

Alexandria Park Community School
2021 Curriculum and Assessment Booklet



This booklet provides information to students and parents about the Year 10 teaching, learning and assessment programs at APCS.

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Visual Arts

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 Friday 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 1967
- In person – please report to the Administration Office
- By email @alexparkcs-schools.nsw.edu.au, please write the name of teacher in the subject box

Year 10 have a Google Classroom that all students will join and parents are also invited to join. This is a great place for the Year Adviser to communicate with the students. The code to join the Google Classroom is: pqfjsx2

Parents and students will be invited to join the APCS Sentral Portal. You will be issued with a code that allows you to access information such as school reports, the booking system for Parent Teacher Night, school newsletters and daily notices. A letter with more information will be sent out to all parents and students.

Who to contact:

Position at APCS	Matters they deal with:
Classroom teachers	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 Teachers of each subject area	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 Teachers	If a parent feels that their child needs some support in the classroom due to diverse learning needs.
Year Adviser	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. Please email Ms Cantrell at dee.cantrell@det.nsw.edu.au
Head Teacher Wellbeing	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). Please email Ms Betar at patricia.betar@det.nsw.edu.au
Deputy Principal	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. Please email Ms Hawkins at louise.hawkins1@det.nsw.edu.au
Principal	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.

Homework ideas for students and carers

<p>Assessment Preparation:</p> <ul style="list-style-type: none"> • The research and planning aspects of assessments should be carried out first. • Then the actual completion of the task should take place (ticking off all relevant aspects as complete). • Finally read over and edit work to ensure the work has been finessed. • Write regular revision notes and revise them for upcoming tests and in-class tasks. 	<p>Class work:</p> <ul style="list-style-type: none"> • Complete any unfinished class work and/or complete any set homework tasks prior to their due date. • Ensure homework is ready to present for the next lesson • Brain dump – give yourself 3 minutes to write down everything you learned in class that day • Create a concept map to build relationships between key words, phrases, class content • Complete activities via Education Perfect 	<p>Wide reading:</p> <ul style="list-style-type: none"> • Read both fiction and non-fiction sources covering the topics being studied in class • There are lots of ideas on this website for ways to enhance your reading skills https://www.educatorstechnology.com/2018/02/19-educational-websites-to-enhance.html • Access Renaissance Reading • Use online resources or databases to find relevant articles and e-books on topics being studied. https://www.sl.nsw.gov.au/
<p>Teach:</p> <ul style="list-style-type: none"> • Teach your family something you were taught during class this week. 	<p>Language and Writing strategies:</p> <ul style="list-style-type: none"> • 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). • Play Words with Friends (or similar) complete a crossword or Target game (see Sydney Morning Herald). 	<p>Media/ICT:</p> <ul style="list-style-type: none"> • Watch relevant films and documentaries • Watch the news and current affairs programs like 'The Project' (channel 10) or 'The Feed' (on SBS), • Create a Kahoot on your topic towards the end of the unit to use as revision • Read hard copy or online newspapers and post interesting articles on Google Classroom to discuss in class. • Complete quizzes or questions on Education Perfect

Assessment Policy and Procedures

The policies and procedures at APCS follow those advised by NESAs.

School based assessment tasks

A. You will be given at least two weeks written notice for a formal assessment task. You will sign for this notification which will explain:

- a. the type of task (e.g. in-class, submitted, performance, practical)

- the timing of the task or the time and date due
- the weighting of the task (e.g. 20%)
- the outcomes being assessed and
- the assessment criteria
- instructions for submission.

B. In school examinations, you must follow the same procedures as for the Higher School Certificate.

Absence due to illness or misadventure

If you are away on the day of an assessment task or examination (illness or injury) or for some reason your performance has been affected during a task or examination (misadventure) you should complete the illness/misadventure form (available online) and give to the Head Teacher for that subject.

Please note the following:

- i. **Illness or injury** – means you are too sick to attend school.
- ii. **Misadventure** – is when something out-of-the-ordinary (e.g. an accident) has happened which is beyond your control and you believe your performance in the task has been negatively affected.

Extensions

If a student has prior knowledge of a circumstance that will impact on their ability to submit a task on the due date or attend an in-class task, test or examination, they must request an **Extension Application Form** from the Deputy Principal or Head Teacher or **access it on the school's website**. This form should be submitted to the faculty Head Teacher **at least five school days BEFORE** the assessment task due date.

Appeals

Students have the right to ask their teacher to review a mark at the time a task is returned but cannot appeal against the teacher's judgement.

Students can appeal to the APCS Appeals Committee to review a student's rank order only if:

- the weightings specified in the assessment program are not those stated by NESAs
- the weightings for tasks are not consistent with those specified by the published policy
- there are computational or clerical errors.

The school's Appeals Committee, comprising of the secondary Deputy Principal, the subject Head Teacher and another Head Teacher, will investigate the claim by reviewing and examining appropriate records and report its findings to the student.

- you will be given a formal warning of a non-serious attempt
- be required to re-sit or re-submit the task
- you may be awarded zero for the task.

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.

HSC Minimum Standard

From 2020, students must demonstrate a minimum standard of literacy and numeracy to be eligible for the award of the Higher School Certificate. Students must demonstrate the minimum standard in each domain of reading, writing and numeracy.

The HSC minimum standard is set at the Australian Core Skills Framework (ACSF) Level 3. ACSF Level 3 describes the functional literacy and numeracy skills required for life after school, for work and further education.

Students in Years 10 to 12 may demonstrate the HSC minimum standard by achieving Level 3 or above in the NESA minimum standard online reading, writing and numeracy tests.

School leavers in Years 10 to 12 may sit the NESA minimum standard online tests and use the test results to demonstrate their levels of reading, writing and numeracy to employers and/or further education and training providers.

Throughout Year 10 students will sit the online tests in reading, writing and numeracy to meet the minimum standard. There will be more information provided to students and carers about the minimum standard tests. You can also find more information at

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/school-resources>

English

Google Classroom Code	10 English - s2kmicq 10 English Assessments and Announcements - pqfjsx2
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Scope and Sequence – Topics	Timing
<p>Writer’s Room – Power of Text Students explore the ways we project our private lives into public spheres and express our opinions through speeches, non-fiction and multimodal texts. Texts include: Malala Yousafzai’s UN speech June Oscar We have failed to recognise the contributions of First Nations women and girls’ Focus Questions: How can language shape our view of the world and convey values? How do we establish authority in texts? How do we develop an argument that influences our audience?</p>	Term 1
<p>Novel Study Students engage in a close study of a novel which involves students developing their knowledge and appreciation for the text. This will include an in-depth analysis of content, language features, structure and meaning. Texts may include: - Brave New World - Feed - The Absolutely True Diary of a Part-time Indian - The Happiest Refugee Focus Questions: How have narrative conventions been used to engage us in the ideas in the novel? How does context shape responses to and composition of texts? What makes a novel ‘timeless’ and who decides?</p>	Term 2
<p>Shakespeare Study This unit is a close study of Shakespeare’s Macbeth. Students will gain an understanding of the play as a whole through viewing clips, reading analysis and participating in dramatic representations. Students will then explore themes such as power, supernatural, free will, tyranny, versions of reality, time, guilt, gender, fate, royalty, control and ambition. Students will focus on key characters as they explore their journeys within the play and the relationships that develop and destroyed. Students will be urged to reflect on how the events, themes and characters reflect aspects of our society today and make them question ideas such as fate vs. free will and reality vs. illusion. Student understanding of all elements of the play will be demonstrated in their ability to embody a character as they create and present a dramatic monologue which reflects that character’s experience of key events and embodiment of key themes.</p>	Term 3

<p>Learning to Learn – using non-fiction texts to strengthen literacy & learning</p> <p>This unit recognizes that in order to foster the development of literacy skills, high school English courses must move beyond the study of traditional narrative texts, and thus focus on the study of non-narrative texts. It also addresses the need to instruct students in skills to access specialized vocabulary and visual depictions of information. Critical exposure to informational texts will clarify a writing style with which many students struggle. The resource guide defines the types and features of texts and identifies reading strategies for various print and non-print materials to support effective student interaction with these forms. Ultimately this unit is designed to better prepare students for Stage 6.</p> <p>The Power of Poetry</p> <p>In this unit students will be exploring the way poets shape our understanding of their cultural and social contexts to convey important ideas and values. They will focus on a range of Australian poets from diverse cultural backgrounds, including First Nations’ poets and poets from European and Asian backgrounds.</p>	<p>Term 4</p>
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In Year 10 English, students will develop an understanding of a variety of the following concepts and skills:

English textual concepts – argument, authority, character, code and convention, connotation, imagery and symbol, context, genre, intertextuality, literary value, narrative, perspective, point of view, representation, style and theme.

Skills relating to all the modes of English: listening, speaking, viewing, representation, reading and writing.

Students will also develop their critical and creative thinking skills throughout their process or responding to and composing texts.

Term	Topic Assessed	Type of Assessment Task	Week Due
1	Writer’s Room: Power of Text	Extended writing task	Week 10
2	Novel Study	Podcast	Week 8
3	Shakespeare Study	Script writing	Week 8
4	Poetry and Learning to Learn	In class task – short answers and extended responses to seen and unseen poems	Week 5

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class: Device/laptop
Basic stationery items

Homework expectations – regular exercises will be set on Education Perfect and the school Renaissance Reading program requires students to read a book from the list for at least one hour at home per week.

Teachers:

10A: Ms Gray

10L: Mrs Godby

10X: Mr Forbath

10EALD: Ms Cantrell

Head Teacher English: Miss Ryan

Email - jane.ryan@det.nsw.edu.au

Mathematics 5.1

Google Classroom Code	Each mathematics class will have a code which will be provided to you by your teacher
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Scope and Sequence – Topics	Timing
Measurement and Geometry Numbers of any Magnitude - Area and Surface Area In this topic a student: Interprets very small and large units of measurement; calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms	3 Weeks Term 1
Number and Algebra - Indices In this topic a student operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases; uses scientific notation, and rounds to significant figures	4 Weeks Term 1
Statistics and Probability - Probability Calculates relative frequencies to estimate probabilities of simple and compound events	3 Weeks Term 1
Number and Algebra - Linear Relationships Determines the midpoint, gradient and length of an interval, and graphs linear relationships	5 Weeks Term 2
Measurement and Geometry - Properties of Geometrical Figures Describes and applies and properties of similar figures and scale drawings	5 Weeks Term 2
Statistics and Probability - Single variable data analysis In this topic a student uses statistical displays to compare sets of data and evaluates statistical claims made in the media	5 Weeks Term 3
Measurement and Geometry Trigonometry In this topic a student: applies trigonometry given diagrams, solves problems including problems involving angles of elevation and depression	5 Weeks Term 3
Number and Algebra/Measurement and Geometry In this topic a student engages with practical applications of previous topics	5 Weeks Term 4
Number and Algebra - Non-Linear relationships In this topic students are: Introduced to equations, solving equations by inspection and systematically Equations with fractions and brackets, plus extension in formulas and relationships and solving problems	2 Weeks Term 4

The aim of Mathematics in years 7 -10 is that Students:

- be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with mathematical processes, and be able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning

- appreciate mathematics as an essential and relevant part of life, recognising that its cross-cultural development has been largely in response to human needs
- demonstrate interest, enjoyment and confidence in the pursuit and application of mathematical knowledge, skills and understanding to solve everyday problems
- develop and demonstrate perseverance in undertaking mathematical challenges

	Type of Assessment Task	Week Due	Weighting
1	Portfolio 1 50% - Student selected work samples from each topic 50% - Teacher selected work samples and common tasks	Week 5 Term 2	Semester one report: 100%
2	Portfolio 2: 50% - One student selected work sample from each topic 50% - Teacher selected work samples and common tasks	Week 5 Term 4	Semester two report 100%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date of common tasks. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

Students should bring to class a pen, pencil, ruler and scientific calculator

It is expected that students should complete a sustainable amount of revision work at least 3 times per week

Teacher:

10 - 5.1: Mr Bennett

Head Teacher Mathematics: Muhammad Abdullah

Email: muhammad.abdullah@det.nsw.edu.au

Mathematics 5.2

Google Classroom Code	Each mathematics class will have a code which will be provided to you by your teacher
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Scope and Sequence – Topics	Timing
<p>Measurement and Geometry Numbers of any Magnitude - Area, Surface Area and Volume In this topic a student: Interprets very small and large units of measurement; calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms; calculates the surface areas of right prisms, cylinders and related composite solids; applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders</p>	3 Weeks Term 1
<p>Number and Algebra - Indices In this topic a student operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases; uses scientific notation, and rounds to significant figures; applies index laws to operate with algebraic expressions involving integer indices</p>	4 Weeks Term 1
<p>Statistics and Probability - Probability In this topic a student; calculates relative frequencies to estimate probabilities of simple and compound events; describes and calculates probabilities in multi-step chance experiments</p>	3 Weeks Term 1
<p>Number and Algebra - Linear Relationships In this topic a student: determines the midpoint, gradient and length of an interval, and graphs linear relationships; Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations using analytical and graphical techniques; uses the gradient-intercept form to interpret and graph linear relationships,</p>	5 Weeks Term 2
<p>Measurement and Geometry - Properties of Geometrical Figures In this topic a student: describes and applies and properties of similar figures and scale drawings; calculates the angle sum of any polygon and use minimum conditions to prove triangles are congruent or similar</p>	5 Weeks Term 2
<p>Statistics and Probability - Single variable data analysis In this topic a student uses statistical displays to compare sets of data and evaluates statistical claims made in the media; Uses quartiles and box plots to compare sets of data and evaluates sources of data; investigates relationships between two statistical variables including their relationship over time</p>	5 Weeks Term 3
<p>Measurement and Geometry Trigonometry In this topic a student: applies trigonometry given diagrams, solves problems including problems involving angles of elevation and depression; applies trigonometry to solve problems, including problems involving bearings</p>	5 Weeks Term 3
<p>Number and Algebra - Algebraic Techniques Simplifies algebraic fractions, and expands and factorises quadratic expressions Quadratic expressions and quadratic equations</p>	3 Weeks Term 4

<p>Number and Algebra - Non-Linear relationships</p> <p>In this topic students are: Introduced to equations, solving equations by inspection and systematically Equations with fractions and brackets, plus extension in formulas and relationships and solving problems; recognises direct and indirect proportion, and solves problems involving direct proportion</p> <p>Student connects algebraic and graphical representations of simple non-linear relationships</p>	<p>5 Weeks Term 4</p>
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<p>The aim of Mathematics in years 7 -10 is that Students:</p> <ul style="list-style-type: none"> • be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens • develop an increasingly sophisticated understanding of mathematical concepts and fluency with mathematical processes, and be able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability • recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning • appreciate mathematics as an essential and relevant part of life, recognising that its cross-cultural development has been largely in response to human needs • demonstrate interest, enjoyment and confidence in the pursuit and application of mathematical knowledge, skills and understanding to solve everyday problems • develop and demonstrate perseverance in undertaking mathematical challenges
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	Type of Assessment Task	Week Due	Weighting
1	<p>Portfolio 1</p> <p>50% - Student selected work samples from each topic</p> <p>50% - Teacher selected work samples and common tasks</p>	Week 5 Term 2	Semester one report: 100%
2	<p>Portfolio 2:</p> <p>50% - One student selected work sample from each topic</p> <p>50% - Teacher selected work samples and common tasks</p>	Week 5 Term 4	Semester two report 100%

<p>Students will be issued with a formal assessment notification at least 2 weeks prior to the due date of common tasks. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.</p> <p>Students should bring to class a pen, pencil, ruler and scientific calculator</p> <p>It is expected that students should complete a sustainable amount of revision work at least 3 times per week</p>

Teacher:

10 - 5.2: Ms Barnett

Head Teacher Mathematics: Muhammad Abdullah

Email: muhammad.abdullah@det.nsw.edu.au

Mathematics 5.3

Google Classroom Code	Each mathematics class will have a code which will be provided to you by your teacher
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Scope and Sequence – Topics	Timing
<p>Measurement and Geometry Numbers of any Magnitude - Area, Surface Area and Volume In this topic a student: Interprets very small and large units of measurement; calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms; calculates the surface areas of right prisms, cylinders and related composite solids; applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders; applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids; applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids</p>	3 Weeks Term 1
<p>Number and Algebra - Indices In this topic a student operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases; uses scientific notation, and rounds to significant figures; applies index laws to operate with algebraic expressions involving integer indices; performs operations with surds and indices</p>	4 Weeks Term 1
<p>Statistics and Probability - Probability In this topic a student; calculates relative frequencies to estimate probabilities of simple and compound events; describes and calculates probabilities in multi-step chance experiments</p>	3 Weeks Term 1
<p>Number and Algebra - Equations and Linear Relationships In this topic a student: determines the midpoint, gradient and length of an interval, and graphs linear relationships; Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations using analytical and graphical techniques; uses the gradient-intercept form to interpret and graph linear relationships; solves complex linear, quadratic, simple cubic and simultaneous equations and rearranges literal equations; uses formulas to find midpoint, gradient and distance on the cartesian plane, and applies standard forms of the equation of a straight line</p>	5 Weeks Term 2
<p>Measurement and Geometry - Properties of Geometrical Figures and Circle Geometry In this topic a student: describes and applies and properties of similar figures and scale drawings; calculates the angle sum of any polygon and use minimum conditions to prove triangles are congruent or similar; proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals. Applies deductive reasoning to prove circle theorems and to solve related problems</p>	5 Weeks Term 2
<p>Statistics and Probability - Single variable and bivariate data analysis In this topic a student uses statistical displays to compare sets of data and evaluates statistical claims made in the media; Uses quartiles and box plots to compare sets of data and evaluates sources of data; investigates relationships between two statistical variables including their relationship over time; uses standard deviation to analyse data, Investigates the relationship between numerical variables using lines of best fit and explores how data is used to inform decision making processes</p>	5 Weeks Term 3
<p>Measurement and Geometry Trigonometry</p>	5 Weeks Term 3

<p>In this topic a student: applies trigonometry given diagrams, solves problems including problems involving angles of elevation and depression; applies trigonometry to solve problems, including problems involving bearings; applies Pythagoras trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including three dimensions</p>	
<p>Number and Algebra - Algebraic Techniques In this topic a student: simplifies algebraic fractions, and expands and factorises quadratic expressions; selects and applies appropriate algebraic techniques to operate with algebraic expressions, quadratic expressions and quadratic equations</p>	2 Weeks Term 4
<p>Number and Algebra - Non-Linear relationships, functions and their graphs, Ratios and Rates In this topic students are: Introduced to equations, solving equations by inspection and systematically Equations with fractions and brackets, plus extension in formulas and relationships and solving problems; recognises direct and indirect proportion, and solves problems involving direct proportion Student connects algebraic and graphical representations of simple non-linear relationships; draws, interprets and analyses graphs of physical phenomena; sketches and interprets a variety of non-linear relationships; uses function notation to describe and sketch functions</p>	5 Weeks Term 4
<p>Number and Algebra - Logarithms and polynomials In this topic a student: uses the definition of a logarithm to establish and apply the laws of logarithms Recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems</p>	3 weeks Term 4

<p><i>The aim of Mathematics in years 7 -10 is that Students:</i></p> <ul style="list-style-type: none"> • be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens • develop an increasingly sophisticated understanding of mathematical concepts and fluency with mathematical processes, and be able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability • recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning • appreciate mathematics as an essential and relevant part of life, recognising that its cross-cultural development has been largely in response to human needs • demonstrate interest, enjoyment and confidence in the pursuit and application of mathematical knowledge, skills and understanding to solve everyday problems • develop and demonstrate perseverance in undertaking mathematical challenges

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Students will be issued with a formal assessment notification at least 2 weeks prior to the due date of common tasks. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

Students should bring to class a pen, pencil, ruler and scientific calculator

It is expected that students should complete a sustainable amount of revision work at least 3 times per week

Teacher:

10 - 5.3: Ms Luo

Head Teacher Mathematics: Muhammad Abdullah

Email: muhammad.abdullah@det.nsw.edu.au

Science

Google Classroom Code	10A - s3mzkr7 10L - aw6hhaz 10X - xsoanev
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Scope and Sequence – Topics	Timing
<p>MOTION</p> <p>This unit explores the basic laws and theories of Newtonian physics all within the context of everyday situations, such as car travel. Demonstrations, calculations, practical experiments and research all provide learning tools by which to engage students in the theory.</p>	<p>Term 1</p> <p>Weeks 1-5</p>
<p>GENETICS</p> <p>Through scientific research, we have come to understand the mechanisms for reproduction and inheritance of characteristics. The technology which has already been developed, along with that which should become available in the foreseeable future, allows choices about our own reproduction.</p>	<p>Term 1</p> <p>Weeks 6-10</p>
<p>CHEMICAL REACTIONS</p> <p>Chemical reactions are occurring all around us, in water, in the air and inside us. Some reactions like explosions are quick and violent; some are slower and more difficult to see, like the ones in our body. How do we know when a reaction is taking place? Similar substances tend to undergo similar chemical reactions. These similarities allow us to predict what might happen if two chemicals are mixed. Almost all life on Earth depends on two processes called photosynthesis and respiration. Plants use photosynthesis to make glucose and respiration releases that stored energy in all living things.</p>	<p>Term 2</p> <p>Weeks 1-5</p>
<p>EVOLUTION</p> <p>The appearance of increasingly virulent and drug-resistant strains of disease-causing micro-organisms can be explained in terms of Darwin’s theory of evolution.</p> <p>Evolution also explains the increasing resistance of crop-destroying insects to pesticides. Solutions to these problems may only be found through greater understanding of the mechanisms of evolution. Insight into the future of life on Earth (including Human life) may be gained through increased understanding of the evolution and extinction of past life-forms.</p>	<p>Term 2</p> <p>Weeks 6-10</p>
<p>THE UNIVERSE</p> <p>The development of space technologies have allowed us to exploration the universe from outside the earth providing more and more information about the nature and origin of the universe.</p>	<p>Term 3</p> <p>Weeks 1-5</p>
<p>NATURAL WORLD</p> <p>The Earth’s natural systems are affected by natural disasters and human activity. Preservation of organisms and their ecosystems is vital to long-term sustainability. This topic focuses on these systems, the human impact on the environment and the methods utilised to limit this impact.</p>	<p>Term 3</p> <p>Weeks 6-10</p>
<p>VALID</p> <p>The VALID Science 10 test is an interactive, multimedia test completed entirely on a computer. VALID Science 10 contains multiple choice, short response and extended response tasks that are grouped around real-world issues, including scientific investigations. This is a diagnostic</p>	<p>Term 4</p> <p>Weeks 1-5</p>

<p>test, with tasks framed on Stage 5 outcomes and essential content in the NSW Science Years K–10 Syllabus.</p> <p>Students will be tested on their:</p> <ul style="list-style-type: none"> • knowledge and understanding of science • understanding and skills in the process of scientific investigation • ability to evaluate evidence, make judgements and think critically • ability to access information and communicate scientific ideas. . 	
<p>FORENSICS</p> <p>Some of the areas of study covered in this unit include: deduction, reasoning, prediction and inference; fingerprinting; chromatography; DNA analysis; ballistics; hair and fibres; identikits; blood; soil analysis; and forgery/fraud.</p>	<p>Term 4</p> <p>Weeks 6-10</p>

<p><i>In Year 10 Science students will develop an understanding of the following concepts and skills:</i></p> <p>In Year 10 Science students will have the opportunity to begin to develop:</p> <p>a. 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.</p> <p>b) 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.</p>
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	Topic Assessed	Type Of Assessment Task	Week Due	Weighting
1	Working Scientifically	Skills Information Processing	Term 1 Week 8	20%
2	Chemical Reactions Motion Genetics	Half Yearly Examination	Term 2 Week 8	25%
3	Working Scientifically	Student Research Project	Term 3 Week 9	25%
4	Working Scientifically Natural World Chemical Reactions Motion Genetics The Universe	Yearly Exam	Term 4 Week 6	30%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

Homework expectations for all Year 10 students in Science:

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

It is expected that students complete these tasks by the due date. It is anticipated that students will get up to 1-2 hours of Science Homework per week.

Other relevant Science 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 can participate in a Science Competition. All students in **10X are expected to participate** in this competition.

Students are expected to follow safety procedures in the laboratory to carry out investigations.

Students should speak with their teacher about studying science in Year 11 and 12.

What to bring to class

- Exercise book
- Ruler, pencil, rubber, pen.
- Device, laptop/tablet

Teachers:

10A – Mr Rui

10L – Mr Conolly

10X – Mr Bashir

Acting Head Teacher: Ms Heslop

Email: kylee.heslop1@det.nsw.edu.au

History

Google Classroom Code	10A - ehufh67 10L - 4td5fbr 10X - s65n3pb
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Scope and Sequence - The Modern World and Australia	Timing
<p>Overview 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. Students briefly outline the continuing efforts post-World War II to achieve lasting peace and security in the world. The major movements for rights and freedoms in the world and the achievement of independence by former colonies. The nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts and developments in technology, public health, longevity and standard of living during the twentieth century.</p>	1 Week
<p>The Holocaust</p> <p>In this topic students will look at how and why did the Nazi's come to power and how did they consolidate power, what was life like in Nazi Germany between 1933-1939, what was life like in Nazi Germany for Jewish people 1933-1939?, what was life like for Jewish people during WWII and how successful were the Nuremberg trials in punishing the Nazi's.</p> <p>Through source based study students will look at the following:</p> <ul style="list-style-type: none"> • 1933-1939 – Nazi Germany • Ghetto Life • Resistance • Einsatzgruppen (mobile killing squads) • Camps • Liberation 	9 Weeks
<p>Rights and Freedoms</p> <p>In this topic students will learn about the origins and significance of the Universal Declaration of Human Rights (UDHR), background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations. Students will analyse sources to evaluate the The US civil rights movement and its influence on Australia explaining how the Freedom Rides in the US inspired civil rights campaigners in Australia.</p> <p>Students will learn about the significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations); the Apology. The topic concludes with discussion on the continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples.</p>	10 Weeks

In Year 10 History students will develop an understanding of the following concepts and skills:

CONCEPTS

Continuity and change: some aspects of a society, event or development change over time and others remain the same, e.g. features of life during the Industrial Revolution which changed or remained the same; features of an Asian society which changed or remained the same after contact with European powers.

Cause and effect: events, decisions and developments in the past that produce later actions, results or effects, eg reasons for the outbreak of World War I and the effects of this conflict; the reasons for and impact of the struggle for rights and freedoms of Aboriginal and Torres Strait Islander peoples.

Perspectives: people from the past may have had different views and experiences, eg the landing at Gallipoli would be viewed differently by Australian and Turkish soldiers; nuclear testing in the Pacific would be viewed differently from an Australian and a French government point of view.

Empathetic understanding: the ability to understand another's point of view, way of life and decisions made in a different period of time or society, eg understanding the reasons why migrant groups made the decision to come to Australia and the difficulties they faced; understanding the viewpoints and actions of environmentalists in opposing developments such as the damming of Tasmania's Gordon River.

Significance: the importance of an event, development, group or individual and their impact on their times and/or later periods, eg the importance of the changes brought about by the Industrial Revolution; the importance of World War II on Australia's relations with other countries.

Contestability: how historians may dispute a particular interpretation of an historical source, event or issue, eg that the Gallipoli campaign 'gave birth to our nation'; whether Australia was justified in taking part in the Vietnam War.

SKILLS

Comprehension: chronology, terms and concepts: read and understand historical texts, use historical terms and concepts in appropriate contexts, sequence historical events to demonstrate the relationship between different periods, people and places

Analysis and use of sources: identify different types of sources, identify the origin, content, context and purpose of primary and secondary sources, process and synthesise information from a range of sources as evidence in an historical argument, evaluate the reliability and usefulness of primary and secondary sources for a specific historical inquiry

Perspectives and interpretations: identify and analyse the reasons for different perspectives in a particular historical context, recognise that historians may interpret events and developments differently

Empathetic understanding: interpret history within the context of the actions, values, attitudes and motives of people in the context of the past

Research: ask and evaluate different kinds of questions about the past to inform an historical inquiry, plan historical research to suit the purpose of an investigation, identify, locate, select and organise information from a variety of sources, including ICT and other methods

Explanation and communication: develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources, select and use a range of communication forms,

such as oral, graphic, written and digital, to communicate effectively about the past for different audiences and different purposes

	Topic Assessed	Type of Assessment Task	Week Due	Weighting
1	The Holocaust	In Class Examination Part A - Source Based Questions (15 marks) Part B - Extended Response (15 marks)	Term 1 Week 9	50%
2	Changing Rights and Freedoms	Personality Profile Task Part A - Presentation (10 marks) Part B - Profile (15 marks)	Term 2 Week 5	50%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

Students are required to bring an exercise book and a laptop to each class. Assignments and class work will be posted onto google classroom.

Students are expected to complete homework and submit all tasks on time. If they can not meet a deadline the expectation is they contact the teacher or HT prior to the due date.

Teachers:

10A: Mr Craig

10L: Ms Luo

10X: Ms Siamas

Head Teacher HSIE: Ms Siamas

Email: thecla.siamas@det.nsw.edu.au

Personal Development, Health and Physical Education

Google Classroom Codes	10A - pqm4dky 10L - a5iukfd 10X - rg2q2kw
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Scope and Sequence			
Theory	Timing	Practical	Timing
Fit 4 Life	Term 1 Wks 1- 8	Oval Ball Games	Term 1 Wks 1-10
Love Bites	Term 1 Wks 9-10 Term 2 Wk 1-10	Fitness Testing	Term 2 Wks 1-10
B Street Smart	Term 3 Wk 1-3	Game Sense	Term 3 Wks 1-10
The Next Chapter	Term 3 Wks 4-10 Term 4 Wks 1-10	Traditional Indigenous Games	Term 4 Wks 1-10

In Year 10 PDHPE students will develop an understanding of the following concepts and skills:

- strategies that promote a sense of personal identity and build resilience and respectful relationships
- movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts
- the significance of contextual factors that influence health, safety, wellbeing and participation in physical activity
- enact and strengthen health, safety, wellbeing and participation in physical activity
- use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others
- develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity
- move with confidence, competence and creativity within and across various physical activity contexts

	Topic Assessed	Assessment Task	Details of submission	Date	Weighting
1	Fit 4 Life	Fitness Testing	In class task during practical lessons	T1 Wk8	20%
2	Love Bites	Researched Report	Submitted on Google Classroom	T2 Wk5	25%
3	The Next Chapter	Healthy Living Challenge Based Learning Task	Benchmarks on Google Classroom	Various dates in T3/4	25%
4	Practical Skills	Practical Skills Tests	Once a semester Term 2 and 4	Wk 4	30%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class: Laptop, notebook, pens, pencils, highlighters, water bottle & hat.
Homework expectations: once every 2 weeks and assessment tasks.

Excursions - Love Bites Incursion & B Street Smart

Students wear their red sports shirt and sports shoes on **Friday** to participate in sport

Practical activities take place at school and Alexandria Park

At times students will be offered the opportunity to participate in sports that are off the school site.

Prior notice will be given for these events.

PDHPE requires students to develop their maturity to create a safe environment where sensitive topics can be discussed and opinions shared

Teachers:

10A – Ms Rossides

10L – Ms Kasz

10X – Ms Kasz

Head Teacher PDHPE: Ms Arya

Email: kadek.arya-pinatyh@det.nsw.edu.au

Commerce

Google Classroom Code	10COM1: zva3cdq 10COM2: y5wzkgb
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Scope and Sequence	Timing
Law, Society and Political Involvement In this topic students will look	10 Weeks
Law in Action In this topic students will	10 Weeks

In Year 10 Commerce Student will develop an understanding of the following concepts and skills:

Students develop knowledge and understanding of:

- consumer, financial, economic, business, legal, political and employment matters.

Students develop skills in:

- decision-making and problem-solving in relation to consumer, financial, economic, business, legal, political and employment issues
- effective research and communication
- working independently and collaboratively.

Students value and appreciate:

- ethical and socially responsible behaviour in relation to personal decision-making, business practices, employment and legal issues
- fundamental rights, rules and laws that promote fairness, justice and equity in society through informed, responsible and active citizenship

	Topic Assessed	Type of Assessment Task	Week Due	Weighting
1	Law, Society and Political Involvement	Research Task and Report: Civil/Criminal case from Australia (including annotated bibliography).	Term 1, Week 6	50%
2	Law in Action	Multi-modal Group Presentation Part A - Group Presentation (15 marks) Part B - individual Reflection (10 marks)	Term 2, Week 5	50%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

Students are required to bring an exercise book and a laptop to each class. Assignments and class work will be posted onto google classroom.

Students are expected to complete homework and submit all tasks on time. If they can not meet a deadline the expectation is they contact teacher or HT prior to due date.

Excursions - if there are excursions or incursions you always do I would like to include this here and then we can invoice parents at the start of the year for the excursions when we send out the school fees.

Any other relevant information

Teachers:

10 Commerce1: Mr. Cameron Craig

10 Commerce 2: MR. Daniel Waterworth / Ms. Diana Luo

Head Teacher HSIE: Ms Siamas

Email: thecla.siamas@det.nsw.edu.au

Food Technology

Google Classroom Code	xtwhybf
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Scope and Sequence – Topics	Timing
<p>FOOD TRENDS Food trends influence food selection, food service and food presentation. Students examine historical and current food trends and explore factors that influence their appeal and acceptability. Students plan, prepare and present safe, appealing food that reflects contemporary food trends.</p>	<p>Term 1 Weeks 1-10</p>
<p>FOOD SERVICE AND CATERING Through scientific research, we have come to understand the mechanisms for reproduction and inheritance of characteristics. The technology which has already been developed, along with that which should become available in the foreseeable future, allows choices about our own reproduction.</p>	<p>Term 2 Weeks 1-10</p>
<p>FOOD PRODUCT DEVELOPMENT An ever-increasing variety of food products are available in the marketplace as a result of food product innovations. Students examine the reasons for developing food products and the impact of past and present food product innovations on society. They explore the processes in food product development and develop, produce and evaluate a food product.</p>	<p>Term 3 Weeks 1-10</p>
<p>FOOD FOR SPECIAL OCCASIONS Food is an important component of many special occasions. Students explore a range of special occasions including social, cultural, religious, historical and family. They examine small and large-scale catering establishments. Students plan and prepare safe food for special occasions, demonstrating appropriate food-handling and presentation skills.</p>	<p>Term 4 Weeks 1-10</p>

In Year 10 Food Technology students will develop:

Knowledge, understanding and skills

Students develop:

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

Values and attitudes

Students:

- appreciate the contribution and impact of innovation and technologies now and in the future
- appreciate the significant role of food in society and how food is used to develop solutions to personal, social and global issues
- appreciate the finite nature of some resources and the impact of their use on the environment and society
- value the development of skills and gain satisfaction from their use to solve problems and create quality products.

	Topic Assessed	Type of Assessment Task	Week Due	Weighting
1	FOOD TRENDS	Assess the role of the media in promoting food styling and photography. Design, plan, prepare, present and evaluate appealing contemporary foods that reflect food trends.	TERM 1 WEEK 8	25%
2	FOOD SERVICE AND CATERING	Investigate a variety of menus from a range of food service and catering operations. Design, plan and prepare appealing food items appropriate for catering for small or large-scale functions.	TERM 2 WEEK 8	25%
3	FOOD PRODUCT DEVELOPMENT	Research, design, produce, market and evaluate an innovative food product.	TERM 3 WEEK 9	25%
4	FOOD FOR SPECIAL OCCASIONS	Design, plan, prepare and evaluate safe and hygienic food items for special occasions.	TERM 4 WEEK 7	25%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

Homework expectations for all Year 10 students in Food Technology:

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
- Complete assignment work listed on table above

It is expected that students complete these tasks by the due date. It is anticipated that students will get up to 1-2 hours of Food Technology Homework per week.

Other relevant Food Technology 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 and hygiene procedures in the kitchen during practical and written lessons.
 Students should speak with their teacher about studying Food Technology related subjects in Year 11 and 12.

Teacher: Faridul Mishra

Acting Head Teacher: Ms Heslop

Email: kylee.heslop1@det.nsw.edu.au

Graphics Technology

Google Classroom Code	I3kml7w
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Scope and Sequence – Topics	Timing
<p>Core Module 1: Instrument Drawing - Descriptive geometry</p> <p>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.</p>	<p>Term 1</p> <p>Weeks 1-7</p>
<p>Core Module 2: Computer-Aided Design (CAD) – Architectural Drawing - sketchup</p> <p>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.</p>	<p>Term 1</p> <p>Weeks 7 -10</p> <p>Term 2</p> <p>Weeks 1 – 10</p>
<p>Option Module 9: Product and Technical Illustration - Rendering</p> <p>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.</p>	<p>Term 3</p> <p>Weeks 1 - 4</p>
<p>Option Module 3: Cabinet and Furniture Drawing – Sketchup /layout</p> <p>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.</p>	<p>Term 3</p> <p>Weeks 4 - 10</p>
<p>Option Module 10: Student Negotiated Project. Major Design Project</p> <p>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.</p>	<p>Term 4</p> <p>Weeks 1 - 10</p>

In Year 10 Graphics Students will develop an understanding of the following concepts and skills:

- develop knowledge, understanding and skills to visualise, sketch and accurately draw shapes and objects to communicate information to specific audiences
- develop knowledge and understanding to interpret, design, produce and evaluate a variety of graphical presentations using a range of manual and digital media and techniques
- develop knowledge, understanding and skills to use graphics conventions, standards and procedures in the design, production and interpretation of a range of manual and digital graphical presentations
- develop knowledge, understanding and skills to select and apply techniques in the design and creation of digital presentations and simulations to communicate information
- develop knowledge and understanding to apply Work Health and Safety (WHS) practices and risk management techniques to the work environment
- investigate the role of graphics in industry and the relationships between graphics technology, the individual, society and the environment.

	Topic Assessed	Type of Assessment Task	Week Due	Weighting
1	Architectural Drawing	Practical and assessment	T2 W8	35%
2	Product and Technical Illustration - Rendering	Practical and assessment	T3 W3	20%
3	Cabinet and furniture drawing	Practical and assessment	T3 W10	15%
4	Major Design Project + Folio	Practical and assessment	T4 W8	30%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

Teacher: Nick Alexopoulos

Acting Head Teacher: Ms Heslop

Email: kylee.heslop1@det.nsw.edu.au

Information and Software Technology

Google Classroom Code	IST 1 - fmhohoa IST 2 - pslddty
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<p>Course Structure Information and Software Technology Years 9-10 may be studied as a 100-hour or as a 200- hour course. Students gain an understanding of the core content through project work and is integrated into the chosen options for the course.</p>	Timing
<p>Core Content The core content is integrated with options in the form of projects. The options chosen allow all of the core to be taught over the course of study. The core content is divided into the following areas:</p> <ul style="list-style-type: none"> • Design, Produce and Evaluate • Data Handling • Hardware • Issues • Past, Current and Emerging Technologies • People • Software. 	All Year in conjunction with chosen options
<p>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.</p>	Term 1 Weeks 1-7
<p>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.</p>	Term 1-2 Term 1 Week 8 – Term 2 Week 7
<p>Artificial Intelligence, Simulation and Modelling This option involves students making decisions in order 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. Students have the opportunity to manipulate variables in a simulation program in order to observe trends and subsequent results. Models can be related to generate solutions to real-world problems.</p>	Term 2-3 Term 2 Week 8 – Term 3 Week 7
<p>Design, Produce and Evaluate Students are presented with a scenario from which they need to design and produce a solution to a prescribed problem. Students are to use their understanding of the core topics to complete a unique project of their own design.</p>	Term 3-4 Term 3 Week 8 – Term 4 Week 10

	Topic Assessed	Type of Assessment Task	Week Due	Weighting
1	Robotics and Automated Systems	Coding Portfolio	Term1 Week 7	20%
2	Software Design	Game Design Project	Term 2, Week 7	35%
3	Artificial Intelligence	Debate	Term 3, Week 7	30%
4	Design Project Plan	Poster	Term 4, Week 2	15%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class

- Device, laptop/tablet

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

It is expected that students complete these tasks by the due date.

Any other important information relating to your subject

- 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.

Teacher: Mr Cosgrave

Acting Head Teacher: Ms Heslop

Email: kylee.heslop1@det.nsw.edu.au

Music

Google Classroom Code	m6gglau
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Scope and Sequence – Topics	Timing
<p>Australian Art Music of the Twentieth and Twenty-First Centuries</p> <p>This unit provides a broad overview of Australian Art Music since the start of the twentieth century. Students will explore the music of a range of composers including the increasing number of female and indigenous composers currently working in Australia. Students will explore how composers use the concepts of music in their works. The depth study is based around the work of Elena Kats-Chernin. Students will continue to develop their musical understandings and skills through integrated experiences in performing, composing, notating and listening.</p>	10 Weeks
<p>Music for Video Games</p> <p>This unit provides a broad overview of the history of the use of music with moving images. The major focus is on the development of music for video games from the earliest games to the present day. Students will explore how composers have used the concepts of music in writing for this genre and the different roles that music plays within video games. Students will continue to develop their musical understandings and skills through integrated experiences in performing, composing, notating and listening.</p>	10 Weeks
<p>Australian Rock Music</p> <p>This unit provides a broad overview of the history of Australian Rock Music. Students will develop an understanding of how Australian rock music has developed from the earliest days to now. They will learn about song structure and analysis and how the concepts of music have been used to develop a range of styles. Students will continue to develop their musical understandings and skills through integrated experiences in performing, composing, notating and listening.</p>	10 Weeks
<p>Popular Music</p> <p>This unit provides a broad overview of popular music from the early twentieth century to the present day. Students will develop an understanding of what the term “Popular Music” means. They will study Popular Music examples from the twentieth and twenty first centuries and will explore how the concepts of music have been used to create a sense of style in these works. Students will consolidate their understandings and skills by engaging in a range of listening, performance, composition and theory activities.</p>	10 Weeks

In Year 10 Music students will develop an understanding of the following concepts and skills:

Concepts of music

- Duration
- Pitch
- Dynamics and Expressive Techniques
- Tone Colour

- Texture
- Structure

Skills

- Performing-solo/ensemble
- Composing-using composition software and instruments, forms of notation
- Listening-identification of the concepts of music and analysis
- Musicology-research, Viva Voce

	Topic Assessed	Type of Assessment Task	Week Due	Weighting
1	Australian Art Music of the 20th and 21st Centuries	Composition	9	25%
2	Music for Video Games	Written aural assessment	6	25%
3	Australian Rock Music	Musicology and performance	9	25%
4	Popular Music	Performance	6	25%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class

Device/Laptop

Basic stationery

Students do not need a music exercise book (manuscript book)

Homework expectations

Students are expected to catch up/complete any work not completed in class or due to absence

Students will need to spend some time at home working on assessment tasks and practising their instrument (where possible)

Teacher: Ms Winfield

Head Teacher CAPA: Miss Ryan

Email: jane.ryan@det.nsw.edu.au

Physical Activity and Sports Studies

Google Classroom Code	pt4febo
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Scope and Sequence	Timing
Promoting Active Lifestyles	Term 1 Wk 1-10
Physical activity for Health and Nutrition and Physical Activity	Term 2 Wks 1-10
Technology, Participation and Performance	Term 3 Wks 1-10
Opportunities and Pathways	Term 4 Wks 1-10

In Year 10 PASS students will develop an understanding of the following concepts and skills:

- develop a foundation for efficient participation and performance in physical activity and sport
- develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing
- enhance the participation and performance of themselves and others in physical activity and sport
- develop the personal skills to participate in physical activity and sport with confidence

	Topic Assessed	Assessment Task	Details of submission	Date	Weighting
1	Promoting Active Lifestyles	Swimming carnival event management portfolio and participation	Google classroom and at event participation	T1 Wk5	40%
2	Physical activity for Health and Nutrition and Physical Activity	Health promotion and instructional video	Google classroom submission on due date	T2 Wk6	30%
3	Technology, Participation and Performance	Extended response analysis of impact of technology in sport	In class task	T3 WK7	30%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class: Laptop, notebook, pens, pencils, highlighters, water bottle & hat.
Homework expectations: once every 2 weeks and assessment tasks.

Practical activities take place at school and Alexandria Park
 PASS requires students to develop their maturity to create a safe environment where sensitive topics can be discussed and opinions shared

Teachers: Ms Kasz & Ms Casale

Head Teacher PDHPE: Kadek Arya

Email: kadek.arya-pinatyh@det.nsw.edu.au

Visual Arts

Google Classroom Code	sb56d7j
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Scope and Sequence – Topics	Timing
<p>Drawing with Light Students will engage in a sustained investigation of their world, and their relationship with their world, through the medium of photography. They will produce a photographic portfolio and learn how to use the elements of art and principles of design to compose and create photographs. They will also develop foundational skills in digital editing. In critical and historical studies, students will learn about the work of Aleksandr Rodchenko, Christian Thompson, Tracey Moffatt and Andreas Gursky, and investigate the ways in which these artists have represented the world and their place in it.</p>	10 Weeks
<p>Facial Expressions In artmaking, students will develop skills in drawing and portraiture. They will explore what portraits can represent about people besides their appearance, and create portraits of a subject of their choice that represents emotion, personality and identity. Students will experiment with a range of media, including graphite, ink and soft pastel.</p>	10 Weeks
<p>Making a Statement In this unit, students will learn about the nature and history of street art and work collaboratively to create street-art inspired paintings that ‘make a statement’ about a social or political issue of their choice. Students will also learn how to use appropriation effectively as an artistic technique, engage with debates about street art in Melbourne, and explore the work of contemporary street artists, including Reko Rennie, Peter Drew and Banksy.</p>	10 Weeks
<p>Masquerade In this unit, students will select and use a range of techniques to create a mask designed to provoke a reaction or response in the audience. Individually or collaboratively, they will also create a short video artwork featuring the mask they have made. In critical and historical studies, they will explore masks from different cultures, and how these masks are used in performances and cultural events. Students will also be introduced to key features of video art in order to inform their artmaking practice.</p>	11 Weeks

In Year 10 Visual Arts students will develop an understanding of the following concepts and skills:

Concepts -

- The Frames as analytical tools through which to investigate and understand art: *Subjective, Structural, Cultural, Postmodern*
- The Conceptual Framework as a means to understand relationships between the agencies of the artworld: *Artist, Artwork, Audience, World*
- Practice: *artmaking practice (conceptual and material), critical practice, and historical practice*
- The Elements of Art and how they can be used to develop, represent and create meaning: *Line, Shape, Colour, Value, Form, Texture, Space*
- The Principles of Design and how they can be used to develop, represent and create meaning: *Balance, Contrast, Emphasis, Movement, Pattern, Rhythm, Unity*

Skills -

- Artmaking: *drawing, painting, photography, video, assemblage*
- Art Criticism and Art History: *writing about art, using the four Frames (Subjective, Structural, Cultural and Postmodern) and Conceptual Framework (artist, artwork, world and audience) to develop interpretations, points of view and historical accounts of the visual arts*

	Topic Assessed	Type of Assessment Task	Week Due	Weighting
1	Drawing with Light	Photographic portfolio	Term 1 Week 8	30%
2	Making a Statement	Essay	Term 2 Week 6	20%
3	Facial Expressions	Portrait drawings	Term 3 Week 8	30%
4	Masquerade	Critical Response Task	Term 4 Week 3	20%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class

Device/laptop

A4 spiral-bound visual art diary

Basic stationery

Homework expectations

There is no Visual Arts homework set on a regular basis, although homework tasks will sometimes be set in order to help students consolidate and revise their learning as necessary. Occasionally, students will need to prepare for and complete parts of their critical and historical studies assessment tasks at home. From time to time, students may also be expected to complete reflections or preparatory work in their Visual Arts Process Diaries at home, in order to best use time in class.

Teachers:

Ms Sutcliffe

Head Teacher CAPA: Miss Ryan

Email: jane.ryan@det.nsw.edu.au

Alexandria Park Community School
Illness or Misadventure Application Form



Name: _____ Task Due Date: _____ Task number: _____

KLA/Subject: _____ Class Teacher: _____ Weighting _____%

Task Description:

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> Hand in task | <input type="checkbox"/> Examination |
| <input type="checkbox"/> Oral Presentation | <input type="checkbox"/> Other _____ |

Reason for Appeal:

- | | |
|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> Illness | <input type="checkbox"/> Process |
| <input type="checkbox"/> Misadventure | <input type="checkbox"/> Other _____ |

Were Disability Provisions provided for this assessment task? Yes/ No

If yes, what were they? _____

Details for appeal: (Attach supporting documentation)

- Confidential: Principal (or nominee) to contact. Please provide phone number. _____

Signatures: Student _____ Parent/Carer: _____ Date: _____

Head Teacher Recommendation:

Upheld	Dismissed
<input type="checkbox"/> Estimate to be given, ranking to be maintained <input type="checkbox"/> Alternative task to be set, rank to be maintained <input type="checkbox"/> Alternate task to be completed, rank can improve <input type="checkbox"/> Task to be completed <input type="checkbox"/> Marks to be revisited <input type="checkbox"/> Other _____	<input type="checkbox"/> Zero marks to be awarded to completed task <input type="checkbox"/> Marks to count <input type="checkbox"/> Marks to be deducted <input type="checkbox"/> Task to be completed, ranking cannot improve <input type="checkbox"/> Other _____
<p>Comment:</p> <p>HT Sign:</p>	

Complete the form to this point and submit this form to the Deputy Principal: Date Received _____ Sign _____

APPEALS COMMITTEE USE ONLY

<input type="checkbox"/> Upheld	<input type="checkbox"/> Dismissed
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Comment: _____

Signatures: DP _____ Date: _____

Checklist:

- Medical certificate and/or supporting documentation is attached
- Submission is within timeframes outlined in the Assessment Guidelines
- Communication of appeal and outcomes of appeal to HTs /teaching staff via email
- Communication of outcomes of appeal to student and parent
- Details of appeal and outcomes of appeal recorded in Sentral
- Committee discussed the appeal with HT/

Alexandria Park Community School
Application for Extension of Assessment Task



Name: _____ Task Due Date: _____ Task number: _____

KLA/Subject: _____ Class Teacher: _____ Weighting _____%

Task Description:

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> Hand in task | <input type="checkbox"/> Examination |
| <input type="checkbox"/> Oral Presentation | <input type="checkbox"/> Other _____ |

Reason for Extension:

- | | |
|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> Illness | <input type="checkbox"/> Process |
| <input type="checkbox"/> Misadventure | <input type="checkbox"/> Other _____ |

Supporting details: *(Attach supporting documentation)*

- Confidential: Head Teacher (or nominee) to contact. Please provide phone number _____

Signatures:

Student _____ Parent/Carer: _____ Date: _____

Class teacher: I do / do not support this application. Signature: _____

Office Use Only:

<input type="checkbox"/> Approved	<input type="checkbox"/> Dismissed
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Reason for approval/dismissal:

New submission date: _____

Signatures: Head Teacher _____ Date: _____

Checklist:

- Medical certificate and/or supporting documentation is attached
- request for submission is within timeframes outlined in the Assessment Guidelines
- Communication of outcomes of application for extension to HTs /teaching staff via email
- Communication of outcomes of application for extension to student and parent
- Details of application for extension recorded in Sentral

