

**INNOVATION
INSPIRATION
EXCELLENCE**



**2023 Year 10
Curriculum Handbook**



Education

1 PROCEDURES RELATED TO THE ADMINISTRATION OF TASKS

1.1 Providing Adequate Assessment Notice and Information

A minimum two weeks written notice is required for all formal assessment tasks. Students will be issued with an official assessment notification, and assessment tasks must also be uploaded to CANVAS as an assignment with a set due date within the related course.

THS will provide an assessment notification for every formal task which provides the following information:

- i. the task due date, outcomes, components and weight value in relation to the total weighted mark for the course
- ii. a task description outlining the nature of the task and specific requirements, including the drafting process/requirements for the task
- iii. details of the school's policy for non-submission of the task
- iv. a marking rubric for project-based tasks to guide student performance against A-E and numerical scales
- v. a marking rubric or common answer guide for examination style tasks is to be attached to the notification as part of the Assessment Task Development Process and for Head Teacher Faculty review, but is not required to be distributed to students. (These must be provided to students as part of the feedback process)
- vi. submission and presentation instructions.

1.2 Signing for receipt of tasks

All students are required to acknowledge receipt of the assessment task. While it is a requirement to upload all assessment notifications to CANVAS, a hard copy will also be given to students. Acknowledgement is achieved when the students sign and date the THS Student Assessment Notification, Submission and Return Register.

1.3 Students absent from school when assessment information is given out

Where possible, students have assessment tasks available to them via the school's Learning Management System, CANVAS on the day they are physically handed out. If a student is absent the day an assessment task notification is distributed, it is their responsibility to see their teacher to receive the notification. Students will know when a task notification must be provided from information outlined in curriculum handbooks and faculty assessment schedules. Teachers are to issue students with a written copy of task notifications during the next attended lesson and have students sign to acknowledge that they have received this.

It is each student's responsibility to carefully check the details of the assessment task notification sheet. Additionally, if a student is absent when the assessment task notification is issued, it is their responsibility to obtain the task information from the class teacher on return to school or otherwise.

1.4 Submission and Completion of Tasks

1.4.1 Submitting tasks

- Tasks are to be submitted via the Toronto High School Learning Management System, CANVAS. Tasks can be handed in during the day or by **2.20pm on the due date**. If the submission cannot be made through CANVAS after seeking assistance from your teacher or librarian, tasks can be submitted directly to the assessing teacher.
- In the absence of the student's regular teacher, the Head Teacher of the respective faculty can receive assessment tasks on behalf of the absent staff member. Paper submissions are to be dated, time stamped and signed by the receiving Head Teacher. In the absence of both the teacher and respective Head Teacher Faculty, tasks can be submitted to a Deputy Principal. Paper submissions are to be dated, time stamped and signed by the receiving Deputy Principal.
- Students submitting tasks to CANVAS on the due date will have a time stamped assignment submission notification sent to the relevant teacher. For physical assignment submissions, students will be required to sign that they have handed the task to their teacher.
- Computer/technology problems (i.e. loss of data) should be safeguarded by students through backing up, keeping regular print outs or hard copy drafts. These would be used as evidence in genuine cases.

Computer/printer problems alone are not sufficient grounds for a misadventure appeal. Students are encouraged to complete tasks ahead of time so that last minute technical difficulties can be resolved in a timely fashion.

- The security of the assessment task prior to submission is the responsibility of the student. No consideration can be given for tasks which have allegedly been lost or stolen.
- It is the students' responsibility to ensure that files uploaded to CANVAS are **not corrupt** and are the **correct, completed task**. After submitting the task on Canvas, students can verify this is the case by downloading their submission from the top right hand corner of the *Submission* page on Canvas.

1.4.2 Examinations and in-class tasks

- For examinations, class tests or in-class assessment tasks, it is expected that each student will bring the necessary equipment, including any special items indicated by the class teacher or as listed on the assessment notification. **Students should not expect to be allowed to borrow any equipment.**
- All teachers will be required to have a visible working clock for all timed assessment tasks.
- In the event of an examination or class task being completed before the allocated time, students are expected to appropriately manage their behaviour so as to not interfere with other students undertaking the assessment. If students finish early, they are encouraged to review and edit their papers to use up the allotted time appropriately. With the exception of special circumstances, no student will be permitted to leave the assessment room early.
- Misbehaviour or inappropriate behaviour will not be tolerated during assessment tasks. Students who are ejected from an assessment task should have their paper removed and the time they left the assessment recorded on the top of their paper including details of the disruption. An appropriate consequence for actions will be determined by the Head Teacher Faculty or Senior Executive.

1.4.3 Non-serious or unsatisfactory attempts of assessment tasks

- Students must make a satisfactory attempt at an assessment task. Class teachers, in consultation with their Head Teacher Faculty, will determine if a student has made an unsatisfactory attempt. Assessments are designed so all students should be able to access the task.
- Once a submission has been deemed as a non-serious attempt, the teacher will issue the student with a *Faculty Warning* letter (Year 7-9) or *N-Award Warning* letter (Year 10-12).
- Unless other instructions are given, normal examination conditions will apply to all tasks. Internet connected devices (including but not limited to phones and smart watches) are prohibited from the examination room and/or classroom while an assessment task is being conducted, unless prescribed in the assessment task.

1.5 School Based Assessment, Absences and Late Submissions

1.5.1 Late or non-submission of school-based tasks: ACE procedures

- If a student fails to complete a task specified in the school-based assessment program and the teacher considers the student has a valid reason (e.g. illness or endorsed leave), the principal may decide that, in accordance with the school's assessment policy, an extension of time may be granted or a mark may be awarded based on an alternate task.
- In exceptional circumstances (e.g. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the principal should authorise the use of an estimate based on other appropriate evidence.
- If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task.
- If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.

1.5.2 Late or non-submission of school-based tasks: THS procedures

- Students who hand in work late, without a valid reason, will be awarded a mark of zero.
- For Years 7-9 students, verbal communication from the parent to the teacher providing a valid reason can be accepted as valid. A medical certificate is not required.
- For Year 10-12 students, all tasks not submitted on the due date and not undergoing appeal, an N-Warning letter will be sent as per NESA requirements.

- Each faculty will take responsibility for tracking Faculty Warnings and N-Warnings.
- Once a N-Warning or Faculty Warning is resolved, it is the responsibility of the classroom teacher to ensure this is reflected on Sentral.
- If a student is absent on the day of a submission or “hand in task”, they must submit the task on the first day of their return from absence along with a Misadventure/Illness and Application Form within three days of their return.

1.5.3 School leave

- If students know that they will be absent for an assessment task due to personal or school commitments, they must give notice of their leave to the Senior Executive and Head Teacher Faculty as soon as possible. Where possible, the task should be completed or submitted prior to the due date.
- In the event of the task not being able to be completed prior to the due date, the student must consult the Head Teacher Faculty (Years 7-9) or Senior Executive (Years 10-12).
- If the school does not grant leave approval, and the task has not been submitted or completed by the due date, a mark of zero will be awarded for task non completion.

1.5.4 Illness and misadventure

- If a student is unwell or experiences misadventure (such as an accident), on the due date or day prior, they must complete an Illness/Misadventure form and submit it within three school days from when they return to school.
- For students in Years 10-12, relevant documentary evidence (such as a medical certificate and Independent evidence of illness form or Statutory Declaration) must be attached to the completed Illness, Misadventure and Appeal Form and submitted to the relevant Deputy Principal (Years 10-12).
- As part of the illness and misadventure process, where the Deputy Principal (Years 10-12) finds that a student has a valid reason for their absence on the due date of the assessment task, the student will incur no academic penalty and alternative arrangements for the submission or completion of the assessment task will be made. Alternative arrangements could include, but are not limited to: estimates, alternate assessment tasks or submission of the original assessment task depending on the circumstances.
- Where the Deputy Principal (Years 10-12) finds that a student does not have a valid reason for their absence on the due date of the assessment task or day prior, the student will receive a mark of zero for that assessment task. **The student is still required to complete the assessment task regardless of the zero mark.**
- Completing the Illness/Misadventure form does not guarantee extension approval and students must continue working on the task to the best of their circumstance and ability.

1.5.5 Excursions and fieldwork

Some subjects require students to undertake compulsory excursions. In the case of unavoidable absences from these activities, students must negotiate alternative arrangements prior to the event. Final decisions will be at the discretion of the Senior Executive.

1.5.6 Appeals

- If a student wishes to appeal, they must complete an Illness/Misadventure and Appeal Form.
- For students in Years 7-9, an appeal may be heard by the Head Teacher Faculty when accompanied by contact from the parent or carer.
- For students in Years 10 -12, students may submit an appeal with appropriate, independent documentation such as a Doctor's Certificate or Statutory Declaration. Appeals must be submitted directly to the relevant Deputy Principal. The appeal will be subject to the decision of the Assessment Appeals/Dispute Panel.
- THS deems the following situations as grounds for an appeal:
 - the task has not been weighted in line with the NESA requirements
 - the task has not complied with the stated assessment program and/or assessment requirements
 - there has been a miscalculation or a clerical error when deciding the assessment mark

1.5.7 Absence, illness/misadventure for group performances

- In the event of a group member being absent on the due date of a performance, if the remaining group members can complete the performance, then the performance is to go ahead.
- In the event that a performance cannot go ahead due to the absence of a group member, the affected students need to complete an Illness/Misadventure form as a group.
- Completed Illness/Misadventure forms must be completed and submitted within three school days from when the student has returned to school.
- Immediately upon return to school, the absent student is required to complete an Illness, Misadventure and Appeal Form and provide supporting documentation. Completed forms are to be submitted to the Deputy Principal (Years 10-12). This application will be considered separately to any group application.
- Applications for illness/misadventure will be considered on a case by case basis and decisions are left to the discretion of the Senior Executive (Years 10-12) and Head Teacher Faculty (Years 7-9).
- Where the reason for an absence is substantiated, arrangements will be made for the student to complete the task or an alternate task as per the Toronto High School Illness, Misadventure and Appeal Flow Chart (see Appendix). If rescheduling of the performance to an alternate date is required, this will be determined by the Head Teacher Faculty in consultation with the Senior Executive.

1.6 Substitute Tasks, Alternate Tasks and Estimates

Estimates, alternate tasks and substitute tasks will be deployed at the discretion of the Senior Executive for individualised assessment plans, in the event a compromised task is administered, in the event an invalid task is administered, in the event a non-discriminating task is administered or where deemed required. Estimates or substitute tasks will also be deployed at the discretion of the Assessment Appeals/Dispute Committee.

1.6.1 Alternate Tasks

- If a Senior Executive member determines that a successful Illness/Misadventure or Appeal application requires the administration of an alternate task, the new task will follow the Assessment Development Process. Alternate tasks will be given priority during the Assessment Task Development process.
- As far as is reasonably practical, the alternate task will be completed two weeks after the original due date. The alternate date will be recorded on the Sentral assessment calendar and be confirmed in writing on the upheld Illness/Misadventure and Appeal Form.

1.6.2 Estimates

If a student misses the scheduled alternate task due to legitimate reasons which fall within the illness, misadventure and appeal process, this exceptional circumstance may result in an estimate. This decision is made by the relevant Deputy Principal (Years 10-12).

1.7 Awarding a Zero Mark

Zero marks will be awarded when a student is absent on the due date or fails to submit an assessment task on the due date. The Assessment Appeals/Disputes Committee may choose to reject an appeal for illness or misadventure in which case, the zero mark will stand. Zero marks will also be awarded in the event of malpractice. Students receiving a zero mark must still complete the assessment task.

1.8 Students Undertaking VET Work Placement

Mandatory VET work placement is not an unforeseen period away from school. Absence due to VET work placement will not be upheld through the appeals process. Executive responsible for VET and communications with partnership brokers, will endeavour to ensure VET work placement does not clash with key assessment periods.

1.9 Technical Failure

Technical failure is not an excuse for inability to submit or complete tasks on the due date. It is the student's responsibility to back up any work in progress and keep hard copies of text. Extensions will be given only with the agreement of the Assessment Appeals Committee and if the student can provide proof of work completed. The draft work must be submitted on the due date, accompanied by an Illness/Misadventure Appeal form, if any consideration

is to be given by the Assessment Appeals/Dispute Committee. All such, cases will be considered individually.

1.10 Applications for Extension of Task Submission

- A student may apply for an extension to a due date if they feel they have exceptional circumstances that result in a genuine inability to meet the assessment timeframe. All applications for extension must be in writing. Years 7-9 require parental/carer contact/contribution and the completed Extension of Assessment Form. For Years 10-12 appropriate supporting documentation, in the form of independent evidence such as Doctor's Certificate or Statutory Declaration, is required in addition to the completed Extension of Assessment Form.
- Applications for extension need to be given to the Head Teacher Faculty (Years 7-9) and Deputy Principal (Years 10-12) at least 24 hours prior to the due date. The awarding of the extension will be at the discretion of the Senior Executive (Years 10-12) and Head Teacher (Years 7-9). Where less than 24 hours notice is provided, the Senior Executive and Head Teacher Faculty will determine if an extension is to be granted.
- Acceptable reasons to apply for an extension include:
 - school related business
 - illness or injury where the nature of the illness or injury prevents the student's capacity to fulfil the task's requirements
 - family bereavement.
- Technology failure is not an appropriate reason for late submission and therefore an application for extension may be declined.
- A student who wishes to apply for an extension must:
 - complete an Application for Extension of Assessment form and
 - submit a completed Application for Extension of Assessment Form to the Head Teacher Faculty (Years 7-9) or Deputy (Years 10-12) as soon as is reasonably possible.
- The Head Teacher Faculty and Deputy Principal will determine the nature or form of the extension. This could include:
 - an extension of time for submission
 - completion of an alternative task at a later date or
 - an adjustment of the task. Independent evidence, such as a Doctor's Certificate or Statutory Declaration, needs to be supplied for students in years 10-12.
- Completing the Application for Extension of Assessment form does not guarantee extension approval and students must continue working on the task to the best of their circumstance and ability.

2 PROCEDURES RELATED TO MALPRACTICE

2.1 Definition and Practices

THS follows the 2011 NESA definition and practices of malpractice:

'All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their Higher School Certificate results for Year 12 students.

Malpractice is any activity that allows students to gain an unfair advantage over other students.

It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills

2.2 Procedures for Malpractice in Tasks

- Suspected malpractice will be reported to respective faculty Head Teachers for review. Suspected malpractice is to be communicated to Senior Executive by Head Teachers. Students found to have engaged in malpractice will be awarded a zero mark and be required to complete the task again or complete an alternate task at the discretion of the Head Teacher Faculty and Senior Executive.
- Malpractice is taken seriously at Toronto High School and may result in:
 - zero marks for part or all of the assessment task/examination
 - potential further disciplinary action taken by the school (e.g. detention, suspension, etc.)

2.3 Procedures for Malpractice in Examinations

- Students are to only have materials which are necessary and permitted for the task. Students must not speak to other students from the time they enter the examination room until the time they leave. Students must not behave in a way likely to disturb other students.
- Electronic devices should not be brought into the examination room. Any electronic devices entering the examination room must be turned off and placed in bags (with the exception of devices prescribed in the tasks such as approved scientific calculators). For each task, teachers are required to provide a visible working clock.
- Students not making a serious attempt at the task or attempting to plagiarise or cheat will be subject to a penalty. Students found to breach any examination requirements may be removed from the examination and awarded a mark of zero.
- Students removed from an examination room will report to a Head Teacher Faculty.

3 ASSESSMENT PROCEDURES AND PROTOCOLS

3.1 Awarding Marks for an Assessment Task

- At THS, student achievement in relation to syllabus outcomes and standards, is determined through the collection of evidence in the form of formal assessment tasks and is used for grading and ranking students within each of the courses. NESAs promote a standards-referenced approach to assessment and reporting and each syllabus states what students at each learning stage are expected to learn.
- Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated to nine levels for the RoSA only (A10, A9, B8, B7, C6, C5, D4, D3, E2).
- Marks must be awarded against explicit marking guidelines which should be developed against the course descriptors for individual subjects.
- The teacher must assess the student's actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations unless an Illness/Misadventure form has been submitted and upheld. Attendance and application are not to be taken into account in the final assessment mark or in any individual assessment task.
- Marks must also accurately correlate and reflect the outcomes that are being assessed. Marks must be distributed throughout tasks in an equitable manner commensurate with task complexity, but tasks should be weighted more heavily toward the end of the course completion.
- NESAs require all students to follow an assessment program and have an assessment mark submitted. The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of available marks in the course. A student who does not comply with the assessment requirements and receives an 'N' determination in a course will have neither an assessment mark nor an examination mark awarded for that course.

3.2 Assessment Task Notification

Assessment tasks must include the following information:

<ul style="list-style-type: none">• academic year group• faculty delivering the assessment task• task number• weighting• due date	<ul style="list-style-type: none">• detailed task description and standards• outcomes• marking criteria, marking rubric or explicit marking guidelines such as a common answer sheet• method of submission.
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****All assessment tasks must be issued using the appropriate THS Assessment Notification template.**

Marking guidelines on this template need to be detailed, explicit and show clearly where marks will be allocated. This information is to be provided for students with the understanding that students can essentially use the assessment criteria to grade their own work to gauge assessment task progress and self-assess.

3.2 Assessment Feedback for Individuals and Classes

- Teachers are to use the explicit marking guidelines sheet that accompanies the student assessment notification to clearly identify where individual grades/marks have been awarded. A class/course summary that identifies common and explicit feedback of a meaningful nature, articulating assessment task strengths and assessment task areas for improvement, must be completed for every assessment task so all students are aware of what needs to be done to improve for the next assessment opportunity.
- All feedback and marks should be returned to students within two weeks of the task submission. Students must sign for return of task and feedback on the Student Assessment Notification and Return Register.
- Additional forms of feedback may be given in accordance with the THS Feedback Policy and/or at the discretion of the Senior Executive and/or Head Teachers.

3.3 Reporting Progress

- Students are to receive written and verbal feedback regarding progress. It is the teacher's responsibility to share constructive feedback with students so productive improvements can be made.
- Reporting is the process of providing feedback to students, parents/carers and other teachers about student progress. It is a core responsibility of teachers and a key phase of the teaching and learning cycle with the fundamental purpose of assessment and reporting to improve student learning. Toronto High School's reporting procedures are designed to enable consistency in communicating information to a range of stakeholders about student learning, including a student's level of achievement and the progress they have made.

4 AWARDING GRADES FOR END OF COURSE PERFORMANCE

4.1 Monitoring Satisfactory Course Completion

Satisfactory completion can be judged by evidence regarding sustained application and diligence to learning experiences in class, home tasks and assessment tasks. Attendance may not be used to determine satisfactory completion of a course. Failure to meet one or more of these requirements may lead to an 'N' or 'Non-Completion' determination. An 'N' determination for a course may make a student ineligible for the HSC.

4.2 Informing Parents/Carers of Non-Submissions or Upheld Appeals

For Year 10, an 'N' warning letter is to be used as the primary method for notifying parents of failure to submit or undertake an assessment task. In addition, faculty letters, phone calls home and parent interviews should also be used. Parents may also be informed of failure to submit or undertake an assessment task during parent teacher evening. Records of this contact need to be maintained.

4.3 Notifying Students at Risk of Receiving an 'N' Determination

- Teachers are to interview students failing to engage in satisfactory course completion. 'N' warning letters are to be sent home regarding unsatisfactory course completion. Head Teachers are to interview students regarding ongoing unsatisfactory course completion and make parent / carer phone contact.
- Students undergoing a UPL are to be interviewed by the Deputy Principal and parent / carer phone contact is to be made. Parental inclusion in the UPL interview is at the discretion of the Deputy Principal. Regular contact home regarding student progress is also at the discretion of the Deputy Principal.
- Students failing to meet UPL requirements, and/ or have been officially nominated to the Principal for an 'N' determination by the Deputy Principals, will be interviewed by the Principal. Parent/carers contact and involvement at this point of intervention will be at the discretion of the Principal.

4.4 Establishing Student Performance 7-10

- For Years 7-10, teachers use NESA Common Grade Scale to make professional on-balance judgments to determine which performance descriptor best matches the standards their students have achieved. Additional evidence such as formative assessment, class work and observations can be used to support any variation from the formal grade/mark. Adjusting of marks for final grades is to be done in consultation with staff, led by the Head Teacher Faculty, and approved by the Senior Executive. Marks do not necessarily represent the achievement level of a student as outlined in performance descriptors.
- The grade awarded to each student at the completion of a Stage 5 course should indicate the student's overall achievement in relation to the Course Performance Descriptors (for Board Developed Courses) or the Common Grade Scale (for School Developed Board Endorsed Courses and Content Endorsed Courses). These grades should be reflected in the marking of assessment tasks.
- Students undertaking a course based on Life Skills outcomes and content are not allocated a grade in that course. Students undertaking a Stage 5 VET course are not allocated a grade in that course.



TORONTO HIGH SCHOOL
YEARS 10-12 APPLICATION FOR EXTENSION
OF ASSESSMENT DUE DATE FORM

STUDENT NAME: _____

YEAR: _____

SUBJECT: _____

TEACHER: _____

THIS FORM WILL NOT BE ACCEPTED UNLESS ALL BOXES ARE TICKED

- | | |
|--|---|
| <input type="checkbox"/> Course, subject, task name and due date completed
<input type="checkbox"/> Reason for extension completed
<input type="checkbox"/> Details to support request completed
<input type="checkbox"/> Classroom teacher comment completed | <input type="checkbox"/> Parental/Carer signature and date completed
<input type="checkbox"/> Student signature and date completed
<input type="checkbox"/> Doctor's Certificate/ Statutory Declaration/ Other Documentation attached |
|--|---|

Subject:	Task Name:	Due Date: / /
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Course:	<input type="checkbox"/> Year 10	<input type="checkbox"/> Preliminary	<input type="checkbox"/> HSC
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Reason for Extension Request:

Details to Support Extension Request:

Classroom Teacher Comment:

Documentation Attached:	<input type="checkbox"/> Doctor's Certificate	<input type="checkbox"/> Statutory Declaration	<input type="checkbox"/> Other-
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Parent/Carer Signature:

Student Signature:

Date: / /

Date: / /

Deputy Principal's Decision:

- | | |
|---|---|
| <input type="checkbox"/> Extension of due date (<i>New due date</i> _____)
<input type="checkbox"/> Alternate task (<i>New due date</i> _____) | <input type="checkbox"/> An adjustment to the task
<input type="checkbox"/> No extension granted |
|---|---|

Deputy Principal's Comments:

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Deputy Principal Signature:

Head Teacher Signature:

Date: / /

Date: / /



TORONTO HIGH SCHOOL FACULTY WARNING FLOWCHART

Student fails to apply themselves with diligence and sustained effort to set class tasks and experiences:

- i. Class teacher consults with Head Teacher Faculty
- ii. Teacher interviews and supports student.
- iii. Record of interview maintained.

Student fails to submit an assessment task by the due date. Task will have been issued at least two weeks prior to this time.

No written or verbal parent/carer communication giving valid reasons for lateness or non-submission.

FIRST FACULTY WARNING LETTER IS ISSUED

Students of concern are raised at faculty meetings and Executive meetings.

Student resolves *Faculty Warning* letter. A mark of zero remains. Sentral is updated.

Faculty Warning remains unresolved.

Student fails to submit second assessment task by the due date and/ or fails to apply themselves with diligence and sustained effort to classwork. No written or verbal parent/carer communication giving valid reasons for lateness or non-submission.

OR

SECOND FACULTY WARNING LETTER IS ISSUED

- i. Unresolved first task is listed on the letter in addition to second missed task.
- ii. Parent/carer is contacted via phone call. Interview record is maintained.
- iii. Students are raised at faculty and Executive meetings. DPs are emailed names of students.
- iv. Class Teacher and Head Teacher to establish requirements for student to redeem *Faculty Warning*/s.

Student resolves *Faculty Warning*. A mark of zero remains. Sentral is updated.

Warning remains unresolved. Head Teacher Intervention/ Interview. Record of interview maintained.

Student fails to submit a third assessment task by the due date and/ or fails to apply themselves with diligence and sustained effort to classwork. No written or verbal parent/carer communication giving valid reasons for lateness or non-submission.

OR

THIRD FACULTY WARNING LETTER IS ISSUED

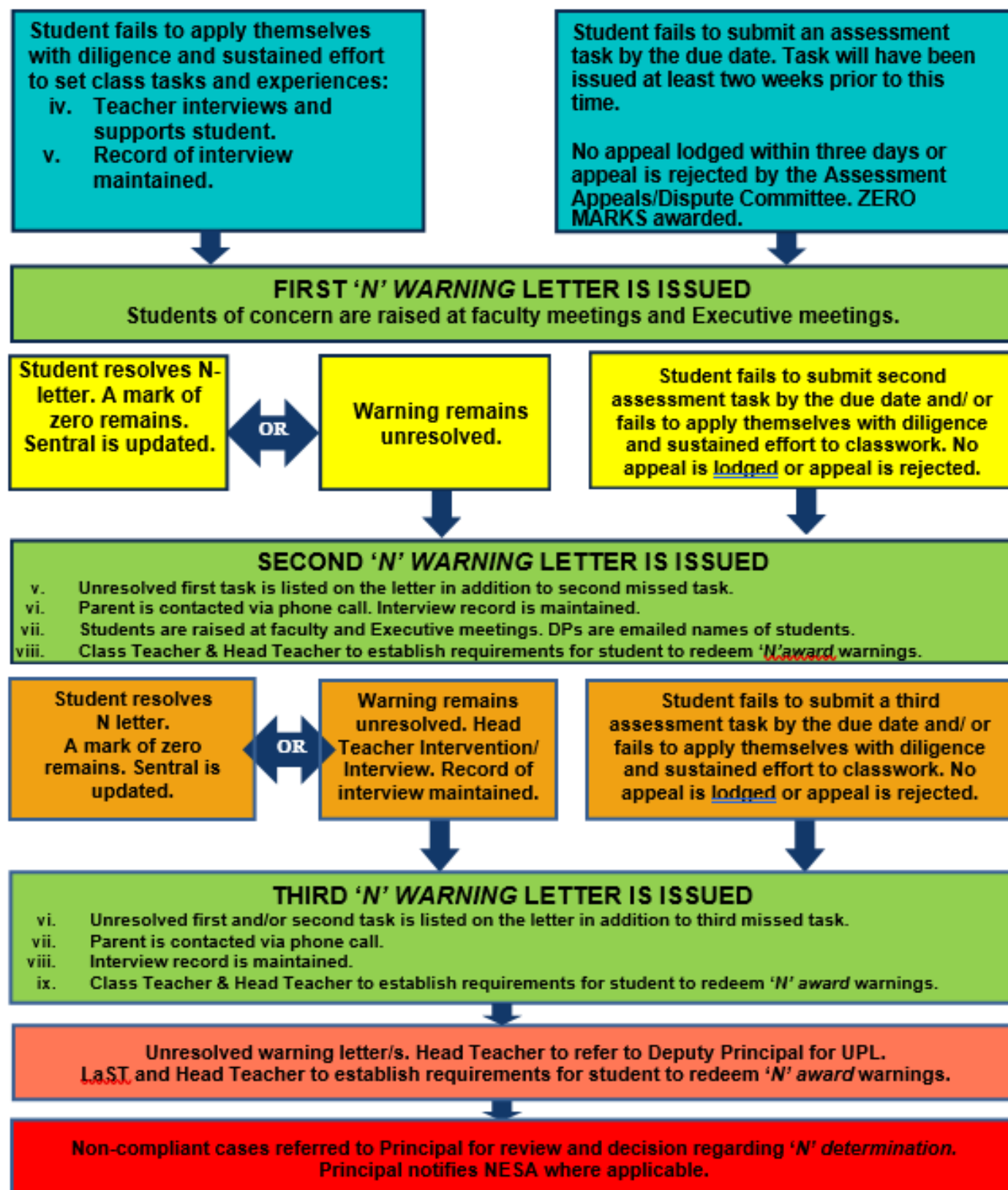
- i. Unresolved first and/or second task is listed on the letter in addition to third missed task.
- ii. Parent is contacted via phone call.
- iii. Interview record is maintained.
- iv. Class Teacher and Head Teacher to establish requirements for student to redeem *Faculty Warnings*.

Unresolved warning letter/s. Head Teacher to refer to Deputy Principal for UPL. LaST and Head Teacher to establish requirements for student to redeem *Faculty Warnings*.

Non-compliant cases referred to Principal for review and decision.



TORONTO HIGH SCHOOL 'N' AWARD FLOWCHART



TORONTO HIGH SCHOOL COURSE INFORMATION

NESA SYLLABUS LINKS

FACULTY	SUBJECT and NESA SYLLABUS LINK
CAPA	DANCE MUSIC PHOTOGRAPHY AND DIGITAL MEDIA VISUAL DESIGN
ENGLISH	ENGLISH
HSIE	COMMERCE GEOGRAPHY HISTORY
MATHEMATICS	MATHEMATICS
PDHPE	PDHPE
SCIENCE	SCIENCE
TAS	DESIGN AND TECHNOLOGY FOOD TECHNOLOGY INDUSTRIAL TECHNOLOGY

DANCE- Year 10

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1, Weeks 2 - 11 (10 weeks)	Term 2, Weeks 1 - 10 (10 weeks)	Term 3, Weeks 1 - 10 (10 weeks)	Term 4, Weeks 1 - 10 (10 weeks)
Name of Unit	STYLE and TECHNIQUE	MUSICAL THEATRE	ANATOMICAL POETRY	ROOSTER
Concepts	<ul style="list-style-type: none"> Ballet technique Contemporary Dance technique Performance Quality 	<ul style="list-style-type: none"> Origins of Musical Theatre Examples of Musical Theatre Characteristics 	<ul style="list-style-type: none"> Muscular and skeletal systems Element of shape Kinaesthetic awareness Dance for Film 	<ul style="list-style-type: none"> Choreography Historical era Performance Quality Themes
Assessments Number Type Timing Weighting Outcomes	<p>Task 1a Performance Quality Analysis</p> <p>Task 1b Manipulation of phrases</p> <p>Term 1, Week 10 Appreciation 10% and Composition 10%</p> <p>5.2.1, 5.3.2, 5.3.3</p>	<p>Task 2a Performance Quality in Musical Theatre Routine</p> <p>Task 2b Extended response (App)</p> <p>Term 2, Week 10 Performance 20% and Appreciation 10%</p> <p>5.1.1, 5.1.2, 5.3.1</p>	<p>Task 3 Developing dance for film</p> <p>Term 3, Week 8 Composition 20%</p> <p>5.2.2, 5.4.1</p>	<p>Task 4 "Rooster" Group presentation</p> <p>Term 4, Week 5 Composition 10% and Performance 20%</p> <p>5.1.3, 5.2.2</p>
Learning Areas/ Mandatory Experiences	<ul style="list-style-type: none"> Performance Appreciation Composition 	<ul style="list-style-type: none"> Performance Appreciation Composition 	<ul style="list-style-type: none"> Performance Appreciation Composition 	<ul style="list-style-type: none"> Performance Appreciation Composition
Report Outcomes	5.2.1 5.3.2 5.3.3	5.1.1 5.1.2 5.3.1	5.2.2 5.4.1	5.1.3 5.2.2

MUSIC- Year 10

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1, Weeks 2 - 11 (10 weeks)	Term 2, Weeks 1 - 10 (10 weeks)	Term 3, Weeks 1 - 10 (10 weeks)	Term 4, Weeks 1 - 10 (10 weeks)
Name of Unit	STYLE and TECHNIQUE	MUSICAL THEATRE	ANATOMICAL POETRY	ROOSTER
Concepts	<ul style="list-style-type: none"> Ballet technique Contemporary Dance technique Performance Quality 	<ul style="list-style-type: none"> Origins of Musical Theatre Examples of Musical Theatre Characteristics 	<ul style="list-style-type: none"> Muscular and skeletal systems Element of shape Kinaesthetic awareness Dance for Film 	<ul style="list-style-type: none"> Choreography Historical era Performance Quality Themes
Assessments Number Type Timing Weighting Outcomes	<p><u>Task 1a</u> Performance Quality Analysis</p> <p><u>Task 1b</u> Manipulation of phrases</p> <p>Term 1, Week 10 Appreciation 10% & Composition 10% 5.2.1, 5.3.2, 5.3.3</p>	<p><u>Task 2a</u> Performance Quality in Musical Theatre Routine</p> <p><u>Task 2b</u> Extended response (App)</p> <p>Term 2, Week 10 Performance 20% and Appreciation 10% 5.1.1, 5.1.2, 5.3.1</p>	<p><u>Task 3</u> Developing dance for film</p> <p>Term 3, Week 8 Composition 20% 5.2.2, 5.4.1</p>	<p><u>Task 4</u> "Rooster" Group presentation</p> <p>Term 4, Week 5 Composition 10% & Performance 20% 5.1.3, 5.2.2</p>
Learning Areas/ Mandatory Experiences	<ul style="list-style-type: none"> Performance Appreciation Composition 	<ul style="list-style-type: none"> Performance Appreciation Composition 	<ul style="list-style-type: none"> Performance Appreciation Composition 	<ul style="list-style-type: none"> Performance Appreciation Composition
Report Outcomes	5.2.1 5.3.2 5.3.3	5.1.1 5.1.2 5.3.1	5.2.2 5.4.1	5.1.3 5.2.2

PHOTOGRAPHY AND DIGITAL MEDIA -Year 10

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1 10 weeks	Term 2 10 weeks	Term 3 10 weeks	Term 4 11 weeks
Name of Unit	DIGITAL PORTRAITS	STRANGE WORLDS	SOCIAL ISSUES	THE EXPERIMENTAL DARKROOM
Concepts	Aperture, shutter speed, depth of field, emotions through imagery, photographic narratives, composition techniques, shooting candidly, symbolism and props. Artist case studies as inspiration for student work.	Digital SLR camera functions, Surrealist Photography, juxtaposition of imagery, Photoshop, Phone apps- Picsart, Subjective frames of reference, Photographic composition, Artist case studies as inspiration for student work	Photographic processes, digital photography, developing a narrative to explore selected social issues, through images, by exploring aspects of the student's world. Artist case studies as inspiration for student work.	Advanced darkroom techniques to create a series of experimental images. Alternate processing practical tasks, such as chemo-grams, cyanotypes, sandwich printing, tone reversals and photogram photographs. Exam preparation- unseen plates.
Assessment Number Type Timing Weighting Outcomes	Task 1 Photographs (20%) Artist case study Essay (10%) Term 1, Week 10 30% 5.1, 5.3, 5.9	Task 2 Photographs (20%) Artist case study (15%) Term 2, Week Ten 35% 5.2, 5.4, 5.7	Task 3 Photographs (20%) Term 3, Week 10 20% 5.5, 5.6	Task 4 Yearly Examination (15%) Term Four, Examination Week 15% 5.8, 5.9, 5.10
Learning Areas/ Mandatory Experiences	<ul style="list-style-type: none"> Making Critical and Historical Interpretations 	<ul style="list-style-type: none"> Making Critical and Historical Interpretations 	<ul style="list-style-type: none"> Making Critical and Historical Interpretations 	<ul style="list-style-type: none"> Making Critical and Historical Interpretations
Report Outcomes	5.1 5.3 5.9	5.2 5.4 5.7	5.5 5.6	5.8 5.9 5.10

VISUAL DESIGN- Year 10

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1 (10 weeks)	Term 2 (10 weeks)	Term 3 (10 weeks)	Term 4 (11 weeks)
Name of Unit	DIGITAL PORTRAITS	STRANGE WORLDS	SOCIAL ISSUES	THE EXPERIMENTAL DARKROOM
Concepts	Aperture, shutter speed, depth of field, emotions through imagery, photographic narratives, composition techniques, shooting candidly, symbolism and props. Artist case studies as inspiration for student work.	Digital SLR camera functions, Surrealist Photography, juxtaposition of imagery, Photoshop, Phone apps- Picsart, Subjective frames of reference, Photographic composition, Artist case studies as inspiration for student work	Photographic processes, digital photography, developing a narrative to explore selected social issues, through images, by exploring aspects of the student's world. Artist case studies as inspiration for student work.	Advanced darkroom techniques to create a series of experimental images. Alternate processing practical tasks, such as chemo-grams, cyanotypes, sandwich printing, tone reversals and photogram photographs. Exam preparation- unseen plates.
Assessment Number Type Timing Weighting Outcomes	Task 1 Photographs (20%) Artist case study Essay (10%) Term 1, Week 10 30% 5.1, 5.3, 5.9	Task 2 Photographs (20%) Artist case study (15%) Term 2, Week Ten 35% 5.2, 5.4, 5.7	Task 3 Photographs (20%) Term 3, Week 10 20% 5.5, 5.6	Task 4 Yearly Examination (15%) Term 4, Examination Week 15% 5.8, 5.9, 5.10
Learning Areas/ Mandatory Experiences	<ul style="list-style-type: none"> Making Critical and Historical Interpretations 	<ul style="list-style-type: none"> Making Critical and Historical Interpretations 	<ul style="list-style-type: none"> Making Critical and Historical Interpretations 	<ul style="list-style-type: none"> Making Critical and Historical Interpretations
Report Outcomes	5.1 5.3 5.9	5.2 5.4 5.7	5.5 5.6	5.8 5.9 5.10

ENGLISH- Year 10

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1, Weeks 2 - 11 (10 weeks)	Term 2, Weeks 1 – 10 (10 weeks)	Term, 3 Weeks 1 – 10 (10 weeks)	Term 4, Weeks 1 – 11 (10 weeks)
Name of Unit	AMBITION AND OBSESSION	ADVERSITY	CHANGING PERSPECTIVES OF AUSTRALIA AND AUSTRALIANS (INDIVIDUAL AND COLLECTIVE IDENTITY)	CONTEXT, CULTURE AND CONCERNS
Concepts	<ul style="list-style-type: none"> Context Values Characterisation Setting Plot Theme Representation Transformation/Appropriation Critical and Creative Thinking Analysis 	<ul style="list-style-type: none"> Narrative conventions Style Characterisation Themes (Adversity and Challenge) Popular culture Difference and Diversity Analytical Writing Context 	<ul style="list-style-type: none"> Values Context Representation Perspective Point of View Voice Culture Visual Literacy Language Conventions Narrative 	<ul style="list-style-type: none"> Visual Literacy Textual Forms Perspective Digital Media Context Values
Assessment Number Type Timing Weighting Outcomes	Task 1 Multimodal and Reflection Term 2, Week 2 35% EN5-2A EN5-5C EN5-9E	Task 2 Essay (Prescribed & Related text) Term 3, Week 1 35% EN5-3B EN5-6C EN5-7D		Task 3 Yearly Examination - Discursive Term 4, Week 1 30% EN5-1A EN5-4B (SA) EN5-8D
Learning Areas/ Mandatory Experiences	Reading, Writing, Viewing and Representing	Reading, Writing, Viewing and Representing	Reading, Writing, Viewing and Representing	Reading, Writing, Viewing and Representing
Report Outcomes	EN5-2A EN5-5C EN5-9E	EN5-3B EN5-6C EN5-7D		EN5-1A EN5-4B EN5-8D
Texts	<i>Macbeth, Othello</i> – W. Shakespeare	<i>The Outsiders, Jasper Jones, Teacher Choice</i>	Various texts and text forms concerning Australian Culture and our collective Identity	Various texts

GEOGRAPHY- Year 10

Unit	Unit 1	Unit 2
Time/ Duration	Term 3, Weeks 1-10 (10 weeks)	Term 4, Weeks 1-11 (11 weeks)
Name of Unit	ENVIRONMENTAL CHANGE AND MANAGEMENT	HUMAN WELLBEING
Concepts	Place, Space, Environment, Interconnections, Scale, Sustainability, Change	Place, Space, Environment, Interconnections, Scale, Sustainability, Change
Assessment Type		
Number	Task 1	Task 2
Type	Research Task	Yearly Test
Timing	Term 3, Week 9	Term 4, Week 4
Weighting	50%	50%
Outcomes	GE5-2, GE5-4, GE5-5, GE5-7, GE5-8	GE5-6, GE5-7, GE5-8
Learning Areas/ Mandatory Experiences	Acquiring geographical information, processing geographical information, communication geographical information Maps, Fieldwork, Graphs and Statistics, Spatial Technologies, Visual Representations.	Acquiring geographical information, processing geographical information, communication geographical information Maps, Fieldwork, Graphs and Statistics, Spatial Technologies, Visual Representations.
Report Outcomes	GE5-2, GE5-4, GE5-5, GE5-6, GE5-7, GE5-8	

HISTORY- Year 10

Unit	Unit 1	Unit 2
Time/ Duration	Term 1, Weeks 2-11 (10 weeks)	Term 2, Weeks 1-10 (10 weeks)
Name of Unit	THE HOLOCAUST	CHANGING RIGHTS AND FREEDOMS
Concepts	<ul style="list-style-type: none"> Reasons for change and continuity Causes and Consequences of events or developments Reasons for different perspectives Actions, Values, Attitudes and Motives of past people Contestability 	<ul style="list-style-type: none"> Reasons for change and continuity Causes and Consequences of events or developments Reasons for different perspectives Actions, Values, Attitudes and Motives of past people Significance, Contestability
Assessments Number Type Timing Weighting Outcome	Task 1 In Class Examination Term 1, Week 8 50% HT5-5, HT5-6, HT5-9	Task 2 Activism Poster and Written Response Assessment Term 2, Week 4 50% HT5-3, HT5-8, HT5-10
Learning Areas/ Mandatory Experiences	<ul style="list-style-type: none"> Comprehension: chronology, terms and concepts Analysis and use of sources Perspectives and interpretations Empathetic understanding Research Explanation and communication 	<ul style="list-style-type: none"> Comprehension: chronology, terms and concepts Analysis and use of sources Perspectives and interpretations Empathetic understanding Research Explanation and communication
Report Outcomes	HT5-3, HT5-5, HT5-6, HT 5-8, HT5-9, HT5-10	

MATHEMATICS 5.1 - Year 10

Term 1	Week	1	2	3	4	5	6	7	8	9	10	11
	Unit	NUMBERS OF ANY MAGNITUDE* (5.1 Content) *			EQUATIONS				LINEAR RELATIONSHIPS			
	Reporting Outcomes	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-9MG			MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-8NA				MA5.2-1WM, MA5.2-3WM, MA5.2-9NA			
	Assessment	<u>Task 1</u> : In Class Test, Term 1 Week 7 , 25%, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-8NA, MA5.1-9MG										

Term 2	Week	1	2	3	4	5	6	7	8	9	10
	Unit	RATES AND RATIOS			NON-LINEAR RELATIONSHIPS				SINGLE VARIABLE DATA		
	Reporting Outcomes	MA5.2-1WM, MA5.2-2WM, MA5.2-5NA			MA5.2-1WM, MA5.2-3WM, MA5.2-10NA				MA5.2-1WM, MA5.2-3WM, MA5.2-15SP		
	Assessment	<u>Task 2:</u> In Class Test, Term 2 Week 4, MA5.2-1WM, MA5.2-2WM MA5.2-3WM, MA5.2-9NA, MA5.2-5NA)									

Term 3	Week	1	2	3	4	5	6	7	8	9	10
	Unit	BIVARIATE DATA			FINANCIAL MATHEMATICS				PROBABILITY		
	Reporting Outcomes	MA5.2-1WM, MA5.2-3WM, MA5.2-16SP			MA5.2-1WM, MA5.2-2WM, MA5.2-4NA				MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-17SP		
	Assessment	Task 3: Investigation, Term 3 Week 7 , 25% (MA5.2-1WM, MA5.2-3WM, MA5.2-15SP, MA5.2-16SP)									

Term 4	Week	1	2	3	4	5	6	7	8	9	10	
	Unit	TRIGONOMETRY			AREA, SURFACE AREA AND VOLUME							
	Outcomes	MA5.2-1WM, MA5.2-2WM, MA5.2-13MG			MA5.2-1WM, MA5.2-2WM, MA5.2-11MG, MA5.2-12MG							
	Assessment	<u>Task 4:</u> In Class Test, Term 4 Week 4 , 25%, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-17SP, MA5.2-13MG)										

MATHEMATICS 5.2 - Year 10

Term 1	Week	1	2	3	4	5	6	7	8	9	10	11
	Unit	NUMBERS OF ANY MAGNITUDE* (5.1 CONTENT) *			EQUATIONS				LINEAR RELATIONSHIPS			
	Reporting Outcomes	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-9MG			MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-8NA				MA5.2-1WM, MA5.2-3WM, MA5.2-9NA			
	Assessment	<u>Task 1:</u> In Class Test, Term 1 Week 7 , 25%, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-8NA, MA5.1-9MG										

Term 2	Week	1	2	3	4	5	6	7	8	9	10
	Unit	RATES AND RATIOS			NON-LINEAR RELATIONSHIPS				SINGLE VARIABLE DATA		
	Reporting Outcomes	MA5.2-1WM, MA5.2-2WM, MA5.2-5NA			MA5.2-1WM, MA5.2-3WM, MA5.2-10NA				MA5.2-1WM, MA5.2-3WM, MA5.2-15SP		
	Assessment	<u>Task 2:</u> In Class Test, Term 2 Week 4, 25%, MA5.2-1WM, MA5.2-2WM MA5.2-3WM, MA5.2-9NA, MA5.2-5NA									

Term 3	Week	1	2	3	4	5	6	7	8	9	10
	Unit	BIVARIATE DATA			FINANCIAL MATHEMATICS				PROBABILITY		
	Reporting Outcomes	MA5.2-1WM, MA5.2-3WM, MA5.2-16SP			MA5.2-1WM, MA5.2-2WM, MA5.2-4NA				MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-17SP		
	Assessment	<u>Task 3</u> : Investigation, Term 3 Week 7, 25%, MA5.2-1WM, MA5.2-3WM, MA5.2-15SP, MA5.2-16SP									

Term 4	Week	1	2	3	4	5	6	7	8	9	10	
	Unit	TRIGONOMETRY			AREA, SURFACE AREA AND VOLUME							
	Reporting Outcomes	MA5.2-1WM, MA5.2-2WM, MA5.2-13MG			MA5.2-1WM, MA5.2-2WM, MA5.2-11MG, MA5.2-12MG							
	Assessment	<u>Task 4:</u> In Class Test, Term 4 Week 4 , 25%, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-17SP, MA5.2-13MG										

MATHEMATICS 5.3- Year 10

Term 1	Week	1	2	3	4	5	6	7	8	9	10	11
	Unit	NUMBERS OF ANY MAGNITUDE* (5.1 CONTENT) *		ALGEBRAIC TECHNIQUES					EQUATIONS			
	Reporting Outcomes	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-9MG		MA5.3-1WM, MA5.3-5NA					MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-7NA			
	Assessment	<u>Task 1:</u> In Class Test, Term 1 Week 7, 25%, MA5.3-1WM, MA5.3-2WM, MA5.3-5NA, MA5.1-9MG										

Term 2	Week	1	2	3	4	5	6	7	8	9	10
	Unit	LINEAR RELATIONSHIPS			RATES AND RATIOS		NON- LINEAR RELATIONSHIPS			SINGLE VARIABLE DATA	
	Reporting Outcomes	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-8NA			MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-4NA		MA5.3-1WM, MA5.3-3WM, MA5.3-9NA			MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-18SP	
	Assessment	Task 2: In Class Test, Term 2 Week 3 , 25%, MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-7NA, MA5.3-8NA									

Term 3	Week	1	2	3	4	5	6	7	8	9	10
	Unit	BIVARIATE DATA		FINANCIAL MATHEMATICS* (5.2 CONTENT)*		INDICES AND SURDS				PROBABILITY* (5.2 CONTENT) *	
	Reporting Outcomes	MA5.3-1WM, MA5.3-2WM, MA5.3-19SP		MA5.2-1WM, MA5.2-2WM, MA5.2-4NA		MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-6NA				MA5.2-17SP	
	Assessment	Task 3: Take Home Task, Term 3 Week 5 , 25%, MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-18SP, MA5.3-19SP, MA5.2-4NA									

Term 4	Week	1	2	3	4	5	6	7	8	9	10
	Unit	TRIGONOMETRY				AREA, SURFACE AREA AND VOLUME					
	Reporting Outcomes	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-15MG				MA5.3-1WM, MA5.3-2WM, MA5.3-13MG, MA5.3-3WM, MA5.3-14MG					
	Assessment	<u>Task 4:</u> In Class Test, Term 4 Week 4 , 25%, MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-6NA, MA5.2-17SP, MA5.3-15MG									

PDHPE THEORY- Year 10

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1, Weeks 1 – 11 (10 weeks)	Term 2, Weeks 1 – 10 (10 weeks)	Term 3, Weeks 1 – 10 (10 weeks)	Term 4, Weeks 1 – 11 (10 weeks)
Name of Unit	SAFE PARTYING	HEALTH SKILLS 1	ROAD SAFETY	HEALTH SKILLS 2
Concepts	<ul style="list-style-type: none"> Throughout this unit, students will explore: Types of parties & gender messages Factors influencing behaviour Warning signs of unsafe situations Influences on risk taking Impact, long-term and short-term effects of illicit drugs Risk taking and peer pressure Harm minimisation strategies Skills to protect yourself 	<ul style="list-style-type: none"> Throughout this unit, students will explore: Responding to emergency situations Bullying Conflict resolution Overcoming adversity Strategies to deal with stress 	<ul style="list-style-type: none"> Throughout this unit, students will explore: Transport options Road safety statistics Causation of accidents Decision making on the road Risk taking and decision making Social media and risk-taking culture Mobile drug testing Distractions Influence of the media 	<ul style="list-style-type: none"> Throughout this unit, students will explore: Planning for the future Job Search Resumes Job interviews Becoming independent Consumerism Marginalised groups and misuse of power Seeking Help Support services
Assessment Number Type Timing Weighting Outcomes	<p><u>Task 1</u> Safe Partying Scenario</p> <p>Term 1, Week 10 50% of Theory Mark (25% Total Course Marks) PD5-1, PD5-6, PD5-9</p>	There will be no summative assessment during this unit.	<p><u>Task 2</u> Promoting Road Safety Home-based Research Task</p> <p>Term 3, Week 10 50% of Theory Mark (25% Total Course Marks) PD5-6, PD5-7, PD5-9</p>	There will be no summative assessment during this unit.
Learning Areas/ Mandatory Experiences	<ul style="list-style-type: none"> Healthy, Safe and Active Lifestyles Health, Wellbeing and Relationships 		<ul style="list-style-type: none"> Health, Wellbeing and Relationships Healthy, Safe and Active Lifestyles 	
Report Outcomes	<p>Semester One PD5-1, PD5-6, PD5-9</p>		<p>Semester Two PD5-6, PD5-7, PD5-9</p>	

PDHPE PRACTICAL- Year 10

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1, Weeks 2 – 11 (10 weeks)	Term 2, Weeks 1 – 10 (10 weeks)	Term 3, Weeks 1 – 10 (10 weeks)	Term 4, Weeks 1 – 11 (10 weeks)
Name of Unit	SEPEP – VOLLEYBALL, DANCE	SPECIALISED MOVEMENT SKILLS – TRANSFER OF MOVEMENT SKILLS (SOCCER AND TOUCH)	SPECIALISED MOVEMENT SKILLS – FEEDBACK (STRIKING SPORTS)	WORLD GAMES, FITNESS
Concepts	Throughout this unit, students will develop an understanding of different roles required to conduct sporting events (Volleyball), before partaking in Dance, where they will explore features of movement and composition and be assessed on their performance of a selected dance.	Throughout this unit, students will transfer knowledge and skills developed from previous learning to new sports to learn specialised movement skills and promote enjoyment in lifelong physical activity.	Throughout this unit, students will participate in a range of Striking Games (Softball, T-ball, Rounders, Badminton, Tennis, Cricket).	Throughout this unit, students will participate in a range of culturally significant World Games (Softball, Gaelic Football, Gridiron, Indigenous Games) before finishing Stage 5 PDHPE by completing Fitness Testing activities to compare to their results from the beginning of Stage 5.
Assessment Number Type Timing Weighting Outcomes	Task 1 Dance Performance Continuous Assessment Term 1, Weeks 4 - 11 25% PD5-4, PD5-9, PD5-11	There will be no summative assessment during this unit, however, students will complete learning activities with the aim of being plotted on the Physical Literacy Continuum .	Task 2 Specialised Movement Skill Self Analysis- Technique Analysis - Video Term 3, Week 8 50% of Practical Mark (25% of Total Course Mark). PD5-4, PD5-5, PD5-11	There will be no summative assessment during this unit, however, students will complete learning activities with the aim of being plotted on the Physical Literacy Continuum .
Learning Areas/ Mandatory Experiences	Movement Skill and Performance	Movement Skill and Performance	Movement Skill and Performance	Movement Skill and Performance
Report Outcomes	Semester One PD5-4, PD5-11		Semester Two PD5-4, PD5-9, PD5-11	

PASS THEORY- Year 10

Unit	Unit 1	Unit 2	Unit 3
Time/ Duration	Term 1, Week 1 - Term 2, Week 3 (13 Weeks)	Term 2, Week 4 - Term 3, Week 6 (13 Weeks)	Term 3, Week 7 - Term 4, Week 11 (14 Weeks)
Name of Unit	BODY SYSTEMS AND ENERGY FOR PHYSICAL ACTIVITY	ISSUES IN PHYSICAL ACTIVITY AND SPORT	SPORTS COACHING
Concepts	Modules: Body Systems and Energy for Physical Activity This module examines energy production and the roles and contributions of body systems to efficient movement. Students examine body systems through investigation and participation in one or more movement applications	Modules: Issues in Physical Activity and Sport This module analyses various issues in physical activity and sport and their impact. Students examine ethical and legal implications to participants, spectators and the community. They evaluate strategies to bring about positive outcomes for the issue.	Modules: Coaching This module develops skills in coaching and instruction. Students investigate qualities of effective coaching and assess their own and others' coaching skills to become more effective coaches.
Assessment Number Type Timing Weighting Outcomes	Task 1 Examination- Unit Examination Term 2, Week 3 50% of Theory Marks PASS5-1, PASS5-2,PASS5-10	Task 2 Research Task Home Assessment Term 3, Week 6 50% of Theory Marks PASS5-3, PASS5-4, PASS5-10	No summative assessment during this unit
Learning Areas/ Mandatory Experiences	1 – Foundations of Physical Activity	2 – Physical Activity and Sport in Society	3 – Enhancing Participation and Performance
Report Outcomes	PASS5-1, PASS5-2, PASS5-10	PASS5-3, PASS5-4, PASS5-10	-

PASS PRACTICAL- Year 10

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Time/ Duration	Term 1, Week 1 – 11 (10 weeks)	Term 2, Week 1 – 5 (5 weeks)	Term 2, Week 6 – Term 3 Week 5 (10 weeks)	Term 3, Week 6 – 10 (5 weeks)	Term 4, Week 1 – 11 (10 weeks)
Name of Unit	INTERNATIONAL SPORTS	BADMINTON / TABLE TENNIS	EUROPEAN HANDBALL	SOFT LACROSSE	RECREATIONAL PURSUITS
Concepts	Modules: Enhancing performance – strategies and techniques. Throughout this unit students will participate in activities with a multicultural flavour, such as Gaelic Football, AFL, Bocce & Floor Hockey.	Modules: Fundamentals of Movement Skill Development Throughout this unit students will participate in drills and games of Badminton.	Modules: Enhancing performance – strategies and techniques. Throughout this unit students will participate in drills and games of European Handball.	Modules: Fundamentals of Movement Skill Development Throughout this unit students will participate in drills and games of Soft Lacrosse.	Modules: Lifestyle, leisure and recreation Throughout this unit students will participate in recreational activities.
Assessment Number Type Timing Weighting Outcomes	Task 1 Skills Assessment and Reflection Continuous Assessment Term 1, Weeks 4 - 11 50% of the Practical Mark PASS5-7, PASS5-9, PASS5-10	No summative assessment during this unit.	Task 2 Skills Assessment (peer & teacher) Continuous Assessment Term 3, Weeks 1 - 5 50% of the Practical Mark PASS5-5, PASS5-6, PASS5-9	No summative assessment during this unit.	No summative assessment during this unit.
Learning Areas/ Mandatory Experiences	3 – Enhancing Participation & Performance	3 – Enhancing Participation & Performance	3 – Enhancing Participation & Performance	1 – Foundations of Physical Activity	2 – Physical Activity and Sport in Society
Report Outcomes	PASS5-7, PASS5-9, PASS5-10		PASS5-5, PASS5-6, PASS5-9		

PASS RUGBY LEAGUE - Year 10

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1, Week 1 – Term 2, Week 3 (13 weeks)	Term 2, Week 4 – Term 3, Week 6 (13 weeks)	Term 3, Week 7 – Term 4, Week 11 (14 weeks)	Term 1-4 Practical Lessons (40 Weeks)
Name of Unit	ANATOMY'S ROLE IN RUGBY LEAGUE	AUSTRALIA'S SPORTING IDENTITY	TECHNOLOGIES IMPACT ON RUGBY LEAGUE	RUGBY LEAGUE SPECIFIC TRAINING - SKILL IMPROVEMENT AND FITNESS
Concepts	<p>Module: Body Systems and Energy for Physical Activity</p> <p>Students will examine energy production and the roles and contributions of body systems to efficient movement. Students examine body system through investigation and participation in one or movement applications.</p>	<p>Module: Australia's Sporting Identity</p> <p>Students will examine the role of sport in shaping Australia's identity and reputation. Students investigate the factors influencing Australia's sporting identity and the implications these factors can have on players, spectators and Australia's identity.</p>	<p>Module: Technology, Participation and Performance</p> <p>This module evaluates the role technology plays in physical activity and sport. Students assess the impact technology has had on sport and the ethical implications technology can have on access and equity for participants and performers.</p>	<p>Module: Physical Fitness & Enhancing Performance – Strategies and Techniques</p> <p>Students will engage in rugby league specific training drills and activities which aim to enhance and development the SMS of the game and also improve their sport specific fitness.</p>
Assessment Number Type Timing Weighting Outcomes	<p>Task 1 Body System Analysis and Quiz Term 2, Week 3 35% PASS5-1, PASS5-2, PASS5-10</p>	<p>Task 2 Rugby League Research Task Term 3, Week 6 35% PASS5-3, PASS5-4, PASS5-10</p>	<p>Task 3 Technology Evaluation (in-class) Term 4, Week 2 30% PASS5-6, PASS5-7, PASS5-10</p>	<p>This unit will not be assessed formally.</p>
Learning Areas/ Mandatory Experiences	1 - Foundations of Physical Activity	2 - Physical Activity and Sport in Society	3 - Enhancing Participation and Performance	1 - Foundations of Physical Activity 1 2 - Physical Activity and Sporty in Society
Report Outcomes	PASS5-1, PASS5-2, PASS5-10	PASS5-3, PASS5-4, PASS5-10	PASS5-6, PASS5-7, PASS5-10	PASS5-1, PASS5-5

SCIENCE- Year 10

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Time/ Duration	Term 1, Weeks 2-11 (10 weeks)	Term 2, Weeks 1-3, (3 weeks)	Term 2, Weeks 4-10 Term 3, Weeks 1-3 (10 weeks)	Term 3, Weeks 4 – 10 (7 weeks)	Term 4, Weeks 1- 11 (11 weeks)
Name of Unit	CHEMISTRY	WORKING SCIENTIFICALLY SKILLS	BIOLOGY	ASTRONOMY	PHYSICS
Concepts	Compounds, chemical reactions, Exothermic/endothermic reactions, factors affecting reaction rates, Careers in Chemistry	Experimental Methods, Variables Processing and Analysing Data, Communicating	Genetics- Inheritance, DNA, Evolution, Natural Selection	Features of the universe (galaxies, stars, nebulae), Big Bang theory, Gravitational force	Light & Waves (sound & EM spectrum), Communication technology, Newton's Laws of Motion ($F = ma$), speed, velocity, acceleration
Assessments Number Type Timing Weighting Outcomes	Task 1 Practical Task Term 1, Week 9 35% WS 6, WS 7, WS 8, WS 9, Content from CW3 and/or CW4	Task 2 Depth Study Term 2, Week 9 40% WS 4, WS 5, WS 6, WS 7, WS 8, WS 9 <i>and/or</i> Content from CW, PW, LW, or ES		Task 3 VALID Term 3, Weeks 7-8 25% WS 7, WS 8, WS 9, Content from: LW, ES, PW, CW	
Learning Areas/ Mandatory Experiences	1) develop understanding of science through a range of hands-on practical experiences that use the skills and processes of Working Scientifically 2) engage students in scientific inquiry through applying the processes of Working Scientifically 3) allocate at least 50% of the course time to students' active engagement in hands-on practical experiences	Active engagement in hands-on practical activities and report writing. Development of proposal for Task #2	1) develop understanding of science through a range of hands-on practical experiences that use the skills and processes of Working Scientifically 2) engage students in scientific inquiry through applying the processes of Working Scientifically 3) allocate at least 50% of the course time to students' active engagement in hands-on practical experiences	1) develop understanding of science through a range of hands-on practical experiences that use the skills and processes of Working Scientifically 2) engage students in scientific inquiry through applying the processes of Working Scientifically 3) allocate at least 50% of the course time to students' active engagement in hands-on practical experiences	1) develop understanding of science through a range of hands-on practical experiences that use the skills and processes of Working Scientifically 2) engage students in scientific inquiry through applying the processes of Working Scientifically 3) allocate at least 50% of the course time to students' active engagement in hands-on practical experiences
Report Outcomes	Semester 1: Skills: WS 6, WS 7, WS 8, WS 9 Semester 2: Skills: WS 5, WS 6, WS 7, WS 8, WS 9 Content: K & U				

DESIGN AND TECHNOLOGY BETTER LIVING- Year 10

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1, Weeks 2-11 (10 weeks)	Term 2, Weeks 1-10 (10 weeks)	Term 3, Weeks 1-10 (10 weeks)	Term 4, Weeks 1-10 (10 weeks)
Name of Unit	3D PRINTED COOKIE CUTTERS	FOOD PRODUCT DEVELOPMENT	MARKETING BLITZ	GRAZING PLATTER OR PHONE STAND/RECIPE BOOK HOLDER
Concepts	Activity of Designers	Design Processes	A Holistic Approach	A Holistic Approach
Assessments Number Type Timing Weighting Outcomes	Task 1 Folio Design - 3D Printed Cookie Cutter	Task 2 Practical - New Food Product	Task 3 Marketing ICT	
Learning Areas/ Mandatory Experiences	Using technology such as 3D printers to make tools to produce food items	Utilising recipes and skills to create a new food item	Using ICT Technologies to produce a marketing campaign for their new food product	Basic metal working skills
Report Outcomes	Semester One DT5-6 DT5-7 DT5-8 DT5-9		Semester Two DT5-10 DT5-3 DT5-1 DT5-2 DT5-5	

CHILD STUDIES- Year 10

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time / Duration	Term 1 (30 hours)	Term 2 (30 hours)	Term 3 (25 hours)	Term 4 (25 hours)
Name of Unit	MODULE 7: HEALTH AND SAFETY IN CHILDHOOD MODULE 8: FOOD AND NUTRITION IN CHILDHOOD MODULE 3: FAMILY INTERACTIONS	MODULE 13: CHILDCARE SERVICES AND CAREER OPPORTUNITIES	MODULE 10: CHILDREN AND CULTURE	MODULE 6: PLAY AND THE DEVELOPING CHILD
Concepts	Students identify the symptoms, treatment, preventative strategies and classroom interventions relevant to physical and mental health.	Students examine a variety of family roles and responsibilities to understand the impact of parents and significant others on a child's development. Students identify a range of childcare services, roles and responsibilities of childcare providers and career opportunities in this industry.	Students develop an understanding of how cultural practices and traditions influence the health and wellbeing of children.	Students develop an understanding of play-based learning and its benefits to the child. They examine play-based learning environments and activities and describe how childcare services can play an active role in increasing the knowledge and appreciation of cultural diversity.
Assessment Number Type Timing Weighting Outcomes	<u>Task 1</u> Research and Presentation Term 1, Weeks 7-9 25%	<u>Task 2</u> Folio – research and written work in booklet Term 2, Week 9 25%	<u>Task 3</u> In-class writing assessment (45 minutes) Term 3, Week 6 25%	<u>Task 4</u> Research Task Term 4, Week 5 25%
Learning Areas/ Mandatory Experiences				
Report Outcomes	Semester One		Semester Two	

FOOD TECHNOLOGY- Year 10

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time / Duration	Term 1 (30 hours)	Term 2 (30 hours)	Term 3 (25 hours)	Term 4 (25 hours)
Name of Unit	MODULE 7: HEALTH AND SAFETY IN CHILDHOOD MODULE 8: FOOD AND NUTRITION IN CHILDHOOD MODULE 3: FAMILY INTERACTIONS	MODULE 13: CHILDCARE SERVICES AND CAREER OPPORTUNITIES	MODULE 10: CHILDREN AND CULTURE	MODULE 6: PLAY AND THE DEVELOPING CHILD
Concepts	Students identify the symptoms, treatment, preventative strategies and classroom interventions relevant to physical and mental health.	Students examine a variety of family roles and responsibilities to understand the impact of parents and significant others on a child's development. Students identify a range of childcare services, roles and responsibilities of childcare providers and career opportunities in this industry.	Students develop an understanding of how cultural practices and traditions influence the health and wellbeing of children.	Students develop an understanding of play-based learning and its benefits to the child. They examine play-based learning environments and activities and describe how childcare services can play an active role in increasing the knowledge and appreciation of cultural diversity.
Assessment Number Type Timing Weighting Outcomes	<u>Task 1</u> Research and Presentation Term 1, Weeks 7-9 25%	<u>Task 2</u> Folio – research and written work in booklet Term 2, Week 9 25%	<u>Task 3</u> In-class writing assessment (45 minutes) Term 3, Week 6 25%	<u>Task 4</u> Research Task Term 4, Week 5 25%
Learning Areas/ Mandatory Experiences				
Report Outcomes	Semester One		Semester Two	

iSTEM- Year 10

Unit	Unit 1	Unit 2
Time/ Duration	Semester One (20 weeks)	Semester Two (20 weeks)
Name of Units	AUTOMOTIVE ENGINEERING	MECHATRONICS ENGINEERING
Concepts		
Assessments Number Type Timing Weighting Outcomes	Task 1 Scientific Report - Automotive Engineering Term 2, Week 8 50% 5.1.1, 5.5.2, 5.6.1	Task 2 Engineering Report – Mechatronic &Electrical Engineering Term 4, Week 8 50% 5.1.2, 5.2.2, 5.4.2, 5.8.1
Learning Areas/ Mandatory Experiences		
Report Outcomes	5.1.1 5.5.2 5.6.1	5.1.2 5.2.2 5.4.2 5.8.1

INDUSTRIAL TECHNOLOGY- Year 10

Unit	Unit 1	Unit 2
Time/ Duration	Terms 1 and 2 (20 weeks)	Terms 3 and 4 (20 weeks)
Name of Unit	PROJECT 1	PROJECT 2
Concepts		
Assessments		
Number	Task 1	Task 2
Type	Fishing Caster (T), Plumb Bob (M), Co2 Car (E)	Small Table and Portfolio (T and M), Control Arm and Portfolio (E)
Timing	Term 2, Week 6	Term 4, Week 4
Weighting	30%	70%
Outcomes	5.2, 5.5, 5.7, 5.8, 5.9	5.2, 5.3, 5.4. 5.5, 5.8, 5.9, 5.10
Learning Areas/ Mandatory Experiences		
Report Outcomes	Semester One IND5-2 IND5-5 IND5-9 Semester Two IND5-3 IND5-5 IND5-10	