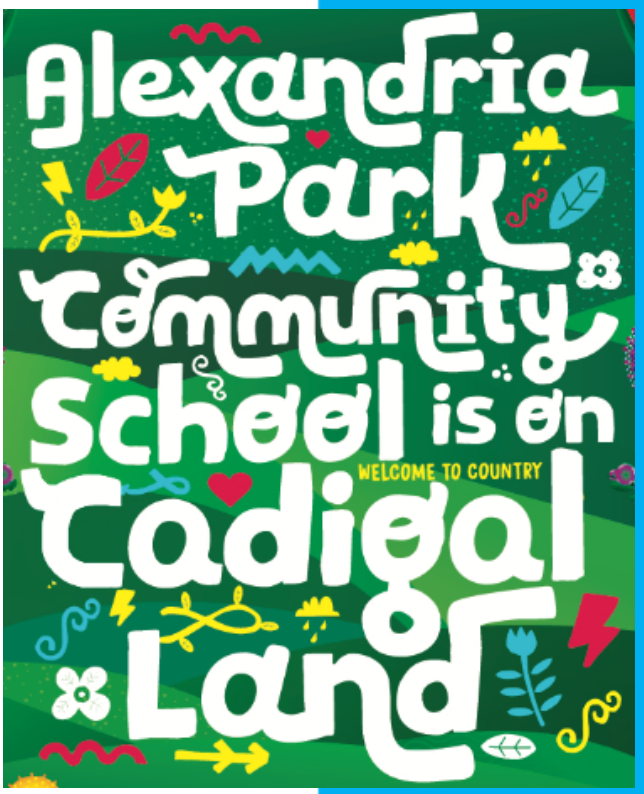
Information

Year 10

Alexandria Park Community School

2023 Curriculum and Assessment Booklet



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

Contents

Year 10 Curriculum Structure

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

Course	Periods per cycle
PDHPE	4
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 has a Google Classroom that all students will join and parents are also invited to join. The is a great place for the Year Adviser to communicate with the students. The code to join the Google Classroom is: n426ycw

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 Mr Ridley at william.ridley6@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 Siamas at thecla.siamas@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

Assessment Preparation: ● 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 finished. ● Write regular revision notes and revise them for upcoming tests and in-class tasks.	**Class work:** ● 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	**Wide reading:** ● 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/
Teach: ● Teach your family something you were taught during class this week.	**Language and Writing strategies:** ● 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).	**Media/ICT:** ● 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 NESA.

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 i. **Illness or injury** – means you are too sick to attend school.

ii 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 NESA
- • 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 backup 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 Codes	
10ENGa	nad6om4
10ENGl	xycokpr
10ENGe	nj2weir
10ENGx	

Scope and Sequence – Topics	Timing
Am I the Drama? An exploration of contemporary drama - no older than 1945. Selective class - Shakespeare & modern play Focus Questions: Is it fate or free will which controls us? How does one's grip on reality impact their actions? How are the ideas presented in drama evident in our world today	Term 1
A Novel Idea 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. Focus Questions: How have narrative conventions been used to engage us both intellectually and emotionally in the ideas in the novel? How does context shape composition and response to texts? What gives a novel literary merit?	Term 2
Australian Poetry Exploring the way poets shape our understanding of their cultural and social contexts to convey important ideas and values. Focus Questions: How can poetic forms and features explore a sense of place and human experience? How can poetry express personal and public worlds? How can the exploration of themes and language techniques contribute to a sense of authorial style?	Term 3
Trust the Process This unit acts as a segue to 'Reading to Write' in year 11 and 'The Craft of Writing' in year 12. Students will explore different types of writing and the significance of purpose, audience and context. 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? How can I direct and reflect on my own learning?	Term 4

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	Am I the Drama?	Monologue	Week 10
2	A Novel Idea	Essay	Week 7
3	Australian Poetry	Presentation	Week 8
4	Trust the Process	Portfolio of writing (formative)	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

10A: Ashley Gray
10L: Annabel McCully
10E: Conniellen Tomagra
10X: William Sharp
Head Teacher English: Miss Ryan Email - jane.ryan@det.nsw.edu.au

Mathematics 5.1

Google Classroom Code	10MAT1	Maths 5.1X	f2mk2ib	Mr Lucas
	10MAT4	Maths 5.1Y	g6si2wf	Mr Bennett/Suyasa

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
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 2
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 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 - 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
Number and Algebra/Measurement and Geometry In this topic a student engages with practical applications of previous topics	3 Weeks Term 4
Revision consolidation and preparation for year 11	5 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 Semester 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 Semester 2:** **50%** - Student selected work sample from each topic **50%** - Teacher selected work samples and common tasks	Week 5 Term 4	Semester two report 100%

Students are required to select two unique pieces of evidence to showcase their achievement/progress in each topic covered for Semester. For each piece of evidence, students will be assessed on their level of completion/variety, quality and complexity. Students will also be assessed on their evaluation of their evidence.
Teacher selected work samples refer to common assessment tasks all students are to receive throughout the semester. Tasks such as topic tests, projects and examinations. Students will be issued with a formal assessment notification at least 2 weeks prior to the due date of common tasks. The notification will also be posted on Google Classroom.

Teacher:
10 - 5.1X: Mr Lucas
10 - 5.1Y Mr Bennett/Mr Suyasa

Head Teacher: Michael Lucas
Email: michael.lucas@det.nsw.edu.au

Mathematics 5.2

Google Classroom Code	na	na	na	na

Scope and Sequence – Topics	**Timing**
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	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; applies index laws to operate with algebraic expressions involving integer indices	4 Weeks Term 1
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	3 Weeks Term 1
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	5 Weeks Term 2
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,	5 Weeks Term 2
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	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; applies trigonometry to solve problems, including problems involving bearings	5 Weeks Term 3
Number and Algebra - Algebraic Techniques Simplifies algebraic fractions, and expands and factorises quadratic expressions Quadratic expressions and quadratic equations	3 Weeks Term 4

Revision	2 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; recognises direct and indirect proportion, and solves problems involving direct proportion Student connects algebraic and graphical representations of simple non-linear relationships	5 Weeks Term 4

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

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- 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 Semester 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%
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Students are required to select two unique pieces of evidence to showcase their achievement/progress in each topic covered for Semester. For each piece of evidence, students will be assessed on their level of completion/variety, quality and complexity. Students will also be assessed on their evaluation of their evidence. Teacher selected work samples refer to common assessment tasks all students are to receive throughout the semester. Tasks such as topic tests, projects and examinations. Students will be issued with a formal assessment notification at least 2 weeks prior to the due date of common tasks. The notification will also be posted on Google Classroom.			

Teacher: Mr Chen
Head Teacher: Michael Lucas
Email: michael.lucas@det.nsw.edu.au

Mathematics 5.3

Google Classroom Code	10MAT2	Maths 5.2-5.3	d52fran	Mr Chen
	10MAT3	Maths 5.3	xpopfh5	Mr Liang/Suyasa

Scope and Sequence – Topics	**Timing**
Measurement and Geometry Numbers of any Magnitude - Area, Surface Area and Volume In this topic a student: solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids; solves problems involving the volume of composite solids consisting of right prisms and cylinders; applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (Path: Stn, Adv); applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (Path: Stn, Adv)	3 Weeks Term 1
Number and Algebra - Indices, Surds and Logarithms In this topic a student: simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases; applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv); describes and performs operations with surds and fractional indices (Path: Adv); establishes and applies the laws of logarithms to solve problems (Path: Adv)	4 Weeks Term 1
Statistics and Probability - Probability In this topic a student: solves problems involving probabilities in multistage chance experiments and simulations; solves problems involving Venn diagrams, 2-way tables and conditional probability (Path: Adv)	3 Weeks Term 1
Statistics and Probability - Single variable and bivariate data analysis In this topic a student: compares and analyses datasets using summary statistics and graphical representations; displays and interprets datasets involving bivariate data	5 Weeks Term 2
Number and Algebra - Equations and Linear Relationships In this topic a student: simplifies algebraic fractions with numerical denominators and expands algebraic expressions; solves linear equations of up to 3 steps, limited to one algebraic fraction; determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools; graphs and interprets linear relationships using the gradient/slope-intercept form; identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv); describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv)	5 Weeks Term 2
Measurement and Geometry - Properties of Geometrical Figures and Circle Geometry In this topic a student: identifies and applies the properties of similar figures and scale drawings to solve problems; establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (Path: Ext); constructs proofs involving congruent triangles and similar triangles and proves	5 Weeks Term 3

properties of plane shapes (Path: Ext); applies deductive reasoning to prove circle theorems and solve related problems (Path: Ext)	
Measurement and Geometry Trigonometry In this topic a student: applies trigonometric ratios to solve right-angled triangle problems;n applies trigonometry to solve problems, including bearings and angles of elevation and depression; applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (Path: Stn, Adv); establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (Path: Adv)	5 Weeks Term 3
Number and Algebra - Algebraic Techniques In this topic a student: simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv); selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (Path: Adv); solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3=k$ (Path: Adv); solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv)	2 Weeks Term 4
Number and Algebra - Non-Linear relationships, functions and their graphs, Ratios and Rates In this topic students are: simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv); selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (Path: Adv); solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3=k$ (Path: Adv); solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv)	5 Weeks Term 4
Number and Algebra - Polynomials In this topic a student: defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems (Path: Adv, Ext)	3 weeks Term 4

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Teacher:
10 - 5.2-5.3: Mr Chen
10 - 5.3: Mr Liang/Mr Suyasa

Head Teacher: Michael Lucas
Email: michael.lucas@det.nsw.edu.au

Science

Google Classroom Code	**10A** - kqbwal4 **10L** - z2dp26w **10E -** synkwc6 **10X** - pxppmkx

Scope and Sequence – Topics	Timing
CHEMISTRY - PERIODIC TABLE AND REACTIONS The periodic table is a remarkable tool that chemists use regularly. The information embedded, and visual representation of the table, helps to describe the structure of all matter. 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.	**Term 1** Weeks 1-10
BIOLOGY - GENETICS AND EVOLUTION 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. 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. 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.	**Term 2** Weeks 1-10
PHYSICS- MOTION AND THE UNIVERSE 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. The development of space technologies have allowed us to explore the universe from outside the earth providing more and more information about the nature and origin of the universe.	**Term 3** Weeks 1-10
GLOBAL SYSTEMS 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.	**Term 4** Weeks 1-7
FORENSICS 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.	**Term 4** Weeks 8-10

In Year 10 Science students will develop an understanding of the following concepts and skills:
In Year 10 Science students will have the opportunity to begin to develop:

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.
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.

Task	Topic Assessed	Type 0f Assessment Task	Week Due	Weighting
1	Chemistry and Working Scientifically skills	Practical Exam	Term 1 Week 10	20%
2	Chemistry, Genetics and Working Scientifically skills	Half Yearly Examination	Term 2 Week 6	25%
3	Working Scientifically skills	Individual Student Research Project	Term 3 Week 10	25%
4	Working Scientifically Global Systems Physics - Motion and Universe Biology - Evolution	Semester 2 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 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, calculator
- Device, laptop/tablet

Teachers:

10A – Ms Biddle
10L – Mr Bashir
10E - Ms Zhang and Ms Mishra
10X – Mr Bashir

Head Teacher: Ms Biddle
Email: kylie.biddle@det.nsw.edu.au

History

Google Classroom Code	**10A** - z46ed7v **10L** - bjts2re **10E** - ldvlwl4 **10X** - e6for2r

Scope and Sequence - The Modern World and Australia	**Timing**
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.	1 Week
Movement of People In this topic students will look at the influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation. Students will identify the movement of slaves out of Africa and the movement of convicts and free settlers out of Britain, the experiences of slaves, convicts and free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience.	9 weeks
Australians at War In this topic students will look at the causes of the wars, why men enlisted and where Australians fought. Students outline the main causes of both wars, locate and sequence the places where Australians fought in both wars and explain why Australians enlisted to fight in both wars. Students will study the Gallipoli Campaign and Kokoda and the changing scope and nature of warfare from trenches in World War I to the use of the atomic bombs to end World War II.	
The Holocaust 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	9 Weeks

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. Through source based study students will look at the following: • 1933-1939 – Nazi Germany • Ghetto Life • Resistance • Einsatzgruppen (mobile killing squads) • Camps • Liberation	
Rights and Freedoms 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. 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.	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 movement of peoples**	In class source analysis test	Term 1 Week 8	25%
2	**Australians at War**	Research task and extended response	Term 2 Week 5	25%
3	**The Holocaust**	In Class Examination Part A - Source Based Questions (15 marks) Part B - Extended Response (15 marks)	Term 3 Week 9	25%
4	**Changing Rights and Freedoms**	Personality Profile Task Part A - Presentation (10 marks) Part B - Profile (15 marks)	Term 4 Week 5	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.

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 Brenner
10L: Mr Miles
10E: Mr Craig/Mr Waterworth
10X: Miss Luo

Head Teacher HSIE: Mr Okell
Email: stewart.okell@det.nsw.edu.au

Personal Development, Health and Physical Education

Scope and Sequence			
Theory	**Timing**	**Practical**	**Timing**
Fit 4 Life	Term 1 Wks 1- 10	Fitness Testing	Term 1 Wks 1-10
Love Bites	Term 2 Wk 1-10	Floor Gymnastics	Term 2 Wks 1-10
Risky Business	Term 3 Wk 1-10	Oval Sports- AFL, Touch Football	Term 3 Wks 1-10
The Next Chapter	Term 4 Wks 1-10	Striking Games- hockey 1,2,3	Term 4 Wks 1-10

	Topic Assessed	Assessment Task	Details of submission	Date	Weighting
1	Fit 4 Life	Website Design	Submitted on Google Classroom	T1 Wk8	25%
2	Love Bites	Song Analysis	Submitted on Google Classroom	T2 Wk6	25%
3	Oval Sports	Practical Skills Test	In class task during practical lessons	T3 Wk 6-8	25%
4	The Next Chapter	Examination	Benchmarks on Google Classroom	Various dates in T4	25%

Assessable Outcomes:

PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges

PD5-2 researches and appraises the effectiveness of health information and support services available in the community

PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships

PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts

PD5-5 appraises and justifies choices of actions when solving complex movement challenges

PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity

PD5-9 assesses and applies self- management skills to effectively manage complex situations

PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

Semester 1 Outcomes	Semester 2 Outcomes
PD5-2 researches and appraises the effectiveness of health information and support services available in the community **PD5-3** analyses factors and strategies that enhance inclusivity, equality and respectful relationships **PD5-4** adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts **PD5-8** designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity **PD5-10** critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts	**PD5-1** assesses their own and others' capacity to reflect on and respond positively to challenges **PD5-5** appraises and justifies choices of actions when solving complex movement challenges **PD5-6** critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity **PD5-7** plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

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:

- Theory lessons: Laptop, pens, pencils, highlighters, & water bottle.
- Practical lessons: Red sport uniform, appropriate running footwear, a hat & a water bottle.

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

Head Teacher PDHPE: Alexandra Baker
Email: alexandra.baker9@det.nsw.edu.au

Classroom teachers:	Google Classroom Code
10A - Ms T. Kasz	but4f5b
10L - Ms L. Habachou	6vnjcil
10E- Mr M. Brenner	zokbnif
10X - Ms A. Baker	znhxun3

Commerce

Google Classroom Code	**10COM1**: 5qcleru **10COM2**:tktpsop

Scope and Sequence	**Timing**
Topic 1: Law, Society and political involvement	10 Weeks
Topic 2: Law in action	10 Weeks
Topic 3: Employment and work issues	10 Weeks
Topic 4: Promotion and selling/running a small business	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 8	25%

2	Law in Action	Information report on the issue of young offenders and the age of criminal responsibility	Term 2 Week 5	25%
	Employment and work issues	Short answer test	Term 3 Week 8	25%
	Promotion and selling/running a small business	Business report: case study	Term 4 Week 5	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.

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.

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 Craig
10 Commerce 2: Mr Craig
Head Teacher HSIE: Mr Okell
Email: stewart.okell@det.nsw.edu.au

Graphics Technology

Google Classroom Code	5vmuitg

Scope and Sequence – Topics	**Timing**
Optional Module 1: Architectural Drawing - Sketchup The Architectural Drawing module extends students' knowledge, understanding and skills of graphics technology with a particular emphasis on the standards and presentation methods associated with architecture.	**Term 1** Week 1 - **Term 1** Week 9
Option Module 8: Landscape Drawing The Landscape Drawing module extends students' knowledge, understanding and skills of graphics technology with a particular emphasis on the standards and presentation methods used in landscape architecture and design.	**Term 2** Week 1 - **Term 2** Week 7
Option Module 7: Graphic Design and Communication - Logo Design using Adobe Illustrator The Graphic Design and Communication module extends students' knowledge, understanding and skills of graphics technology with a particular emphasis on the standards and presentation methods used in graphic design.	**Term 2** Week 8 - **Term 3** Week 5
Option Module 10: Student Negotiated Project. Major Design Project In this project they 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). The student is required to negotiate the area(s) of study of the project with the teacher.	**Term 3** Week 6 - **Term 4** Week 8

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	T1 W9	25%
2	Landscape Drawing	Practical and assessment	T2 W7	25%
3	Graphic Design and Communication - Logo Design using Adobe Illustrator	Practical and assessment	T3 W5	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: Mr Tungka
Head Teacher: Ms Biddle
Email: kylie.biddle@det.nsw.edu.au

Information and Software Technology

Google Classroom Code	IST 1 - 5zqmk7v IST 2 - ti5nfmw

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.	**Timing**
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: • Design, Produce and Evaluate • Data Handling • Hardware • Issues • Past, Current and Emerging Technologies • People • Software.	All Year in conjunction with chosen options
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.	**Term 1** Weeks 1-7
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.	**Term 1-2** Term 1 Week 8 – Term 2 Week 7
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.	**Term 2-3** Term 2 Week 8 – Term 3 Week 7
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.	**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	Augmented Reality Poster	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

Head Teacher: Ms Biddle
Email: kylie.biddle@det.nsw.edu.au

Music

Google Classroom Code	uqs2usu

Scope and Sequence – Topics	Timing
Back to Basics This unit of work provides students with opportunities to revise, consolidate and broaden their understanding of the concepts of music including structure, duration, pitch, texture, tone colour and dynamics and expressive techniques. Students will develop their musical literacy and aural skills and their ability to read and interpret scores. They will complete an aural/theory assessment task.	5 Weeks
Australian Music This unit of work provides students with a broad understanding of Australian Music within its historical and cultural context. It explores a range of contemporary genres such as popular music, children's music, musical theatre, jazz, opera, art music and rock music including music of Aboriginal and Torres Strait Islander artists. Through the learning experiences of composition, performance and listening, students will develop their understanding of the concepts of music and how these concepts are combined to create various genres. Students will develop their skills in music analysis and develop the ability to write more extended responses. Students will develop their musical literacy through the reading and interpretation of scores and will perform music by learning pieces both aurally and through the use of notation.	10 Weeks
Program Music (Romantic Period Focus) This unit of work provides students with a broad understanding of Program Music. It explores a range of programmatic pieces with a focus on the Romantic Period. Students will study works by Vivaldi, Grieg, Schubert and Mussorgsky. Through learning experiences in composition, performance and listening, students will further develop their understanding of the concepts of music and how these concepts are combined to create programmatic pieces. Students will apply this learning to develop their own composition based on a painting.	10 Weeks
Popular Music Through this unit students will develop an understanding of what the term "Popular Music" means. They will study Popular Music examples from the nineteenth to twenty first centuries. Students will explore how the concepts of music have been used in these works. Students will engage in a range of performance activities on selected repertoire including 'The Entertainer' (Joplin), 'Somewhere Over the Rainbow' (Arlen), 'Fur Elise' (Beethoven). 'Yesterday' (Lennon/McCartney) and 'I Have a Dream' (Ulvaeus/Andersson).	10 Weeks
Student Showcase Students will develop a solo/group performance of their choice to perform in a Showcase This activity is **not for assessment**	5 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	Back to Basics	Aural/Theory Test	6	10%
2	Australian Music	Performance/Aural	9	30%
3	Program Music	Composition	6	30%
4	Popular Music	Performance	9	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
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: Mr Miles
Email: toby.miles@det.nsw.edu.au

Photography and Digital Media

Google Classroom Code	es6hxth

Scope and Sequence – Topics	**Timing**
Building Skills Students will develop and enhance their photography and photoshop skills through the development of a photo portfolio. Students will take part in photographing school events, such as swimming carnivals, athletics carnivals, assemblies and everyday school activities, in order to build their practical skills and knowledge. Students will then spend time analysing and adjusting these photos using Adobe software inorder to produce the best photographs possible.	15 Weeks
Self Driven Series. In this unit students will develop their understanding of the Conceptual Framework and The Frames, through the analysis of a photographer, as a way of understanding how artists produce work that is a reflection of the world around them. These concepts will then be used to develop and produce their own series of photos/ digital work based on the practice of an artist that they have explored in class.	15 Weeks
Portfolio Building In this unit students will focus on the building and development of their own photographic portfolio. Students will develop knowledge and skills in building a digital/ web based portfolio, as well as the creation of a printable portfolio using Adobe software.	10 Weeks

In Year 10 Photography and Digital Media 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 Principles of Design and how they can be used to develop, represent and create meaning: *Balance, Contrast, Emphasis, Movement, Pattern, Rhythm, Unity*

Skills -

- Artmaking: *portrait, landscape, action and Adobe Photoshop Skills.*
- 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	**Building Skills**	Practical/ Theoretical	Term 2 Week 5	35%
2	**Self Driven Series Development**	Theoretical	Term 2 Week 9	25%
3	**Self Driven Series**	Practical	Term 3 Week 10	30%
4	**Portfolio Building**	Practical	Term 4 Week 6	10%

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 stationary

Homework expectations
There is no Photography 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.

Teacher: Ms Robles
Head Teacher CAPA: Mr Miles
Email:toby.miles@det.nsw.edu.au

Physical Activity and Sports Studies

Scope and Sequence	Timing
Coaching	Term 1 Wk 1-10
Event Management	Term 2 Wks 1-10
Opportunities and Pathways in Physical activity and sport	Term 3 Wks 1-10
Issues in Physical Activity and Sport (Drugs, technology, Gender, Race)	Term 4 Wks 1-10

	Topic Assessed	Assessment Task	Details of submission	Date	Weighting
1	Coaching	Coaching Plan	In class presentation and submission of plan	T1 Wk6	40%
2	Event Management	Event portfolio and participation	Google classroom submission on due date	T2 Wk5	30%
3	Opportunities and Pathways in Physical activity and sport	Resume Writing	In class task	T3 WK7	30%
4	Issues in Physical Activity and Sport - Drugs, Gender, Race	Persuasive Writing Task	Google classroom on due date	T4 Wk6	20%

Assessable Outcomes:

PASS5-1 discusses factors that limit and enhance the capacity to move and perform

PASS5-2 analyses the benefits of participation and performance in physical activity and sport

PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport

PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives

PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance

PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport

PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance

PASS5-8 displays management and planning skills to achieve personal and group goals

PASS5-9 performs movement skills with increasing proficiency

PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Semester 1 Reported Outcomes	Semester 2 Reported Outcomes
PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance **PASS5-6** evaluates the characteristics of participation and quality performance in physical activity and sport **PASS5-7** works collaboratively with others to enhance participation, enjoyment and performance **PASS5-8** displays management and planning skills to achieve personal and group goals **PASS5-9** performs movement skills with increasing proficiency	**PASS5-1** discusses factors that limit and enhance the capacity to move and perform **PASS5-3** discusses the nature and impact of historical and contemporary issues in physical activity and sport **PASS5-9** performs movement skills with increasing proficiency **PASS5-10** analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

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:

- Theory lessons: Laptop, pens, pencils, highlighters, & water bottle.
- Practical lessons: Red sport uniform, appropriate running footwear, a hat & a water bottle.

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

Head Teacher PDHPE: Alexandra Baker
Email: alexandra.baker9@det.nsw.edu.au

Classroom teachers:	Google Classroom Code
PASS 1- Mr. M. Brenner	4fttfbq
PASS 2 - Ms L. Habachou	o2aklna

Visual Arts

Google Classroom Code	3ia3bmd

Scope and Sequence – Topics	**Timing**
Facial Expressions . Informed by a critical and historical investigation of the work of German and Austrian expressionist artists, students will develop and extend their skills in drawing and portraiture. Students 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. In their artmaking practice, they will experiment with a range of media, including graphite, ink and soft pastel.	10 Weeks
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 to challenge, reinterpret or critique ideas and representations. Finally, students will research the practices of street artists of interest to them and develop their skills in essay writing.	10 Weeks
Drawing with Light In critical and historical studies, students will investigate the photographic work of Aleksandr Rodchenko, Christian Thompson, Michael Riley, Tracey Moffatt and Andreas Gursky, and investigate the ways in which these artists have represented ideas about time and change. In their own artmaking practice, students will develop skills in digital photography and digital editing, and engage in a sustained investigation of the concept of time by developing their own digital photographic portfolio.	10 Weeks
Masquerade In this unit, students will work independently to investigate an issue or concept of personal interest. Students will select and use a range of techniques to create a mask and video artwork that explores their concept. In critical and historical studies, they will explore the practice of Alick Tipoti and a range of other artists that use video and performance in their artmaking practice. Students will also further develop and refine their skills in critical and academic writing in Visual Arts.	10 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	**Humanity and Portraiture**	Portrait drawings	Term 1 Week 8	30%
2	**Making a Statement: Street Art, Political Art, and Challenge**	Essay	Term 2 Week 6	20%
3	**Capturing Time**	Photographic portfolio	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 stationary

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.

Teacher: Miss Sutcliffe
Head Teacher CAPA: Mr Miles
Email: toby.miles@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:

- ☐ Hand in task
- ☐ Oral Presentation
- ☐ Examination
- ☐ Other _____

Reason for Appeal:

- ☐ Illness
- ☐ Misadventure
- ☐ Process
- ☐ 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:** _____

Upheld	**Dismissed**
☐ Estimate to be given, ranking to be maintained ☐ Alternative task to be set, rank to be maintained ☐ Alternate task to be completed, rank can improve ☐ Task to be completed ☐ Marks to be revisited ☐ Other _____	☐ Zero marks to be awarded to completed task ☐ Marks to count ☐ Marks to be deducted ☐ Task to be completed, ranking cannot improve ☐ Other_____
Comment: **HT Sign:**	

Head Teacher Recommendation:

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

APPEALS COMMITTEE USE ONLY

☐ **Upheld**	☐ **Dismissed**

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:

⬜ Hand in task
⬜ Oral Presentation
⬜ Examination
⬜ Other _____

Reason for Extension:

⬜ Illness
⬜ Misadventure
⬜ Process
⬜ 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:

☐ **Approved**	☐ **Dismissed**

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