

CUMBERLAND HIGH SCHOOL

YEAR 10

ASSESSMENT INFORMATION
AND SCHEDULES



2024

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KEY PEOPLE

PRINCIPAL.....	Mr Fulwood
DEPUTY PRINCIPAL – Years 7, 9 and 11	Mrs Shadwick
DEPUTY PRINCIPAL – Years 8, 10 and 12	Mrs Ashton

HEAD TEACHERS

ENGLISH	Mr Duhigg
MATHEMATICS.....	Mr Bell
SCIENCE.....	Mr Walford
HSIE (Human Society and Its Environment)	Mr Condell
FACULTY OF THE ARTS.....	Mr Andrews
PDHPE (Personal Development, Health & Physical Education).....	Mr Wilson
TAS (Technology and Applied Studies)	Ms Czislowski
ADMINISTRATION.....	Mr Thomas
LEARNING DESIGN & WELLBEING.....	Ms Bovill
TEACHING AND LEARNING	Mr Lummis
SECONDARY STUDIES	Mr Wilcox

STUDENT ADVISORS

YEAR 7	Mr Chan
YEAR 8	Ms Coster/Mr Duffy
YEAR 9	Mr Kwan
YEAR 10	Ms Isachsen/Ms McCubbin
YEAR 11	Mr Langdon
YEAR 12	Mr Pillay

Introduction for Junior School Students

This document has been developed to make clear the procedures, expectations and rules about assessment at Cumberland High School.

The first pages are the school's policy on assessment.

The remaining pages are the assessment schedules for each subject, including:

- the assessment tasks which will take place throughout the year
- how much each task is worth
- when each task will occur/ due date

WHAT IS ASSESSMENT?

Assessment is how teachers measure your success as a learner.

ASSESSMENT OF LEARNING determines your level of performance on a specific task or at the conclusion of a unit of work, a school year or stage. The information gained from this type of assessment is often used in reporting.

ASSESSMENT FOR LEARNING gives you opportunities to produce work that leads to the development of knowledge, understanding and skills. Teachers decide how and when to assess your achievement, as they plan the work you will do, using a whole range of strategies including self-assessment and peer-assessment.

TABLE OF ASSESSMENT TYPES	
Assessment Of Learning (Formal assessment) These assessments usually occur at the end of a unit to check your overall understanding:	Assessment For Learning (Informal assessment) To check your progress along the way and make sure that you are learning as the teacher moves through the unit of work:
<ul style="list-style-type: none">• Assessment tasks/ unit tests	<ul style="list-style-type: none">• Observation of student learning
<ul style="list-style-type: none">• Projects / Research Assignments	<ul style="list-style-type: none">• Classroom activities
<ul style="list-style-type: none">• Oral Engagement / Presentations	<ul style="list-style-type: none">• Homework assignments
<ul style="list-style-type: none">• Practical Tasks and Artworks	<ul style="list-style-type: none">• Mini tests
<ul style="list-style-type: none">• Portfolios	<ul style="list-style-type: none">• Group and pair work
<ul style="list-style-type: none">• Practical performances and compositions	<ul style="list-style-type: none">• Experiments/performances
<ul style="list-style-type: none">• Half Yearly and Yearly examinations	<ul style="list-style-type: none">• Bookwork

HOMEWORK GUIDELINES

Homework is a very important part of learning. You are responsible for regularly reviewing and consolidating at home the work which has been covered in lessons. This is complemented by formal work including projects and assignments, which are set by the class teacher.

Homework is an important part of the Curriculum but varies with different subjects and individual student needs. Homework will not necessarily be given every night in each subject. It is expected that you develop a pattern of regular revision.

Homework needs to be balanced with family, social and extracurricular activities.

You can help yourself by:

- writing down all details of homework in your school diary
- recording due dates for tasks and major assignments in your diary
- planning your homework task completion appropriately - not leaving work to the last minute
- ensuring your homework is completed to a high standard and
- submitting assigned work punctually.

Assessment Procedures

Assessment Task Notification

At least 2 weeks prior to an assessment task, students will be provided with a written assessment notice containing information on the task, the outcomes to be assessed and a marking criteria.

Assessment Deadlines and Attendance

Students need to manage their time to meet assessment deadlines.

When an assessment task takes the form of research or a practical, which is to be completed at home and submitted on or before a set date, it must be submitted at the start of the lesson unless otherwise at the time stated in the notification.

When an assessment task is during class time, students must attend school for all lessons on that day. (i.e. a student cannot miss lessons to prepare for their assessment task).

Where assessment deadlines are not met and the Illness or Misadventure policy does not apply, students will receive a zero mark and an N Award letter will be sent home notifying parents and guardians.

Electronic Submission of Assessment Tasks

You are not to assume that you may submit assessment tasks by email or by other digital media. However, on some occasions the Head Teacher or Teacher may allow you to submit electronically. Head Teachers/ Subject Teachers may also require you to hand in a printed copy of the task. Any such instructions will be made clear to you on the assessment task notification.

- When this is required or permitted, your task may be submitted on USB or by email. When electronic submission does occur, the following rules will apply:
 1. The school will not be responsible for unreadable, unusable or virus infected files or media.
 2. The school will only accept assessment tasks which are written in applications to which school staff have ready access, and in a format which can be read by most school computers.
 3. The assessment task should be readily identifiable.
- An assessment task is not considered submitted if conditions (1), (2) and (3) are not satisfied.
- The school will not be responsible for not receiving emails. If submitting work by email, you must request that the teacher let you know that he/she has received your work. Teachers will acknowledge receipt as soon as possible. Only receipts generated by the school's email system will be considered valid. If you do not receive a receipt within a reasonable time, it will mean that the teacher did not receive your work.

Illness or Misadventure

Students who are absent from school on the day of an assessment task, examination or the day a hand-in task is due, must supply acceptable documentation:

- A Doctor's Certificate for illness
- A completed and signed [Illness / Misadventure Form](#) (copy attached at the back of this book). You may print this directly or ask for a blank copy from the relevant Head Teacher.

These two documents must be returned to the relevant Head Teacher/Deputy on their first day back at school.

Once this documentation has been received by the relevant Head Teacher, they will then determine the appropriate action. This may involve the student sitting the task on the same day or an alternate date will be confirmed.

If the required medical and misadventure documentation is not provided and this process is not followed, the student will receive a zero mark and a letter of Academic Concern will be sent home notifying parents or guardians.

Assessment Absence due to Suspension

All assessment tasks must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to suspension will NOT be entitled to apply for an extension or assessment reschedule.

At the time of suspension, the Deputy Principal will notify the relevant teachers of the student's suspension. The following procedures will then apply:

- hand-in assessment tasks – the student is responsible for ensuring that all hand-in tasks received prior to the suspension being imposed which are due during the period of suspension are submitted on time, either by delivery to the school by a third party, or online, whichever is applicable;
- in-class assessment tasks / examinations – the relevant faculty head teacher and/or class teacher will reschedule an alternative date for the task, which will be communicated to the student.

The consequences of not following these procedures may result in a zero mark being awarded.

Non-School Sport and Other Activities – Procedures for Students to Follow

Cumberland High School supports students who participate in both school-based and non-school-based sporting and other activities.

Generally, school-based sporting or other activities do not impact on the distribution/sitting/handing-in of assessment tasks since school routines and calendars accommodate and communicate this information in advance.

The following guidelines apply for students who participate in non-school-based sporting or other activities where there is the potential to impact upon the distribution/sitting/handing in of assessment tasks:

1. Student provides teacher with notice of the activity occurring prior to the scheduled assessment. This must include a letter from the parent/caregiver that lists the date, timing, event and location of the activity.
2. Teacher informs Head Teacher.
3. Depending on the nature of the task, a decision is made to provide an alternative option for the student.
4. Student is informed as soon as convenient of the arrangements.

Appeals Procedures

If a student feels there is a problem with the marking or administration of an assessment task, he or she should discuss the matter with the relevant Faculty Head Teacher. If the issue is not resolved, the student should discuss the issue with the Deputy Principal of their year group.

Student Rights and Responsibilities

Students have the **right** to:

- be informed of the assessment policies of your school and NESAs.
- receive clear guidelines relating to the requirements of each assessment task including a minimum of a 2-week written notification on all assessment tasks (incl. formal examinations).
- be told in advance of the due date for each assessment task with a minimum 2-week notification.
- calmly discuss any concerns regarding the marking of the task on return of the task.

Students have the **responsibility** to:

- ensure that **all work is their own** and avoid behaviour that could be considered malpractice/cheating, including plagiarism.
- become familiar with and follow the assessment requirements set by the school.
- complete all set tasks on-time, or talk to their teacher about what is required if they can't meet a deadline.
- follow up any concerns they have with tasks at the time they are marked and returned.

Ethical Practice

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an assessment task and examination means, but there are other types of behaviour that are also considered cheating.

Here are some examples of behaviour considered to be cheating:

- copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as your own.
- using material directly from books, journals, or the internet without acknowledging the source.
- producing work that has been memorised and contains a large contribution from another person, such as a parent, coach or subject expert that is not acknowledged.
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals.

Cumberland High School and NESAs treat cheating in all assessment tasks including written examinations and practical works very seriously.

Depending on the circumstances of the case, one or more of the following may apply:

- zero marks may be awarded for part or all of the assessment.
- you may be required to have an interview with the assessment and reporting panel at school and/or NESAs, along with your name being added to the NESAs Register for cheating.
- you may damage your ability to apply for entry to TAFE or university courses or scholarships.

It is important to have support from teachers, parents and friends when you are working on your assessments, but you must not let them do your work for you.

Remember that doing your own work is not only about learning, it adds to your overall sense of achievement.

Students cannot be enrolled or registered on the NESAs database unless they have successfully completed the **HSC: All My Own Work** Program, that is, you will not be eligible for the award of the Preliminary HSC nor the HSC.

At Cumberland High School, all students will complete the 'All My Own Work' requirement in Year 10, prior to the commencement of the Preliminary Course in Year 11.

All My Own Work?

All My Own Work is a program designed to help HSC students to follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

The HSC: All My Own Work consists of five modules:

1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with others

How will students be certified for satisfactory completion of the program?

Completion of the All My Own Work program will be certified on the HSC *Confirmation of Entry - Principal's Certification Form* that principals sign and submit in conjunction with the confirmed HSC entries from their school.

The criteria for satisfactory completion of HSC: All My Own Work are similar to the criteria for satisfactory completion of the HSC. A student is considered to have satisfactorily completed the HSC: All My Own Work Program if, in the principal's view, there is sufficient evidence that the student has:

- a. systematically addressed the content covered by the program; and
- b. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the program by the school; and
- c. achieved some or all of the program outcomes.

Further help

If you are not sure about anything you have read here, ask a teacher or your year advisor for help. The HSC Rules and Procedures booklet is available on the NESA website.

There are many internet sources of advice on how to avoid plagiarism and manage your studies. For example, university websites often have good general advice on these topics that can also apply to your HSC coursework and projects.

Rules for Examinations/Assessment Tasks – Years 10 to 12

General Rules (which apply to ALL examinations and assessment tasks)

Exam conditions shall apply from when the first student enters the examination hall/venue until the last student leaves the examination hall/venue. Consistent consequences will apply for students found to be breaching the examination rules.

BEFORE ENTERING THE EXAMINATION HALL / CLASSROOM/ LIBRARY:

- Candidates should plan to arrive at least 20 minutes prior to the commencement of all examinations. Lateness is unacceptable.
- Full school uniform must be worn to all examinations.
- NO electronic devices, except NESAs approved calculators, may be brought into the examination hall. NESAs approved calculators must have the memory cleared before entry to the examination hall. This includes watches.
- Candidates must ensure that their **mobile phone(s) is turned off**, (or preferably secured at home or the front office) and not with them while sitting an **examination** nor an **in-class assessment task**.

ON ENTERING THE EXAMINATION HALL AND DURING THE EXAMINATION

- Candidates must enter the examination hall silently.
Complete silence MUST be adhered to whilst candidates are in the examination hall.
- Bags, containing notes/mobile phones/watches, are to be left in an orderly fashion at the back of the examination hall, or at the front of a classroom for an in-class assessment task.
- Candidates are to remove their watches as these are no longer permitted – these must be secured elsewhere.
- Only clear, plastic pencil cases may be taken to examination desks.
- Candidates MUST sit facing the front and are NOT to turn around or look at any other candidates' paper.
- Candidates are NOT to communicate with any other candidates in any way.
- Candidates must remain for the entire duration of every exam.
- Candidates must avoid the need to go to the toilet as best as possible. No candidates will be permitted to go to the toilet in the first hour or last half hour of the examination.
- Food and drink are NOT permitted in the exam hall. Water, in a clear plastic bottle is permitted.
- Candidates MUST obey all reasonable instructions given by supervisors.
- Borrowing is NOT permitted.
- Candidates must NOT pick up their writing implements until reading time has ceased and writing time has started.
- Caps, beanies, hoods and other such head wear are not permitted to be worn in the examination hall.
- All enquiries are to be addressed to supervising staff by candidates raising their hand and waiting patiently.
- Codes of Conduct/School Rules apply during ALL exams.

ON LEAVING THE EXAMINATION HALL AND AFTER THE EXAMINATION

- NO exam papers or the writing paper provided is to be removed from the examination hall by a student.
- For shorter length exams, classes will quietly depart the hall when dismissed by the supervising teachers.

IMPORTANT FOR YEAR 7-10 STUDENTS:

If the above examination rules are not followed, you may receive a ZERO MARK and be removed from the examination and referred to the Head Teacher / Deputy Principal.

Disability Provisions

You may be granted disability provisions if you have:

- visual or auditory difficulties
- learning difficulties
- fine motor difficulties
- illnesses such as diabetes
- ongoing injuries that will impact on your ability to complete an assessment task
- psychological difficulties

(Your parents/guardians are responsible for providing all documentation and informing the school of your disability)

Successful applicants will be granted provisions that are appropriate as determined by the Board of Studies or the School. These may include such things as provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing (in exceptional circumstances), large print examination papers or examinations printed on coloured paper.

In circumstances where you have a temporary condition, such as an injury, which may affect school assessments or examinations but is not relevant for consideration by the Board of Studies you may apply to the Deputy Principal for the temporary approval for appropriate disability provisions. Medical or other appropriate evidence will be required.

Administration of Disability Provisions within the School

Some Disability Provisions, such as the provision of a Writer and/or Reader, require resources which may, at times, be difficult for the school to provide. To ensure that we support you as best we can, the following procedures should be followed:

1. For extra time for assessment tasks (such as in-class tests) you should notify your teacher as soon as you receive your assessment notification. It will be the responsibility of the teacher to liaise with the Head Teacher to accommodate extra time. Separate supervision will not be provided.
2. For the use of a personal computer, he/she will ensure that no inappropriate material/software is available on the computer. The following rules will apply:
 - a. You may not use functions such as spell checking or grammar checking, or other computer functions which may give you an advantage over others sitting a pen and paper examination.
 - b. You are not to format your work beyond simple paragraphing and other conventions which would be accessible to a student sitting a pen and paper examination.
 - c. A computer calculator is not an approved calculator for the purposes of Board of Studies Examinations.
 - d. Simple drawing programs are permitted where you are required to draw diagrams etc. for an assessment task.
 - e. For the purposes of ensuring compliance with these rules, you may be closely supervised when using personal computers.

Reporting to Parents

FORMAL SCHOOL REPORTS

The school formally reports on student progress twice each year: a Semester 1 report (Half-Yearly Report) for Years 7-12 and a Semester 2 report (Yearly Report) for Years 7, 8, 9 and 10, issued at the end of Term 4.

Half-Yearly and Yearly Reports will provide information concerning your progress within each course. For Years 7-10, Grades (A to E) will reflect your achievement within the subject. The following additional information will be provided for each course:

- A number of statements indicating the degree to which you are succeeding in your study of the subject
- A learning profile reflecting your commitment and attitude towards learning
- Extra-curricular involvement will also be reported. (Extra-curricular activities are the things you do other than normal school work e.g. Debating, SRC etc.)

It is the responsibility of the Head Teacher to ensure that, as far as possible, final grades are an accurate reflection of each student's achievement of the course outcomes. Hence the Head Teacher may exercise appropriate professional judgment in finalising marks to ensure that this requirement is met and that marks reflect an appropriate pattern of grades.

All students will participate in a Report Conference after receiving a report. During this conference students will evaluate their progress during the semester and set learning goals for the next semester.

Meaning of Grades	
For half-yearly and yearly reports, Head Teachers give you a grade to reflect your academic achievement within each course. The meaning of grades allocated to you is explained as follows:	
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.

Assessment Schedules:



CORE: Year 10 English

In Year 10 English, students will be introduced to the demands of senior study by exploring complex classic and contemporary texts. They will continue developing their capacity to compose increasingly sophisticated analytical and creative responses. Students are expected to increase their capacity for independent study in preparation for Year 11 and 12. Students should be capable of demonstrating how texts are influenced by context, purpose and audience in their responses.

Overview of Year 10 English Content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none">• 20th Century Novel Study• Close Study of Shakespearean Drama and Appropriation	<ul style="list-style-type: none">• Documentaries• Slam Poetry

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks through the year:

TASK	WEIGHTING	DUE
Narrative response + Reflection statement – in-class test	35%	Term 1, Week 10
Multimodal presentation	35%	Term 3, Week 1
Yearly Examination	30%	Term 4, Week 2
	100%	

CORE: Year 10 English as an Additional Language / Dialect

Year 10 Additional English is offered to EAL/D students. This course is aligned to Certificate III in Spoken and Written English. It engages with a variety of texts essential for their assimilation into the Australian society, leisure, workplace, education and training. They listen to, read, view, interpret and compose a range of spoken and written texts as well as texts designed to inform and persuade. Students develop their understanding of a wide range of vocabulary, idiomatic expressions and how texts are influenced by context, purpose and audience.

Overview of Year 10 EAL/D Content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none">• Conformity – Close study of fictional and filmic texts• Creative Writing	<ul style="list-style-type: none">• Listening skills and texts• Poetry

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks through the year:

TASK	WEIGHTING	DUE
Creative writing and reflection	25%	Term 1, Week 9
Persuasive writing	25%	Term 2, Week 9
Presentation	25%	Term 3, Week 9
Yearly Examination	25%	Term 4, Week 2
	100%	

CORE: Year 10 Mathematics Core and Standard Paths

The Core–Paths structure is designed to encourage aspiration in students and to create pathways for students working towards Stage 6. The structure is intended to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement.

The Core outcomes provide students with the foundation for Mathematics Standard 2 in Stage 6.

The Path outcomes are used to progress students towards Stage 6 courses and are implemented throughout Stage 5 with careful consideration of the continuum of learning.

Overview of Year 10 Mathematics Core and Standard Paths course content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none">• Financial mathematics• Measurement• Algebraic expressions and indices• Probability• Single variable and bivariate statistics	<ul style="list-style-type: none">• Linear relationships, hyperbolas, parabolas and exponentials• Properties of geometrical figures and networks• Trigonometry• Equations and formulas

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Term 1 Examination	20%	Term 1, Week 9
Half Yearly Examination	30%	Term 2, Week 7
Term 3 Examination	20%	Term 3, Week 6
Yearly Examination	30%	Term 4, Week 2
	100%	

Note: For all assessment tasks, only NESA Approved Calculators may be used.

http://www.boardofstudies.nsw.edu.au/hsc_exams/calculators.html

CORE: Year 10 Mathematics Core and Advanced/Extension Paths

The Core–Paths structure is designed to encourage aspiration in students and to create pathways for students working towards Stage 6. The structure is intended to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement.

The Core outcomes provide students with the foundation for Mathematics Standard 2 in Stage 6.

The Path outcomes are used to progress students towards Stage 6 courses and are implemented throughout Stage 5 with careful consideration of the continuum of learning.

Overview of Year 10 Mathematics Core and Advanced/Extension Paths content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none">• Algebra, equations and linear relationships• Indices, exponentials and logarithms• Measurement and surds• Quadratic expressions and equations• Trigonometry	<ul style="list-style-type: none">• Parabolas, rates of change and variation• Probability• Single variable and bivariate statistics• Functions, polynomials and other graphs

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Term 1 Examination	20%	Term 1, Week 9
Half Yearly Examination	30%	Term 2, Week 7
Term 3 Examination	20%	Term 3, Week 6
Yearly Examination	30%	Term 4, Week 2
	100%	

Note: For all assessment tasks, only NESA Approved Calculators may be used.

http://www.boardofstudies.nsw.edu.au/hsc_exams/calculators.html

CORE: Year 10 Mathematics Accelerate (Year 11, Advanced course)

Year 11 Mathematics Advanced

Syllabus Components	Task 1	Task 2	Task 3	Weighting %
	Investigation Task	In-Class Test	Yearly Examination (All topics)	
	Term 1 Week 8	Term 2 Week 8	Term 3 Week 9	
	Outcomes assessed: MA11-1, MA11-2, MA11-8, MA11-9	Outcomes assessed: MA11-1, MA11-2, MA11-3, MA11-6, MA11-9	Outcomes assessed: MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	
Understanding fluency and communication	15	15	20	50
Problem Solving, reasoning and justification	15	15	20	50
Total %	30	30	40	100

Mathematics Advanced HSC Syllabus Outcomes:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-advanced-2017>

**** Note: For all assessment tasks, only NESA Approved Calculators may be used ****

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators>

CORE: Year 10 Australian History

Year 10 History students will study Australia in the Vietnam War era, the experiences of migrants, the changing rights and freedoms of Aboriginal Australians, the Holocaust and significant people and events in Australia's post-war history.

Overview of Year 10 Australian History Course Content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none">• Holocaust• Migration Experiences	<ul style="list-style-type: none">• Rights and freedoms• Civil Rights, Vietnam, Pop culture• Australia in the 50s

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Half Yearly Holocaust Task Source analysis, short response, extended response	30%	Term 1, Week 9
Migrant Interview Task	30%	Term 2, Week 9
Yearly Examination	40%	Term 4, Week 2
	100%	

CORE: Year 10 Geography

Year 10 Geography students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. Students examine the nature of, and differences in, human wellbeing and development that exist within and between countries.

Overview of Year 10 Geography Course Content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none">• Human Wellbeing	<ul style="list-style-type: none">• Environmental Change and Management

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
TASK 1: Human Wellbeing Task	30%	Term 1, Week 9
TASK 2: Environmental Change and Management Task	30%	Term 3, Week 7
TASK 3: Yearly Examination – Content and Skills	40%	Term 4, Week 2
	100%	

CORE: Year 10 Personal Development, Health and Physical Education (PDHPE)

The aim of the *PDHPE Years 7–10 Syllabus* is to develop students' capacity to enhance personal health and wellbeing, enjoy an active lifestyle, maximise movement potential and advocate lifelong health and physical activity.

The content is presented in three content strands and the syllabus requires study from each strand in each of the Years 7 to 10.

- Strand 1* *Health, Wellbeing and Relationships*
- Strand 2* *Movement Skill & Performance*
- Strand 3* *Healthy, Safe and Active Lifestyles*

Effective learning in PDHPE is underpinned by the development of skills that assist students to adopt a healthy, active and fulfilling lifestyle. The skills developed in PDHPE are categorised into three domains:

- Self-management skills
- Interpersonal skills
- Movement skills

Overview of Year 10 PDHPE course content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none"> • Movement Analysis • The Next Chapter • Practical: Contemporary Games, Cross Country, Athletics and Invasion Games 	<ul style="list-style-type: none"> • A State of Mind • Relationships • Practical: Net Court Games and Mini Olympics

Assessment Schedule – Semester 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Movement Analysis	30%	Term 1, Week 9
Practical Evaluation- Semester One	20%	Ongoing assessment in practical lessons throughout Semester One.
A State of Mind	30%	Term 3, Week 8
Practical Evaluation- Semester Two	20%	Ongoing assessment in practical lessons throughout Semester Two.
	100%	

CORE: Year 10 Science

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Scientific knowledge is contestable and is revised, refined and extended as new evidence arises or existing evidence is re-conceptualised. The study of science is a collaborative, creative endeavour and has led to a dynamic body of knowledge organised as an interrelated set of models, theories, laws, systems, structures and interactions. It is through this body of knowledge that science provides explanations for a variety of phenomena and enables sense to be made of the natural world.

The study of science enables students to develop a positive self-concept as learners and gain confidence in and enjoyment from their learning. Through active participation in challenging and engaging experiences, they become self-motivated, independent learners. Their understanding of science and its social and cultural contexts provides a basis for students to make reasoned evidence-based future choices and ethical decisions, and to engage in finding innovative solutions to science-related personal, social and global issues, including sustainable futures.

Overview of Year 10 Science content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none">M5 – Chemical WorldM6 – Evolving Earth	<ul style="list-style-type: none">M7 – Space PhysicsM8 – Survivor

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Working Scientifically Task (Skills from the <i>Working Scientifically</i> strand. Incorporates extracting and reorganizing information in the form of flow charts, tables, graphs, diagrams, prose, keys, spreadsheets and databases. Safely undertaking first-hand investigations)	25%	Term 1, Week 9
Depth Study (As mandated in the NSW Science K-10 Syllabus for the Australian Curriculum, all students in Stage 5 are required to undertake at least one individual project involving secondary source research)	35%	Term 2, Week 8
Yearly Examination (All topics studied this year)	40%	Term 4, Week 2
	100%	

ELECTIVE: Year 10 Commerce

Year 10 Commerce students will study areas such as the creation and effectiveness of laws in Australia, the political involvement of the Australian community and issues such as employment and financial management.

Overview of Year 10 Commerce Course Content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none">• The Economic and Business Environment• Employment and Work Futures	<ul style="list-style-type: none">• Our Economy• Law in Action• Towards Independence• Investing

Assessment Schedule – Semesters 1 and 2

In-class assessments will take place throughout the semester. These tasks may include: group work on a selected topic, internet research tasks, class activities / quizzes, class tests, homework tasks and book work.

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
The Economic and Business Environment	30%	Term 1, Week 9
Employment and Futures	30%	Term 2, Week 8
Yearly Examination	40%	Term 4, Week 2
	100%	

ELECTIVE: Year 10 Design and Technology

The study of Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-world needs and situations. Students investigate existing solutions, analyse data and information, and generate, justify and evaluate ideas. Students experiment with tools, materials and technologies to manage and produce prototypes, products and solutions to identified needs and problems.

In Year 10 students will undertake design projects from selected focus areas. Workplace Health and Safety requires each student to wear appropriate personal protective clothing and footwear. Black leather school shoes are mandatory.

Overview of Year 10 Design and Technology course content

Semester 1 Topics:		Semester 2 Topics:	
<u>Context</u>	<u>Focus Area</u>	<u>Context</u>	<u>Focus Area</u>
• Information and Communication Technologies (ICT)	• 3D Modelling	• Agriculture	• Plant Enterprise
		• Yearly Examination	• All Topics

FEES APPLICABLE - There is a mandatory cost associated with this subject. These fees cover the cost of the required resources. Fees are **due by Friday, Week 4 in Term 1**. If there is any issue with the payment of fees, please contact the school.

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Minor Project and Folio	30%	Term 2, Week 2
Major Project and Folio	40%	Term 3, Week 8
Yearly Examination	30%	Term 4, Week 2
	100%	

ELECTIVE: Year 10 Drama

The aim of the Drama Years 9–10 Syllabus is to engage and challenge students to maximise their dramatic abilities and enjoyment of drama and theatre through making, performing and appreciating dramatic and theatrical works.

Students will develop knowledge, understanding and skills, individually and collaboratively, through:

- **Making** drama that explores a range of imagined and created situations in a collaborative drama and theatre environment.
- **Performing** devised and scripted drama using a variety of performance techniques, dramatic forms, and theatrical conventions to engage an audience.
- **Appreciating** the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic, and political aspects of the human experience.

Overview of Year 10 Drama Course Content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none">• Commedia dell' Arte• Musical Theatre	<ul style="list-style-type: none">• Realism• Indigenous Theatre

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Individual lazzo and group performance	35%	Term 1, Week 9
Monologue script and rationale	30%	Term 3, Week 7
Yearly reflection and logbook submission	35%	Term 4, Week 2
	100%	

ELECTIVE: Year 10 Elective History

Year 10 Elective History students will study a wide range of historical eras, events and personalities including, The Holocaust, The American Civil War, Assassinations, Disasters, The Seven Wonders and Shipwrecks.

Overview of Year 10 Elective History Course Content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none">• Thematic Study 1• Thematic Study 2	<ul style="list-style-type: none">• Thematic Study 3• Thematic Study 4

Assessment Schedule – Semesters 1 and 2

In-class assessments will take place throughout the semester. These tasks may include: group work on a selected topic, internet research tasks, class activities / quizzes, class tests, homework tasks and book work.

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Half-Yearly Examination: Thematic studies 1 and 2	30%	Term 2, Week 1
Research and in-class extended response: Thematic study 3	30%	Term 3, Week 2
Yearly Examination: Thematic studies 3 and 4	40%	Term 4, Week 1
	100%	

This is a WHOLE year course

ELECTIVE: Year 10 Food Technology

In Year 10 Food Technology, students will study a number of subjects related to the development, production and promotion of food products. Students will use their culinary skills in preparing and presenting contemporary food products that enable them to select and use appropriate ingredients, methods and equipment. Students will also be provided with opportunities to apply skills and gain confidence in managing, realising and evaluating solutions for specific food purposes.

Overview of Year 10 Food Technology Course Content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none"> • Food Trends • Food Service and Catering 	<ul style="list-style-type: none"> • Food Product Development • Food Equity

FEES APPLICABLE - There is a mandatory cost associated with this subject. These fees cover the cost of the required resources. Fees are **due by Friday, Week 4 in Term 1**. If there is any issue with the payment of fees, please contact the school.

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Task 1 – Food trends Theory/Practical Assessment Task: Students plan, prepare, style and photograph a high quality and visually appealing meal that reflects contemporary food trends.	30%	Term 1, Week 8
Task 2 – Food Service and Catering Theory/Practical Assessment Task: Students plan and prepare quality food product that are hygienic, visually appealing and easily eaten with hands. This will need to be appropriate for a food truck catering event.	20%	Term 2, Week 4
Task 3 – Food Product Development Theory/Practical Assessment Task: Students will develop, produce and evaluate their own unique food product that reflects contemporary food trends.	30%	Term 3, Week 8
Task 4 – Food Equity Yearly Examination: Examination questions will be based on food security in global countries.	20%	Term 4, Week 3
	100%	

ELECTIVE: Year 10 Information and Software Technology

Information and software technology students will develop knowledge and understanding of a range of computer software and hardware. Students will develop problem-solving and critical thinking skills in order to design and develop creative information and software technology solutions for a variety of real-world problems. Students will develop effective communication skills and will apply collaborative work practices to complete tasks. Students will also develop responsible and ethical attitudes related to the use of information and software technology.

Overview of Year 10 Information and Software Technology (I.S.T.) Course Content

Semester 1 Topics:	Semester 2 Topics:
CORE Topics:	CORE Topics:
<ul style="list-style-type: none"> • Selects, maintains & appropriately uses Hardware for a range of tasks • Describes key roles and responsibilities of people in IST 	<ul style="list-style-type: none"> • Selects and justifies the application of software programs to solve a problem
OPTIONAL Topics:	OPTIONAL Topics:
<ul style="list-style-type: none"> • Internet and website development • Networking systems 	<ul style="list-style-type: none"> • Software development and programming • Robotics and automated systems

FEES APPLICABLE - There is a mandatory cost associated with this subject. These fees cover the cost of the required resources. Fees are **due by Friday, Week 4 in Term 1**. If there is any issue with the payment of fees, please contact the school.

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Website design	25%	Term 1, Week 10
Multimedia	20%	Term 2, Week 10
Software design (Visual Studio/ Python program)	25%	Term 4, Week 3
Yearly Examination	30%	Term 4, Week 3
	100%	

ELECTIVE: Year 10 Japanese

The aim of the Year 10 Japanese course is to further develop students' linguistic competence and knowledge of the Japanese culture. Students will manipulate language to exchange information, ideas and opinions in sustained interactions. They will participate in a range of collaborative tasks, activities and experiences that involve making plans, negotiating and solving problems. Student will also reflect on their intercultural experiences and recognise how cultural identity influences ways of communicating, thinking and behaving.

Textbook: Obento Supreme

<https://cengage.com.au/product/division/secondary/title/obento-supreme-workbook-with-1-access-code-fo/isbn/9780170417693>

Overview of Year 10 Japanese Course Content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none">• Homes and Neighbourhoods• Schools in Japan• Seasons and Weather	<ul style="list-style-type: none">• Describing People• Future Plans• Japanese Youth Culture

FEES APPLICABLE - There is a mandatory cost associated with this subject. These fees cover the cost of the required resources. Fees are **due by Friday, Week 4 in Term 1**. If there is any issue with the payment of fees, please contact the school.

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Letter to your friend	30%	Term 1, Week 8
Weather Report	30%	Term 2, Week 9
Job Advertisement	40%	Term 3, Week 9
	100%	

ELECTIVE: Year 10 Music

Students will expand their practical music skills through rehearsal and performance, explore various musical styles, develop a higher understanding of music theory and extend their aural listening skills. Students will also develop composition skills using music software/apps. This course will provide students with essential knowledge and skills to further their music education in Years 11 and 12.

Overview of Year 10 Music Course Content

Course Topics:	Learning Experiences:
<ul style="list-style-type: none">• 19th Century Music (Romantic Music)• Stage Music (Theatre Music)• Game Music (Multimedia)	<ul style="list-style-type: none">• Performing• Composing / Arranging• Listening

Performing - Students perform on an instrument of their choice. There are solo instrumental performance opportunities as well as group ensemble performances.

Composing/ Arranging - Students create original compositions in various styles and formats. Students also modify, mix and arrange the works of other artists/composers.

Listening - Students develop aural listening skills and they respond by describing and notating what they hear. All of the musical concepts form the basis of aural studies: Pitch, Duration, Dynamics & Expressive Techniques, Tone Colour, Texture and Structure.

FEES APPLICABLE - There is a mandatory cost associated with this subject. These fees cover the cost of the required resources. Fees are **due by Friday, Week 4 in Term 1**. If there is any issue with the payment of fees, please contact the school.

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Romantic Music theory & listening task	20%	Term 1, Week 10
Performance	20%	Term 2, Week 2
Composition & listening task	40%	Term 3, Week 10
Performance	20%	Term 4, Week 1
	100%	

ELECTIVE: Year 10 Photographic and Digital Media

Students are provided with opportunities to build on the knowledge and understanding of practice, the conceptual framework and the frames established in the Visual Arts mandatory course. They undertake a more specialized investigation of the conventions, strategies and procedures of making photographic and digital works in at least one of the areas of still, interactive and moving forms. Photography and Digital Media fosters interest and enjoyment in the making and studying of the still and moving image. Students learn to express themselves through creative activity and engage with the artistic, cultural and intellectual work of others.

Overview of Year 10 Photographic and Digital Media Course Content

Students learn to make images and videos in a sustained way and work toward the development of a body of work which shows the various ways the artist – artwork – world – audience have been understood in an artist’s practice. In critical and historical interpretations, students are provided with opportunities to investigate how and why artists as photographers, videographers, computer/digital artists, filmmakers and performance artists make photographic and digital works, and how and why historians and critics write about photographic and digital works.

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none">• Special Effects Photography SLR cameras• Photographer Studies	<ul style="list-style-type: none">• Digital Photography Projects (photoshop/lightroom)• Film

FEES APPLICABLE - There is a mandatory cost associated with this subject. These fees cover the cost of the required resources. Fees are **due by Friday, Week 4 in Term 1**. If there is any issue with the payment of fees, please contact the school.

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Special Effect photographs	30%	Term 2, Week 1
Photography frames analysis	30%	Term 3, Week 2
Digital Photography projects	40%	Term 3, Week 9
	100%	

ELECTIVE: Year 10 Physical and Sporting Studies (PASS)

Physical Activity and Sports Studies represents an insight into physical activity and sport in society. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

The content is organised in modules within the following three Areas of Study:

- Foundations of Physical Activity
- Physical Activity and Sport in Society
- Enhancing Participation and Performance

The Physical Activity and Sports Studies course builds on the skills developed in primary years K–6 and Years 7–10 syllabuses, ie communicating, decision-making, interacting, moving, planning and problem-solving. The syllabus integrates these with higher order skills that assist students to participate effectively in and understand the concepts related to physical activity and sport. These include the ability to:

- work collaboratively with others to enhance participation, enjoyment and performance
- display management and planning skills to achieve personal and group goals
- perform movement skills with increasing proficiency
- analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

Overview of Year 10 Physical and Sporting Studies (PASS) Course Content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none">• Nutrition and Physical Activity in Sport• Event Management• Practical: Futsal and Basketball	<ul style="list-style-type: none">• Coaching• Technology, Participation and Performance• Practical: Coaching tasks and Mini Olympics

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Nutrition and Physical Activity in Sport	25%	Term 1, Week 9
Practical evaluation – Semester One	25%	Ongoing assessment in practical lessons throughout Semester One.
Sports Coaching	25%	Term 3, Week 4
Practical evaluation – Semester Two	25%	Ongoing assessment in practical lessons throughout Semester Two.
	100%	

ELECTIVE: Year 10 Visual Arts

Visual Arts fosters interest and enjoyment in the making and studying of art. Students learn to express themselves through creative activity and engage with the artistic, cultural and intellectual work of others.

Overview of Year 10 Visual Arts Course Content

Students learn to make artworks in a sustained way and work toward the development of a body of work which shows the various ways the artist – artwork – world – audience have been understood in an artist's practice. They also develop skills to critically and historically interpret art and to make informed judgements about artists and the art world.

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none">• Art History• Art Frames and Conceptual framework study• Abstract Art• 2D/3D artmaking	<ul style="list-style-type: none">• Modernism and Postmodern Art history Study• Landscape Art• Sculpture Artmaking

FEES APPLICABLE - There is a mandatory cost associated with this subject. These fees cover the cost of the required resources. Fees are **due by Friday, Week 4 in Term 1**. If there is any issue with the payment of fees, please contact the school.

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Abstract artmaking	30%	Term 1, Week 10
Essay	30%	Term 2, Week 8
Sculptural artmaking	40%	Term 3, Week 9
	100%	



Cumberland High School

Illness / Misadventure Form

Student Name: Date:

Subject: Teacher:

Task Number/Title: Date of task:

REASON FOR NON-SUBMISSION <i>(please circle)</i>		
Illness	Approved Leave	Approved School Activity
Misadventure	COVID - Related	Other

Explanation:

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You must attach supporting documentation.

Illness must be accompanied by a Medical Certificate.

Student Signature: Date:

Parent Signature: Date:

Approved

Not Approved

Classroom Teacher Signature: Date:

Faculty Head Teacher Signature: Date:

Comments:

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Cumberland High School

Illness / Misadventure Form

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Approved

Not Approved

Classroom Teacher Signature: Date:

Faculty Head Teacher Signature: Date:

Comments:

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