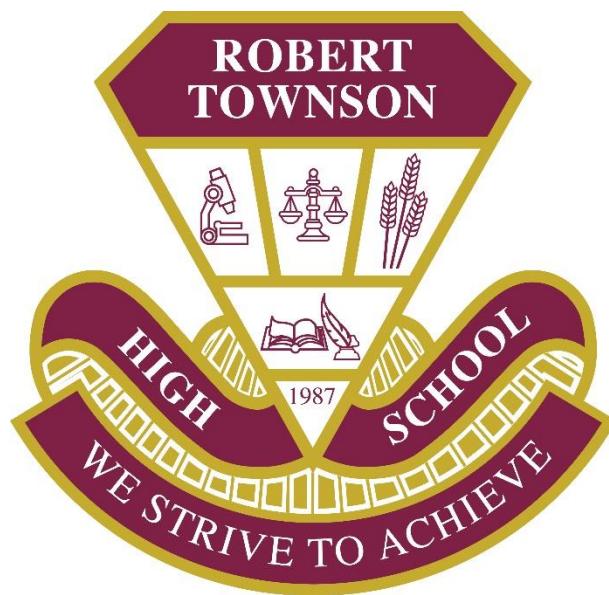


# Robert Townson High School

2024

## Year 10

Internal Assessment School Policy & Subject Guidelines





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## Introduction

This booklet will assist Year 10 students and their parents/carers to understand the school-based assessment requirements in 2024. Outlined in this booklet is the school's assessment policy and information about the responsibilities of the school, faculties and students when completing course assessment tasks.

Both students and parents should read this booklet carefully to ensure they are aware of procedures for:

- Missing an assessment task due to illness or personal circumstances.
- Submitting an assessment task late (i.e. after the due date)
- Not making a serious attempt during an assessment task
- Completing more than 50 per cent (by total mark) of your assessment tasks.
- Disrupting an assessment task
- Copying someone else's work and submitting it as your own

We encourage all students to complete work by the due date, including homework tasks issued by their classroom teachers. This will help students to develop skills in organisation and time management to prepare them for the later years of high school.

If a student is experiencing difficulty completing a task, they are encouraged to talk to their classroom teacher before the due date to seek assistance. Alternatively, parents/carers are also able to contact the school and speak with teachers.

The school Homework Centre also operates each Wednesday and Thursday afternoon, from 3.00pm to 4.30pm. All students have the opportunity to attend and receive one on one assistance from our dedicated teaching staff if they need it.

Students will receive a copy of this booklet at the start of Term 1, when staff will explain how to use the booklet. A copy of this booklet is available on the school's website, should the paper copy be misplaced.

If additional questions arise or support for a student is required throughout the year, we encourage parents/carers to contact the school on 9824-7777.

<b>Year Adviser</b>	Mr Darian Richards
<b>Deputy Principal Year 10</b>	To be advised
<b>Head Teacher Welfare</b>	Ms Mary-Jo Hernandez

## Starting in Year 10

Year 10 marks the second year of Stage 5 and the continued study towards the Record of School Achievement (RoSA). The RoSA is awarded after the completion of the Stage 5 courses at the end of Year 10 and is based on the fulfilment of NESA requirements and internal school assessment.

Students in Year 10 are required to complete mandatory hours and subject specific requirements in order to obtain their RoSA. It is important to read, understand and follow the procedures outlined in this booklet. To fulfil the NESA requirements, you will be required to demonstrate satisfactory application and achievement in each one of your subjects.

To gain satisfactory achievement in each course it is your responsibility to:

- Complete all assigned work, including class and assessment tasks to the best of your ability.
- Ensure that any questions about marks, grades, or comments awarded for an individual piece of work are resolved at the time the work is handed back by your teacher.
- Demonstrate that, through effort and achievement, you have met the requirements of the course.
- Maintain satisfactory attendance at school for the duration of Year 9 and 10.

Having completed all the above requirements and having gained a satisfactory grade in each subject, you will receive an overall grade from A – E for each course. Each final grade is a performance level based on your achievement demonstrated through formal and informal assessment tasks.

Formal tasks are those that are scheduled and will have a designated weighting. These tasks are outlined in the assessment schedules in this booklet and the exact details of their dates will be issued by subject teachers.

The total of these tasks will be the final mark and it is this mark that will be carefully considered in the allocation of grades. In addition, all other informal tasks will be considered in the allocation of a grade towards your RoSA. It is important therefore that all tasks, including homework, are completed to demonstrate your achievement in each course.

## Record Of School Achievement (RoSA) Grades

For each course of study, except Mathematics, students will receive a grade ranging from (A-E). In Mathematics the range of grades is A10, A9, B8, B7, C6, C5, D4, D3, and E2.

Each subject area is issued with a set of course performance descriptors which are specifically related to the knowledge and skills of that subject. These are also available on the NESAs website.

Throughout the Year 9 and 10 course, students are assessed through class work, examinations and assignments which determine a student's knowledge and skills.

By using the course performance descriptors, teachers are able to mark student performance to a grade A-E.

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

## Satisfactory Completion of Year 10

As outlined by NESAs, a student will be considered to have satisfactorily completed a course if they have applied themselves with diligence and sustained effort to the set tasks and experiences required by the school to achieve some or all of the course outcomes.

An unsatisfactory completion of a course for failing to apply themselves diligently will ordinarily result in an 'N' determination (Non-completion of course requirements). An 'N' determination will mean that the course in question will appear on the Record of School Achievement as 'Not Awarded'. This may mean that the required pattern of study for this credential is in jeopardy if an 'N' determination is awarded for a mandatory course such as English.

If you are at risk of being given an 'N' determination in any course, then you will be issued with an N Award warning letter. You will then be required to meet the requirements as set out in this letter to resolve the N Award warning. Two warning letters will be considered sufficient documentation for an 'N' determination.

Indicators of possible failure to achieve a sufficient number of course outcomes may include:

- An excessive number of unexplained absences from or lateness to school or class
- Failure to submit satisfactorily completed assessment tasks
- Failure to submit other set work, including class work and homework

## 'N' Determination (Non-completion of course requirements)

A student may be N Determined in one or more subjects if they do not:

- Seriously attempt all homework, tests and assessment tasks set for that subject;
- Show diligence and sustained effort throughout the year;
- Make a serious attempt at examinations, including class exams, half yearly and yearly exams.

If overall attendance is poor, students may find that they will receive an 'N' determination in courses because they will not be able to demonstrate conditions outlined. This is due to a high number of absences from scheduled lessons.

Student progress is monitored throughout the year. If at any time it appears that a student is at risk of receiving an 'N' determination (non-completion of course requirements) in any course parents/guardians are notified in writing of the tasks or actions to be undertaken in time for the problem to be corrected.

## Warning Of 'N' Determination

This indicates that a student is not working satisfactorily and not completing set work adequately. It is a warning that a student's effort, attendance or application needs to improve immediately. Students should discuss areas for improvement with their teachers and complete any work that is overdue. Parents may contact the classroom teacher, year advisor or head teacher of the subject to discuss progress and ways to assist the student in meeting course requirements. If there is no satisfactory improvement in attendance or application as the course progresses, then additional warnings may be sent and then an 'N' determination may be recommended for one or more subjects.

## **Appealing Against an 'N' Determination**

Where a student feels they have sufficient grounds to appeal against an 'N' determination/s in a subject(s) because of poor overall attendance or non-compliance with the requirements, then a student can appeal.

Students who wish to lodge an appeal are to see the principal for advice about the required procedures and for information about the final dates for appeals. Appeals are made first at school level and then to NESAs.

The principal will consider all information provided by the student and parents about the circumstances relating to student non-performance. NESAs have the final say in awarding grades, after the school has made a decision.

## **Attendance**

Although attendance will not be used by itself as an indicator of student progress, a student whose attendance falls below 85% is at risk of non-completion of required course work and experiences, whether that attendance is explained or unexplained. Whole day absences, partial absences (lateness and early leave) and truancy all contribute to a student's attendance record.

Where a student has been able to maintain or make up work that was missed during absences, including truancy from classes, teachers will use their professional judgment in determining whether the student is still at risk. Students will need to attend scheduled lessons.

Any student who risks failing a course due to absence will be given early warnings in the form of letters of concern and N Award warning letters. In addition, formal attendance letters for whole day and partial absence may be sent by the school and the student referred to the Home School Liaison Officer for additional support for students who have a poor attendance at school.

It is the responsibility of the student to prove that they are meeting all the requirements for their courses if their attendance is raised as a concern.



## NESA Advice for Managing Assessment Tasks

- Be aware of due dates. Keep an up-to-date diary or calendar on your mobile phone and/or in a designated study area at home, of all assessment tasks and other commitments.
- Utilise the support of parents/carers to stay up-to-date with due dates.
- Start tasks early so that you can ask for help if you require it.
- Develop a study routine to utilise time effectively and ensure deadline are met.
- Break tasks into a series of smaller steps and set deadlines for completing each step. Don't leave the entire task until the night before to complete.
- Record the sources of information you use as you find them so that acknowledgements do not become a major task at the end. Plagiarising other students' work or from published sources will result in a mark of zero being awarded.
- Frequently save and back up any work completed on a computer. The failure of technology is not an acceptable excuse for submitting your work late.
- Keep all your earlier drafts to prove that work is your own and provide a back-up copy in case a task is lost.
- Keep a copy of any work you submit for marking.

## Failure to Submit or Complete an Assessment Task

Failure to complete an assessment task by the due date and time without providing justifiable reason will automatically result in the following:

- The task will be recorded as a non-attempt and a mark of zero will be awarded
- An official course warning letter will be issued outlining the name of the task, the weighting, the date it was due and a new due date two weeks from the date of issue of the letter
- Students will be required to submit or make a genuine attempt at the assessment by the new due date;
- When a genuine attempt of the assessment task has been submitted by the new due date, **the official course warning letter will be marked as 'resolved'**
- If the student is still at risk of not meeting course requirements teachers may issue a follow-up warning letter
- Students who fail to resolve the N Award may place themselves at risk of N Determination in a course

***Even though a student will receive a zero it is their responsibility to submit a genuine attempt at the task to be deemed to have satisfactorily achieved the course outcomes.***

## The Purpose of Assessment

Year 10 students will complete assessment tasks as part of their studies in each subject. Assessment allows students to show their knowledge and understanding in a variety of ways and reflects both their achievement and improvement over time.

Students' marks are to be tallied at the end of each semester or rotation and a final mark for each course out of 100 is determined for reporting purposes each semester.

This mark is then used to assign grades on student reports using this grade distribution table as a guide:

<b>A</b>	85 – 100
<b>B</b>	70 – 84
<b>C</b>	45 – 69
<b>D</b>	30 – 44
<b>E</b>	0 – 29

## School Responsibilities

1. Each faculty will set a maximum number of four assessment tasks for their subject that are outlined to students at the start of the year in the Year 10 Assessment Policy Booklet. Written notification of each specific task is provided to students by teachers at least a fortnight before the task.
2. Class work may also be used for assessment purposes and could include informal class tasks, homework tasks, bookwork, exercises and collaborative/group work. It should not include: marks for neatness of bookwork, marks based on student attendance and observation/participation marks.
3. Assessment tasks will be returned to students with marks and feedback, once a task has been completed. This will be within a two-week period and could include marker's notes, oral feedback and individual written feedback.
4. For speaking, performance and presentation tasks, individuals/groups will be selected at random to set the order of presentation. All students should be prepared to present on the first day of the task to ensure fairness.
5. If a student is concerned about a mark they have received, they should speak to the teacher who marked the task. If there is still concern, the Head Teacher of the subject should be approached to resolve the issue. If the issue cannot be resolved, the student can appeal to the Assessment and Reporting team for review.
6. Parents/carers will be informed in writing by the school if their child receives a zero mark in an assessment task or exam, clearly explaining the reasons for the mark of zero. Letters of concern may also be sent if a student is not submitting work or is causing concern in the classroom.

## Faculty Responsibilities

1. Provide students with an assessment task outline at least two weeks before the task due date, using the school-wide assessment task proforma. This will include details such as task description, weighting, outcomes assessed, a marking rubric and a due date. It should clearly explain what students are required to do to demonstrate their learning.
2. All students should sign for receipt of assessment tasks on the Assessment Task record sheet. A hard copy should be retained by each faculty.
3. If a due date is changed, faculties will inform students in writing.
4. Notify parents of zero marks or other concerns with a student's assessment task within two weeks of the task. e.g. copying another student's work, disruption of a task.
5. Ensure consistency and fairness in the assessment task process. Teachers are not to arrange for students to complete tasks early due to vacation/holiday leave or estimate marks in these situations.
6. Retain a student sample (low/mid/high) for each formal assessment task: Common/Year Tasks - 3 samples of each range Class/Small Cohort Tasks – 1 sample of each range.
7. It is the Head Teachers' responsibility to ensure task dates are set in Term 1 and added to the school calendar on Sentral. Failure to submit tasks dates may result in tasks being unable to run on preferred date due to calendar clashes.
8. All tasks should be based on the skills and content that has been explicitly taught and developed in class. All tasks should have clear links to course outcomes that are also reflected in faculty teaching programs and registers.
9. It is the Head Teachers' responsibility to oversee the review of assessment tasks each year to ensure their academic rigor and currency with NESA requirements.

## Student Responsibilities

1. Students absent from assessment tasks completed in class on a due date will receive zero marks unless they have a medical illness or an extenuating personal circumstance. If a student misses a task, they should complete the forms provided in this booklet and submit them to the Head Teacher of the subject the next day at school.
2. Students on suspension from school may be required to attend school to attempt scheduled assessment tasks. This will be determined by the Deputy Principal. They should attend for the Periods of the task only.
3. If a student misses an assessment task, they should be prepared to sit the task on the day they return to School. If a student's reason for absence is accepted, then the Head Teacher may set the same task (provided that this does not disadvantage other students) or set an alternate task. In exceptional circumstances, the Principal or Deputy Principal may direct that an estimate be given.

4. If an assessment task involves handing in an assignment/task, students must hand this on the due date at the start of the timetabled period or by the time indicated on the assessment task notification. If a student submits a task late, without a request for special consideration, they will receive a mark of zero.
5. Students who anticipate that they will be absent on the date of a task (e.g. representative sport, religious holiday, festival etc.) must notify their teacher at least three days in advance, in writing, countersigned by a parent or guardian. If the student misses a task because of a participation in a school program or medical reason, a request for special consideration must be submitted.
6. Students absent for long periods due to illness for exams or assessment tasks should ring the school, and then submit a completed request for special consideration with a medical certificate to the Front Office.
7. In exceptional circumstances of medical or family emergencies, and where documentation is provided, a student may apply for an extension through the 'Request for Special Consideration' form.
8. Vacation leave is not considered exempt leave by the Department of Education, Students who are absent from an in-class task will receive zero marks. Any assignments must be submitted before the student leaves or a mark of zero will also be awarded.
9. Students must ensure work submitted is their own, original work. If working in a group, this must be the group's original work. No student should copy another student's work, ask another student to complete a task for them or present work they obtain from external sources as their own e.g. tutor's work, internet, past student work. Students who do so will receive a mark of zero. If this occurs, parents will be notified via a letter of concern.
10. Students must behave appropriately during assessment tasks and exams and follow teacher instructions. Using mobile phones, disrupting others and cheating will be referred to the Head Teacher who may award a mark of zero.
11. Students must make a serious attempt at all tasks. This means attempting the majority of questions and sections of an exam paper/task and avoiding inappropriate, off task comments and/or drawings.
12. Teachers will inform absent students of assessment information, but students who are absent when assessment information is handed out are responsible for finding out that information.
13. Students with special needs may have arrangements for support. Each case will be discussed with the Head Teacher. Students may complete the Application for Special Provisions form and return it to the Learning and Support Team.

## **Course Assessment Information**

**The following pages contain assessment information for each subject studied  
at Robert Townson High School  
in Year 10**

## Year 10 Child Studies - 2024

### Internal Assessment Program, Robert Townson High School

#### Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1 2024	Family Interactions	Term 3 2024	The Diverse needs of Children
Term 2 2024	Play and the Developing Child	Term 4 2024	Formative Assessment

#### Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Family Interactions	Play and the Developing Child	The Diverse needs of Children	Formative
		Family Interactions and Belonging	Plan and Construct Children's toy with a Design Folio	'Wonder' movie - Evaluate the diverse needs of children	Ongoing Practical Assessment / Google Classroom Submission
		Term 1, Week 8	Term 2, Week 5	Term 3, Week 6	Term 4, Week 7
	<b>60%</b>	12%	18%	12%	18%
	<b>40%</b>	8%	12%	8%	12%
<b>Total Marks</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>
<b>Outcomes</b>		CS5-2, CS5-3, CS5-6, CS5-7, CS5-8, CS5-9, CS5-12	CS5-2, CS5-4, CS5-5, CS5-8, CS5-9	CS5-4, CS5-8, CS5-9, CS5-11	CS5-2, CS5-3, CS5-6, CS5-7, CS5-8 CS5-9, CS5-12, CS5-4, CS5-8, CS5-11, CS5-4

#### Syllabus Outcomes

- CS5-1** Identifies the characteristics of a child at each stage of growth and development
- CS5-2** Describes the factors that affect the health and wellbeing of the child
- CS5-3** Analyses the evolution of childhood experiences and parenting roles over time
- CS5-4** Plans and implements engaging activities when educating and caring for young children within a safe environment
- CS5-5** Evaluates strategies that promote the growth and development of children
- CS5-6** Describes a range of parenting practices for optimal growth and development
- CS5-7** Discusses the importance of positive relationships for the growth and development of children
- CS5-8** Evaluates the role of community resources that promote and support the wellbeing of children and families
- CS5-9** Analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
- CS5-10** Demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
- CS5-11** Analyses and compares information from a variety of sources to develop an understanding of child growth and development
- CS5-12** Applies evaluation techniques when creating, discussing and assessing information related to child growth and development

## Year 10 Commerce – 2024

### Internal Assessment Program, Robert Townson High School

#### Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1 2024	Employment and Work Futures	Term 3 2024	Running a Business
Term 2 2024	Law – Society and Political Involvement	Term 4 2024	Law in Action

#### Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4	Task 5
		All Topics	Employment and Work Futures	Employment and Work Futures / Law – Society and Political Involvement	Law in Action	All topics
		Continuous Formative Assessment	Research Task	Half Yearly Examination	Research Task	Yearly Examination
		Throughout the course	Week 8, Term 1	Week 6, Term 2	Week 8, Term 3	Week 4, Term 4
Knowledge and understanding	30%	5%	5%	5%	5%	10%
Decision making and problem solving	30%	10%	5%	5%	5%	5%
Research and communication	30%	10%	5%	5%	5%	5%
Work independently and collaboratively	10%	5%	-	5%	-	-
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>15%</b>	<b>20%</b>	<b>15%</b>	<b>20%</b>
<b>Outcomes</b>		COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	COM5-3, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9

#### Syllabus Outcomes

**COM5-1** Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts

**COM5-2** Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts

**COM5-3** Examines the role of law in society

**COM5-4** Analyses key factors affecting decisions

**COM5-5** Evaluates options for solving problems and issues

**COM5-6** Develops and implements plans designed to achieve goals

**COM5-7** Researches and assesses information using a variety of sources

**COM5-8** Explains information using a variety of forms

**COM5-9** Works independently and collaboratively to meet individual and collective goals within specified timeframes

## Year 10 Engineering – 2024

### Internal Assessment Program, Robert Townson High School

#### Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1 2024	Alternative Energy	Term 3 2024	Control Systems
Term 2 2024	Alternative Energy	Term 4 2024	Control Systems

#### Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Control Systems	Control Systems	Alternative Energy	Alternative Energy
		Practical Project Hydraulic Control Systems	Folio and Formative Google Classroom	Practical Project Solar Power	Folio and Formative Google Classroom
		Term 2, Week 8	Term 2, Week 8	Term 4, Week 5	Term 4, Week 5
Practical - planning, development, construction and evaluation of quality practical projects and processes.	60%	30%	-	30%	-
Theory - demonstrates knowledge and understanding of materials and processes.	40%	-	20%	-	20%
<b>Total Marks</b>	<b>100%</b>	30%	20%	30%	20%
<b>Outcomes</b>		IND5-5, IND5-6, IND5-7, IND5-8	IND5-1, IND5-2, IND5-4, IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5-5	IND5-1, IND5-2, IND5-3, IND5-4

#### Syllabus Outcomes

- IND5-1** Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
- IND5-2** Applies design principles in the modification, development and production of projects
- IND5-3** Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- IND5-4** Selects, justifies and uses a range of relevant and associated materials for specific applications
- IND5-5** Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- IND5-6** Identifies and participates in collaborative work practices in the learning environment
- IND5-7** Applies and transfers skills, processes and materials to a variety of contexts and projects
- IND5-8** Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- IND5-9** Describes, analyses and uses a range of current, new and emerging technologies and their various applications
- IND5-10** Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally



## Year 10 English – 2024

### Internal Assessment Program, Robert Townson High School

#### Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1 2024	Stories of Innocence to Experience – Fiction, drama and poetry	Term 3 2024	Common Module – Journeys – Fiction, film and media
Term 2 2024	Discrimination – Non-fiction, fiction, film	Term 4 2024	Composer Study – Poetry

#### Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Stories of Innocence to Experience	Discrimination	Common Module – Journeys	Composer study
		Be Heard multimodal	Non-fiction task	Listening task	Analytical writing
		Term 1, Week 8	Term 2, Week 5	Term 3, Week 8	Term 4, Week 5
Speaking	15%	15%	-	-	-
Reading	10%	-	-	-	10%
Writing	30%	-	10%	10%	10%
Listening	15%	-	-	15%	-
Viewing	15%	-	10%	-	5%
Representing	15%	10%	5%	-	-
<b>Total Marks</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>Outcomes</b>		EN5-1A, EN5-5C, EN5-7D	EN5-1A, EN5-2A, EN5-9E	EN5-4B, EN5-6C	EN5-3B, EN5-8D

#### Syllabus Outcomes

- EN5-1A** Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN5-2A** Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
- EN5-3B** Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
- EN5-4B** Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
- EN5-5C** Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
- EN5-6C** Investigates the relationships between and among texts
- EN5-7D** Understands and evaluates the diverse ways texts can represent personal and public worlds
- EN5-8D** Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
- EN5-9E** Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

## Year 10 Food Technology - 2024

### Internal Assessment Program, Robert Townson High School

#### Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1 2024	Food in Australia	Term 3 2024	Food Product Development
Term 2 2024	Food Service and Catering	Term 4 2024	Formative

#### Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Food in Australia	Food trends	Food for special occasions	Formative
		Australian Native Cookbook	Pop up Restaurant	Deconstruction Dessert	Ongoing Practical Assessment / Google Classroom Submission
		Term 1, Week 8	Term 2, Week 5	Term 3, Week 5	Term 4, Week 6
Practical - demonstrate skills in preparing and presenting food by selecting and using appropriate ingredients, methods and equipment.	60%	12%	18%	12%	18%
Theory - demonstrate understanding, knowledge and skills of a range of processes, resources and technologies.	40%	8%	12%	8%	12%
<b>Total Marks</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>
<b>Outcomes</b>		FT5-1, FT5-2, FT5-11, FT5-10	FT5-13, FT5- 12, FT5-7, FT5-8	FT5-3, FT5-5, T5-7, FT5-11	FT5-1, FT5-3, FT5-5, FT5-8, FT5-11, FT5-13

#### Syllabus Outcomes

- FT5-1** Demonstrates hygienic handling of food to ensure a safe and appealing product
- FT5-2** Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- FT5-3** Describes the physical and chemical properties of a variety of foods
- FT5-4** Accounts for changes to the properties of food which occur during food processing, preparation and storage
- FT5-5** Applies appropriate methods of food processing, preparation and storage
- FT5-6** Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- FT5-7** Justifies food choices by analysing the factors that influence eating habits
- FT5-8** Collects, evaluates and applies information from a variety of sources
- FT5-9** Communicates ideas and information using a range of media and appropriate terminology
- FT5-10** Selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- FT5-11** Plans, prepares, presents and evaluates food solutions for specific purposes
- FT5-12** Examines the relationship between food, technology and society
- FT5-13** Evaluates the impact of activities related to food on the individual, society and the environment

## Year 10 Geography – 2024

### Internal Assessment Program, Robert Townson High School

#### Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1 2024	Environmental Change & Management	Term 3 2024	Human Wellbeing
Term 2 2024	Environmental Change & Management	Term 4 2024	Human Wellbeing

#### Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4	Task 5
		All Topics	Environmental Change and Management	Geographical Skills	Human Wellbeing	Environmental Change and Management & Human Wellbeing
		Continuous Formative Assessment	Research Task	Half Yearly Examination	Source based In class task	Yearly Examination
		Throughout the course	Term 1, Week 6	Term 2 – as per school calendar	Term 3, Week 8	Term 4 – as per school calendar
Knowledge and understanding	50%	15%	10%	10%	5%	10%
Geographical Inquiry and Skills	50%	15%	5%	10%	10%	10%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>15%</b>	<b>20%</b>	<b>15%</b>	<b>20%</b>
<b>Outcomes</b>		GE5-1, GE5-2, GE5-3, GE5-4, GE5-5, GE5-6, GE5-7 & GE5-8 GELS-1, GELS-2, GELS-3, GELS-4, GELS-5, GELS-6, GELS-7 & GELS-8	GE5-2, GE5-3, GE5-4, GE5-5, GE5-7 & GE5-8 GELS-2, GELS-3, GELS-4, GELS-5, GELS-7 & GELS-8	GE5-2, GE5-3, GE5-4, GE5-5, GE5-7 & GE5-8 GELS-2, GELS-3, GELS-4, GELS-5, GELS-7 & GELS-8	GE5-1, GE5-2, GE5-6, GE5-7 & GE5-8 GELS-1, GELS-2, GELS-6, GELS-7 & GELS-8	GE5-1, GE5-2, GE5-3, GE5-4, GE5-5, GE5-6, GE5-7 & GE5-8 GELS-1, GELS-2, GELS-3, GELS-4, GELS-5, GELS-6, GELS-7 & GELS-8

#### Syllabus Outcomes

- GE5-1** Explains the diverse features and characteristics of a range of places and environments
- GE5-2** Explains processes and influences that form and transform places and environments
- GE5-3** Analyses the effect of interactions and connections between people, places and environments
- GE5-4** Accounts for perspectives of people and organisations on a range of geographical issues
- GE5-5** Assesses management strategies for places and environments for their sustainability
- GE5-6** Analyses differences in human wellbeing and ways to improve human wellbeing
- GE5-7** Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- GE5-8** Communicates geographical information to a range of audiences using a variety of strategies

## Year 10 History – 2024

### Internal Assessment Program, Robert Townson High School

#### Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1 2024	Overview and Depth Study 4: Rights and Freedoms	Term 3 2024	Depth Study 5: The Globalising World: Popular Culture & School Developed Topic: Australia in the Vietnam War Era
Term 2 2024	Depth Study 4: Rights and Freedoms & Depth Study 5: The Globalising World: Popular Culture	Term 4 2024	School Developed Topic: Australia in the Vietnam War Era & the Space Race

#### Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4	Task 5
		All Topics	Rights and Freedoms	Overview & Rights and Freedoms	Popular Culture	Australia in the Vietnam War Era
		Continuous Formative Assessment	Comparative Research Task	Half Yearly Examination	Research Task	Yearly Examination
		Throughout the course	Term 1, Week 7	Term 2, Week 5	Term 3, Week 3	Term 4, Week 3
Historical knowledge and understanding	40%	10%	5%	10%	5%	10%
Skills to undertake historical inquiry	40%	10%	10%	5%	10%	5%
Communication of historical understanding	20%	10%	-	5%	-	5%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>15%</b>	<b>20%</b>	<b>15%</b>	<b>20%</b>
<b>Outcomes</b>		All outcomes assessed	HT5-3, HT5-6, HT5-8, HT5-9, HT5-10. HTLS-5, HTLS-8, HTLS-10, HTLS-11, HTLS-12, HTLS-13	HT5-1, HT5-3, HT5-4, HT5-5, HT5-6, HT5-8, HT5-9, HT5-10, HTLS-3, HTLS-6, HTLS-7, HTLS-8, HTLS-10, HTLS-11, HTLS-12, HTLS-13	HT5-1, HT5-3, HT5-4, HT5-9, HT5-10, HTLS-3, HTLS-4, HTLS-5, HTLS-6, HTLS-11, HTLS-12, HTLS-13	HT5-1, HT5-2, HT5-3, HT5-4, HT5-5, HT5-6, HT5-8, HT5-9, HT5-10, HTLS-3, HTLS-5, HTLS-6, HTLS-7, HTLS-8, HTLS-10, HTLS-11, HTLS-12, HTLS-13

#### Syllabus Outcomes

- HT5-1** Explains and assesses the historical forces and factors that shaped the modern world and Australia
- HT5-2** Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
- HT5-3** Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- HT5-4** Explains and analyses the causes and effects of events and developments in the modern world and Australia
- HT5-5** Identifies and evaluates the usefulness of sources in the historical inquiry process
- HT5-6** Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
- HT5-7** Explains different contexts, perspectives and interpretations of the modern world and Australia
- HT5-8** Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- HT5-9** Applies a range of relevant historical terms and concepts when communicating an understanding of the past
- HT5-10** Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

## Year 10 History Elective (Mysteries and Disasters) – 2024

### Internal Assessment Program, Robert Townson High School

#### Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1 2024	Natural Disasters in History	Term 3 2024	Air Disasters & Life and Times of Henry VIII
Term 2 2024	The Titanic & Air Disasters in History	Term 4 2024	Life and Times of Henry VIII & Pirates Past and Present

#### Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4	Task 5
		All Topics	Natural Disasters in History	The Titanic	Life and Times of Henry VIII	Pirates Past and Present
		Continuous Formative Assessment	Literacy Task	Half Yearly Examination	Research Assignment	Yearly Examination
		Throughout the course	Term 1, Week 8	Term 2, Week	Term 3, Week 7	Term 4, Week 3
Knowledge and understanding of history and historical inquiry	25%	10%	5%	5%	-	5%
Knowledge and understanding of past societies and historical periods	25%	10%	-	5%	5%	5%
Processes of historical inquiry	25%	5%	5%	5%	5%	5%
Communication of understanding of history	25%	5%	5%	5%	5%	5%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>15%</b>	<b>20%</b>	<b>15%</b>	<b>20%</b>
<b>Outcomes</b>		HTE5-1, HTE5-2, HTE5-3, HTE5-4, HTE5-5, HTE5-6, HTE5-7, HTE5-8, HTE5-9, HTE5-10	HTE5-1, HTE5-2, HTE5-4, HTE5-8, HTE5-9, HTE5-10	HTE5-1, HTE5-2, HTE5-6, HTE5-7, HTE5-8, HTE5-9, HTE5-10	HTE5-1, HTE5-2, HTE5-3, HTE5-4, HTE5-8, HTE5-9, HTE5-10	HTE5-1, HTE5-2, HTE5-3, HTE5-4, HTE5-6, HTE5-8, HTE5-9, HTE5-10

#### Syllabus Outcomes

- HTE5-1** Applies an understanding of history, heritage, archaeology and the methods of historical inquiry
- HTE5-2** Examines the ways in which historical meanings can be constructed through a range of media
- HTE5-3** Sequences major historical events or heritage features, to show an understanding of continuity, change and causation
- HTE5-4** Explains the importance of key features of past societies or periods, including groups and personalities
- HTE5-5** Evaluates the contribution of cultural groups, sites and/or family to our shared heritage
- HTE5-6** Identifies and evaluates the usefulness of historical sources in an historical inquiry process
- HTE5-7** Explains different contexts, perspectives and interpretations of the past
- HTE5-8** Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- HTE5-9** Applies a range of relevant historical terms and concepts when communicating an understanding of the past
- HTE5-10** Selects and uses appropriate forms to communicate effectively about the past for different audiences

## Year 10 Industrial Technology Timber - 2024

### Internal Assessment Program, Robert Townson High School

#### Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1 2024	Storage and Display units	Term 3 2024	Outdoor Furniture
Term 2 2024	Storage and Display units	Term 4 2024	Outdoor Furniture

#### Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Storage and Display units	Storage and Display units	Outdoor Furniture	Outdoor Furniture
		Beach Chair	Folio and Formative Google Classroom	Coffee table with drawer	Folio and Formative Google Classroom
		Term 2, Week 8	Term 2, Week 8	Term 4, Week 5	Term 4, Week 5
Practical - planning, development, construction and evaluation of quality practical projects and processes.	60%	30%	-	30%	-
Theory - demonstrates knowledge and understanding of materials and processes.	40%	-	20%	-	20%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>
<b>Outcomes</b>		IND5-1, IND5-2, IND5-3, IND5-5	IND5-1, IND5-2, IND5-3, IND5-5	IND5-1, IND5-2, IND5-3, IND5-4	IND5-5, IND5-6, IND5-7, IND5-8

#### Syllabus Outcomes

- IND5-1** Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
- IND5-2** Applies design principles in the modification, development and production of projects
- IND5-3** Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- IND5-4** Selects, justifies and uses a range of relevant and associated materials for specific applications
- IND5-5** Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- IND5-6** Identifies and participates in collaborative work practices in the learning environment
- IND5-7** Applies and transfers skills, processes and materials to a variety of contexts and projects
- IND5-8** Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- IND5-9** Describes, analyses and uses a range of current, new and emerging technologies and their various applications
- IND5-10** Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

## Year 10 Information and Software Technology - 2024

### Internal Assessment Program, Robert Townson High School

#### Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1 2024	Digital Media project (Adobe Flash Animation Sequences)	Term 3 2024	Authoring and Multimedia (Adobe Premiere)
Term 2 2024	Digital Media project (Adobe Photoshop)	Term 4 2024	Software Development and Programming (Game Development).

#### Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Digital Media 1	Digital Media 2	Authoring and Multimedia	Software Development and Programming
		Adobe Flash Animation Sequences	Adobe Photoshop	Adobe Premiere	Game Development
		Term 1, Week 10	Term 2, Week 8	Term 3, Week 10	Term 4, Week 7
Practical - Developing information and software technology solutions through project work.	60%	12%	12%	20%	15%
Theory - Analyzing, designing, testing, documenting, implementing and evaluating information and software technology-based solutions	40%	8%	8%	15%	10%
<b>Total Marks</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>35%</b>	<b>25%</b>
<b>Outcomes</b>		5.2.1, 5.2.2 5.2.3, 5.3.1	5.3.2, 5.5.1 5.5.2, 5.5.3	5.1.1, 5.1.2, 5.4.1, 5.5.2, 5.5.3	5.1.1, 5.1.2, 5.2.1, 5.5.1 5.5.2, 5.5.3

#### Syllabus Outcomes

- 5.1.1 Selects and justifies the application of appropriate software programs to a range of tasks
- 5.1.2 Selects, maintains and appropriately uses hardware for a range of tasks
- 5.2.1 Describes and applies problem-solving processes when creating solutions
- 5.2.2 Designs, produces and evaluates appropriate solutions to a range of challenging problems
- 5.2.3 Critically analyses decision-making processes in a range of information and software solutions
- 5.3.1 Justifies responsible practices and ethical use of information and software technology
- 5.3.2 Acquires and manipulates data and information in an ethical manner
- 5.4.1 Analyses the effects of past, current and emerging information and software technologies on the individual and society
- 5.5.1 Applies collaborative work practices to complete tasks
- 5.5.2 Communicates ideas, processes and solutions to a targeted audience
- 5.5.3 Describes and compares key roles and responsibilities of people in the field of information and software technology

## Year 10 Mathematics Stage 5.1 – 2024

### Internal Assessment Program, Robert Townson High School

#### Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1 2024	1. Financial Mathematics 2. Algebraic Techniques and Indices 3. Probability	Term 3 2024	1. Linear relationships 2. Measurement
Term 2 2024	1. Equations and Inequalities 2. Single variable statistic ( Bivariate EXT)	Term 4 2024	1. Right-angled trigonometry 2. Non-Linear relationships

#### Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4	Formative
		Financial Mathematics Algebraic Techniques	Probabilities Equations and Inequalities Single Variable Statistics	Linear Relationships Measurements	Right-angled Trigonometry Measurements	All topics
		Assessment task 1-ICT investigation and In-class test Term 1, Week 8	Assessment task 2- In-class test Term 2, Week 5	Assessment task 3- In-class test Term 3, Week 8	Assessment task 4 – In-class test Term 4, Week 5	Online quizzes/Topic tests/ Bookwork Ongoing
Understanding, Fluency and Communication	50%	10%	7%	10%	8%	10%
Problem Solving, Reasoning and Justification	50%	10%	8%	10%	7%	10%
<b>Total Marks</b>	<b>100%</b>	20%	15%	20%	15%	20%
<b>Outcomes</b>		MA5.1-4NA, MA5.2-4NA, MA5.1-5NA	MA5.1-12SP, MA5.1-13SP, MA5.2-17SP,	MA5.1-6NA, MA5.2-17SP, MA5.2-13MG, MA5.1-12SP, MA5.1-19MG	MA5.1-8MG, MA5.1-9MG, MA5.1-10MG	All outcomes
<p><b>Syllabus Outcomes</b></p> <p><b>MA5.1-4NA</b> Solves financial problems involving earning, spending and investing money</p> <p><b>MA5.1-5NA</b> Perates with algebraic expressions involving positive-integer and zero indices and establishes the meaning of negative indices for numerical bases.</p> <p><b>MA5.1-6NA</b> Determines the midpoint, gradient and length of an interval, and graphs linear relationships.</p> <p><b>MA5.1-7NA</b> Graphs simple non-linear relationships.</p> <p><b>MA5.1-8MG</b> Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms</p> <p><b>MA5.1-9MG</b> Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures</p> <p><b>MA5.1-10MG</b> Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression.</p> <p><b>MA5.1-11MG</b> Describes and applies the properties of similar figures and scale drawings</p> <p><b>MA5.1-12SP</b> Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media</p> <p><b>MA5.1-13SP</b> Calculates relative frequencies to estimate probabilities of simple and compound events</p> <p><b>MA5.2-4NA</b> Student solves financial problems involving compound interest.</p>						



## Year 10 Mathematics Stage 5.2 – 2024

### Internal Assessment Program, Robert Townson High School

#### Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1 2024	1.Financial Mathematics 2.Linear Relationships	Term 3 2024	1.Probability 2.Right-Angled triangles - Trigonometry 3. Single Variable Data Analysis
Term 2 2024	1.Ratio and Rates 2.Non-Linear Relationships	Term 4 2024	1.Bivariate Data Analysis 2.Indices and Equations

#### Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4	Formative
		Financial Mathematics Linear Relationships	Ratio and Rates Non-Linear relationships	Probability Trigonometry Single Variable Data Analysis	Bivariate Data Analysis Indices and Equations	All Topics
		Assessment task 1- ICT investigation and exam	Assessment task 2- Exam	Assessment task 3-Exam	Assessment task 4 -Exam	Online quizzes/Topic tests/ Bookwork
		Term 1, Week 8	Term 2, Week 5	Term 3, Week 9	Term 4, Week 5	Ongoing
Understanding, Fluency and Communication	50%	10%	7%	10%	8%	10%
Problem Solving, Reasoning and Justification	50%	10%	8%	10%	7%	10%
<b>Total Marks</b>	<b>100%</b>	<b>20%</b>	<b>15%</b>	<b>20%</b>	<b>15%</b>	<b>20%</b>
<b>Outcomes</b>		MA5.2-4NA, MA5.2-9NA, MA5.1-6NA	MA5.2-5NA, MA5.2-10NA	MA5.1-13SP, MA5.2-17SP, MA5.2-13MG, MA5.1-12SP, MA5.2-15SP	MA5.2-16SP, MA5.1-5NA, MA5.2-6NA, MA5.2-7NA, MA5.2-8NA	All outcomes
<b>Syllabus Outcomes</b>						
<b>MA5.2-4NA</b> Student solves financial problems involving compound interest. <b>MA5.2-5NA</b> Student recognises direct and indirect proportion and solves problems involving direct proportion. <b>MA5.1-6NA</b> Student determines the midpoint, gradient and length of an interval, and graphs linear relationships. <b>MA5.2-9NA</b> Student uses the gradient-intercept form to interpret and graph linear relationships. <b>MA5.1-7NA</b> Student graphs simple non-linear relationships. <b>MA5.2-10NA</b> Student connects algebraic and graphical representations of simple non-linear relationships. <b>MA5.1-13SP</b> Student calculates relative frequencies to estimate probabilities of simple and compound events. <b>MA5.2-17SP</b> Student describes and calculates probabilities in multi-step chance experiments.				<b>MA5.2-13MG</b> Student applies trigonometry to solve problems, including problems involving bearings. <b>MA5.1-12SP</b> Student uses statistical displays to compare sets of data, and evaluates statistical claims made in the media. <b>MA5.2-15SP</b> Student uses quartiles and box plots to compare sets of data and evaluates sources of data. <b>MA5.2-16SP</b> Student investigates relationships between two statistical variables, including their relationship over time. <b>MA5.1-5NA</b> Student operates with algebraic expressions involving positive-integer and zero indices and establishes the meaning of negative indices for numerical bases. <b>MA5.2-7NA</b> Student applies index laws to operate with algebraic expressions involving integer indices. <b>MA5.2-6NA</b> Student simplifies algebraic fractions and expands and factorises quadratic expressions. <b>MA5.2-8NA</b> Student solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques.		

## Year 10 Mathematics stage 5.3 – 2024

### Internal Assessment Program, Robert Townson High School

#### Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1 2024	1. Quadratic Equations 2. Probability 3. Single and Bivariate Data Analysis 4. Ratios and rates	Term 3 2024	1. Quadratic expressions and algebraic fractions (review) 2. Linear relationships (review) 3. Surds and indices (review)
Term 2 2024	1. Simultaneous and literal equations 2. Non-right angled Trigonometry 3. Non-linear relationships	Term 4 2024	1. Logarithms 2. Properties of geometrical figures 3. Surface area and volume (review) 4. Earning and investing money (review)

#### Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4	Formative Assessment
		Quadratic equations and probability	Simultaneous equations and Rates and ratios	Non-linear relationships and Non-right angled Trigonometry, algebraic fractions	Linear relationships. Surds and Logarithms	Bivariate data analysis and all topics
		Assessment task 1 Exam	Assessment task 3 Assignment and in class test	Assessment task 3 Exam	Assessment task 4 Exam	Topic Tests and bookwork
		Term 1, Week 7	Term 2, Week 7	Term 3, Week 7	Term 4, Week 5	Ongoing
<b>Total Marks</b>	<b>100%</b>	<b>15%</b>	<b>15%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>
<b>Outcomes</b>		MA5.3-7NA, MA5.2-17- SP	MA5.3-5NA, MA5.2-5NA, MA5.3-7NA, MA5.3-4NA	MA-5.3-15MG, MA-5.3-9NA,	MA5.3-8NA, MA5.3-6NA, MA5.3-11NA	MA 5.2-15 SP, MA5.2-16 SP
<b>Syllabus Outcomes</b>				<b>MA-5.3-9NA</b> Sketches and interprets a variety of non linear relationships <b>MA5.3-5NA</b> Selects and applies appropriate algebraic techniques to operate with algebraic expressions <b>MA5.3-8NA</b> Uses formulas to find ,midpoint, gradient and distance on the cartesian plane and applies standard forms of equations of straight lines. <b>MA5.3-6NA</b> Performs operations with surds and indices <b>MA5.3-11NA</b> Uses the definition of a logarithm to establish and apply the laws of logarithms. <b>MA5.2-4 NA</b> Solves financial problems involving compound interest. <b>MA5.3-16MG</b> Proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals. MA5.3-13MG - applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids. <b>MA 5.3-14 MG</b> Applies formulas to find volumes of right pyramids, right cones, spheres and related composite solids.		
<b>MA5.3-7NA</b> Solves complex linear, quadratic, simple cubic and simultaneous equations and rearranges literal equations.		<b>MA5.2-17- SP</b> Describes and calculates probabilities in multistage chance experiments.		<b>MA 5.2-15 SP</b> Uses quartiles and box and whisker plots to compare sets of data and evaluates sources of data.		
<b>MA5.2-16 SP</b> Investigates relationships between two statistical variables, including their relationship over time.		<b>MA5.3-19SP</b> Investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision- making processes.		<b>MA5.2-5NA</b> Recognises direct and indirect proportion and solves problems involving direct proportion.		
<b>MA5.3-4NA</b> Draws, interprets and analysis graphs of physical phenomena		<b>MA-5.3-15MG</b> Uses Pythagoras theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions.				

## Year 10 Music – 2024

### Internal Assessment Program, Robert Townson High School

#### Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1, 2024	Jazz	Term 3, 2024	Australian Rock
Term 2, 2024	Jazz	Term 4, 2024	Australian Rock

#### Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Jazz	Jazz	Australian Rock	Australian Rock
		Composition/Performance	Half Yearly Exam Aural/Performance	Performance/ Composition	Yearly Exam Aural/Performance
		Term 1, Week 8	Term 2, Week 10	Term 3, Week 6	Year 10 Exam Week
Performance	<b>40%</b>	10%	10%	10%	10%
Listening	<b>30%</b>	-	15%	-	15%
Composition	<b>30%</b>	15%	-	15%	-
<b>Total Marks</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>Outcomes</b>		5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.7, 5.8, 5.9	5.1, 5.2, 5.3, 5.4, 5.6,	5.1, 5.2, 5.3, 5.7, 5.8, 5.9

#### Syllabus Outcomes

- 5.1 Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.2 Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3 Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.4 Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5 Notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.6 Uses different forms of technology in the composition process
- 5.7 Demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
- 5.8 Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
- 5.9 Demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
- 5.10 Demonstrates an understanding of the influence and impact of technology on music
- 5.11 Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 5.12 Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

## Year 10 Personal Development, Health & Physical Education (PDHPE) – 2024

### Internal Assessment Program, Robert Townson High School

#### Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1 2024	Looking Good Feeling Great (Theory) + Court Games (Practical)	Term 3 2024	Challenges & Relationships (Theory) + Striking Games (Practical)
Term 2 2024	Risky Business (Theory) + Team Games (Practical)	Term 4 2024	Future Success (Theory) + Individual Games & Activities (Practical)

#### Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Looking Good Feeling Great	Court Games	Challenges & Relationships	Striking Games
		Website Design	Practical Assessment	Comprehension Test	Practical Assessment
		Term 1, Week 10	Term 2, Week 5	Term 3, Week 10	Term 4, Week 5
Knowledge & understanding	40%	15%	5%	15%	5%
Skills	40%	5%	15%	5%	15%
Values and Attitudes	20%	5%	5%	5%	5%
<b>Total Marks</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>Outcomes</b>		PD5-1, PD5-2, PD5-6, PD5-7	PD5-4, PD5-5, PD5-6, PD5-11	PD5-1, PD5-3 PD5-9, PD5-10	PD5-4, PD5-5, PD5-6, PD5-11

#### Stage 5 Syllabus Outcomes

- PD5-1** Assesses their own and others' capacity to reflect on and respond positively to challenges
- PD5-2** Researches and appraises the effectiveness of health information and support services available in the community
- PD5-3** Analyses factors and strategies that enhance inclusivity, equality and respectful relationships
- PD5-4** Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- PD5-5** Appraises and justifies choices of actions when solving complex movement challenges
- PD5-6** Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- PD5-7** Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
- PD5-8** Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
- PD5-9** Assesses and applies self-management skills to effectively manage complex situations
- PD5-10** Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
- PD5-11** Refines and applies movement skills and concepts to compose and perform innovative movement sequences

## Year 10 Photography and Design – 2024

### Internal Assessment Program, Robert Townson High School

#### Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1 2024	Twisted Tales	Term 3 2024	Collection of Work
Term 2 2024	Horror Movies	Term 4 2024	Skateboard Design

#### Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Portraits Photography and Design	Horror Movies Photography	Collection of Work Photography and Design	Skateboard Design Visual Design
		Practical task and practitioner study	Practical task	Practical task and Practitioner Study	Practical Task
		Term 1, Week 10	Term 2, Week 7	Term 3, Week 10	
Making	60%	10%	20%	10%	20%
Critical/ Historical Studies	40%	20%	-	20%	-
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>
<b>Outcomes</b>		5.1 - 5.10	5.1 - 5.6	5.1-5.10	5.1-5.6

#### Syllabus Outcomes

- 5.1 Practice:** develops range and autonomy in selecting and applying conventions and procedures to make photographic and design works
- 5.2 Conceptual framework:** makes photographic and design works informed by their understanding of the function of and relationships between artist–artwork–world–audience
- 5.3 Frames:** makes photographic and design works informed by an understanding of how the frames affect meaning
- 5.4 Representation:** investigates the world as a source of ideas, concepts and subject matter for photographic and design works
- 5.5 Conceptual strength and meaning:** makes informed choices to develop and extend concepts and different meanings in their photographic and design works
- 5.6 Resolution:** selects appropriate procedures and techniques to make and refine photographic and design works
- 5.7 Practice:** applies their understanding of aspects of practice to critically and historically interpret photographic and design works
- 5.8 Conceptual framework:** uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and design works
- 5.9 Frames:** uses the frames to make different interpretations of photographic and design works
- 5.10 Representation:** constructs different critical and historical accounts of photographic and design works

## Year 10 Physical Activity and Sports Studies (PASS) – 2024

### Internal Assessment Program, Robert Townson High School

#### Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1 2024	Nutrition and Physical Activity (Theory) + Cricket, Flag Ball & Spike Ball (Practical)	Term 3 2024	Coaching (Theory) + Oztag, Netball & Futsal (Practical)
Term 2 2024	Opportunities, Pathways in Physical Activity & Sports (Theory) + Cross Country, Gaelic Football & Athletics. (Practical)	Term 4 2024	Issues In Physical Activity in Sport (Theory) + Softball, Polo Hockey & Pickleball (Practical)

#### Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Cricket	Semester One Integrated Engagement	Oz-Tag	Semester Two Integrated Engagement
		Practical Assessment	Part A – Practical Progressive Assessment Part B – Google Classroom Submission	Practical Assessment	Part A – Practical Progressive Assessment Part B – Google Classroom Submission
		Term 1 – Week 8	Term 2 – Week 5	Term 3 – Week 7	Term 4 – Week 5
Knowledge & understanding	20	5	5	5	5
Skills	50	10	15	10	15
Values and Attitudes	30	5	10	5	10
<b>Total Marks</b>	<b>100</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>
<b>Outcomes</b>		1.1, 3.1, 4.2, 4.3	1.2, 2.1, 3.1, 4.1, 4.4	1.1, 3.1, 4.2, 4.3	1.2, 2.1, 3.1, 4.1, 4.4

#### Stage 5 Syllabus Outcomes

- 1.1 Discusses factors that limit and enhance the capacity to move and perform
- 1.2 Analyses the benefits of participation and performance in physical activity and sport
- 2.1 Discusses the nature and impact of historical and contemporary issues in physical activity and sport
- 2.2 Analyses physical activity and sport from personal, social and cultural perspectives
- 3.1 Demonstrates actions and strategies that contribute to enjoyable participation and skillful performance
- 3.2 Evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
- 4.1 Works collaboratively with others to enhance participation, enjoyment and performance
- 4.2 Displays management and planning skills to achieve personal and group goals
- 4.3 Performs movement skills with increasing proficiency
- 4.4 Analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

## Year 10 Science – 2024

### Internal Assessment Program, Robert Townson High School

#### Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1 2024	Genetics, Force and Motion	Term 3 2024	Fossils & Evolution, The Universe
Term 2 2024	Chemical Reactions	Term 4 2024	Forensics

#### Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4	Task 5
		Working Scientifically Skills	Topics 1 & 2	Working Scientifically Skills	Topics 3, 4 & 5	All topics
		Practical Test Term 1, Week 10	Half Yearly Examination Term 2, Week 5	Student Research Task Term 3, Week 9	Yearly Examination Term 4, Week 4	Science Skills and Homework All terms
Knowledge and Understanding in Science	50%	2.5%	15%	2.5%	15%	15%
Skills in Working Scientifically	50%	12.5%	5%	12.5%	5%	15%
<b>Total Marks</b>	<b>100%</b>	<b>15%</b>	<b>20%</b>	<b>15%</b>	<b>20%</b>	<b>30%</b>
<b>Outcomes</b>		WS5, WS6, WS7, WS8, WS9	PW2, LW3, WS5, WS7, WS8, WS9	WS5, WS6, WS7, WS8, WS9	CW2, CW3, CW4, LW4, ES1, WS5, WS7, WS8, WS9	PW2, LW3, WS7, WS8, WS9, CW2, CW3, CW4, LW4, ES1

#### Syllabus Outcomes

- SC5-4WS** Develops questions or hypotheses to be investigated scientifically
- SC5-5WS** Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
- SC5-6WS** Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
- SC5-7WS** Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
- SC5-8WS** Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
- SC5-9WS** Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
- SC5-10PW** Applies models, theories and laws to explain situations involving energy, force and motion
- SC5-11PW** Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
- SC5-12ES** Describes 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
- SC5-13ES** Explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
- SC5-14LW** Analyses interactions between components and processes within biological systems
- SC5-15LW** Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
- SC5-16CW** Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
- SC5-17CW** Discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

## Year 10 Visual Arts – 2024

### Internal Assessment Program, Robert Townson High School

#### Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1 2024	Urban Environments	Term 3 2024	Figures in Action/ People in Places
Term 2 2024	Interiors/ Exteriors	Term 4 2024	Portraiture

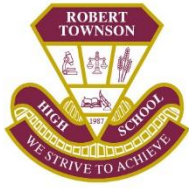
#### Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Urban Environments	Interiors/ Exteriors	Figures in Action	Portraiture
		Practical and Written	Practical and written	Practical and written	Practical and written
		Term 1, Week 10	Term 2, Week 8	Term 3, Week 8	Term 4, Week 7
Making	60%	15%	15%	15%	15%
Critical/ Historical Studies	40%	10%	10%	10%	10%
<b>Total Marks</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>Outcomes</b>		5.1 - 5.10	5.1 - 5.10	5.1 - 5.10	5.1 - 5.10

#### Syllabus Outcomes

- 5.1 Practice: develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.2 Conceptual Framework: makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
- 5.3 Frames: makes artworks informed by an understanding of how the frames affect meaning
- 5.4 Representation: investigates the world as a source of ideas, concepts and subject matter in the visual arts
- 5.5 Conceptual Strength and meaning: makes informed choices to develop and extend concepts and different meanings in their artworks
- 5.6 Resolution: demonstrates developing technical accomplishment and refinement in making artworks
- 5.7 Practice: applies their understanding of aspects of practice to critical and historical interpretations of art
- 5.8 Conceptual Framework: uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
- 5.9 Frames: demonstrates how the frames provide different interpretations of art
- 5.10 Representation: demonstrates how art criticism and art history construct meanings





**APPLICATION FOR SPECIAL CONSIDERATION  
FOR ILLNESS – MISADVENTURE – EXTENSION  
Stage 5 – Year 9 and 10**

If illness or misadventure prevents a student from completing an ASSESSMENT TASK on or by the due date, the student must:

1. Notify the school immediately the situation is known (before the due date if possible).
2. Obtain a copy of this form from the Head Teacher / Website and complete Part A. If attending a health care professional, take the form and have them complete the second page.
3. Take the form to the Class Teacher to complete Part B. This should be as soon as possible. For Illness/Misadventure, this must be the first day back at school.
4. Submit the form to the Head Teacher for approval.

**PART A – To be completed by the student and signed BEFORE completion by teachers**

Student's Name:	Year: 9 / 10	Roll Class:
Course/Subject:		
Teacher's Name:		
Nature of Assessment Task (e.g. essay, research task, practical)	Date Set:	
Nature of Request	<input type="checkbox"/> Illness <input type="checkbox"/> Misadventure <input type="checkbox"/> Extension request	
Reason for request. Attach supporting documentation (e.g. doctors' certificate).		
Signature of Student	Signature of Parent/Caregiver:	

**PART B – To be completed by Class Teacher.**

Teacher comments and recommendation		
Teacher Signature		Date

**PART C – To be completed by Head Teacher (or Deputy Principal).**

Head Teacher's Decision	<input type="checkbox"/> Approved	<input type="checkbox"/> Extension granted to	<input type="checkbox"/> New Due Date:
		<input type="checkbox"/> Alternative task	<input type="checkbox"/> Comment:
		<input type="checkbox"/> Estimate given	<input type="checkbox"/> Comment:
	<input type="checkbox"/> Not approved (see comment below)		
Head Teacher Comments			
Head Teacher's Signature			Date:

Copy to:  Class Teacher  Office and  Entered onto Sentral



# Robert Townson High School

*We strive to achieve*

## CONSIDERATION / EXTENSION FORM

(to be completed by the Professional Authority)

To the Professional Authority:

Students at Robert Townson High School have to complete a series of tests and assessments as part of their Year 9 and HSC Courses. In the event of absence due to illness they are required to provide a doctor's certificate or evidence of misadventure. Your help in providing information about this student's illness or misadventure is appreciated. This information will help the school to make a fair and informed assessment about your client's academic performance. The information you provide on this form will remain confidential.

Student's name:			
Date of consultation:			
Period of illness or misadventure		to	
<p>In my opinion the student was (or will be):</p> <p style="text-align: right;"> <input type="checkbox"/> Fit / Able  <input type="checkbox"/> Unfit / Not Able         </p> <p>to complete the examination or assessment task on that day or in the period. In my opinion, the effect of the illness or misadventure on the student for that day or in this period was (or will be):</p> <p style="text-align: center;"> <input type="checkbox"/> Negligible                <input type="checkbox"/> Mild                <input type="checkbox"/> Moderate                <input type="checkbox"/> Severe         </p>			
Nature of Illness or misadventure:			
Name:		Provider Number:	
Profession:			
Signature:		Date:	
Stamp or seal of Professional			

