

KURRI KURRI HIGH SCHOOL



ASSESSMENT BOOKLET

YEAR 10 2025

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NESA REQUIREMENTS

RoSA Eligibility

To be eligible for the RoSA, a student who leaves school at or after the completion of Year 10, but before completing the HSC, must have:

- a. Attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
- b. Participated in, and satisfactorily completed the mandatory curriculum requirements for Years 7–10, and
- c. Complied with any other regulations or requirements mandated by the Minister or NESA.

Meeting mandatory curriculum requirements for the RoSA

1. The RoSA is available to eligible students who leave school before completing the HSC.
2. For students to satisfactorily complete mandatory curriculum requirements to be eligible for the award of the RoSA, schools must provide courses of study for each student in each of the 8 key learning areas (KLAs) for secondary education: English, Mathematics, Science, HSIE, Technological and Applied Studies, Languages other than English, Creative Arts, and PDHPE.
3. Schools must:
 - a. provide courses of study for English, Mathematics, Science, HSIE and PDHPE in each year of Years 7 to 10, and
 - b. teach each course of study in accordance with the current syllabus, and
 - c. ensure that the outcomes and content of all the courses are programmed, and
 - d. timetable the mandatory curriculum for the indicative hours specified in the syllabus.

Determining Grades NESA Requirements

Schools must have policies and procedures for determining grades

1. Schools must have policies and procedures for determining grades that will be submitted to NESA. The policies and procedures must include:
 - a. An assessment plan for every 100-hour or 200-hour graded Stage 5 course (except for courses based on Life Skills outcomes and content, or Stage 5 VET courses)¹, and
 - b. Procedures for determining grades, and
 - c. Procedures for retaining student work samples.

ENTRY INTO YEAR 11: Students who have completed Year 10 and RoSA requirements

1. Students may enter Preliminary courses if they have satisfactorily:

- a. Completed Year 10, and
- b. Completed the required courses of study needed for the award of the RoSA.

2. Eligibility for the completion of Year 10 for the purpose of entering Preliminary courses is considered at the time of entry, and is separate from achieving the RoSA.

Criteria for satisfactory completion of a course

1. A student is considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- a. Followed the course developed or endorsed by NESA; and
- b. Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c. Achieved some or all of the course outcomes.

2. NESA does not set a minimum attendance for the satisfactory completion of a course. The principal may determine that, as a result of absence, the above course completion criteria might not be met. Clearly, such absences are serious and principals must give students early written warning of the consequences of non-completion of course requirements. The warning must relate the student's absence to the non-completion of the course requirements.

KKHS PROCEDURES

Determining ROSA Grades at the end of Year 10

School Based Assessment is used to Award a Grade in Each Course.

The grade awarded in each course will be based on achievement measured at points throughout the course in Year 10. Measuring achievement at points during Year 10 provides a better indication of student achievement than a single examination and also provides the opportunity for the student to demonstrate their highest level of achievement.

Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects.

- For every course, NESA has developed Course Performance Descriptors which describe five levels of achievement from A to E. (Mathematics has 10 levels of achievement A10 – E1).
- Students will receive the grades which best relate to the description of their achievement according to the Course Performance Descriptors in each course.
- Where a student has failed to satisfactorily complete a course, an 'N' will be awarded.
- The general experience courses of non-elective Music, Language, Creative and Performing Arts and Technological and Applied Studies will be graded as 'S' – satisfactorily completed or 'N' – not satisfactorily completed.

Schools are responsible for awarding each student a grade (A, B, C, D, or E) for each NESA Developed Course to summarise the student's achievement in any 100 hour or 200 hour course completed in Stage 5. The grade awarded for each course is reported on the student's Record of School Achievement.

Teachers use these Stage 5 course performance descriptors to determine Record of School Achievement grades for each course. The descriptors have been developed from NESA's general performance descriptors, and provide a more complete description of typical performance in each course at a grade level.

Determining Grades

During the course, teachers collect information on the achievement of each student. To allocate a grade to a student at the end of the course, teachers make a judgement as to which grade descriptor best describes the achievement of that student.

Students should be given the opportunity to demonstrate their maximum level of achievement relative to the course performance descriptors.

Values and attitudes are an integral part of learning.

Applying the Course Performance Descriptors

Teachers use their professional judgment in applying the course performance descriptors. It is not intended that the course performance descriptors represent a checklist or provide a comprehensive description of student performance at each grade level.

The descriptor that provides the best overall description of the student's achievement will determine the grade awarded.

The samples of student work that are provided on the Assessment Resource Centre website clarify the standards described in the course performance descriptors. They illustrate the quality of work typically produced by students who receive each grade.

Areas for Assessment

The areas for assessment for each course provide a framework for structuring an assessment program and may be used for reporting student achievement. They are derived from the course objectives and are linked to the course outcomes. They can be used as organisers for assessment of student achievement.

Good assessment practice involves designing quality assessment activities that enable students to demonstrate their achievements. Teachers use the areas for assessment when designing an assessment activity, to ensure it is assessing performance in relation to a grouping of outcomes.

General Performance Descriptors

The general performance descriptors describe performance at each of five grade levels:

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

Disability Provisions

The school assesses applications from students with disabilities in order to provide eligible students with practical support in tests and examinations. Applications may be made by students for Stage 5 Assessment tasks.

For more details, refer to the NSW Education Standards Authority's website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

or contact the school Deputy Principal.

ASSESSMENT PROCEDURES

Notification

Students will receive a written notification of an assessment task at least **two weeks** prior to the due date of the task. Students will sign and date a register to acknowledge receipt of this assessment notification. If students are absent on the day an assessment task notification is handed out, they are responsible for obtaining a copy of it. No extra time will be given to a student for a task because they did not receive the notification in class. Teachers will upload copies of the task notification onto CANVAS to ensure all students can access copies throughout the assessment period.

Submission

It is the responsibility of students to ensure that they complete assessment tasks at the scheduled time and date or that they complete a serious attempt at assessment tasks and submit them at the designated time on or before the due date. Assessments may be required to be handed in, submitted via CANVAS or submitted digitally by a specified time or by 3pm of the due date. Notifications for each task will clearly outline the required means of submission.

When needing to be handed in, assessment tasks will be accepted by the course teacher during the class period for that subject on the due date. If the teacher is absent or unavailable, tasks must be handed to the Head Teacher responsible for the course.

Tasks must never be left on a desk or table for collection by the teacher or handed to a casual teacher. They must be collected by the teacher and students must sign to reflect that they have been handed in. Tasks submitted on-line will be date and time stamped to ensure processes are followed.

Assessment task submission and or completion takes priority over school events such as: excursions, sporting or school representation and VET work placements that fall outside of the defined work placement periods. It is the student's responsibility to bring to the attention of their class teacher any impending conflicts. This is clearly stated in the Additional Information section on every assessment task notification.

Tasks submitted after the due date without a successful Student Appeal Form will receive an automatic zero mark.

Late or non submission of tasks

If a student fails to complete a task specified in the assessment program without a valid reason (e.g. illness) the student will be issued with a **zero mark**.

If tasks prepared at home are not submitted by the time stipulated on the notification they will be regarded as late unless a Student Appeal Form is submitted. Late submission will result in a **zero mark** being awarded for the task.

Students are expected to make a serious attempt at assessment tasks when submitting late or otherwise. Students will receive feedback about their response, however, the student would still have a zero mark recorded against their performance for the task.

Failure of technology on the due date will not be accepted as a valid reason for late submission.

Where there is no valid reason for not completing an assessment task, a warning letter will be issued indicating the nature of the work not completed and the future action required of the student to resolve the situation. It is important that students complete this task and resolve the warning letter to develop the skills required of the course.

To meet the requirements of the Stage 5 course, student must make a genuine attempt at assessment tasks, which contribute to an excess of 50 percent of available marks in that course. Students who are absent from an assessment task or who fail to complete a task by the due date absence are ineligible for the award of a mark for that task.

Extensions may only be granted where there is a legitimate reason for absence approved by the Head Teacher or Deputy Principal. This will only occur after following the appeals process.

Non Serious Attempts

NESA expects students to attempt all assessment tasks that are set. Students who do not make a serious attempt at assessments may not receive a mark for the assessment concerned and parents will be contacted for a meeting. Any student identified as making a non-serious attempt or a non-attempt will be asked to justify their response with the teacher and Head Teacher of the subject.

Non-serious attempts include frivolous or objectionable material. Students who provide answers to questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded.

Non-attempts include those where only multiple-choice questions are attempted.

Appeals

Students absent (due to illness or approved leave such as work placement or other school business) from school on the day an assessment task, test or examination is due, must complete and submit a Student Appeal Form within **two days** after their return to school and **no longer than two weeks** after the initial due date of the task, test or examination. The Student Appeal Form may be lodged with either their Class Teacher or the Head Teacher of the faculty. The Student Appeal Form will be discussed with the Stage 5 Deputy Principal and the student will be informed of the decision.

In exceptional circumstances (eg where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the Principal or Deputy Principal should authorise the use of an estimate based on other appropriate evidence.

If the student is absent due to illness, evidence of the illness on that date **must** be provided. When the student knows ahead of time that they will be absent for an assessment task they should advise the class teacher or Head Teacher prior to the date to complete the task at an agreed time. Where possible, this should be made at least two weeks before the assessment is due.

If the appeal is upheld, students will complete the task set for the assessment they have missed.

If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task.

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 Stage 5 RoSA results.

Malpractice includes (but is not restricted to) the following:

- 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.

Students are expected to conform to the highest standards of academic integrity and ethical scholarship. If a student is deemed to be guilty of malpractice, a zero mark may be awarded for the section of the task or for the whole task depending on the amount found to be plagiarised. This may be recorded on the NESA malpractice register on the NESA website. If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, then an alternative assessment task may be given.

Marking of Assessments

Assessment tasks should be marked and returned to students within a two week period. Meaningful feedback about what they have demonstrated and what they need to do in order to improve their performance needs to be given to students as well as their rank and mark for the task. In the cases where there is more than one class for the subject, the task should be marked by one teacher or double marked to maintain consistency of judgement. Teachers must keep copies of work samples from all assessments that reflect the distribution of grades for that task. Samples must be kept on SharePoint.

N-Determinations

The Assessment Certification and Examination (ACE) website states that to meet the course completion criteria, principals must have sufficient evidence that a student has:

- followed the course developed or endorsed by NESA; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

In the case of competency based courses, it is a matter for the Principal to determine whether the attempts made by the student to complete the course are genuine. While NESA does not determine minimum attendance requirements, Principals may determine that, as a result of absence, the course completion criteria have not been met.

Submission of Projects, Major Works and Performances

The development and selection of student projects, major works, exhibitions and performances **must satisfy health and safety requirements**. They must:

- be undertaken within the operating guidelines and directives of education authorities and/or schools
- recognise and reflect relevant state and national legislation, regulations and standards including those relating to workplace health and safety (WHS), animal welfare, dangerous goods, hazardous substances and weapons
- take account of the needs of students, teachers, markers and others, including the general public.

Any Stage 5 project that might be considered dangerous to health or safety may not be marked.

Prohibited weapons, replicas and related articles

Student projects, major works, bodies of work, exhibitions and performances should not produce, display or use prohibited weapons, replicas, or related articles. Plastic toys and other objects that would not be mistaken for real weapons are permissible. Students using such toys to represent a weapon in a performance must advise the markers before they begin their performance.

Examples of prohibited weapons, replicas and related articles include, but are not limited to, firearms, knives, cross-bows, archery bows and arrows, catapults, kung fu sticks or nunchaku, batons, spear guns, handcuffs and self-defence sprays.

For many students, their performance or submitted works present an opportunity to explore an issue of personal interest and to express ideas and opinions. While it is understood some performances and submitted works challenge established views, the teacher will ensure that work submitted does not cause offence. Teachers should not be confronted by works and performances that the general community would find offensive. 9

EXAMINATION RULES FOR STUDENTS

It is necessary to have set exam rules to ensure that our Examinations are fair for all students.

Read the following Kurri Kurri High School Examinations Rules very carefully so you are aware of your responsibilities.

1. Students are responsible for knowing their own exam timetable, for arriving on time for an exam and for ensuring they attempt the correct exam paper. A student who misses an exam as a result of misreading the exam timetable will receive a zero mark.
2. All students are to arrive at least 15 minutes before the starting time of the paper. No student will receive extra time if he/she arrives late for an examination.
3. Students will sit in rows as instructed by the supervising teacher.
4. Mobile phones are not permitted in the examination room (GYM). Mobile phones must be left in bags and must be turned off. Students who have a mobile phone in an exam will receive zero for that paper.
5. All bags, books etc. must be left outside the exam room (GYM) in the designated area. Food and drink are not permitted in the examination room.
6. Students should provide all the necessary equipment required for each exam. E.g.: pens, pencils, ruler, calculator, eraser etc. Borrowing of equipment is not permitted during the examination.
7. Pencil cases are not permitted in the exam room (GYM).
8. Behaviour during the exam must not disturb other students and must be in line with school expectations. Eating and drinking, talking, shuffling of papers, turning around, creating noises etc. is not permitted. A student who persists in causing a disruption of any kind may be removed from the exam and have his/her exam paper cancelled.
9. A student suspected of, or caught cheating during an exam will have his/her exam paper taken. Parents will be contacted and disciplinary action in accordance with the school's policy will occur.
10. You must see Stage 5 Deputy if you miss an exam for any reason. Examinations are to take priority over all other activities such as; sport, medical appointments and driving tests. In certain cases, special consideration may be given for students who have an exceptional reason to miss an exam paper. Such students will need to produce certain documentation. Except in the case of unexpected illness or misadventure, an Appeals Form must be completed before the examination. It is the student's responsibility to complete an Appeals Form If an exam is missed.
11. A student does not make a serious attempt in an examination may receive a zero. This includes answers that contain frivolous or objectionable material.
12. Students are not permitted to leave the examination room prior to the completion time of the paper. Students who complete their work early should spend their time checking through their paper and ensuring that they have done their best.
13. No examination material may be taken from the exam room (GYM) by any student.
14. It is the responsibility of each student to ensure that all exam answers are collected at the conclusion of the examination.
15. If a student does not attempt a question in an exam paper – he/she must still submit a response that states: e.g. Question X – Not Attempted.
16. Students are required to wear full school uniform for each examination.

Term 1	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	Electives: Marine Studies
Week 8	HSIE, PDHPE
Week 9	English, Science
Week 10	Electives: Child Studies, Food Technology, Industrial Technology Timber, Industrial Technology Metal, Music, PASS, SIP, Visual Arts, Visual Design

Term 2	
Week 1	Mathematics
Week 2	Electives: PASS
Week 3	
Week 4	HSIE, Science
Week 5	
Week 6	Mathematics
Week 7	English
Week 8	
Week 9	Electives: Child Studies, Food Technology, Industrial Technology Timber, Industrial Technology Metal, Marine Studies, Music, SIP, Visual Arts, Visual Design
Week 10	HSIE, Science

Term 3	
Week 1	
Week 2	PDHPE
Week 3	Electives: PASS
Week 4	Mathematics
Week 5	
Week 6	PDHPE, HSIE
Week 7	PDHPE
Week 8	Electives: Marine Studies, Industrial Technology Timber, Industrial Technology Metal
Week 9	Yearly Exams: English, HSIE, Mathematics, Science
Week 10	Electives: Child Studies, Food Technology, PASS, Music, SIP, Visual Arts, Visual Design

Term 4	
Week 1	English
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

MANAGING ASSESSMENT SCHEDULES

Advice to Students in Managing Assessment Schedules

- Be positive and optimistic.
- Ensure that you are familiar with the Assessment Schedules relevant to your pattern of study.
- As an active learner who exercises self-regulation, take responsibility for managing your assessment schedule and meeting deadlines. The assessment schedule for each term has been mapped out for you. Use the assessment calendar and a diary or electronic calendar to help with your organisation.
- Keep a record of tasks completed for each subject so that, at any given time, you know exactly what proportion of your course assessment has been completed and how much remains.
- Seek feedback from teachers if you are unsure about what you need to do to improve and make further progress.
- Open communication helps to minimise misunderstanding and confusion. Communication regarding assessment tasks is managed by each faculty - the Classroom Teacher in the first instance, and then the Head Teacher of the subject concerned.
- If issues with your health and wellbeing are impacting your learning, contact your Teachers and Year Advisers so that guidance and support can be discussed.
- Inform your teacher if you know that you will be absent before a task is due and hand in the task before time.
- Submit an Illness/Misadventure Appeal Form if you are unable to submit the task as required on the due date due to illness or misadventure.



SCOPE

& SEQUENCES

ASSESSMENT

SCHEDULES

2025 – Year 10 Scope & Sequence

Faculty: English

Subject: English

Year: 10

Core skills for Year 10: Building the required skills for Stage 6 competence in reading, writing, viewing, listening, speaking and representing. Critically evaluating and creatively using a greater variety of language devices across various forms as they experiment with texts to create their own. Refining skills in the composition of analytical writing that is argument driven and substantiated with well chosen textual references.

References:											
	1	2	3	4	5	6	7	8	9	10	11
Term 1	<p>Project: Journeys – an area of study <i>Pathway 1: physical, inner and imaginative journeys</i> <i>Pathway 2: physical and inner journeys</i> <i>Pathway 3: physical journeys</i></p> <p>Title/Unit: Close study of a poet</p> <p>Content Focus and Syllabus Skills: <i>Text requirement/s:</i> Collection of poetry (by one composer) <i>Mode/s:</i> Speaking, listening, reading, writing <i>Skills focus (including literacy):</i> Reading poetry, language techniques, links between texts and argument</p> <p>Outcomes: Aspects of EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01</p> <p>Numeracy: Representation of number (using numbers to quantify rhyme and rhythm in poetry)</p>									<p>Project: Authentic assessment <i>Pathway 1, 2 and 3: writing personal statements</i></p> <p>Content Focus <i>Required work sample: annotated poem from Journeys – an area of study</i> <i>Optional additional work sample – annotated song (student choice) to evidence skills learned</i></p>	
										AT1	

	1	2	3	4	5	6	7	8	9	10
Term 2	<p>Project: Distinctively visual/distinctive voices <i>Pathway 1: Critical study of literature</i> <i>Pathway 2: Close study of literature</i> <i>Pathway 3: Close study of literature (module responses rather than essay writing)</i></p> <p>Title/Unit: Close study of literature</p> <p>Content Focus and Syllabus Skills: <i>Text requirement/s:</i> Extended prose <i>Mode/s:</i> Reading, writing <i>Skills focus (including literacy):</i> Reading prose, language techniques, substantiating with evidence and sophisticated writing skills</p> <p>Outcomes: Aspects of EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01</p> <p>Numeracy: Sequencing as a concept in fiction (sequencing ideas and examples from the text, visually organising plot elements)</p> <p>Authentic assessment work sample: Pathway 1 and 2: annotated piece of analytical writing showing their use of Focus on Writing strategies Pathway 3: annotated module response showing their use of required structure</p>								<p>Project: What lasts forever?</p>	
							AT2			

	1	2	3	4	5	6	7	8	9	10
Term 3	Project: What lasts forever? (cont.) <i>Pathway 1: Shakespeare and an appropriated text</i> <i>Pathway 2: Shakespeare study (or Shakespeare inspired text/alternate drama text)</i> <i>Pathway 3: Experience of Shakespeare (alternate drama text)</i>									
	Title/Unit: Using texts from the past to create our own in the present									
	Content Focus and Syllabus Skills: <i>Text requirement/s:</i> Supplementary text (quality literature), Drama (Shakespeare) <i>Mode/s:</i> Speaking, listening, reading, writing, representing <i>Skills focus (including literacy):</i> Reading and performing drama, dramatic techniques, using devices and appropriate form									
	Outcomes: Aspects of EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01									
	Numeracy: Representation of number (using numbers to quantify rhyme and rhythm in Shakespearean drama or timing in screen plays and scripts)									
	N/A Authentic assessment work sample from this topic – focus on portfolio below Portfolio elements: Variety of responses (collection of class work) across the genres of imaginative, persuasive, discursive and reflective writing									
									AT3 Examination	

	1	2	3	4	5	6	7	8	9	10
Term 4	Project: They made it – can you? <i>Pathway 1: Comparative study (and writing comparative responses)</i> <i>Pathway 2 and 3: Close study</i>							Project: Authentic assessment <i>Presenting personal statements and work samples from the year</i>		
	Title/Unit: Close study of film (director or genre study)									
	Content Focus and Syllabus Skills: <i>Text requirement/s:</i> Supplementary text (visual), supplementary text (opportunity for student choice), Film <i>Mode/s:</i> Listening, viewing, reading, writing <i>Skills focus (including literacy):</i> Viewing film, film techniques, multimodal text creation (short film creation), thinking critically about texts and reflection									
	Outcomes: Aspects of EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01									
	Numeracy: Sequencing as a concept in film (sequencing ideas and examples from the text, visually organising plot elements, understanding film techniques and their timing in relation to representation)									
	Authentic assessment work sample: Pathway 1: mind map or similar visual resource showing the links between texts studied Pathway 2 and 3: short film creation or story board showing their understanding of director and/or genre tropes									
	AT4 Portfolio									

Kurri Kurri High School

Year 10 English Assessment Schedule 2025

Course: 10 English

Head Teacher: S.Golding

	Task 1	Task 2	Task 3	Task 4
Due Date/ Date of Task	Term 1, Week 9	Term 2, Week 7	Term 3, Week 9	Term 4, Week 1
Topic	Journeys – an area of study	Distinctive visuals/voices	All topics	What lasts forever?
Name of Task	Analytical Piece	Timed Analytical Piece	Examination	Portfolio
Brief Description	Students will read and analyse a collection of poems from a particular poet, learning to write longer analytical responses.	Students will read and analyse a prose text, learning to write longer analytical responses.	Students will read and analyse a series of short texts, learning to write both short and longer analytical responses.	Students have worked through a variety of texts (or excerpts from a significant text) throughout this topic, learning to respond in varied ways to build their confidence as English students.
Components	Students will continue to refine their analytical writing skills, focusing on the development of argument over a longer response and the inclusion of well-chosen and carefully sequenced textual references. They use the writing strategies taught at school to leverage their responses.	Students will continue to refine their analytical writing skills, focusing on the development of argument over a longer response and the inclusion of well-chosen and carefully sequenced textual references. They use the writing strategies taught at school to leverage their responses. This task will be completed in timed conditions in order to prepare students for the rigour of Stage 6.	Students will continue to refine their analytical writing skills, focusing on the development of both short answer responses to unseen material and the crafting of argument for longer responses. All responses will focus on the inclusion of well-chosen textual references.	Students will refine a portfolio of work that they have added to throughout this topic. They will select one piece that they would like to edit and publish as part of this process.
Syllabus Outcomes Assessed	EN5-ECB-01 EN5-URB-01	EN5-URA-01 EN5-URC-01	EN5-RVL-01	EN5-ECA-01 EN5-ECB-01
Weighting	30%	20%	20%	30%
Appendix (Outcomes, AoLs)	EN5-ECB-01 (essay argument) /15 EN5-URB-01 (essay ideas about poet's style + evidence) /15	EN5-URA-01 (essay sophisticated writing + evidence) /10 EN5-URC-01 (essay ideas about distinctive visuals/voices) /10	EN5-RVL-01 (short answer) /10 EN5-RVL-01 (essays) /10 + /10 (scaled in markbook)	EN5-ECA-01 (portfolio effort, refinement) /20 EN5-ECB-01 (portfolio reflection) /10

2025 - Year 10 Scope & Sequence

Faculty: Mathematics – Enrichment Class

Subject: Mathematics

	2	3	4	5	6	7	8	9	10	11
Term 1	Finance B <i>MA5-FIN-C-02 (MAO-WM-01)</i> Content focus: - Solves financial problems involving compound interest and depreciation Preparation skills for Stage 6: - Interpretation of written problems - Recognition and usage of financial formulae			Algebraic Techniques <i>MA5-ALG-C-01, MA5-ALG-P-01, MA5-ALG-P-02 (MAO-WM-01)</i> Content focus: - Simplifies algebraic fractions with numerical denominators and expands numerical expressions - Simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions - Selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions			Equations <i>MA5-EQU-C-01, MA5-EQU-P-01, MA5-EQU-P-02 (MAO-WM-01)</i> Content focus: - Solves linear equations of up to 3 steps, limited to one algebraic fraction - Solves monic quadratic equations, linear inequalities and cubic equations - Solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations Preparation skills for Stage 6: - Using the language of algebra to solve problems - Clear and concise working out for maximum marks - Completion of solutions requiring multiple steps			
										AT1 = 25%

	1	2	3	4	5	6	7	8	9	10
Term 2	Trigonometry <i>MA5-TRG-C-01, MA5-TRG-C-02, MA5-TRG-P-01 MAO-WM-01)</i> Content focus: - Applies trigonometric ratios to solve right-angled triangle problems - Applies trigonometry to solve problems, including bearings and angles of depression - Applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rule to solve 2-dimensional problems including bearings Preparation skills for Stage 6: - Interpretation of written problems - Representing written information in clear, labelled diagrams - Completion of solutions requiring multiple steps						Data Analysis <i>MA5-DAT-C-02, MA5-DAT-P-01 (MAO-WM-01)</i> Content focus: - Displays and interprets datasets involving bivariate data - Plans, conducts and reviews a statistical inquiry into a question of interest Preparation skills for Stage 6: - Interpretation of written problems - Completion of solutions requiring multiple steps			
						AT2 = 25%				

2025 – Year 10 Scope & Sequence

Faculty:	Mathematics	Subject:	Mathematics
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	1	2	3	4	5	6	7	8	9	10
Term 3	Variation and Rates of Change MA5-RAT-P-01, MA5-RAT-P-02 (MAO-WM-01)				Non Linear Relationships MA5-NLI-C-01, MA5-NLI-C-02, MA5-NLI-P-01 (MAO-WM-01)					
	Content focus: - Identifies and solves problems involving direct and inverse variations and their graphical representations - Analyses and constructs graphs relating to rates of change Preparation skills for Stage 6: - Graphing skills - Mathematical modelling for problem solving with real world context				Content focus: - Identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts - Identifies and compares features of parabolas and curves in various contexts - Interprets and compares non-linear relationships and their transformations, both algebraically and graphically Preparation skills for Stage 6: - Algebraic modelling for problem solving with real world context					
				AT3 = 25%					AT4 = 25%	

	1	2	3	4	5	6	7	8	9	10
Term 4	Indices C MA5-IND-P-02 (MAO-WM-01)		Logarithms MA5-LOG-P-01 (MAO-WM-01)		Trigonometry D MA5-TRG-P-02 (MAO-WM-01)		Functions and Other Graphs MA5-FNC-P-01 (MAO-WM-01)			
	Content focus: - Describes and performs operations with surds and fractional indices Preparation skills for Stage 6: - Expressing irrational numbers in exact form		Content focus: - Establishes and applies the laws of logarithms to solve problems Preparation skills for Stage 6: - Knowledge of functions for advanced maths		Content focus: - Establishes and applies the properties of trigonometric functions and applied solutions to trigonometric equations Preparation skills for Stage 6: - Trigonometric ratios as functions		Content focus: - Uses function notation to describe and graph functions of one variable and graphs inequalities in one and two variables Preparation skills for Stage 6: - Knowledge of functions for advanced maths			

Kurri Kurri High School

Year 10 Mathematics Assessment Schedule 2024

Course: **Mathematics – Enrichment Class**

Head Teacher: **Mrs J. O'Neill**

	Task 1	Task 2	Task 3	Task 4
Due Date / Date of Task	Term 1 Week 10	Term 2 Week 6	Term 3 Week 4	Term 3 Week 9
Topic	Financial Mathematics / Algebraic Techniques / Equations	Trigonometry	Data Analysis / Variation & Rates of Change	All previous topics + Non Linear Relationships
Name of Task	Term 1 Assignment & Quiz	Trigonometry Assignment & Quiz	Stage 5 Portfolio	Year 10 Examination
Brief Description	In this assessment students will complete an assignment for Term 1 topics and then complete an in class quiz on the day of submission. Students will be able to use their completed assignment as reference material during the quiz to assist their recall of key concepts. Students must provide their own scientific calculator for this task.	In this assessment task, students will create a variety of problems related to their study of Trigonometry in Term 2. Students will then provide fully worked solutions and clear labelled diagrams for each problem. Students will be able access print and online resources to complete this task. This task will be completed at home and handed in via hard copy.	In this assessment task, students will create a portfolio of tasks related to their learning throughout the year. Students will create a summary for each topic in a provided template. They will also complete a series of short quizzes using the Canvas platform. Class time will be allocated for the quizzes while students will be expected to complete their summary tasks at home.	Students will complete a formal examination in class time under test conditions. Students will be able to use a reference sheet during this task and will participate in targeted lessons to create a quality reference sheet in the lead up to the examination. Students must provide their own scientific calculator for this task.
Components	Assignment Booklet (Hard copy) In class Quiz (hard copy)	Assignment Booklet (Hard Copy)	Topic Summaries (scaffold provided) Canvas Quizzes	Section 1 – Short Response Section 2 – Multiple Choice
Syllabus Outcomes Assessed	MA5-FIN-C-02, MA5-ALG-P-01, MA5-ALG-P-02 MA5-EQU-P-01, MA5-EQU-P-02	MA5-TRG-C-01, MA5-TRG-C-02 MA5-TRG-P-01	MA5-DAT-C-02, MA5-DAT-P-01 MA5-RAT-P-01, MA5-RAT-P-02	All previous outcomes AND MA5-NLI-C-01, MA5-NLI-C-02 MA5-NLI-P-01
Skills Assessed	MAO-WM-01	MAO-WM-01	MAO-WM-01	MAO-WM-01
Weighting	30 %	20 %	25 %	25 %

2025 - Year 10 Scope & Sequence

Faculty: Mathematics

Subject: Mathematics

		1	2	3	4	5	6	7	8	9	10	11
Term 1	Finance <i>MA5-FIN-C-02 (MAO-WM-01)</i> Content focus: - Solves financial problems involving compound interest and depreciation Preparation skills for Stage 6: - Interpretation of written problems - Recognition and usage of financial formulae						Data Analysis <i>MA5-DAT-C-02, MA5-DAT-P-01 (MAO-WM-01)</i> Content focus: - Displays and interprets datasets involving bivariate data - Plans, conducts and reviews a statistical inquiry into a question of interest Preparation skills for Stage 6: - Interpretation of written problems - Completion of solutions requiring multiple steps					

	1	2	3	4	5	6	7	8	9	10
Term 2	Trigonometry <i>MA5-TRG-C-01, MA5-TRG-C-02, MA5-TRG-P-01 (MAO-WM-01)</i> Content focus: <ul style="list-style-type: none">- Applies trigonometric ratios to solve right-angled triangle problems- Applies trigonometry to solve problems, including bearings and angles of depression- Applies Pythagoras’ theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rule to solve 2-dimensional problems including bearings Preparation skills for Stage 6: <ul style="list-style-type: none">- Interpretation of written problems- Representing written information in clear, labelled diagrams- Completion of solutions requiring multiple steps						Algebraic Techqniues <i>MA5-ALG-C-01 (MAO-WM-01)</i> Content focus: <ul style="list-style-type: none">- Simplifies algebraic fractions with numerical denominators and expands numerical expressions Preparation skills for Stage 6: <ul style="list-style-type: none">- Using the language of algebra to solve problems- Clear and concise working out for maximum marks- Completion of solutions requiring multiple steps			
						AT2 = 25%				

2025 – Year 10 Scope & Sequence

Faculty: Mathematics

Subject: Mathematics

	1	2	3	4	5	6	7	8	9	10
Term 3	Non Linear Relationships MA5-NLI-C-01, MA5-NLI-C-02 (MAO-WM-01)				Equations and Indices MA5-EQU-C-01, MA5-IND-P-01 (MAO-WM-01)					
	Content focus: - Identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts - Identifies and compares features of parabolas and curves in various contexts Preparation skills for Stage 6: - Algebraic modelling for problem solving with real world context				Content focus: - Applies the index laws to operate with algebraic expressions involving negative integer indices - Solves linear equations of up to 3 steps, limited to one algebraic fraction Preparation skills for Stage 6: - Using algebraic techniques to solve a variety of problems					
				AT3 = 25%					AT4 = 25%	

	1	2	3	4	5	6	7	8	9	10
Term 4	Volume MA5-VOL-P-01 (MAO-WM-01)			Area MA5-ARE-P-01 (MAO-WM-01)			Networks MA5-NET-P-01 (MAO-WM-01)			
	Content focus: - Applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids Preparation skills for Stage 6: - Interpreting questions without a diagram - Visualisation of 3D solids - Clear and concise setting out of multistep problems			Content focus: - Applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems Preparation skills for Stage 6: - Interpreting questions without a diagram - Visualisation of 2D shapes - Clear and concise setting out of multistep problems			Content focus: - Solves problems involving the characteristics of graphs / networks, planar graphs and Eulerian trails and circuits Preparation skills for Stage 6: - Understanding of key networks concepts in preparation for Mathematics Standard			

Kurri Kurri High School

Year 10 Mathematics Assessment Schedule 2024

Course: **Mathematics**

Head Teacher: **Mrs J. O'Neill**

	Task 1	Task 2	Task 3	Task 4
Due Date / Date of Task	Term 1 Week 11	Term 2 Week 6	Term 3 Week 4	Term 3 Week 9
Topic	Financial Mathematics + Data Analysis	Trigonometry	Algebraic Techniques + Non Linear Relationships	All previous topics + Equations + Indices
Name of Task	Assignment & Quiz	Trigonometry Assignment & Quiz	Stage 5 Portfolio	Year 10 Examination
Brief Description	In this assessment students will complete an assignment for Finance and Data and then complete an in class quiz on the day of submission. Students will be able to use their completed assignment as reference material during the quiz to assist their recall of key concepts. Students must provide their own scientific calculator for this task.	In this assessment task, students will complete a variety of problems related to their study of Trigonometry in Term 2. Students will show all working out for each problem and will be able access print and online resources to complete this task. This task will be completed in class time and handed in via hard copy.	In this assessment task, students will create a portfolio of tasks related to their learning throughout the year. Students will create a summary for each topic in a provided template. They will also complete a series of Canvas Quizzes, one for each topic studied. Class time will be allocated for the quizzes while students will be expected to complete their summary tasks at home.	Students will complete a formal examination in class time under test conditions. Students will be able to use a reference sheet during this task and will participate in targeted lessons to create a quality reference sheet in the lead up to the examination. Students must provide their own scientific calculator for this task.
Components	Assignment Booklet (Hard copy) In class Quiz (hard copy)	Assignment Booklet (Hard Copy)	Topic Summaries (scaffold provided) Canvas Quizzes	Section 1 – Short Response Section 2 – Multiple Choice
Syllabus Outcomes Assessed	MA5-FIN-C-02 MA5-DAT-C-02, MA5-DAT-P-01	MA5-TRG-C-01, MA5-TRG-C-02 MA5-TRG-P-01	MA5-ALG-C-01 MA5-NLI-C-01, MA5-NLI-C-02	All previous outcomes AND MA5-EQU-C-01, MA5-IND-P-01
Skills Assessed	MAO-WM-01	MAO-WM-01	MAO-WM-01	MAO-WM-01
Weighting	25 %	25 %	25 %	25 %

Year 10 Science Scope and Sequence 2025

	1	2	3	4	5	6	7	8	9	10	11
TERM 1	Topic 1 Chemical World Outcomes: SC5-16CW, SC5-17CW (CW3 CW4) SC5-5WS, SC5 – 6WS, SC5 – 7WS, SC5 – 9WS Content Focus: The Chemical World strand is concerned with understanding the composition and behaviour of matter. The key concepts developed in this strand are that the chemical and physical properties of substances are determined by their structure on an atomic scale and that substances change and new substances are produced in chemical reactions by rearranging atoms through atomic interactions and energy transfer. Skills: planning investigations, conducting investigations, processing and analysing data and information, communicating									Topic 2: Physical World	
									AT1: practical & data analysis		

	1	2	3	4	5	6	7	8	9	10
TERM 2	Topic 2 Physical World Outcomes: SC5-10PW, SC5-11PW (PW3 PW4) SC5-5WS, SC5 – 6WS, SC5 – 7WS, SC5 – 9WS Content Focus: The Physical World Topic allows students to develop skills in applying models, theories and laws to explain situations involving energy, force and motion and explain how scientific understanding of energy conservation, transfers and transformations is applied in systems. Skills: planning investigations, conducting investigations, processing and analysing data and information, communicating						Topic 3: Independent Research Project Outcomes: SC5-4WS, SC5-5WS, SC5-6WS, SC – 7WS, SC5-8WS, SC5-9WS Content Focus: The Individual Research Project is an investigation carried out by students as an independently conducted experiment. Students are supported through a modelled and guided research project before working independently on their chosen research project. Skills: questioning, planning, conducting, analysing data and information, problem solving, communicating			
				AT2: knowledge and data analysis						AT3: IRP

	1	2	3	4	5	6	7	8	9	10
TERM 3	Topic 4: Living World Outcomes: SC5-14LW, SC5-15LW (LW3 LW4) SC5 – 7WS, SC5 – 8WS, SC5 – 9WS Content Focus: Your life began as a single cell produced when an egg cell and sperm fused to form a zygote. As you grow, the number of cells in your body increases by cell division. Without cell division, reproduction would be impossible. Organisms on Earth have many differences. Humans are fascinated by inheritance and the ways that characteristics pass from one generation to the next. The theory of evolution by natural selection proposes that all species are related and all life should be able to be traced back to one original species. Skills: processing and analysing data and information, problem solving, communicating									
									AT4: yearly exam	

	1	2	3	4	5	6	7	8	9	10
TERM 4	Topic 4: Living World continued					Topic 5: Earth and Space Outcomes: SC5-12ES, SC5-13ES (ES1) SC5 – 7WS, SC5 – 9WS Content Focus: This Space topic allows students to develop skills in describing changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community. Students also explain how scientific knowledge about global				

						patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues. Skills: processing and analysing data and information, communicating				

Year 10 Science Assessment Schedule 2025

	Task 1	Task 2	Task 3	Task 4
Due Date/ Date of Task	Term 1 Week 9	Term 2 Week 4	Term 2 Week 10	Term 3 Week 9
Topic	Chemical World	Physical World	Independent Research Project	Living World
Name of Task	Practical and Data Analysis	Data analysis and Knowledge	Independent Research Project	Yearly Examination
Brief Description	Students will independently work through a number of practical activities related to the Chemistry content being learned in Science. It will involve hands on tasks and data analysis.	Students will be given stimulus material, related to the Energy content studied in class, to answer various types of data analysis questions and knowledge questions.	Students design, perform, obtain and analyse results on an investigation related to one of the topics they have studied or an area of interest.	Students will be given stimulus material, relating to Living World content studied in class, to answer various types of questions.
Components	Knowledge and understanding related to chemical reactions. Skills in working scientifically.	Knowledge and understanding related to energy. Skills in working scientifically.	Skills in working scientifically.	Knowledge and understanding related to genetics and natural selection. Skills in working scientifically
Syllabus Outcomes Assessed	Chemical World SC5-16CW SC5-17CW Working Scientifically SC5 – 6WS SC5 – 7WS	Physical World SC5-10PW SC5-11PW Working Scientifically SC5-7WS	Working Scientifically SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS	Living World SC5-14LW SC5-15LW Working Scientifically SC5 – 7WS
Weighting	25%	25%	25%	25%

2025 - Year 10 Scope & Sequence

Faculty: HSIE

Subject: History & Geography

Head Teacher: A. Stewart

	1	2	3	4	5	6	7 Wellbeing Week	8	9	10
Term 1	Title / Unit: HISTORY- CORE: DEPTH STUDY 4- Rights and Freedoms (1945- present) Outcomes: HT5-2, HT5-3, HT5-6, HT5-8, HT5-9, HT5-10 Content Focus: The origins and significance of the UDHR, including Australia's involvement in the development of the declaration; background to the struggle of A&TSI people for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations; and the US civil rights movement and its influence on Australia; The US civil rights movement and its influence on Australia; the significance of key events for the civil rights of A&TSI; methods used by civil rights activists to achieve change for A&TSI peoples; and the role of ONE individual or group in the struggle; AND the continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world. Historical concepts-continuity and change, perspective and significance Historical concepts: Continuity and change; Cause and effect; Contestability Historical skills: Comprehension: chronology, terms and concepts; Analysis and use of sources; Perspectives and Interpretations; Empathetic Understanding; Research; Explanation and Communication Assessment Information: Essay (Weighting 20%) Term 1, Week 8							Start GEOGRAPHY – Sustainable Biomes		
								AT1		

		1	2	3	4	5	6	7 Wellbeing Week	8	9	10
Term 2	Title / Unit: GEOGRAPHY- Sustainable Biomes Outcomes: GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8 Content Focus: biomes; changing biomes; biomes produce food; challenges to food production; and food security Geographical concepts: Place, Space, Interconnection, Scale Geographical Inquiry skills: Acquiring geographical information, Processing geographical information, Communicating geographical information Geographical Tools: Graphs and Statistics, Visual Representations Assessment Information: Research and Short Answer Responses (Weighting- 20%) Term 2, Week 4						Title / Unit: HISTORY – DEPTH STUDY 5a – Popular Culture (1945-present) Outcomes: HT5-1, HT5-3, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10 Content Focus: The nature of popular culture in Australia at the end of World War II, including music, film and sport; Developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock 'n' roll; The changing nature of the music, film and television industry in Australia during the post-war period, including the influence of overseas developments (such as Hollywood, Bollywood and the animation film industry in China and Japan); Australia's contribution to international popular culture (music, film, television, sport); Continuity and change in beliefs and values that have influenced the Australian way of life Historical concepts: Perspectives; Empathetic understanding; Significance Historical skills: Comprehension: chronology, terms and concepts; Analysis and use of sources; Perspectives and Interpretations; Empathetic Understanding; Research; Explanation and Communication Assessment Information: Source Analysis Task (Weighting-20%) Term 2, Week 10				
				AT2							AT3

	1	2	3	4	5	6	7 Wellbeing Week	8	9	10
Term 3	Title / Unit: HISTORY – DEPTH STUDY 5a – Popular Culture (1945-present)		Title / Unit: GEOGRAPHY- Environmental Change and Management Outcomes: GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8 Content Focus: environments; environmental change; environmental management; investigative study- select ONE type of environment in Australia as the context for a comparative study with at least one other country; AND mandatory fieldwork investigation. Geographical concepts: Environment, Sustainability, Change Geographical Inquiry skills: Acquiring geographical information, Processing geographical information, Communicating geographical information Geographical Tools: Maps, Fieldwork, Spatial Technologies Assessment Information: Fieldwork Investigation (Weighting: 20%) Term 3, Week 6					YEARLY EXAM REVISION Subject Specific Skills: Consolidation of multiple choice skills; writing short answer responses integrating historical or geographical evidence; writing extended responses integrating evidence Assessment Information: Yearly Exam (Weighting: History- 10% + Geography 10%= 20%) Term 3, Week 9		Title / Unit: GEOGRAPHY- Environmental Change and Management
						AT4			AT5	

		1	2	3	4	5	6	7 Wellbeing Week	8	9	10	
Term 4	Title / Unit: GEOGRAPHY- Environmental Change and Management			Title / Unit: HSIE- School developed topic (Teacher/ class choice) Examples include- The Vietnam War (MH), The Roaring 20's and Prohibition (MH + LS), Past and Present Piracy (AH/ MH, S&C and LS), Salem Witch Trials (AH, MH and/ or LS) Outcomes: HT5-1, HT5-6, HT5-7, HT5-9, HT5-10 Content Focus: School- developed study tailored to suit student interests and subject selection choices in Year 11 (eg Ancient History, Modern History, Legal Studies, Society & Culture). Unit of work will be taught through the lens of History and integrate content that is linked to other Year 11 HSIE courses. Historical concepts: Continuity and change; Cause and effect; Perspectives; Empathetic understanding; Significance; Contestability (Dependent on teacher choice) Historical skills: Comprehension: chronology, terms and concepts; Analysis and use of sources; Perspectives and Interpretations; Empathetic Understanding; Research; Explanation and Communication				Title / Unit: HSIE- School developed topic (Teacher/ class choice) Examples include- The environment movement (MH + Geog), Modern Slavery (Geog, LS, S&C), 21 st century technology- Development and impact (Geog, LS + S&C) Outcomes: GE5-2, GE5-7, GE5-8 Content Focus: School- developed study tailored to suit student interests and subject selection choices in Year 11 (eg Ancient History, Modern History, Legal Studies, Society & Culture). Unit of work will be taught through the lens of Geography and integrate content that is linked to other Year 11 HSIE courses. Geographical concepts: Place, Space, Environment, Interconnection, Scale, Sustainability, Change (dependent on teacher choice) Geographical Inquiry skills: Acquiring geographical information, Processing geographical information, Communicating geographical information Geographical Tools: Maps, Fieldwork, Graphs and Statistics, Spatial Technologies, Visual Representations (dependent on teacher choice)				

Kurri Kurri High School

Year 10 HSIE (HPGE) Assessment Schedule 2025

Course: History & Geography

Head Teacher: A Stewart

	Task 1	Task 2	Task 3	Task 4	Task 5
Due Date/ Date of Task	Term 1, Week 8	Term 2, Week 4	Term 2, Week 10	Term 3, Week 6	Term 3, Week 9
Topic	HISTORY: Core Study: Rights and Freedoms (Depth Study 4)	GEOGRAPHY- Sustainable Biomes	HISTORY: Depth Study 5a: Popular Culture	GEOGRAPHY- Environmental Change and Management	HSIE: All topics
Name of Task	Essay	Case Study	Source Analysis	Fieldwork Task	Yearly Exam
Brief Description	Students will conduct brief research to locate and select historical evidence relevant to the rights of freedoms for either Aboriginal and Torres Strait Islanders or African-Americans in order to draft and refine an essay, integrating historical evidence, to evaluate how activism by key individuals and groups have changed rights and freedoms in Australia and modern world.	Students will research a case study on a biome in one country. They will then use the information that they gather to answer a series of short answer questions on the features and spatial distribution of the biome, its productivity and evaluation of factors which impact this. Students will use this analysis to recommend a management strategy for improving the sustainability and productivity of the biome.	Students will analyse a range of sources in class. They will then answer a series of short answer questions which will ask them to either evaluate the source or use it as evidence of their knowledge. Some questions will focus on sources studied in class and some will focus on unseen sources.	Students will work in groups to investigate a case study of local environmental change and management by gathering and processing data. Students will then independently write an evaluation analysing their data and possible management strategies. They will critically reflect on their investigation methods and suggest future improvements.	Students will sit a combined HSIE exam, assessing key skills; and knowledge and understanding for both Geography and History.
Components	Research Essay	Research Short answer responses	Source Analysis Short answer responses	Fieldwork Investigation Booklet Short answer responses	Multiple Choice Short answer responses Extended responses
Syllabus Outcomes Assessed	HT5-2, HT5-3, HT5-6, HT5-8, HT5-9, HT5-10	GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	HT5-1, HT5-4, HT5-5, HT5-7, HT5-9	GE5-3, GE5-4, GE5-5, GE5-7, GE5-8	HT5-3, HT5-9, HT5-10 GE5-7, GE5-8
Syllabus Skills	Research Explanation & communication	Graphs and Statistics Communicating geographical information	Analysis and use of sources Explanation & communication	Acquiring and processing geographical information Fieldwork	Explanation & Communication Communicating geographical information
Overall Weighting	20% AoL 1 – 5%, AoL 2 – 5%, AoL 3 – 5%, AoL 4 – 5%	20% AoL 1 – 10%, AoL 3 – 5%, AoL 4 – 5%	20% AoL 1 – 5%, AoL 2 – 10%, AoL 4 – 5%	20% AoL 1 – 5%, AoL 2 – 10%, AoL 4 – 5%	20% History- AoL 1 – 5%, AoL 4 – 5% Geography- AoL 2 – 5%, AoL 4 – 5%

Kurri Kurri High School

Year 10 HSIE (Mixed Ability) Assessment Schedule 2025

Course: History & Geography

Head Teacher: A Stewart

	Task 1	Task 2	Task 3	Task 4	Task 5
Due Date/ Date of Task	Term 1, Week 8	Term 2, Week 4	Term 2, Week 10	Term 3, Week 6	Term 3, Week 9
Topic	HISTORY: Core Study: Rights and Freedoms (Depth Study 4)	GEOGRAPHY- Sustainable Biomes	HISTORY: Depth Study 5a: Popular Culture	GEOGRAPHY- Environmental Change and Management	HSIE: All topics
Name of Task	Essay	Case Study	Source Analysis	Fieldwork Task	Yearly Exam
Brief Description	Students will conduct brief research to locate and select historical evidence relevant to the rights of freedoms for either Aboriginal and Torres Strait Islanders or African-Americans in order to draft and refine an essay, integrating historical evidence, to evaluate how activism by key individuals and groups have changed rights and freedoms in Australia and modern world.	Students will research a case study on a biome in one country. They will then use the information that they gather to answer a series of short answer questions on the features and spatial distribution of the biome, its productivity and evaluation of factors which impact this.	Students will analyse a range of sources in class. They will then answer a series of short answer questions which will ask them to either evaluate the source or use it as evidence of their knowledge. Some questions will focus on sources studied in class and some will focus on unseen sources.	Students will work in groups to investigate a case study of local environmental change and management by gathering and processing data. Students will then independently write an evaluation analysing their data and possible management strategies.	Students will sit a combined HSIE exam, assessing key skills; and knowledge and understanding for both Geography and History.
Components	Research Essay	Research Short answer responses	Source Analysis Short answer responses	Fieldwork Investigation Booklet Short answer responses	Multiple Choice Short answer responses Extended responses
Syllabus Outcomes Assessed	HT5-2, HT5-3, HT5-6, HT5-8, HT5-9, HT5-10	GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	HT5-1, HT5-4, HT5-5, HT5-7, HT5-9	GE5-3, GE5-4, GE5-5, GE5-7, GE5-8	HT5-3, HT5-9, HT5-10 GE5-7, GE5-8
Syllabus Skills	Research Explanation & communication	Graphs and Statistics Communicating geographical information	Analysis and use of sources Explanation & communication	Acquiring and processing geographical information Fieldwork	Explanation & Communication Communicating geographical information
Overall Weighting	20% AoL 1 – 5%, AoL 2 – 5%, AoL 3 – 5%, AoL 4 – 5%	20% AoL 1 – 10%, AoL 3 – 5%, AoL 4 – 5%	20% AoL 1 – 5%, AoL 2 – 10%, AoL 4 – 5%	20% AoL 1 – 5%, AoL 2 – 10% AoL 4 – 5%	20% History- AoL 1 – 5%, AoL 4 – 5% Geography- AoL 2 – 5%, AoL 4 – 5%

2025 - Year 10 Scope & Sequence

Faculty: PDHPE

Subject: PDHPE

Year: 10

	1	2	3	4	5	6	7	8	9	10	11
Term 1	Title / Unit: Respectful Relationships Practical Dance 6 weeks Athletics 4 Weeks Outcomes: PD5.1, PD5.3, PD5.9, PD5.10, PD5.11 Content Focus: This unit is an integrated practical and theoretical unit. Students explore respectful relationships through dance and students will construct a TEEEC paragraph to demonstrate their knowledge. Content Skills: Self Management – Movement skills Preparation skills for Stage 6: Sustained writing under timed conditions, use of HSC verbs, TEEEC paragraphs										
								AT1			
	1	2	3	4	5	6	7	8	9	10	
Term 2	Title / Unit: Netflix & Chill Theory: Sexual Health Practical : Striking Sports Outcomes: PD5.2, PD5.6 Content Focus: Students will explore the concept of Sexual Health. Students will be provided with stimulus material and use their understanding to interpret graphs. They will also use their summarising skills to use Cornell note taking strategy. Content Skills: Self-management, Interpersonal, Preparation skills for Stage 6: Graph analysis and Cornell Note Taking										
	1	2	3	4	5	6	7	8	9	10	
Term 3	Title / Unit: Road Safety Outcomes: PD5.6, PD5.7, PD5.9, Content Focus: Students will gain Knowledge and understanding of Road Safety components. Preparation skills for Stage 6: summarizing, visual literacy, graph analysis. Content Skills: self management and interpersonal skills Practical Invasion Games Outcomes: PD5.9, PD5.4 Content Focus: Working collaboratively students will create an invasion game. The task will include a scaffold, instruction game card and a student led demonstration with the class. Students will also complete a peer critique on the skill level of a peer during this unit of work. Content Skills: Movement Skills										
		AT2				AT3	AT4				
	1	2	3	4	5	6	7	8	9	10	
Term 4	Title / Unit: Future Me Practical Recreational Games Outcomes: PD5.1, PD5.8 Content Focus: Students will explore the concept of resume writing, overcoming challenges and resilience to develop skills in senior studies. Preparation skills for Stage 6: identifying personal strengths and weaknesses. Content Skills: Interpersonal skills, Self Management										

Kurri Kurri High School

Year 10 PDHPE Assessment Schedule 2025

Course: PDHPE

Head Teacher: T.Gavenlock

	Task 1	Task 2	Task 3	Task 4
Due Date/ Date of Task	Term 1 Week 8	Term 3 Week 2	Term 3 Week 6	Term 3 Week 7
Topic	Respectful Relationships	Netflix and Chill : Sexual Health	Invasion Games	Road Safety
Name of Task	Dance Practical and TEEEC Paragraph	10.1PDHPE Podcast differentiated task Graph analysis and Cornell Note Taking	Invasion Games	Road Safety Campaign
Brief Description	Students will work collaboratively to choreograph and perform a group dance routine. Student's individual submission will be a TEEEC paragraph written under timed conditions.	10.1PE Students will work collaboratively to create a Podcast based on sexual health issues for young people. 10.1 PE : Students will be provided with stimulus material and use their understanding to interpret graphs. They will also use their summarizing skills to use comell note taking strategy.	Working collaboratively students will create an invasion game. The task will include a scaffold, instruction game card and a student led demonstration with the class. Students will also complete a peer critique on the skill level of a peer during this unit of work.	Students work collaboratively to create a Road Safety Campaign relevant for a road safety issue in our local community. Students will individually submit an Infographic on a road safety issue.
Components	Knowledge and understanding related to respectful relationships. Self management and movement skills	Knowledge and understanding related to sexual health concepts Skills in interpreting graphs. Skills in summarizing information.	Self Management, Interpersonal and movement skills .	Knowledge and understanding of Road Safety. Skills in summarizing, visual literacy, self management and interpersonal skills.
Syllabus Outcomes Assessed	PD5.1 assesses their own and others' capacity to reflect on and respond positively to challenges PD5.3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships 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	PD5.2 researches and appraises the effectiveness of health information and support services available in the community PD5.6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity	PD5.9 assesses and applies self-management skills to effectively manage complex situations PD5.4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts	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 PD5.9 assesses and applies self-management skills to effectively manage complex situations
Weighting	Dance 20% TEEEC 10%	20%	30%	20%

2025 – Year 10 Scope & Sequence

Faculty: PDHPE

Subject: Child Studies

Year: 10

	1	2	3	4	5	6	7	8	9	10	11
Term 1	Title / Unit: Growth and Development										
	Outcomes: CS5-1, CS5-2, CS5-5, CS5-6, CS5-7, CS5-8, CS5-9, CS5-10, CS5-11										
	Content Focus: Students develop their understanding of the growth and developmental milestones children are expected to progress through and the characteristics associated with each stage. The range of influences on growth and development are investigated along with a variety of strategies and support networks which may assist parents to monitor and encourage their child. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources										
	Preparation skills for Stage 6: researching, organising and analysing information, written communication										
										AT1	

	1	2	3	4	5	6	7	8	9	10
Term 2	Title / Unit: Play and The Developing Child									
	Outcomes: CS5-1, CS5-2, CS5-4, CS5-5, CS5-8, CS5-9									
	Content Focus: Students investigate and experience different types of play-based learning which contribute to the positive development of children. They assess a range of play choices, environments and activities in terms of learning, suitability, sustainability and safety. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources.									
	Preparation skills for Stage 6: written communication, working with others									
									AT2	

	1	2	3	4	5	6	7	8	9	10
Term 3	Title / Unit: Family Interactions									
	Outcomes: CS5-1, CS5-2, CS5-3, CS5-5, CS5-6, CS5-9, CS5-11, CS5-12									
	Content Focus: Students will explore and examine a variety of family roles, responsibilities, cultures and parenting styles to develop their understanding of the impact parents, family members and significant others have on a child's development and upbringing. Students will explore not only different cultures but different generations and the parenting styles that shaped the children of that era.									
	Preparation skills for Stage 6: researching, organising and analysing information, effective communication, working with others									
										AT3

	1	2	3	4	5	6	7	8	9	10
Term 4	Title / Unit: Project Based Unit									
	Outcomes: CS5-9, CS5-11, CS5-12 (additional outcomes achieved pending the project)									
	Content Focus: Students will have the opportunity to explore a topic of choice, creating a portfolio due in week 8 to support their research, knowledge and findings.									
	Preparation skills for Stage 6: organisational skills, research and writing									

Kurri Kurri High School

Year 10 Child Studies Assessment Schedule 2025

Course: **Child Studies**

Head Teacher: T Gavenlock

	Task 1	Task 2	Task 3
Due Date/ Date of Task	Term 1 Week 10	Term 2 Week 9	Term 3 Week 10
Topic	Growth and Development	Play and The Developing Child	Family Interactions
Name of Task	Stepping Stones	Sustainable Toy	Parenting Styles Research Task
Brief Description	Students will collaborate to research the developmental milestones for children from birth to 5 years to create a website educating parents/carers on the importance of healthy development in young children. Individually, Students will also take care of a baby egg, recording the activities completed with their egg to promote healthy development.	Students will plan and create a toy suitable for a young child using sustainable products. The toy must be created using recycled, sustainable items. Students will need to journal the development of their toy and submit a written component of the task.	Students will undertake a project to explore parenting styles in Kurri Kurri and the impacts this has on upbringing. Stage 6 skills will be incorporated into this task of creating questions, distributing and collecting data and writing a report based on the findings.
Components	Caring for an egg Writing Task/ Reflection Research Website Creation	Planning Toy Creation Written Component	Research ICT Communication Skills
Syllabus Outcomes Assessed	CS5-1, CS5-2, CS5-5, CS5-6, CS5-7, CS5-8, CS5-9, CS5-10	CS5-1, CS5-4, CS5-5	CS5-3, CS5-11, CS5-12
Skills Assessed	Researching, organising and analysing information, written communication	Written communication, working with others	Researching, organising and analysing information, effective communication, working with others
Weighting	40%	30%	30%

2025 – Year 10 Scope & Sequence

Faculty:
TAS

Subject: Food Technology

Year: 10

	1	2	3	4	5	6	7	8	9	10	11
T e r m 1	Title / Unit: Food Services and Catering										
	Outcomes: FT5-1, FT5-2, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13										
	Content Focus: Food service and catering are important areas of the food industry. They provide people with both food and employment. Students will examine food service and catering ventures and their operations across a variety of settings and investigate employment opportunities. Students will plan and prepare safe and appealing foods appropriate for catering for small- or large-scale functions. Preparation skills for Stage 6: Influences on food availability and factors affecting food selection. Functional properties of food. Practical Skills (safely using a variety of cooking equipment and applying different processes/cooking methods). Evaluate solutions and choices when developing food products. Plan workflows/time management both individually and collaboratively.										
										AT1	

	1	2	3	4	5	6	7	8	9	10
T e r m 2	Title / Unit: Food for Specific Needs									
	Outcomes: FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13									
	Content Focus: Special food needs arise for a variety of reasons including age, health, lifestyle choices, cultural influences or logistical circumstances. Students will explore a range of special food needs and the means to satisfy these. Students will plan and prepare safe and nutritious foods to meet specific food needs in various circumstances. Preparation skills for Stage 6: Diet and health in Australia. Influences on nutritional status. Food nutrients and diets for optimum nutrition. Use creative thinking to design and produce a variety of dishes. Communicating ideas using images, colour, and written text. Develop research skills required to plan, design, develop.									
									AT2	

	1	2	3	4	5	6	7	8	9	10
T e r m 3	Title / Unit: Food Trends									
	Outcomes: FT5-1, FT5-2, FT5-3, FT5- 4, FT5-5, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13									
	Content Focus: Food trends influence food selection, food service and food presentation. Students will examine historical and current food trends and explore factors that influence their appeal and acceptability. Students will plan, prepare and present safe, appealing food that reflects contemporary food trends.									
	Preparation skills for Stage 6: Food nutrition and dietary needs for the optimisation of nutritional needs. Dietary health in Australia. Influences on nutritional status. Communicating ideas using images, colour, and written text. Research skills required to plan, design, develop. Practical understanding of food photography styling.									
										AT3

	1	2	3	4	5	6	7	8	9	10
Term 4	Title / Unit: Food for Special Occasions									
	Outcomes: FT5-1, FT5-2, FT5-3, FT5-5, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13									
	Content Focus: Food is an important component of many special occasions.									
	Students will explore a range of special occasions including social, cultural, religious, historical and family, and examine the elements of small- and large-scale catering. Students will plan and prepare safe food, demonstrating appropriate food handling and presentation skills.									
	Preparation skills for Stage 6: Safe food storage, preparation and presentation of food. Influences and factors affecting food selection. Creative thinking to develop ideas and possibilities for solutions. Critical thinking skills to develop solutions to new product developments.									

	Task 1	Task 2	Task 3
Due Date/ Date of Task	Term 1, Week 10	Term 2, Week 9	Term 3, Week 10
Topic	Food Service and Catering	Food for Specific Needs	Food Trends
Name of Task	Yum Town Pop Up Eatery	Dietary Requirements	Grazy Dayz Snap Blog
Brief Description	Students will investigate and collect a variety of food truck menus which they will evaluate against set criteria. Students will develop their own pop-up restaurant plan from the name, what its main features are as well as its signature dish. Students will produce their signature dish which is modified to serve multiple numbers of customers.	Students will research a dietary disorder and plan and prepare an individual meal that is safe for a specific dietary need. Students will investigate nutrient reference values to understand an individual's needs for a specific dietary disorder. Students will outline how the dish prepared meets the needs of the individual and discuss the safety and hygiene around the preparation of the dish.	Students need to create a visually appealing digital snap blog. They will be required to do extensive research to demonstrate their understanding of food photography styling, food safety and contemporary food trends. Students will produce their own platter which will feature in their blog.
Components	Part A: Restaurant Plan Part B: Practical	Part A: Dietary Plan Part B: Practical	Part A: Blog Part B: Practical
Syllabus Outcomes Assessed	FT5-1, FT5-4, FT5-5, FT5-6, FT5-7, FT5- 10	FT5-2, FT5-8, FT5-9, FT5-10, FT5-11, FT5-13	FT5-1, FT5-3, FT5-4, FT5-9, FT5-12
Skills Assessed	<ul style="list-style-type: none"> - Skills related to food hygiene, safety and the provision of quality food. - Skills in designing, producing and evaluating solutions for specific food purposes 	<p>Skills in researching, evaluating and communicating issues in relation to food.</p> <p>Skills in designing, producing and evaluating solutions for specific food purposes</p>	<p>Skills related to food hygiene, safety and the provision of quality food.</p> <p>Skills in researching, evaluating and communicating issues in relation to food.</p>

	- Knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food	Skills related to food hygiene, safety and the provision of quality food. Knowledge and understanding of nutrition and food consumption, and the consequences of food choices on health	Knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food
Weighting	30%	30%	40%

2025 - Year 10 Scope & Sequence

Faculty: TAS

Subject: Industrial Technology Metal

Year: 10

	1	2	3	4	5	6	7	8	9	10
Term 1	Project: Toolbox Construction Project, Design & Development									
	Title / Unit: (Fabrication 2) WHS and Risk Management / Design / Materials / Tools and Equipment									
	Content Focus: Students will design and construct a metal storage box. They will document their process through creating elements of a portfolio describing the design and construction of their project. In doing so they will develop skills in Workplace Health and Safety, Sheetmetal basics, design concepts, tech drawing, using drawing templates, using the Magna bend, skills in spot welding and pop riveting.									
	Outcomes: IND5-1, IND5-2, IND5-3, IND5-5, IND5-6, IND5-7									
	Subject Specific Skills: knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices; knowledge and skills in the design and production of practical projects; skills in communicating ideas, processes and technical information with a range of audiences; understanding to transfer knowledge and skills to other experiences; knowledge and understanding to critically evaluate manufactured products in order to become a discriminating consumer									
	Literacy: subject specific terminology, interpreting and creating procedural and informative texts									
	Numeracy: understanding units of measurement, geometric properties – identifying shape, objects and patterns, size and proportion									
										AT-1

	1	2	3	4	5	6	7	8	9	10
Term 2	Project: Hand Tools & Folio Project									
	Title / Unit: (Fabrication 2) Design / Materials / Tools and Equipment / Workplace Communication									
	Content Focus: Students will design and construct a metal working hand tool. They will document their process through creating elements of a portfolio describing the design and construction of their project. In doing so they will develop skills in design concepts, filing, riveting, bending, threading, lathe turning and heat treatment.									
	Outcomes: IND5-2, IND5-3, IND5-4, IND5-5, IND5-7									
	Subject Specific Skills: knowledge and skills in the design and production of practical projects; skills in communicating ideas, processes and technical information with a range of audiences; understanding to transfer knowledge and skills to other experiences; knowledge and understanding to critically evaluate manufactured products in order to become a discriminating consumer									
	Literacy: subject-specific terminology, interpreting and creating procedural and informative texts									
	Numeracy: understanding units of measurement, geometric properties – identifying shape, objects and patterns, size and proportion									
									AT-2	

	1	2	3	4	5	6	7	8	9	10
Term 3	Project: Folding Camp Chair & Folio project Title / Unit: (Fabrication 3) Tools and Equipment / Workplace Communication Content Focus: Students will design and construct a folding camp chair. They will document their process through creating elements of a portfolio describing the design and construction of their project. In doing so they will develop skills in design concepts, filing, riveting, bending, threading, lathe turning and heat treatment. Outcomes: IND5-1, IND5-2, IND5-3, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10 Subject Specific Skills: knowledge and skills in the design and production of practical projects; skills in communicating ideas, processes and technical information with a range of audiences; understanding to transfer knowledge and skills to other experiences; knowledge and understanding to critically evaluate manufactured products in order to become a discriminating consumer Literacy: subject-specific terminology, interpreting and creating procedural and informative texts Numeracy: understanding units of measurement, geometric properties – identifying shape, objects and patterns, size and proportion									
								AT-3		

	1	2	3	4	5	6	7	8	9	10
Term 4	Project: (Fabrication 3) Minor design project and CAD drawings Title / Unit: Design / Tools and Equipment / Societal and Environmental Impact / Links to Industry Content Focus: Students will design and construct a minor design project and develop working drawings. They will develop skills in design concepts, CAD drawing, shaping and finishing. Students will investigate and analyse renewable and non-renewable resources, recognise the importance of conservation of materials and recycling in metal, identify issues relating to the sustainability of resources in metal, identify the benefits and associated costs of recycling, discuss the effects of metal industry activities and processes on society and the environment and compare industrial production processes to those used in the classroom. Outcomes: IND5-2, IND5-3, IND5-5, IND5-7, IND5-8, IND5-9, IND5-10 Subject Specific Skills: knowledge and skills in the design and production of practical projects; skills in communicating ideas, processes and technical information with a range of audiences; understanding to transfer knowledge and skills to other experiences; knowledge and understanding to critically evaluate manufactured products to become a discriminating consumer. Literacy: subject-specific terminology, interpreting and creating procedural and informative texts Numeracy: understanding units of measurement, geometric properties – identifying shape, objects and patterns, size and proportion									

Kurri Kurri High School

Year 10 Assessment Schedule 2025

Course: Industrial Technology Metal

Head Teacher: M. Skinner

	Task 1	Task 2	Task 3
Due Date/ Date of Task	Term 1 Week 10	Term 2 Week 9	Term 3 Week 8
Topics	WHS and Risk Management / Design	Materials / Tools and Equipment / Workplace Communication	Tools and Equipment / Workplace Communication
Name of Task	Toolbox Construction Project, Design & Development	Hand Tools & Folio Project	Folding Camp Chair & Folio project
Brief Description	Design and construct a sheet metal toolbox. Complete a portfolio describing the design and construction process.	Design and construct a metal working hand tool. Complete a portfolio describing the design and construction process.	Design and construct a folding camp chair. Complete a portfolio describing the design and construction process.
Components	Part A: Design and Development Portfolio Part B: Toolbox Construction Practical Project	Part A: Hand Tools Design Portfolio Part B: Tool Construction Practical Project	Part A: Folding Camp Chair Design Portfolio Part B: Folding Camp Chair Practical Project
Syllabus Outcomes Assessed	IND5-1, IND5-2, IND5-6	IND5-3, IND5-4, IND5-5	IND5-7, IND5-8, IND5-9, IND5-10
Skills Assessed	<ul style="list-style-type: none"> Knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices Knowledge and skills in the design and production of practical projects Communicating ideas, processes and technical information with a range of audiences Understanding to transfer knowledge and skills to other experiences 	<ul style="list-style-type: none"> Knowledge and skills in the design and production of practical projects Communicating ideas, processes and technical information with a range of audiences Understanding to transfer knowledge and skills to other experiences 	<ul style="list-style-type: none"> Knowledge and skills in the design and production of practical projects Knowledge and understanding of the relationship between the properties of materials and their applications Communicating ideas, processes and technical information with a range of audiences Transfer knowledge and skills to other experiences
Weighting	40%	30%	30%

2025 - Year 10 Scope & Sequence

Faculty: TAS

Subject: Industrial Technology Timber

Year 2025

	1	2	3	4	5	6	7	8	9	10
Term 1	Title / Unit: Timber Joints Outcomes: IND5-2, IND5-3, IND5-4, IND5-6, IND5-7, IND5-9, IND5-10 Content Focus: Students will demonstrate their practical knowledge through the creation of specific joints with a focus on hand tool skill development. These joints will be the basis of future projects. Students will also compile aspects of a portfolio describing the construction of the joints and current and emerging timber technologies. In doing so they will develop skills based around hand tools, measuring, marking out and joints. Preparation skills for Stage 6: knowledge and understanding of safe and cooperative work practices and of the need for a safe and cooperative work environment. Knowledge and skills in producing quality products. Knowledge and skills in communication and information processing related to the industry focus area.									
										AT1 – Timber Joints Portfolio 30%
	1	2	3	4	5	6	7	8	9	10
Term 2	Title / Unit: Minor Project Outcomes: IND5-1, IND5-2, IND5-3, IND5-5, IND5-7 Content Focus: Students will be provided with workshop drawings from which they can choose a project they would like to complete to demonstrate their practical skills. Students will also compile aspects of a portfolio describing the construction of the project. In doing so they will develop skills based around hand tools, power tools, assembly processes, laser cutting, and finishing techniques. Preparation skills for Stage 6: knowledge and understanding of safe and cooperative work practices and of the need for a safe and cooperative work environment. An appreciation of quality products and the principles of quality control. Knowledge and skills in communication and information processing related to the industry focus area. Knowledge and understanding of the focus area industry and of manufacturing processes and techniques used by industry									
									AT2 – Minor Project Portfolio 40%	

	1	2	3	4	5	6	7	8	9	10
Term 3	Title / Unit: Major Design Project Outcomes: IND5-1, IND5-5, IND5-6, IND5-7, IND5-8, Content Focus: Students will be required to follow the design process to produce a Design Portfolio and a major piece of work. In doing so they will develop workplace communication skills, research skills, portfolio layout, CAD drawing, laser cutting, and practical skills for using equipment tools and machines. Preparation skills for Stage 6: knowledge and understanding of safe and cooperative work practices and the need for a safe and cooperative work environment. Knowledge and skills in producing quality products. Knowledge and skills in communication and information processing related to the industry focus area. An appreciation of the relationships between technology, the individual, society and the environment.									
									AT3 – Major Project Plan 30%	

	1	2	3	4	5	6	7	8	9	10
Term 4	Title / Unit: Major Design Project Continued Outcomes: IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10 Content Focus: Students will be required to follow the design process in order to produce a Design Portfolio and major piece of work. In doing so they will develop workplace communication skills, research skills, portfolio layout, CAD drawing, laser cutting and practical skills for using equipment tools and machines. Preparation skills for Stage 6: knowledge and understanding of safe and cooperative work practices and of the need for a safe and cooperative work environment. Knowledge and skills in producing quality products. Knowledge and skills in communication and information processing related to the industry focus area. An appreciation of the relationships between technology, the individual, society and the environment.									

Kurri Kurri High School

Year 10 Assessment Schedule 2025

Course: Industrial Technology Timber

Head Teacher: M Skinner

	Task 1	Task 2	Task 3
Due Date/ Date of Task	Term 1 Week 10	Term 2 Week 9	Term 3 Week 8
Topic	Timber Joints	Minor Project	Major Design Project
Name of Task	Timber Joint Portfolio	Minor Project Portfolio	Major Project Plan
Brief Description	Students will demonstrate their practical knowledge through the creation of specific joints which will be the basis of future projects. Students will also compile aspects of a portfolio describing the construction of the joints and current and emerging timber technologies.	Students will be provided with workshop drawings from which they can choose a project they would like to complete in order to demonstrate their practical skills. Students will also compile aspects of a portfolio describing the construction of the project.	Students will be required to follow the design process in order to produce aspects of a Design Portfolio which will assist them in the creation of their Major Project.
Components	Knowledge and skills in the design and production of practical projects Knowledge and understanding of the relationship between the properties of materials and their applications Knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment	Knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices Knowledge and skills in the design and production of practical projects Skills in communicating ideas, processes and technical information with a range of audiences Knowledge and understanding to critically evaluate manufactured products in order to become a discriminating consumer	Knowledge and skills in the design and production of practical projects Skills in communicating ideas, processes and technical information with a range of audiences Understanding to transfer knowledge and skills to other experiences Knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment
Syllabus Outcomes Assessed	IND5-2, IND5-3, IND5-4, IND5-6, IND5-7, IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5-5, IND5-7	IND5-1, IND5-5, IND5-6, IND5-7, IND5-8
Weighting	30 %	40 %	30%

Year 10 - Marine and Aquaculture Technology – Scope & Sequence- 2025

TERM 1	1	2	3	4	5	6	7	8	9	10	11
	Title / Unit: Core 2 – Skills, management and employment Outcomes: MAR5-1, MAR5-3, MAR5-7, MAR5-11, MAR5-13, MAR5-14 Content Focus: Introduces students to the statutory bodies and the volunteer organisations that combine to manage the use of the marine environment in a safe and responsible manner. Core 2 is designed to provide opportunities for students to develop awareness of the roles played by each organisation and encourage them to participate in a volunteer body. Skills: analysing data and information, researching, communicating					Title / Unit: Module 13 - Antarctica’s Marine Ecology Outcomes: MAR5-1, MAR5-2, MAR5-13, MAR-14 Content Focus: This module introduces the biology of marine mammals. Students explore the anatomical and physiological features of a range of marine mammals and have the opportunity to complete a ‘case study’ of a mammal of interest to them. Skills: analysing data and information, researching, communicating					
							AT1: Data analysis case study				
TERM 2	1	2	3	4	5	6	7	8	9	10	
	Title / Unit: Module 13 – The Oceans Outcomes: MAR5-1, MAR5-2, MAR5-7, MAR5-8, MAR5-13, MAR-14 Content Focus: This module introduces students to the formation, size and nature of the world’s oceans. Skills: analysing data and information, researching, communicating						Title / Unit: Module 14 – The Abyss Outcomes: MAR5-1, MAR5-2, MAR5-13, MAR-14 Content Focus: This module explores the conditions and life forms found in the ocean depths and highlights the emerging knowledge of the deep oceans. Skills: analysing data and information, researching, communicating				
									AT2: Knowledge and Data Analysis Canvas Quiz		
TERM 3	1	2	3	4	5	6	7	8	9	10	
	Title / Unit: Module 14 – The Abyss continued		Title / Unit: Module 28 – Growing Crustaceans Outcomes: MAR5-4, MAR5-6, MAR5-7, MAR5-9, MAR5-10, MAR-11, MAR-13 Content Focus: This module introduces students to the basic anatomy, physiology and behaviour of crustaceans. It also explores the growing of crustaceans for human food. Skills: analysing data and information, researching, communicating						Title / Unit: Module 27 – Biology of Native Crayfish		
								AT3: Knowledge and Data Analysis Canvas Quiz			
TERM 4	1	2	3	4	5	6	7	8	9	10	
	Title / Unit: Module 27 – Biology of Native Crayfish Outcomes: MAR5-5, MAR-7, MAR5-8, MAR5-10, MAR5-13 Content Focus: This module introduces students to the basic anatomy and physiology of native crayfish and their reproduction. Skills:				Title / Unit: Module 46 – Marine Disasters Outcomes: MAR5-1, MAR-7, MAR-10, MAR-12 Content Focus: This module introduces the types and effects of natural and human-influenced disasters on the marine environment Skills:						

Year 10 - Marine and Aquaculture Technology - Assessment Schedule 2025

	Task 1	Task 2	Task 3
Timing of Task	Term 1 Week 7	Term 2 Week 9	Term 3 Week 8
Topic	Core2: Skills, management and employment	Antarctica The Oceans	Growing Crustaceans The Abyss
Type of Task	Data analysis case study	Knowledge and Data Analysis Canvas Quiz	Knowledge and Data Analysis Canvas Quiz
Brief Description	Data analysis using data from the National Drowning Report.	Students will complete a data analysis and knowledge canvas quiz based on The Oceans and The Abyss. Students can use their classwork to assist them with this task.	Students will complete a data analysis and knowledge canvas quiz based on Growing Crustaceans and the Abyss. Students can use their classwork to assist them with this task.
Components	Skills in analysing data and information and communicating this in a marine context.	Knowledge and understanding of the Oceans and Antarctica. Skills in analysing data and information.	Knowledge and understanding of Growing Crustaceans and the Abyss. Skills in analysing data and information.
Syllabus outcomes	Knowledge and understanding of marine and aquatic environments. MAR5-1, MAR5-2 Knowledge and understanding of the economical sustainability of aquaculture MAR5-3 Knowledge and skills in researching, experimenting and communicating in marine and aquaculture contexts. MAR5-13, MAR5-14	Knowledge and understanding of marine and aquatic environments. MAR5-1, MAR5-2 Knowledge, understanding and skills that promote ethical and sustainable practices in the use, management and protection of the marine environment. MAR5-7, MAR5-8 Knowledge and skills in researching, experimenting and communicating in marine and aquaculture contexts. MAR5-13, MAR5-14	Knowledge and understanding of marine and aquatic environments. MAR5-1, MAR5-2 Knowledge and understanding of the economical sustainability of aquaculture MAR5-4 Knowledge and understanding of the role of aquaculture in the preservation of wild seafood stocks and the marine environment MAR5-5, MAR5-6 Knowledge, understanding and skills that promote ethical and sustainable practices in the use, management and protection of the marine environment. MAR5-7
Skills assessed	Analysing data and information Communicating	Analysing data and information Communicating	Analysing data and information Communicating
Weightings	30%	35%	35%

	1	2	3	4	5	6	7	8	9	10	11
Term 1	Title / Unit: Beats and Bands - Music for Small Ensembles Outcomes: 5.1, 5.3, 5.7, 5.8, 5.9, 5.10, 5.11 Content Focus: In this unit, students will complete a variety of learning activities based on a small ensemble of between two and eight performers. They will present a viva voce and performance demonstrating their knowledge and understanding through their in-depth research and skills developed throughout the unit. Preparation skills for Stage 6: Performing - Students will have experiences in: <ul style="list-style-type: none"> • Singing* • Playing instruments* and other sound sources both melodic and non-melodic • Accompanying • Improvising • Interpreting different forms of notation *If student selected Listening - Students will have experiences in: <ul style="list-style-type: none"> • listening, observing, discussing and responding in oral and written form to a range of repertoire. • listening, observing, discussing and responding in oral and written form to how composers have used the concepts of music in their works 										
										AT1	
	1	2	3	4	5	6	7	8	9	10	
Term 2	Title / Unit: Baroque 'n' Roll – Baroque Outcomes: 5.4, 5.5, 5.6, 5.9, 5.11, 5.12 Content Focus: In this unit, students will complete a variety of learning activities based on the Baroque music period composed during the Western Art Music from approximately 1600 to 1750. Students will apply their learning to creating their own composition using Hookpad. Preparation skills for Stage 6: Composition - Students will have experiences in: <ul style="list-style-type: none"> • exploring, experimenting, improvising, organising, arranging and composing using a variety of sound sources and movement activities • experience with computer-based technologies to create compositions • notating compositions using non-traditional notation, which may be self-devised • notating compositions using traditional notation Listening - Students will have experiences in: <ul style="list-style-type: none"> • listening, observing, discussing and responding in oral and written form to how composers have used the concepts of music in their works • reading and interpreting simple musical scores • identifying and investigating the role technology has played in music throughout the ages. 										
	1	2	3	4	5	6	7	8	9	10	

									AT2	
Term 3	1	2	3	4	5	6	7	8	9	10
	Title / Unit: Mullets & Meat Pies - Australian Music Outcomes: 5.1, 5.2, 5.3, 5.7, 5.8, 5.11, 5.12 Content Focus: In this unit, students will study Australian Music through a variety of listening and performance experiences. They will develop their own performance skills and knowledge and understanding of the concepts of music which will lead to them performing their own cover of an Australian song as an ensemble. Preparation skills for Stage 6: Performing - Students will have experiences in: <ul style="list-style-type: none"> • Singing* • Playing instruments and other sound sources both melodic and non-melodic • Accompanying • Interpreting different forms of notation • Using different types of technology *If student selected Listening - Students will have experiences in: <ul style="list-style-type: none"> • listening, observing, discussing and responding in oral and written form to a range of repertoire. • listening, observing, discussing and responding in oral and written form to how composers have used the concepts of music in their works 									
										AT3

Term 4	1	2	3	4	5	6	7	8	9	10
	Title / Unit: Let me be your star! - Rock Music Outcomes: 5.1, 5.3, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12 Content Focus: In this unit, students will study rock music through listening and performance activities. Students will be creating a setlist for MADD Night in Week as they apply all their skills and knowledge learnt throughout the year to perform at their own Kurri Kurri High School gig Preparation skills for Stage 6: Performing - Students will have experiences in: <ul style="list-style-type: none"> • Singing* • Playing instruments and other sound sources both melodic and non-melodic • Accompanying • Interpreting different forms of notation *If student selected Listening - Students will have experiences in: <ul style="list-style-type: none"> • listening, observing, discussing and responding in oral and written form to a range of repertoire. • listening, observing, discussing and responding in oral and written form to how composers have used the concepts of music in their works 									

Kurri Kurri High School

Year 10 Music Assessment Schedule 2025

Course: Music

Head Teacher: A. Harris

	Task 1	Task 2	Task 3
Due Date/ Date of Task	Term 1 Week 10	Term 2 Week 9	Term 3 Week 10
Topic	Beats and Bands	Baroque 'n' Roll	Mullets and Meat Pies
Name of Task	Viva Voce & Small Ensemble Performance	Composition in the Baroque style	Listening Analysis & Australian Music Performance
Brief Description	Students will select and perform a piece of music that is representative of the Music for Small Ensembles topic. They will present a viva voce to demonstrate their deep knowledge and understanding of musical concepts and their use in their selected piece.	Students will compose a piece of music in the baroque style using composition software.	Students perform a solo or ensemble performance and complete a listening analysis.
Components	Performance and Listening Knowledge and understanding related to performance skills representative of music for small ensembles and development of concepts of music knowledge through listening analysis component.	Composition Knowledge and understanding related to composition skills using software. Development of skills related to melody and harmony relative to the studied topic.	Performance and Listening Knowledge and understanding related to performance skills through an Australian Music focus. Development of listening skills through completing a listening analysis.
Syllabus Outcomes Assessed	Performance (20%) - 5.1, 5.3 Listening (20%) - 5.7, 5.9, 5.10	Composition (30%) - 5.4, 5.5, 5.6	Performance (20%) - 5.2, 5.3 Listening (10%) - 5.7, 5.8
Skills Assessed	Performing: Playing instruments and other sound sources both melodic and non-melodic Listening: listening, observing, discussing and responding in oral and written form to a range of repertoire, and how composers have used the concepts of music in their works	Composition: Experimenting with computer-based technologies to create compositions, notating compositions using non- traditional notation, which may be self-devised, exploring, experimenting, improvising, organising, arranging and composing using a variety of sound sources and movement activities.	Performing: Interpreting different forms of notation, accompanying Listening: Listening, observing, discussing and responding in oral and written form to how composers have used the concepts of music in their works.
Weighting	40%	30%	30%

2025 – Year 10 Scope & Sequence

Faculty PDHPE

Subject: PASS

Year: 10

	1	2	3	4	5	6	7	8	9	10	11
Term 1	Title / Unit: Physical Activity and Sport in Society -Australia's sporting Identity Outcomes: PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport PASS 5-4 analyses physical activity and sport from personal, social and cultural perspectives PASS5-8 displays management and planning skills to achieve personal and group goals Content Focus: Developing Knowledge and understanding of a historical timeline of Australian sports and how it has changed over time. A player profile on influential Australian sportsmen/women from a range of different backgrounds Preparation skills for Stage 6: Communicating ideas and information, using technology, Analysing and organising information										
	Title / Unit: Physical Activity and Sport in Society -Australia's sporting Identity (Practical) - Continued until T2 W2 Outcomes: PASS5-2 analyses the benefits of participation and performance in physical activity and sport PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance. PASS5-7 works collaboratively with others to enhance participation, enjoyment, and performance. PASS5-9 performs movement skills with increasing proficiency Content Focus: Students will participate in a range of physical activities with the purpose of developing their collaborative, critical thinking, creativity and communication skills in a fun and challenging environment. Preparation skills for Stage 6: collaboration & tactical movement										
										AT1	

	1	2	3	4	5	6	7	8	9	10
Term 2	Title / Unit: Enhancing Participation and Performance – Coaching - Continued until T3 W4 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 PASS5-8 displays management and planning skills to achieve personal and group goals Content Focus: This course promotes a case study approach to investigating sports coaching. Students conduct research to gather information on skill development, strategies and tactics Preparation skills for Stage 6: Communicating ideas and information, using technology, Analysing and organising information									
		AT2								

	1	2	3	4	5	6	7	8	9	10
Term 3	Title / Unit: Enhancing Participation and Performance – Coaching (Practical) Outcomes: PASS 5-5 demonstrates actions and strategies that contribute to active participation and skilful performance. PASS 5-7 works collaboratively with others to enhance participation, enjoyment and performance of others. Content Focus: Students are expected to collaborate with others to demonstrate their motivational and behavioural skills and tactical ability towards a diverse range of physical activities. Preparation skills for Stage 6: collaboration & tactical movement									
			AT3							AT4
	1	2	3	4	5	6	7	8	9	10
Term 4	Title / Unit: Issues in Physical Activities and Sport Outcomes: PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport PASS 5-4 analyses physical activity and sport from personal, social and cultural perspectives PASS 5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions Content Focus: Students are expected to research information and opinions on sport decisions. Then create an information resource on a specific issue in sport. Practical - Develop a Coaching Session plan that relates to indigenous and other cultural games. Students are expected to collaborate with others to demonstrate their motivational and behavioural skills and tactical ability towards a diverse range of physical activities. Preparation skills for Stage 6: tactical movement, collaboration & tactical movement, ICT capability, Communicating ideas and information									

Kurri Kurri High School

Year 10 PASS Assessment Schedule 2025

Course: PASS

Head Teacher: T.Gavenlock

	Task 1	Task 2	Task 3	Task 4
Due Date/ Date of Task	Term 1 Week 10	Term 2 Week 2	Term 3 Week 3	Term 3 Week 10
Topic	Physical Activity and Sport in Society - Australia's sporting Identity	Physical Activity and Sport in Society - Australia's sporting Identity (Practical)	Enhancing Participation and Performance - Coaching	Enhancing Participation and Performance – Coaching (Practical)
Name of Task	Australia's sporting Identity	Australia's Sporting Identity	Sports Coaching	Sports Coaching Practical
Brief Description	Students create an engaging presentation on an Australian sporting icon that can be shared on range of media platforms	Students will participate in a range of physical activities with the purpose of developing their collaborative, critical thinking, creativity and communication skills in a fun and challenging environment.	This course promotes a case study approach to investigating sports coaching. Students conduct research to gather information on skill development, strategies and tactics to propose strategies to improve a sporting performance. How can I improve the performance of athletes?	Students are expected to collaborate with others to demonstrate their motivational and behavioural skills and tactical ability towards a diverse range of physical activities. You will become more aware of how to modify activities and the importance of participation.
Components	Knowledge and understanding of a historical timeline of Australian sports and how it has changed over time. A player profile on influential Australian sportsmen/women from a range of different backgrounds	Physical Literacy: Motivational and Behavioural Skills – (includes persistence, initiative and working independently in physical activity settings with a focus on the values, attitudes and behavioural skills to plan for and participate in lifelong physical activity). Personal and Social Attributes- (includes safety, cooperation, communication and conflict resolution within physical activities).	Knowledge and understanding of Tactical analysis, Fundamental skills and coaching plans. ICT skills through development of a google site. FoW- Information reports, Visuals FoR – RAP, Monitoring, Peer review or Gallery Walk	Physical Literacy: Motivational and Behavioural Skills – (includes persistence, initiative and working independently in physical activity settings with a focus on the values, attitudes and behavioural skills to plan for and participate in lifelong physical activity). Tactical Movement - (includes understanding of physical activity contexts, rules and tactics. This understanding is used to plan for tactical movement and demonstration of critical and creative thinking through movement).

Syllabus Outcomes Assessed	PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport PASS 5-4 analyses physical activity and sport from personal, social and cultural perspectives PASS5-8 displays management and planning skills to achieve personal and group goals	PASS5-2 analyses the benefits of participation and performance in physical activity and sport PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance PASS5-9 performs movement skills with increasing proficiency	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 PASS5-8 displays management and planning skills to achieve personal and group goals	PASS 5- 5 demonstrates actions and strategies that contribute to active participation and skilful performance. PASS 5-7 works collaboratively with others to enhance participation, enjoyment and performance of others.
Skills assessed	PASS Communicating Planning Literacy -Summarising Numeracy -Graph analysis	PASS Decision making Moving Communication, Cooperation, inclusion, safety Self & Peer reflection	PASS Collaboration, Planning Problem- solving, Tactical analysis Literacy -Summarising, Visuals Numeracy -Graph analysis	Decision making Moving Tactical Movement Motivational and behavioural skills
Weighting	25%	25%	25%	25%

2025 - Year 10 Scope & Sequence

Faculty: PDHPE

Subject: STUDENT
PROJECT INTEREST

Year: 10

	1	2	3	4	5	6	7	8	9	10	11
Term 1	Title / Unit: Theory Title: Sparking Curiosity Content Focus: Students are guided to identify an area of interest. They identify their strengths and skills which can be applied to the project. They reflect on and document their prior knowledge of the area of interest and areas for knowledge growth and skill development. Students learn how to conduct preliminary research and choose a specific topic for investigation. They learn how to apply effective ways of connecting, deepening and expanding their knowledge to broader concepts or themes. They set appropriate goals about what they want to learn and develop a research proposal. With guidance, students develop a project management plan with sequenced stages and steps and identify resources required. As they progress, students seek and respond to feedback on their topic, research proposal and the type of product to be developed. Syllabus Outcomes: ST5-CON-01 - Explains connections between concepts and ideas in areas of knowledge ST5-CON-02 - Develops and justifies project concepts and goals ST5-COM-01 - Communicates concepts and understanding for a range of purposes, audiences and contexts ST5-MAN-02 – Explains and justifies the use of self-management and interpersonal skills in a range of contexts Preparation skills for Stage 6: Collecting, Analysing and Organising Information, Planning and Organising Activities, Communicating Ideas and Information, Working With Others and in Teams										
										AT1	

		1	2	3	4	5					
Term 2 Weeks 1 to 5	Theory Title: My time to shine Content Focus: Students select an area of interest. They identify how to build on their prior knowledge and connect broader concepts and/or themes. Students determine the knowledge and understanding required to research the topic and conduct preliminary research to generate ideas and determine feasibility of the project direction, including the type of resources needed. They investigate effective ways of deepening and expanding knowledge and develop research questions They propose a specific topic, type of product, and develop a research proposal and project management plan. Students describe different ways of thinking about and conducting research and assess the strengths and limitations of research methods and sources. Students set clear goals, including criteria to inform progress and direction of the project and product.										
	Syllabus Outcomes: ST5-CON-02 - Develops and justifies project concepts and goals ST5-INV-01 - Plans and Conducts research to collect and synthesize information										

Term 2 Weeks 5 to 10	6	7	8	9	10					
	<p>Theory Title: How far can I go?</p> <p>Content Focus: Students use effective research methods, and safe and ethical practices to action their research proposal. They refine key concepts from their research and make connections between concepts. They examine different perspectives and analyse information to draw conclusions. They create written texts to synthesise their knowledge and understanding, and evaluate the impact of research findings on their project. Students consider ideas for a product which will show connections with research and integrate their knowledge and skills. They select how to develop and present a product to communicate their knowledge and skills. They identify challenges in the project and develop solutions, applying help-seeking strategies when required. Students apply strategies to maintain persistence and/or be adaptable. Students start development of their product and apply safe practices. They communicate respectfully with others, and seek and respond to feedback from teachers, peers and/or other relevant people (for example, community members, experts). They apply effective time-management strategies to manage their project, such as prioritising tasks. They evaluate and document their progress, including the development of relevant knowledge and skill.</p> <p>Outcomes:</p> <p>ST5-CON-02 - Develops and justifies project concepts and goals</p> <p>ST5-INV-01 –Plans and Conducts research to collect and synthesize information</p> <p>Preparation skills for Stage 6: Collecting, Analysing and Organising Information, Planning and Organising Activities, Communicating Ideas and Information, Working With Others and in Teams</p>									
					AT2					

Term 3	1	2	3	4	5	6	7	8	9	10	
	Theory Title: How far can I go? (Continued) Content Focus: Students use effective research methods, and safe and ethical practices to action their research proposal. They refine key concepts from their research and make connections between concepts. They examine different perspectives and analyse information to draw conclusions. They create written texts to synthesise their knowledge and understanding, and evaluate the impact of research findings on their project. Students consider ideas for a product which will show connections with research and integrate their knowledge and skills. They select how to develop and present a product to communicate their knowledge and skills. They identify challenges in the project and develop solutions, applying help-seeking strategies when required. Students apply strategies to maintain persistence and/or be adaptable. Students start development of their product and apply safe practices. They communicate respectfully with others, and seek and respond to feedback from teachers, peers and/or other relevant people (for example, community members, experts). They apply effective time-management strategies to manage their project, such as prioritising tasks. They evaluate and document their progress, including the development of relevant knowledge and skill. Outcomes: ST5-INV-02 - analyses information to draw conclusions and generate ideas ST5-MAN-01 - selects and applies strategies to progress and monitor a project ST5-COM-01 - communicates concepts and understanding for a range of purposes, audiences and contexts Preparation skills for Stage 6: Collecting, Analysing and Organising Information, Planning and Organising Activities, Communicating Ideas and Information, Working With Others and in Teams										
										AT3	
Term 4	1	2	3	4	5	6	7	8	9	10	11
	Title / Unit: Theory Title: Look at this! Content Focus: Students continue to develop their product. They select how to present the product and communicate their learning to peers and teachers. They provide and explain evidence of their knowledge and skills in the product, and of the product's connections to their research. Students reflect on and apply feedback from their peers and teachers to their product and presentation. They consider ways of communicating for different audiences and plan a presentation for a wider audience, such as the school or local community, while adhering to and respecting any cultural protocols. They demonstrate how they applied feedback, and provide opportunities for feedback, on their product and presentation. If applicable, some students may provide a potential future direction for their project. Outcomes: ST5-CON-01 - Explains connections between concepts and ideas in areas of knowledge ST5-COM-01 - communicates concepts and understanding for a range of purposes, audiences and contexts Preparation skills for Stage 6: Collecting, Analysing and Organising Information, Planning and Organising Activities, Communicating Ideas and Information, Working With Others and in Teams										

Kurri Kurri High School

Year 10 Student Interest Project Assessment Schedule 2025

Course: Student Interest Project

	Task 1	Task 2	Task 3
Due Date/ Date of Task	Term 1 Week 10	Term 2 Week 9	Term 3 Week 10
Topic	Sparkling Curiosity	How far can I go?	Look at this!
Name of Task	Project Proposal and Plan	Research Report/Annotated Bibliography	Practical Implementation & Presentation
Brief Description	Students identify an area of interest and reflect on their strengths and prior knowledge. They set learning goals, conduct preliminary research, and select a specific topic. They develop a research proposal and a project management plan, outlining stages, steps, and resources. Throughout the process, students seek and respond to feedback on their topic, proposal, and final product.	Students select an area of interest, build on prior knowledge, and set clear goals for their research. They develop research questions, conduct preliminary research, and create a project proposal with a management plan. Using safe and ethical research methods, they refine concepts, explore perspectives, and draw conclusions. They design a product to showcase their knowledge, applying time-management and problem-solving strategies. Throughout the project, they communicate respectfully, seek feedback, and adapt as needed, documenting their progress and reflecting on the impact of their findings.	Students finalise their product, choosing how to present it and communicate their learning to peers and teachers. They provide evidence of their knowledge, skills, and research connections. By reflecting on and applying feedback, they refine their product and presentation. They plan how to engage different audiences, such as the school or community, while respecting cultural protocols. Throughout, they demonstrate the impact of feedback and invite further input. Some may also suggest future directions for their project.
Components	Developing a concept and communicating the idea	Investigating and managing a project and ways of working. Communicating knowledge for better understanding.	Communicating knowledge to audience allows students to showcase skills learnt through research.

Syllabus Outcomes Assessed	<p>ST5-CON-01 - Explains connections between concepts and ideas in areas of knowledge</p> <p>ST5-CON-02 - Develops and justifies project concepts and goals</p> <p>ST5-COM-01 - Communicates concepts and understanding for a range of purposes, audiences and contexts</p> <p>ST5-MAN-02 - explains and justifies the use of self-management and interpersonal skills in a range of contexts.</p>	<p>ST5-CON-02 - Develops and justifies project concepts and goals</p> <p>ST5-INV-01 –Plans and Conducts research to collect and synthesize information</p> <p>ST5-INV-02 - Analyses information to draw conclusions and generate ideas</p> <p>ST5-MAN-01 - selects and applies strategies to progress and monitor a project</p> <p>ST5-COM-01 - communicates concepts and understanding for a range of purposes, audiences and contexts</p>	<p>ST5-CON-01 - Explains connections between concepts and ideas in areas of knowledge</p> <p>ST5-COM-01 - Communicates concepts and understanding for a range of purposes, audiences and contexts</p>
Weighting	30%	30%	40 %

2025 - Year 10 Scope & Sequence

Faculty: CAPAL

Subject: Visual Arts

Year: 10

	1	2	3	4	5	6	7	8	9	10	11
Term 1	Title / Unit: Elements and Principles Bootcamp Outcomes: 5.1, 5.2, 5.5 Content Focus: In this unit, students will explore the fundamentals of the Elements and Principles of Art as the building blocks in the creation of a series of mini artworks. They will apply aspects of artists’ practice to experiment with a variety of 2D media and techniques. This unit aims to enhance students' knowledge of the elements and principles of art while building their understanding of 2D artmaking processes and materials. Preparation skills for Stage 6: Develops technical refinement in 2D works, develop and maintain a BOW of processes, planning, developmental artworks, reflections and influences from other artists, explored in own art making					Title / Unit: Art Movements Outcomes: 5.7, 5.8, 5.10 Content Focus: In this unit, students will investigate key art movements. They will select one art movement from the provided list and explore this movement within the context of their chosen genre. Students will conduct individual research on their chosen movement and use this information to create a digital Venn diagram through the Conceptual Framework. Preparation skills for Stage 6: The Conceptual Framework, art terminology - building vocabulary, use of the Frames to analyse and interpret artworks from different perspectives					
										AT 1	

	1	2	3	4	5	6	7	8	9	10	
Term 2	Title / Unit: Realism and Abstraction Body of Work										
	Outcomes: 5.1, 5.2, 5.4, 5.5										
	Content Focus: In this unit, students will investigate the history and genre of ‘Portraiture’ as an art form and identify various signs and symbols used in artworks to create meaning. Students will also learn about different forms (2D/3D) and styles of representation in art. They will apply their learning to produce an individual Body of Work which links to the Conceptual Framework.										
	Preparation skills for Stage 6: Development of Body of Work, developing and communicating conceptual strength and meaning										
									AT 2		

	1	2	3	4	5	6	7	8	9	10
Term 3	Title / Unit: Cubism Multi Perspectives Outcomes: 5.3, 5.6, 5.9 Content Focus: In this unit, students will sculpt expressive 3D forms, applying the principles of Cubism to explore abstract, multifaceted expressions, playing with fractured planes and perspectives. Students will study influential artists within the Cubism movement, gaining knowledge and understanding of abstract elements, fragmented forms, and the use of multiple viewpoints. Preparation skills for Stage 6: Developing skills in the use of 3D media and techniques, art terminology - building vocabulary.									
										AT 3

	1	2	3	4	5	6	7	8	9	10
Term 4	Title / Unit: Animation Art Outcomes: 5.1, 5.6 Content Focus: In this unit, students will create a stop motion animation using 2D or 3D materials. They will explore the process of storyboarding and creating a short animation through the study of renowned animation artists and direct instruction. Students will learn about and apply photographic, film and animation techniques. Preparation skills for Stage 6: Use of a process diary to plan artworks using sketches and annotations, application of understanding of the Conceptual Framework, working toward resolution of work through technical sensitivity and refinement, develop a personal aesthetic through experimentation and reflection on own work and the work of others.									

Kurri Kurri High School

Year 10 Visual Arts Assessment Schedule 2025

	Task 1	Task 2	Task 3
Due Date/ Date of Task	Term 1 Week 10	Term 2 Week 9	Term 3 Week 10
Topic	Art Movements through the Conceptual Framework	Realism and Abstraction in 2D Artwork/s	Multi Fractured Head Sculpture + Artwork Analysis
Name of Task	Art Movements	Realism and Abstraction Body of Work	Cubism Multi Perspectives
Brief Description	Students create an informative presentation which explores an art movement through the conceptual framework.	Students develop their 2D artmaking skills in various styles focusing on portraiture as subject matter.	Students explore Cubism and develop key skills in 3D forms focusing on sculpture techniques and procedures.
Components	Critical & Historical Studies – 30%	Artmaking – 40%	Artmaking – 20% Critical & Historical Studies – 10%
Syllabus Outcomes Assessed	5.7, 5.8, 5.10	5.1, 5.2, 5.4, 5.5	5.3, 5.6, 5.9
Skills Assessed	Art terminology, use of the Conceptual Framework to analyse art movements and contextualise artworks	Development of Body of Work, creating and communicating conceptual strength and meaning.	Art terminology, use of 3D media and techniques, use of the Frames to analyse and interpret artworks from different perspectives.
Weighting	30%	40%	30%

2025 - Year 10 Scope & Sequence

Faculty: CAPAL

Subject: Visual Design

Year: 10

	1	2	3	4	5	6	7	8	9	10	11
Term 1	Title / Unit: That's So Graphic In this unit, students learn about the elements and principles of design and apply these to create a graphic artwork which communicates meaning. The practice of graphic designers is investigated through artworks that explore visual semiotics and symbolic imagery. The unit intends to develop students' understanding of the importance of an integrated approach to branding, visuals, and typography. They develop their conceptual and material design practice through the investigation and creation of 2-Dimensional graphic designs which are incorporated with 3D objects. Outcomes: 5.3, 5.5, 5.9 Content Focus: Print Design; Object Design; Structural, Subjective and Cultural Frames; The Conceptual Framework; Design Practice Preparation skills for Stage 6: Developing and communicating conceptual strength and meaning; Working toward resolution of work through technical sensitivity and refinement; Use of the Frames to analyse and interpret design works from different perspectives.										
										AT1	

		1	2	3	4	5	6	7	8	9	10	
Term 2		Title / Unit: Shut Up and Take My Money In this unit, students will develop their knowledge of the elements and principles of design in relation to products, packaging and advertising. They will design and construct a product prototype using ceramic and/or sculptural materials and techniques. Graphics programs will then be used to create and manipulate digital images and/or animations which could be used for the sale and promotion of the product. Students learn about production processes for packaging and promotional materials, as well as the related economic, environmental and sustainability issues. Outcomes: 5.1, 5.2, 5.6, 5.7 Content Focus: Object Design; Space-Time Design; The Conceptual Framework; Structural and Subjective Frames; Design Practice. Preparation skills for Stage 6: ICT skills in graphics programs; Developing skills in the use of 3D media and techniques.										
											AT2	

		1	2	3	4	5	6	7	8	9	10
Term 3	Title / Unit: Entirely Attire										
	In this unit, students are provided with opportunities to explore the possibilities of the body as a site for wearable designs. Their design and making practice are informed by critical studies of the work of modern designers, and historical studies of wearable objects from a variety of cultures and time periods. The concept of a appropriation is introduced in relation to wearable designs, and students apply this in culturally respectful ways. Students consider trends in relation to wearable items and conduct research investigating changes and developments in the style of specific wearables over time.										
	Outcomes: 5.1, 5.4, 5.8, 5.10										
	Content Focus: Object Design; Structural, Cultural and Postmodern Frames; The Conceptual Framework; Design Practice.										
	Preparation skills for Stage 6: Autonomy in the selection of materials and techniques to meet a design brief; Self-direction; Summarising research.										
											AT3

Term	1	2	3	4	5	6	7	8	9	10
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4	<p>Title / Unit: Ins and Outs</p> <p>In this unit, students investigate the principles of design in relation to interior and exterior spaces. They are introduced to a variety of popular interior design styles and explore architectural concepts. Students will access industry resources and information to enhance their understanding of design techniques. They develop their understanding of the conceptual framework by considering the collaborative relationships between the designer, client, product and context.</p> <p>Outcomes: 5.1,5.4, 5.5, 5.7</p> <p>Content Focus: Space-Time Design; Structural and Subjective Frames; The Conceptual Framework; Design Practice.</p> <p>Preparation skills for Stage 6: Use of a process diary to plan designs using sketches and annotations. Application of understanding of the Conceptual Framework.</p>
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Kurri Kurri High School


Year 10 Visual Design Assessment Schedule 2025

Course: Visual Design

Head Teacher: A.Harris

	Task 1	Task 2	Task 3
Due Date/ Date of Task	Term 1 Week 10	Term 2 Week 9	Term 3 Week 10
Topic	That's So Graphic	Shut Up and Take My Money	Entirely Attire
Name of Task	Graphic Design and Analyses and Interpretations	Product Design and Promotion	Wearable Design and Research Task
Brief Description	Students use the elements and principles of design to create a graphic design artwork which communicates meaning. They then use 2D materials and techniques to adorn a 3D object with their design. The Frames are used to analyse and interpret the work of graphic designers from different perspectives.	Students develop their knowledge of the elements and principles of design in relation to products, packaging and advertising. They use 3D materials and techniques to create a prototype of a designed object, then develop digital promotional materials using ICT. Additionally, students create a promotional advertisement of the designer/person/character who inspired their 3D form.	Students explore the possibilities of the body as a site for wearable designs. Appropriation is used to create wearable items that are culturally respectful. Students consider trends and conduct research investigating changes and developments in the style of specific wearables over time.
Components	Knowledge and understanding related to graphic design. Skills in 2D media	Knowledge and understanding related to object design. Skills in 3D and 4D media	Knowledge and understanding related to wearable items. Skills in working 3D media
Syllabus Outcomes Assessed	Making: 5.3, 5.5 Critical and historical studies: 5.9	Making: 5.1, 5.2, 5.6 Critical and historical studies: 5.7	Making: 5.1, 5.4 Critical and historical studies: 5.8, 5.10
Skills Assessed	Making: Make artistic choices applying 2D materials and techniques Critical and Historical Study: Applies the Frames to analyse how designers create works from various perspectives Literacy: Subject Specific Terminology	Making: Apply 3D materials and techniques to create a sculptural form. Critical and Historical Study: Communicate ideas in a visual format using designers as source of inspiration to create forms. Literacy: Cohesion	Making: Develop an understanding of 2D materials and techniques to appropriate wearable designs Critical and Historical Study: identify and explain the different types of visual design practice evidenced in movements, groups and the work of individuals Literacy: Subject Specific Terminology
Weighting	Part A - Making: 20% Part B - Critical/Historical: 15% Total: 35%	Part A - Making: 20% Part B - Critical/Historical: 10% Total: 30%	Part A - Making: 20% Part B - Critical/Historical: 15% Total: 35%

Appendix: Illness and Misadventure Appeal form



KURRI KURRI
HIGH SCHOOL
Creating Futures

Illness, Accident and Misadventure Appeal

Student Name:

Year:

Course:

Assessment Task Name:

Due Date:

Date of submitting this form:

Supporting Evidence:
Please give your reasons for failing to meet the assessment requirements and give details to support your case.

This form should be handed to your teacher or the head teacher of the subject immediately after missing the task, or where possible, before the task is due.

Signed: (Parent)

Signed: (Student)

(Please attach a medical certificate if available)

Teacher's Recommendation/Comment:

Student asking for:

- ☐ Student handed in the task and asking for consideration upon completion of next task.
- ☐ Student did not complete task – zero.
- ☐ Student did not submit task – similar task submitted.

Executive Decision:

Student return slip:

- ☐ Consideration based on completion of all tasks.
- ☐ Similar task to be completed.
- ☐ Zero mark – appeal not upheld.