



HOMEWORK AND ASSESSMENT GUIDE

YEAR 10 - 2020

NEWCASTLE HIGH SCHOOL

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KEY TERMS

The NSW Education Standards Authority (NESA)

This is the NSW government body responsible for the curriculum in all schools from Kindergarten to Year 12.

Key Learning Areas (KLAs)

These are broad categories of subjects. The Years 7–10 curriculum is organised into eight key learning areas:

- English
- Mathematics
- Science
- Human Society & Its Environment (HSIE)
- Personal Development, Health & Physical Education (PDHPE)
- Creative and Performing Arts (CAPA)
- Technological & Applied Studies (TAS)
- Languages other than English (LOTE)

Stage

This is a period of learning, typically of two years' duration.

Stage 4 refers to Years 7 & 8, Stage 5 refers to Years 9 & 10 and Stage 6 refers to Years 11 & 12.

Core Curriculum

The Core Curriculum is the group of subjects studied by all students in a particular year level.

Elective Subject

An elective subject is a subject that a student may choose to do.

100 Hour Elective

A Stage 5 elective subject that is studied in one year only.

200 Hour Elective

A Stage 5 elective subject that is studied in both Years 9 & 10.

Early Commencement (EC)

A Preliminary HSC course that commences in Year 10.

Record of School Achievement (RoSA)

The Certification students receive if they leave school prior to completing the HSC.

“N” Determination

Failure to satisfactorily meet the requirements of a course.

STAGE 5 CURRICULUM

In Stage 5 there are five compulsory Key Learning Areas (KLAs). They are:

- English
- Mathematics
- Science
- Personal Development, Health & Physical Education
- Human Society & its Environment (History and Australian Geography)

All students must take courses in these KLAs, and they form the core curriculum in Stage 5.

In addition, students in Year 10 at Newcastle HS will study:

- two Stage 5 elective courses, plus Future Focused Inquiry
- OR
- one Early Commencement course and one Stage 5 elective course

2020 ELECTIVES

LINE 1		LINE 2		LINE 5	
11BUSEC20.1	Business Studies EC	11BUSEC20.1	Business Studies EC	10COM20.1	Commerce
11DTEC20.1	Design & Tech EC	11DTEC20.1	Design & Tech EC	10FT220.1	Food Tech (continuing)
11HOSPEC20.1	Hospitality VET EC	11HOSPEC20.1	Hospitality VET EC	10ITM20.1	Industrial Tech - Metal
11ISCEC20.1	Investigating Science EC	11ISCEC20.1	Investigating Science EC	10PASS20.2	Physical Activity & Sport Studies
11PDHEC20.1	PDHPE EC	11PDHEC20.1	PDHPE EC	910CS20.1	Child Studies
10ITT20.1	Industrial Tech - Timber	10FFI20.1	Future Focus Inquiry	910DRA20.1	Drama
10PASS20.1	PASS	10FFI20.2	Future Focus Inquiry	910HHH20.1	Horrible Histories
10FT120.1	Food Tech (beginning)	10FFI20.3	Future Focus Inquiry	910IST20.1	Information & Software Tech
10VAR20.1	Visual Arts	10FFI20.4	Future Focus Inquiry	910ITE20.1	Industrial Tech - Electronics
10VDE20.1	Visual Design			910MUS20.1	Music
				910PASS20.1	PASS
				910VAPH20.1	Photography & Digital Media
				910VDE20.1	Visual Design

Mandatory Requirements

The NESA sets mandatory requirements for the award of the Record of School Achievement (RoSA).

These requirements are listed below. All time allocations are indicative.

COURSE	HOURS
English	400 hours to be completed by the end of Year 10
Mathematics	400 hours to be completed by the end of Year 10
Science	400 hours to be completed by the end of Year 10
Human Society and Its Environment (HSIE)	400 hours are to be completed by the end of Year 10 and must include 100 hours of each of History and Geography in Stage 4 and 100 hours of each of Australian History and Australian Geography in Stage 5
Languages	100 hours to be completed in one language over one continuous 12 month period between Years 7 – 10 but preferably in Years 7 – 8
Technological and Applied Studies (TAS)	200 hour mandatory course in Technology
Creative and Performing Arts (CAPA)	100 hour mandatory courses in each of Visual Arts and Music
Personal Development Health & Physical Education (PDHPE)	300 hour mandatory integrated course in Personal Development, Health and Physical Education

The curriculum at Newcastle High School is organised to ensure students meet the NESA requirements.

Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) is a credential that shows a student's school achievement from Year 10 up to the HSC. It is issued to students who leave school prior to completing the HSC.

Students who do not meet the requirements for the RoSA by the end of Year 10 may not be permitted to commence the Preliminary HSC.

Eligibility for the RoSA

To qualify for the RoSA, a student must have:

- satisfactorily completed the following mandatory Year 10 courses:
 - English
 - Mathematics
 - Science
 - Australian Geography
 - History
 - PDHPE
- attended until the last official date for Year 10

Criteria for satisfactory completion of a course

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

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

The NESAs do not set a minimum attendance for the satisfactory completion of a course. HOWEVER, the principal may determine that, as a result of absence, the above course completion criteria might not be met.

At Newcastle High School we have found that once a student's attendance falls below 85%, they are at risk of not being able to meet the requirements for satisfactory course completion.

'N' Determinations

'N' determinations are issued for the non-completion of requirements in a course.

Warning letters will be issued to students who are in danger of not meeting course completion criteria. Warnings will be given in time for the problem to be corrected and will provide advice about the consequences of an 'N' determination in a course.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising grades, cannot be regarded as having satisfactorily completed the course. The principal will then issue an 'N' determination. All students who are issued with an 'N' determination have the right to appeal against the principal's determination.

Where a student fails to satisfactorily complete a mandatory Stage 5 course the student:

- is ineligible for the award of the RoSA if they leave school at the end of Year 10;
- may be ineligible to enter Preliminary (Year 11) courses.

Where an 'N' determination is received in an elective, the course will not appear on the RoSA.

SUPPORTING YOUR CHILD'S LEARNING

Many parents/carers seek to support their children's progress and achievement at school. We hope this information offers some guidance and suggestions to assist students to organise and prepare for school.

Our school has a key focus on Respect, Responsibility and Participation for all school members in all aspects of their schooling. Homework is a key aspect of participation.

All students are encouraged to be fully prepared for school each day, having organised:

- A copy of their current timetable (an extra copy at home as well)
- An appropriate bag and the necessary books/equipment for that day
- Writing materials
- Lunch, snacks, fruit and drink

Where families are having financial difficulty in helping students prepare for the day, a confidential application for student welfare may be made after consulting the Head Teacher Wellbeing.

To help students organise their day, it is vital that students build into their daily routine the packing and unpacking of their school bag. Assessment tasks, homework and communications from school should be kept and placed in an accessible location. Parents/carers involvement in this step emphasises its importance and increases the chances of students completing homework tasks and communicating important information to parents/carers.

The Newcastle High School website <https://newcastle-h.schools.nsw.gov.au/> is regularly updated and contains information about upcoming events, activities and assessment information. It provides additional information which may help you support your child's education.

Students are also invited to access the Sentral Student Portal at <http://web1.newcastle-h.schools.nsw.edu.au/portal> and log in using their regular Department of Education username and password. Class teachers will guide students in the use of the Canvas and the Sentral Student Portal, which can provide ongoing support for learning beyond the classroom.

All students are provided with free access Microsoft Office 365 where they may store all their documents and files safely and securely in the cloud. This may be accessed at home or at school using the same DoE login. Access to the Office 365 account is easy via the Sentral Student Portal.

EXTRA LEARNING SUPPORT

Newcastle High School offers two initiatives, in addition to the curriculum, to support student learning:

Maths Breakfast Club – every Wednesday morning between 7:45am and 8:45am. Bring along any mathematic work with which you need assistance.

The Learning Hub – every Tuesday and Thursday, Periods 1 and 2. Bring along any tasks with which you need assistance.

HOMEWORK

Homework is an opportunity for students to build on learning skills and reinforce concepts encountered at school. It may be formally set by class teachers or initiated by students in the form of revision and review of target areas. Tasks set for homework by individual subjects and teachers vary throughout the year and between subject areas.

THERE IS NO DESIGNATED AMOUNT OF HOMEWORK FOR A PARTICULAR SUBJECT OR SCHOOL YEAR. It is advised that all students review their daily classwork after each school day. This helps identify areas of need for consolidation or assistance and students should seek teacher guidance to resolve any issues.

A priority for all students should be refining their literacy and numeracy skills. A program of thirty minutes reading at home is recommended to broaden comprehension and vocabulary. All students have been registered with Mathsonline which has a comprehensive range of tutorials and worksheets that students can use to review and practise their numeracy skills. We encourage parents to support these initiatives, particularly on occasions when students suggest they have no homework.

In addition to tasks set by class teachers, Canvas is the primary learning management system Newcastle High School will use to allow students to receive assignments and worksheets, submit work, access videos, quizzes, collaboration tools, discussions, etc... virtually anything delivered online.

The Canvas address for all staff and students is <https://nhs.instructure.com/>. Students are automatically enrolled into their respective Canvas courses from Sentral.

ASSESSMENT

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes.

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task should:

- be based on syllabus outcomes
- be a valid instrument for what they are designed to assess
- include criteria to clarify for students what aspects of learning are being assessed
- enable students to demonstrate their learning in a range of task types
- be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive of and accessible for all students
- be part of an ongoing process where progress is monitored over time.

At Newcastle High School, students will undertake formal assessment of their performance in all Key Learning Areas throughout the school year. These assessment tasks will vary in nature, both within each course studied and between courses.

Student progress and achievement will be reported formally, in the written school reports distributed at the end of Semester 1 and Semester 2, and informally, at the parent/teacher evenings in Term 1 and Term 3. Parents are encouraged to contact their child's class teachers to discuss aspects of their progress in particular subjects, or Year Advisors if they would like to organise feedback on current progress or specific areas of concern.

DISABILITY PROVISIONS

Disability provisions are used to ensure students with a disability can complete exams and assessments on the same basis as their peers. They may assist students to read examination questions and write their answers. Provisions help students to show the markers what they know and can do.

Students may need provisions for:

- a permanent condition, such as diabetes or reading difficulty
- a temporary condition, such as a broken arm, or other injury
- an intermittent condition, such as back pain when sitting for long periods.

Students with a disability must not be disadvantaged by the school's assessment procedures. If you are unsure if you are eligible for provisions, please discuss with Mrs Durie.

SUBMITTING YOUR OWN WORK

A number of assessment tasks completed by students at home will require research and the use of sources of information. At Newcastle High School we promote responsible scholarship and strive to ensure that the work submitted can be directly attributable to the student who submits it. In all cases our school is working to eliminate plagiarism.

"Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your results."

Plagiarism is cheating, it is unethical and it is dishonest. It may stop you developing the skills and knowledge intended in the task and is unfair to the original authors who "own" their ideas. Common forms of plagiarism include:

- Copying and pasting information from the internet
- Using the ideas of others as if they were your own
- Copying and pasting information from the internet, then changing the words

Students who are found plagiarising work risk having no marks awarded for their submitted task.

ASSESSMENT TASKS

This handbook has an outline of the assessment tasks for each course (see overview on pg 15)

Students will be given an orange Assessment Task Notification at least two weeks before the due date for each task (see template on pg 11). This notification should provide all relevant information regarding the task. If a student still has any questions regarding the task, they should speak with their teacher as soon as possible. When a student receives a Notification, they will sign an Assessment Task Register.

Assessment Tasks fall into two categories:

In-class Task = conducted during the lesson indicated on the Notification

Submitted Task = completed over a period of time and due on the date indicated on the Notification

If a student is **experiencing difficulty** completing an assessment task:

- discuss with their teacher as soon as possible
- utilise the Learning Hub for assistance
- submit an Appeal form to HT of Faculty, at least one week before due date, requesting an extension of time/reschedule of task

If a student has **prior knowledge of absence** on the due date of a **Submitted Task**:

- discuss with their teacher as soon as they know
- submit the task before the due date, or arrange for someone to submit the task on their behalf

If a student has **prior knowledge of absence** on the due date of an **In-class Task**:

- discuss with their teacher as soon as they know
- submit an Appeal form to HT of Faculty, before due date, requesting a reschedule of the task

If a student is **absent** on the date of an assessment task:

- contact school
- complete/submit task next lesson
- zero mark applied (this can be overturned if correct process is followed)
- submit Appeal form within three days of return to school

If a student **does not submit** the task, or makes a non-serious attempt on a task, **without valid explanation**:

- zero mark applied
- an N-warning letter will be sent to parents

Please refer to the flowchart on pg 13.

APPEALING A ZERO MARK

Grounds for Appeal

Grounds for an appeal must be serious and substantiated – students must be able to prove the reason for absence or late submission.

Serious

The reason for absence/lateness was of a serious nature and was significant enough to prevent the student from submitting/completing the task appropriately.

Illness – short term sickness or physical injuries suffered directly by the student.

Misadventure – an event beyond the student's control.

Substantiated

Independent documentation supporting the reason for absence/lateness must be provided with the Appeal form e.g. medical certificate for illness or accident.

Limitations for Appeal

Students can only apply in relation to circumstances that occur immediately before or during an assessment task.

You cannot submit an application on the basis of:

- Technology malfunction
- Misreading the assessment notification
- The same grounds for which you receive disability provisions, unless your condition was exacerbated at the time of the task
- Absence due to suspension

Processing an Appeal Form

The Faculty will consider the application and documentation provided and will respond in writing to the student within two days of receiving the form.

Newcastle High School

Stage 5 (insert year level) Assessment Task Notification

COURSE: (insert course name)

TEACHER: (insert names)



Task Number: **TASK (insert number)**

Task Type: (insert 'in-class task' or 'submitted')

Weighting: (insert weighting)

Due Date: (insert day, date, week, term, year)

Time: (insert time or period and location)

Outcomes to be Assessed:

(from NESA documents)

Task Description:

(brief description about the nature of the task)

Resources / Reference suggestions:

To prepare for this task, you may wish to refer to:

(insert resources and references to be used)

Assessment Criteria

(Explanation about how the task will be assessed. for example: Break down of marks; marking rubric; grade descriptions)

If you are experiencing difficulty completing or preparing for the task:

- **Discuss with your teacher before the due date**
- **Utilise the Learning Hub**
- **Submit an Appeal Form to the HT Faculty, requesting an extension of time/reschedule of task**

To Avoid a Zero Mark:

In-class task

- **Submit an Appeal Form prior to the due date, if you know in advance that you will not be able to attend on that date.**
- **Contact the school on the day of the task, if you are unable to attend.**
- **Collect an Appeal Form from YA or DP, on the first day you attend following the task due date.**

Submitted task

- **If you are unable to attend on the due date of submission, hand it in prior to the date, or arrange for someone else to submit the task on your behalf.**
- **If the task is not submitted on the due date, collect an Appeal Form from YA or DP, on the first day you attend following the task due date.**

Class Teacher signed:

HT signed:

Date:

Date:

NEWCASTLE HIGH SCHOOL STAGE 5 APPEAL FORM



PART A – to be completed by STUDENT

Student name

Subject Teacher

Task Details
(title) (due date) (weighting)

Appeal Category (tick one)

- Unable to sit task on due date (prior knowledge). Requesting task reschedule.
- Did not/cannot submit task on due date (illness/misadventure). Requesting extension of time.

Justification for Appeal (explain your reasons)

.....

Documentation provided (please attach evidence)

- Medical certificate
- Other

Student signature Parent/carer signature

Date Date

PART B – to be completed by CLASS TEACHER

Comment/Recommendation:

.....

Teacher signature: Date

PART C – to be completed by FACULTY HEAD TEACHER

DECISION OF FACULTY

Task rescheduled (without penalty) to:

Extension of Time granted (without penalty) to:

ZERO Mark to be upheld

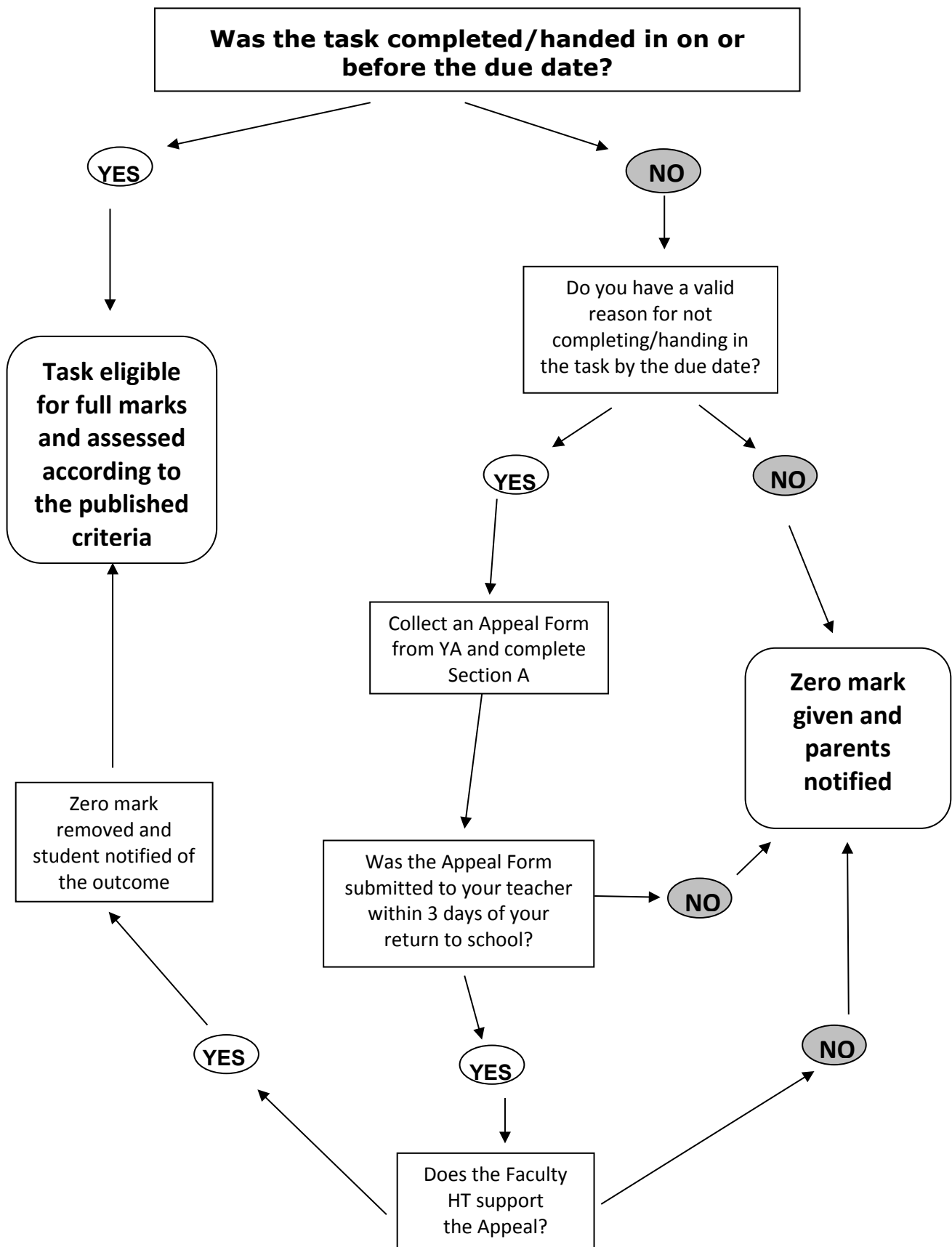
other

Signature Date

Student notified of decision

Student Signature Date

**SUBMITTING ASSESSMENTS AT NEWCASTLE HIGH SCHOOL
STAGE 5**



YEAR 10 ASSESSMENT CALENDAR – 2020

	TERM 1	TERM 2	TERM 3	TERM 4
1		FOOD TECH 2 FOOD TECH 1 VISUAL ARTS	FOOD TECH 1	FOOD TECH 1 HORRIBLE HISTORIES
2		MATHEMATICS VISUAL ARTS	SCIENCE HORRIBLE HISTORIES MARINE DESIGN & TECHNOLOGY EC	IT-TIMBER VISUAL ARTS VISUAL DESIGN
3		SCIENCE IST IT-TIMBER MUSIC PHOTOGRAPHY VISUAL DESIGN		ENGLISH HISTORY CHILD STUDIES IST IT-TIMBER MUSIC PASS PHOTOGRAPHY
4	FOOD TECH 2 IT-METAL IT-ELECTRONICS	GEOGRAPHY IT-ELECTRONICS	ENGLISH	MATHEMATICS COMMERCE FOOD TECH 2 IT-TIMBER
5		COMMERCE IT-ELECTRONICS IT-METAL IT-TIMBER	COMMERCE IT-ELECTRONICS	DRAMA IT-ELECTRONICS IT-METAL
6	PDHPE (prac) IT-ELECTRONICS	ENGLISH		
7	FOOD TECH 1 MUSIC BUSINESS EC	FOOD TECH 1 BUSINESS EC	SCIENCE (weeks 7-8) FOOD TECH 1 MUSIC VISUAL DESIGN	
8	MATHEMATICS PDHPE (theory) FOOD TECH 2 IST PASS DESIGN & TECHNOLOGY EC INVESTIGATING SCI EC PDHPE EC	MATHEMATICS FOOD TECH 2 PDHPE EC	HISTORY MATHEMATICS PDHPE (theory) FOOD TECH 2 IST IT-ELECTRONICS IT-METAL PHOTOGRAPHY Wed, Sept 9 P/T Interviews	
9	ENGLISH GEOGRAPHY CHILD STUDIES COMMERCE FOOD TECH 1	DRAMA IT-METAL PASS INVESTIGATING SCI EC	CHILD STUDIES DRAMA PASS VISUAL ARTS EARLY COMMENCEMENT EXAMS	
10	CHILD STUDIES DRAMA HORRIBLE HISTORIES PHOTOGRAPHY VISUAL DESIGN Wed, April 1 P/T Interviews Yr 8, 9, 10	PDHPE (prac)	EARLY COMMENCEMENT EXAMS	
11				

ENGLISH (MANDATORY)

YEAR 10 - 2020

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	9	Crime and Punishment: Creative Writing Portfolio	25%
2	6	Revering the Outsider Comparative essay	25%
Semester 1		Total	50%
TERM	WEEK		
3	4	Close Study: Drama Discursive Response	25%
4	3	Protest: Project Based Learning: Protest Campaign	25%
4		Youth Matters/Senior Preparation	N/A
Semester 2		Total	50%
TOTAL			100%

HUMAN SOCIETY AND ITS ENVIRONMENT

All students experience a semester each of Geography and History.

GEOGRAPHY (MANDATORY)			
YEAR 10 - 2020			
DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	9	Environmental Change & Management Skills based test (with prepared summary sheet)	50%
2	4	Human Wellbeing Source and skills-based test	50%
		Total	100%

HISTORY (MANDATORY)			
YEAR 10 - 2020			
TERM	WEEK	TASK	WEIGHTINGS
3	8	Rights and Freedoms Indigenous Personality research task	50%
4	3	Popular Culture/Vietnam War Knowledge and Skills source-based test	50%
Semester 1		Total	100%

MATHEMATICS

The NESAs Stage 5 Mathematics course is organised into three levels – 5.1, 5.2, 5.3.

At Newcastle HS we will be operating two courses – Standard 5.1/5.2 and Advanced 5.3.

Both courses cover all the mandatory requirements for the Stage 5 ROSA in mathematics, as well as the numeracy needs for life beyond school.

The Standard 5.1/5.2 course will focus on the content necessary to prepare students for the Year 11 Standard Mathematics course.

The Advanced 5.3 course will cover the content necessary to prepare students for the Year 11 Advanced Mathematics course.

Students have been organised into the two courses based on their Year 9 results. Please contact Mrs Wells regarding class placement.

MATHEMATICS 5.1/5.2 STANDARD

10K, 10L, 10M, 10X, 10Y - 2020

TERM	WEEK	TASK	WEIGHTINGS
1	8	Task 1 – Measurement test	20%
2	2	Task 2 – Probability task	20%
2	8	Task 3 – Equations test	20%
3	8	Task 4 – Trigonometry task	20%
4	4	Task 5 – Financial Mathematics test	20%
Total			100%

MATHEMATICS 5.3 ADVANCED

10J, 10W - 2020

TERM	WEEK	TASK	WEIGHTINGS
1	8	Task 1 – Measurement test	20%
2	2	Task 2 – Probability task	20%
2	8	Task 3 – Equations test	20%
3	8	Task 4 – Linear Relationships and Trigonometry task	20%
4	4	Task 5 – Financial Mathematics test	20%
Total			100%

PDHPE (MANDATORY)

YEAR 10 - 2020

DATE		TASK	WEIGHTINGS
TERM	WEEK	THEORY	
1	8	In Class Assessment /Task – <i>Risk & Responsibility</i>	25%
3	8	In Class Assessment / Task – <i>The Next Chapter</i>	25%
TERM	WEEK	PRACTICAL	
1	6	In Class Practical Assessment – <i>Court Games</i>	25%
2	10	In Class Practical Assessment – <i>Dance</i>	25%
		TOTAL	100%

SCIENCE (MANDATORY)

YEAR 10 - 2020

DATE		TASK	WEIGHTINGS
TERM	WEEK		
2	3	Half Yearly Examination Knowledge and Understanding (40) Working Scientifically Skills (20)	60%
In Class on-going Assessment		Working Scientifically Skills (30) Values and Attitudes (10)	40%
Semester 1		Total	100%
3	2	Student Research Project All working Scientifically areas assessed	30%
In Class on-going Assessment		Working Scientifically Skills (30) Values and Attitudes (10)	40%
3	7/8	VALID Online Examination Knowledge and Understanding (30) Working Scientifically Skills (10)	30%
Semester 1		Total	100%

CHILD STUDIES (ELECTIVE)
YEAR 9/10 - 2020

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	10	Bookwork – Growth and Development	10%
1	9	Unit Test – Growth and Development	20%
1	9	Research Assignment/Oral Presentation – Growth and Development	30%
1/2	1-20	Textiles/Food – Practical Application	40%
Semester 1		TOTAL	100%
3	9	Research Task – Child Care Services	20%
3	9	Bookwork – Food and Nutrition	10%
3/4	1-20	Textiles/Food – Practical Application	50%
4	3	Yearly Examination	20%
Semester 2		TOTAL	100%

COMMERCE (ELECTIVE)
YEAR 10 - 2020

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	9	Running a Business Business plan and market stall	30%
2	5	Law & Society Research and extended response	20%
3	5	Employment and Work Futures Research and portfolio	30%
4	4	Investing Topic test	20%
TOTAL			100%

DRAMA (ELECTIVE)

YEAR 9/10 - 2020

DATE			WEIGHTINGS
TERM	WEEK		
1	10	Theatre Sports performance and peer lesson	25%
2	9	Show reel film task	25%
3	9	Theatre styles appropriation performance	25%
4	5	Design project portfolio presentation	25%
TOTAL			100%

FOOD TECHNOLOGY – BEGINNING (ELECTIVE)

YEAR 10 - 2020

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	7	Research Assignment – Foodie Adventure Advertisement	30%
1	9	Bookwork/Folio – Food in Australia	10%
2	1	Unit Test – Food in Australia	20%
1&2	1-20	Practical Application	40%
Semester 1		TOTAL	100%
2	7	Research Assignment – The Hunger Case	30%
3	1	Unit Test – Food Equity	10%
3	7	Design Brief – Snack Founder	10%
4	1	Unit Test – Food Product Development	10%
3&4	1-20	Practical Application	40%
Semester 2		TOTAL	100%

FOOD TECHNOLOGY – CONTINUING (ELECTIVE)

YEAR 10 - 2020

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	4	Digital Presentation- Wow, Look, New Foods	10%
1	8	Research assignment- Wow, Look, New Foods	30%
2	1	Unit test- Wow, Look, New Foods	20%
1-2	1-20	Practical Applications	40%
Semester 1		TOTAL	100%
TERM	WEEK		
2	8	Research assignment- In Vogue	15%
3	8	Research assignment- Fares, Fair	15%
4	4	Yearly Exam	30%
3-4	1-20	Practical Applications	40%
Semester 2		TOTAL	100%

HORRIBLE HISTORIES (ELECTIVE)

YEAR 9/10 - 2020

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	10	A taste of Modern and Ancient Histories Writing task	35%
3	2	Personalities of the Past Source analysis	35%
4	1	Historical Investigation – Influential people Source scaffold and research task	30%
TOTAL			100%

INDUSTRIAL TECHNOLOGY – ELECTRONICS (ELECTIVE)
YEAR 9/10 - 2020

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	4	Safety assessment	20%
1	6	Practical project 1	30%
2	4	Practical project 2	30%
2	5	Research task – power generation	20%
Semester 1		TOTAL	100%
TERM	WEEK		
3	5	Practical project	30%
3	8	Research Task – AM transmission	20%
4	5	Practical project and Portfolio	50%
Semester 2		TOTAL	100%

INDUSTRIAL TECHNOLOGY – METAL (ELECTIVE)
YEAR 10 - 2020

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	4	Safety assessment	20%
2	9	Portfolio	30%
2	5	Practical Project	50%
Semester 1		TOTAL	100%
3	8	Examination	20%
4	5	Portfolio	20%
4	5	Practical Project	60%
Semester 2		TOTAL	100%

INDUSTRIAL TECHNOLOGY – TIMBER (ELECTIVE)

YEAR 10 - 2020

DATE		TASK	WEIGHTINGS
TERM	WEEK		
2	3	Portfolio	30%
2	5	Practical Project and Safe Working Procedures	70%
Semester 1		TOTAL	100%
4	2	Examination	25%
4	3	Portfolio	25%
4	4	Practical Project	50%
Semester 2		TOTAL	100%

INFORMATION & SOFTWARE TECHNOLOGY (ELECTIVE)

YEAR 9/10 - 2020

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	8	Folio	20%
2	3	Authoring and Multimedia Project	30%
Semester 1		Total	50%
3	8	Software Design and Development Project	30%
4	3	Folio	20%
Semester 2		Total	50%
TOTAL			100%

MUSIC (ELECTIVE)

YEAR 9/10 - 2020

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	7	Aural/Musicology	25%
2	3	Elective 1 (Performance/Composition/Musicology)	25%
3	7	Composition	25%
4	3	Performance PORTFOLIO	25%
TOTAL			100%

PHOTOGRAPHY & DIGITAL MEDIA (ELECTIVE)

YEAR 9/10 - 2020

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	10	Critical/Historical	20%
2	3	Practical Portfolio	20%
3	8	Critical/Historical	20%
4	3	Practical Portfolio	40%
TOTAL			100%

PHYSICAL ACTIVITY & SPORT STUDIES (ELECTIVE)
YEAR 10 - 2020

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	8	In Class Assessment /Task – <i>Australia’s Sporting Identity</i>	25%
2	9	In Class Assessment/Task – <i>Technology in Sport</i>	25%
3	9	In Class Assessment/Task – <i>Physical Activity for Sport Specific Groups</i>	25%
4	3	In Class Practical Assessment - <i>Practical Skill Competency</i>	25%
TOTAL			100%

VISUAL ARTS (ELECTIVE)

YEAR 10 - 2020

DATE		TASK	WEIGHTINGS
TERM	WEEK		
2	1	Critical/Historical	20%
2	2	Practical Portfolio	20%
3	9	Critical/Historical	20%
4	2	Practical Portfolio	40%
TOTAL			100%

VISUAL DESIGN (ELECTIVE)

YEAR 9/10 - 2020

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	10	Critical/Historical	20%
2	3	Design Portfolio	20%
3	7	Critical/Historical	20%
4	2	Design Portfolio	40%
TOTAL			100%

BUSINESS STUDIES (Yr10 Early commencement)

Syllabus COMPONENTS	Syllabus WEIGHTING	TASK 1 Research and Business Report Nature of Business	TASK 2 Business plan & pitch for a SME Business Planning	TASK 3 All Topics Final Exam
		Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 9/10
Knowledge and understanding of course content	40%	10%	10%	20%
Stimulus-based skills	20%		10%	10%
Inquiry and research	20%	10%	10%	
Communication of business information, ideas and issues in appropriate forms	20%	5%	10%	5%
Total	100%	25%	40%	35%
Outcomes		P2, P7, P8, P9	P4, P7, P8, P9	P1, P2, P3, P4, P5, P6, P10

BUSINESS STUDIES

Objectives	Outcomes
The student develops knowledge and understanding about:	The student:
The nature, role and structure of business	P1 discusses the nature of business, its role in society and types of business structure
Internal and external influences on business	P2 explains the internal and external influences on businesses P3 describes the factors contributing to the success or failure of small to medium enterprises
The functions and processes of business activity	P4 assesses the processes and interdependence of key business functions
Management strategies and their effectiveness	P5 examines the application of management theories and strategies P6 analyses the responsibilities of business to internal and external stakeholders
investigate, synthesise and evaluate contemporary business issues and hypothetical and actual business situations	P7 plans and conducts investigations into contemporary business issues P8 evaluates information for actual and hypothetical business situations
communicate business information and issues using appropriate formats	P9 communicates business information and issues in appropriate formats
apply mathematical concepts appropriate to business situations	P10 applies mathematical concepts appropriately in business situations

DESIGN AND TECHNOLOGY (Yr10 Early commencement)

Syllabus COMPONENTS	Syllabus WEIGHTING	TASK 1 Designer Case Study	TASK 2 Preliminary Project	TASK 3 Yearly Exam
		Term 1 Week 8 Friday 22.03.19	Term 3 Week 2 Friday 10.05.19	Term 3 Weeks 9/10
Knowledge and understanding of course content	40%	10%	10%	20%
Knowledge and skills in designing, managing, producing and evaluating design projects	60%	20%	30%	10%
Totals	100%	30%	40%	30%
Outcomes		P1.1, P2.1, P2.2, P3.1, P6.1	P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.2, P5.1, P5.2, P5.3

DESIGN AND TECHNOLOGY

YEAR 11 COURSE

Objectives	Outcomes
A student develops knowledge and understanding about:	A student develops the skills to:
1. knowledge and understanding about design theory and design processes in a range of contexts	P1.1 examines design theory and practice, and considers the factors affecting designing and producing in design projects
2. knowledge, understanding and appreciation of the interrelationship of design, technology, society and the environment	P2.1 identifies design and production processes in domestic, community, industrial and commercial settings P2.2 explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects
3. creativity and an understanding of innovation and entrepreneurial activity in a range of contexts	P3.1 investigates and experiments with techniques in creative and collaborative approaches in designing and producing
4. skills in the application of design processes to design, produce and evaluate quality design projects that satisfy identified needs and opportunities	P4.1 uses design processes in the development and production of design solutions to meet identified needs and opportunities P4.2 uses resources effectively and safely in the development and production of design solutions P4.3 evaluates the processes and outcomes of designing and producing
5. skills in research, communication and management in design and production	P5.1 uses a variety of management techniques and tools to develop design projects P5.2 communicates ideas and solutions using a range of techniques P5.3 uses a variety of research methods to inform the development and modification of design ideas
6. knowledge and understanding about current and emerging technologies in a variety of settings	P6.1 investigates a range of manufacturing and production processes and relates these to aspects of design projects P6.2 evaluates and uses computer-based technologies in designing and producing

INVESTIGATING SCIENCE (Yr10 Early commencement)

Syllabus COMPONENTS	Syllabus WEIGHTING	TASK 1 Practical Investigation	TASK 2 Depth Study	TASK 3 Yearly Exam
		Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 9/10
Knowledge and Understanding	40%	10%	10%	20%
Working Scientifically	60%	20%	30%	10%
Totals	100%	30%	40%	30%
Outcomes		INS11/12-1 INS11/12-3 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8 INS11-9	INS11/12-5 INS11/12-6 INS11-8 INS11-9 INS11-10 INS11-11

INVESTIGATING SCIENCE

YEAR 11 COURSE

Objectives	Outcomes
A student develops knowledge and understanding about:	A student develops the skills to:
develop skills in applying the processes of Working Scientifically	<p>Questioning and predicting INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation</p> <p>Planning investigations INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>Conducting investigations INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>Processing data and information INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>Analysing data and information INS11/12-5 analyses and evaluates primary and secondary data and information</p> <p>Problem solving INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>Communicating INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p>
develop knowledge and understanding of cause and effect	<p>INS11-8 identifies that the collection of primary and secondary data initiates scientific investigations</p> <p>INS11-9 examines the use of inferences and generalisations in scientific investigations</p>
develop knowledge and understanding of models, theories and laws	<p>INS11-10 develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes</p> <p>INS11-11 describes and assesses how scientific explanations, laws and theories have developed</p>

Personal Development, Health & Physical Education (PDHPE)

(Yr10 Early commencement)

Syllabus COMPONENTS	Syllabus WEIGHTING	TASK 1 Core 1 Better Health for Individuals	TASK 2 Core 2 The Body in Motion	TASK 3 Final Examination Cores 1+2 & Options 1 + 4
		Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 9/10
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research, analysis & communicating	60%	20%	20%	20%
Totals	100%	30%	30%	40%
Outcomes		P3, P5, P15	P7, P8, P11	P1, P2, P4, P6, P7, P9, P10, P12, P14

Personal Development, Health and Physical Education (PDHPE) YEAR 11 COURSE

Objectives	Outcomes
Students:	A student:
<ul style="list-style-type: none"> Knowledge and understanding of the factors that affect health 	P1 identifies and examines why individuals give different meanings to health P2 explains how a range of health behaviours affect an individual's health P3 describes how an individual's health is determined by a range of factors
<ul style="list-style-type: none"> A capacity to exercise influence over personal and community health outcomes 	P4 evaluates aspects of health over which individuals can exert some control P5 describes factors that contribute to effective health promotion P6 proposes actions that can improve and maintain an individual's health
<ul style="list-style-type: none"> Knowledge and understanding about the way the body moves 	P7 explains how body systems influence the way the body moves P8 describes the components of physical fitness and explains how they are monitored P9 describes biomechanical factors that influence the efficiency of the body in motion
<ul style="list-style-type: none"> An ability to take action to improve participation and performance in physical activity 	P10 plans for participation in physical activity to satisfy a range of individual needs P11 assesses and monitors physical fitness levels and physical activity patterns P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1) P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2) P14 demonstrates the technical and interpersonal skills necessary to participate safely in Challenging outdoor recreation activities (Option 4)
<ul style="list-style-type: none"> An ability to apply the skills of critical thinking, research and analysis 	P15 forms opinions about health-promoting actions based on a critical examination of relevant information P16 uses a range of sources to draw conclusions about health and physical activity concepts P17 analyses factors influencing movement and patterns of participation



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