Year 10 Course and Assessment Information

2025

Growth of the mind
Developing the person

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Stage 5 ASSESSMENT GUIDELINES

This document has been prepared with reference to:
DoE: *Curriculum planning and programming, assessing and reporting to parents (2016)*

Assessment
The primary role of assessment is to establish where students are in their learning so that teaching can be differentiated and further learning progress can be monitored over time. It provides information that assists teachers to target their teaching at the point of student need. Assessment is most effective when it is an integral part of teaching and learning programs.

Assessment involves:

- establishing where students are in their learning
- ongoing monitoring
- formative and summative tasks
- providing feedback about student progress.

Effective Assessment Principles

This policy has been developed to ensure that Assessment for students in all courses is administered in accordance with the NSW Education Standards Authority (NESA) mandatory regulations. This policy also includes procedures which are designed to ensure quality practice in designing, marking and recording assessment tasks and data at Macksville High School. Please see additional information about Grading Procedures for English, Mathematics and Science at the end of the assessment guidelines.

Assessment Schedule

The assessment schedule is developed at the beginning of the Stage 5 course. The schedule is approved by the Faculty Head Teacher, and published in *The Assessment Information Handbook* which is provided for students and parents.

Each student will be provided with an assessment calendar indicating the week in which assessment tasks will fall. Students are then given a specific assessment task information sheet with at least two weeks' notice of the exact date of a task. The assessment task sheet will indicate the type of assessment, the outcomes assessed, the weighting of the task and will have marking guidelines attached.

Each student will be required to sign a register when they receive the task information sheet, when they submit their task and when the task is returned with feedback.
It is the responsibility of the student if they are away to ensure that they receive any distributed assessment tasks as outlined in the assessment booklet.

The Nature of Assessment Tasks

The nature of Assessment Tasks is directed by the mandated course components from the NSW Education Standards Authority.

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 can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Teachers should consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning.

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.*

Teachers are expected to:

- Follow all NESA mandatory requirements for assessment and reporting.
- Conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding.
- Develop quality assessment tasks including rubrics for students and well-constructed marking schemes.
- Provide effective feedback to students in relation to their strengths, weaknesses and areas for improvement.

- Assist student learning and encourage students to take greater responsibility for their learning.
- Evaluate and refine teaching programs in response to student performance.
- Report student achievement to various audiences including NESA, parents, employers and others in ways that meet their needs.
- Ensure the authenticity of student responses when tasks are completed outside of class time.
- Provide information on student learning and progress in a course in relation to syllabus outcomes.
-

Student responsibilities in relation to assessment:

1. Students are expected to complete all assessment tasks by the due date and time.
2. Some assessment tasks involve attendance at excursions, field studies etc. Attendance is compulsory. Where financial hardship is a factor the Faculty Head Teacher should be approached for assistance.
3. It is the student's responsibility to ensure that they backup academic work created using computers. Failure of technology is not a valid reason for not submitting a task on time.
4. All work submitted for assessment must be the student's own work. Any breach of this rule will result in a mark of zero.

Support for students

All students are encouraged to seek support from staff during the year as needed. These support staff include:

Support Personnel	***Type of Support***
Classroom Teachers	Assistance with course work and assessment tasks
Head Teachers	Assistance with Warning letters and Misadventures forms
Year Advisers	Assistance with wellbeing issues which may impact on school for the student
Senior Mentor Teacher	Available in the Library daily for support and assistance with study routines, wellbeing issues, course work and assessment tasks in consultation with other staff
School Counsellor	Support and Counselling relating to personal and wellbeing issues
Careers Adviser	Career and exit planning, assistance and advice about scholarships, UAC guide and university requirements
Learning and Support Staff	Support and advice around Special Provisions including accessing a reader/writer, additional time or rest breaks during examinations. Assistance for learning difficulties or disabilities or ongoing illness

Year 10 English Assessment Plan

Subject: **English**	*Contact Person:* **Mrs A Hill**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	**In class Essay**	**Analysis**	**Exam**	**Craft of Writing Portfolio**	
Timing of Task	Term 1 Week 9	Term 2 Week 8	Term 3 Week 8	Term 4 Week 1	
Outcomes to be Assessed	EN5-RVL-01, EN5-URA-01, EN5-URC-01, EN5-ECA-01	EN5-RVL-01, EN5-URB-01, EN5-ECA-01	EN5-RVL-01, EN5-URA-01, EN5-URC-01, EN5-ECA-01	EN5-URA-01, EN5-ECA-01, EN5-ECB-01	
Total %	**20**	**25**	**25**	**30**	**100**

Please see page 44 for information about Grades and Assessment. This will help in understanding how grades are formulated for the RoSA.

Macksville High School - Year 10 English Scope and Sequence 2025

Term 1 – 11 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Shakes-perience - Students study a play by William Shakespeare (either 'Macbeth' or 'Romeo and Juliet') and its film adaptation to examine the power of language and the ways that film techniques shape meaning. Students make informed decisions about the textual integrity of Shakespeare's works.										
Outcomes assessed: EN5-RVL-01, EN5-URA-01, EN5-URC-01, EN5-ECA-01										

Term 2 – 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Perspectives Through Poetry – Students explore a collection of poetry from a selected poet and consider the ways language and form are used to shape meaning and offer unique perspectives. Students engage in analysis of the collection of poems and develop skills in writing about poems in preparation for moving into Stage 6.							**Coming of Age** – Students explore the concept of 'Coming of Age' and how it is represented in different texts.		
Outcomes assessed: EN5-RVL-01, EN5-URB-01, EN5-ECA-01							EN5-RVL-01, EN5-URA-01, EN5-URC-01, EN5-ECA-01		

Term 3 – 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week9	Week 10
Coming of Age – In this part of the Unit, students focus on the study of a novel to explore the concept of 'Coming of Age' and investigate the language and stylistic techniques used to position and influence the reader's response.									**CoW**–Refine Portfolio responses.
Outcomes assessed: EN5-RVL-01, EN5-URA-01, EN5-URC-01, EN5-ECA-01									EN5-ECA-01,

Term 4 - 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CoW–. Refine Portfolio responses.	**Persuade Me! –** Students examine how language devices and visual techniques combine to persuade an intended audience. Students will focus on a variety of digital and print advertising as well as explore advertisement on social media platforms.								
EN5-ECB-01	Outcomes assessed: EN5-URA-01, EN5- URB-01, EN5-ECA-01								

Year 10 HSIE Assessment Plan

Subject: **History and Geography**	*Contact Person:* **Ms J Collits**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	**Research Task**	**Topic Test**	**Skills Test**	**Research Task**	*Semesterised History and Geography*
Timing of Task	Term 1 Week 7	Term 2 Week 6	Term 3 Week 7	Term 4 Week 6	
Outcomes to be Assessed	HT5-3, HT5-4, HT5-9, HT5-10	HT5-4, HT5-5. HT5-10	GE5-2, GE5.8, GE5.7	GE5-1, GE5-2, GE5-6, GE5-7, GE5-8	
Total %	**50**	**50**	**50**	**50**	**200**

Macksville High School - Year 10 HSIE Scope and Sequence 2025

Term 1 – 11 Weeks- History

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit 1 - Rights and Freedoms-The origins and significance of the Universal Declaration of Human Rights (UDHR), including Australia's involvement in the development of the declaration.									**Unit 2;**	
Outcomes assessed: HT5-1, HT5-3, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10							HT5-2, HT5-3, HT5-6, HT5-8, HT5-9, HT5-10			

Term 2 – 10 Weeks- History

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Popular Culture-The nature of popular culture in Australia at the end of World War II and the he changing nature of the music, film and television industry in Australia during the post-war period, including the influence of overseas developments. Australia's contribution to international popular culture				**Unit 3; Australia's Involvement in the Vietnam War** -The end of World War I left the world divided between two superpowers holding very different political beliefs and goals. This period in history is known as Cold War. Capitalist societies such as the United States and Australia felt threatened by the communist system of the Soviet Union.					
Outcomes assessed: HT5-2, HT5-3, HT5-6, HT5-8, HT5-9, HT5-10				HT5-1,HT5.2, HT5-3, HT5-4, HT5-5, HT5.6, HT5-7					

Term 3 – 10 Weeks- Geography

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week9	Week 10
Unit three; Human Wellbeing- Students explore the nature of human wellbeing and the spatial variations on a global to local scale. Through a series of case studies students gain a deeper understanding of the complex issues related to wellbeing. Students inquire into the issues and consequences of these variations and evaluate initiatives to improve human wellbeing in Australia and other countries.									
Outcomes assessed: GE5-1, GE5-2, GE5-6, GE5-7, GE5-8									

Term 4 - 10 Weeks – Geography

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit four; Environmental Change and Management- Students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. They explore worldviews influencing approaches to environmental use and management									
Outcomes assessed: GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-9									

Year 10 Mathematics Assessment Plan

Subject: **Mathematics**	*Contact Person:* **V. Cooper**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	**Investigation**	**Half Yearly**	**In Class assessment**	**Yearly**	
Timing of Task	Term 1 Week 7	Term 2 Week 4	Term 3 Week 5	Term 4 Week 3	
Outcomes to be Assessed	MAO-WM-01	MAO-WM-01	MAO-WM-01	MAO-WM-01	
Total %	**20%**	**30%**	**20%**	**30%**	**100**

Please see page 42 for information about Grades and Assessment. This will help in understanding how grades are formulated for the RoSA.

Macksville High School - Year 10 Mathematics Scope and Sequence 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	**Spatial relations**							**Algebraic relations**		
	Surveying MAO-WM-01, MA5-TRG-C-02 (Related Life Skills outcomes: MALS-LEN-01, MALS-GEO-01, MALS-POS-01) (Related Path outcomes: MA5-TRG-P-01, MA5-EQU-P-02)							**Expressions and equations** MAO-WM-01, MA5-ALG-C-01, MA5-EQU-C-01 (Life Skills: MALS-ADS-01, MALS-MDI-01, MALS-PAT-01) (Path: MA5-ALG-P-01, MA5-ALG-P-02, MA5-EQU-P-02)		
Term 2	**Non-linear relationships**					**Non-linear relationships**				
	Applying exponentials MAO-WM-01, MA5-FIN-C-02, MA5-NLI-C-01, MA5-NLI-C-02 (Related Life Skills outcomes: MALS-FIN-01, MALS-FIN-02) (Related Path outcomes: MA5-NLI-P-01)					**Investigating parabolas** MAO-WM-01, MA5-ALG-C-01, MA5-NLI-C-01, MA5-NLI-C-02 (Related Life Skills outcomes: MALS-PAT-01) (Related Path outcomes: MA5-ALG-P-01, MA5-ALG-P-02, MA5-EQU-P-01, MA5-EQU-P-02, MA5-NLI-P-01)				
Term 3	**Uncertainty**					**Optional elective**				
	Correlation MAO-WM-01, MA5-DAT-C-02, MA5-LIN-C-02 (Related Life Skills outcomes: MALS-DAT-02) (Related Path outcomes: MA5-DAT-P-01)					**Title** MAO-WM-01, outcomes (Related Life Skills outcomes: eg MALS-DAT-02) (Related Path outcomes: eg MA5-GEO-P-01)				
	Optional elective					**Optional elective**				
Term 4	**Title** MAO-WM-01, outcomes (Related Life Skills outcomes: eg MALS-DAT-02) (Related Path outcomes: eg MA5-GEO-P-01)					**Title** MAO-WM-01, outcomes (Related Life Skills outcomes: eg MALS-DAT-02) (Related Path outcomes: eg MA5-GEO-P-01)				

Year 10 PDHPE Assessment Plan

Subject: Personal Development Health and Physical Education	*Contact Person:* Mr J Driver

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	**Road Safety Exam**	**Practical (Invasion)**	**Mental Health Initiative**	**Practical (Striking/Fielding + Recreational)**	
Timing of Task	Term 1 Week 9	Term 2 Ongoing	Term 3 Week 7	Term 4 Ongoing	
Outcomes to be Assessed	PD5-7 PD5-9	PD5-4 PD5-5	PD5-1 PD5-8	PD5-10 PD5-11	
Total %	**25**	**25**	**25**	**25**	**100**

Macksville High School - Year 10 PD/H/PE Scope and Sequence 2025

Term 1 – 11 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Road Safety- This unit focuses on identifying road-related challenges, understanding how various factors influence risky behaviours, and developing strategies for safe road use. It also explores gender-specific issues in road safety through statistical analysis and real-life testimonies, emphasising the importance of equipping students with knowledge and skills to navigate road risks and enjoy safe freedom of mobility.										
Outcomes assessed: PD5-7, PD5-9										

Term 2 – 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
You decide – Sexual Health and Relationships-I n this unit, students will explore the importance of setting boundaries in relationships, developing self-management and interpersonal skills essential for maintaining respectful intimate relationships. They will learn and demonstrate practices for giving and receiving consent as part of fostering healthy relationships.									
Outcomes assessed: PD5-2, PD5-3, PD5-9, PD5-10									

Term 3 – 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week9	Week 10
Managing Mental Health- In this unit, students will delve into the impact of a positive self-image and mental health concerns, gaining insight into various mental health issues and their management. Students will cultivate resilience through tailored activities and explore the cultivation and maintenance of positive mental health. Additionally, they will assess mental health information, its efficacy, and propose strategies to foster mental well-being.									
Outcomes assessed: PD 5-1, PD 5-6, PD 5-8, PD 5-9									

Term 4 - 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Let's Party Safely- This unit will delve into safe partying practices, emphasising informed decision-making, risk reduction, and fostering positive social interactions. Students will analyse the impacts of alcohol, drugs, and other substances, along with the repercussions of unsafe party behaviour, while acquiring skills for assessing situations, setting boundaries, and advocating for their safety and well-being.									
Outcomes assessed: PD5-2, PD5-6, PD5-7, PD5-9:									

Macksville High School - Year 10 PD/H/PE PRACTICAL Scope and Sequence 2025

Term 1 – 11 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Net/Wall Court Games- Net/Wall Court Games involve sports where players hit a ball towards the opponent's court, aiming to make it difficult for them to return. Players adapt movement skills to diverse court conditions, evaluating strategies and fostering teamwork to enhance performance. Examples include tennis, volleyball, squash, badminton, and pickleball.					**Invasion Games-** Invasion Games involve teams competing to invade each other's territory or goals advancing to score. Players adapt skills in dynamic environments and strategise with peers to outmanoeuvre opponents and achieve success. Examples include soccer, rugby, basketball, hockey, and handball.					
Outcomes assessed: PD5-4 , PD5-5 , PD5-10 , PD5-11					Outcomes assessed: PD5-4 , PD5-5 , PD5-10 , PD5-11					

Term 2 – 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Invasion Games- Invasion Games involve teams competing to invade each other's territory or goals advancing to score. Players adapt skills in dynamic environments and strategise with peers to outmanoeuvre opponents and achieve success. Examples include soccer, rugby, basketball, hockey, and handball.									
Outcomes assessed: PD5-4 , PD5-5 , PD5-10 , PD5-11									

Term 3 – 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week9	Week 10
Gymnastics- Gymnastics involves performing sequences of movements requiring strength, flexibility, and coordination. Participants refine techniques, creatively compose routines, and support peers in mastering skills, fostering an environment of mutual respect and encouragement. Examples include artistic gymnastics, trampoline and floor routines.					**Net/Wall Court Games-** Net/Wall Court Games involve sports where players hit a ball towards the opponent's court, aiming to make it difficult for them to return. Players adapt movement skills to diverse court conditions, evaluating strategies and fostering teamwork to enhance performance.				
Outcomes assessed: PD5-4 , PD5-5 , PD5-10 , PD5-11					Outcomes assessed: PD5-4 , PD5-5 , PD5-10 , PD5-11				

Term 4 - 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Striking and Fielding- Striking and Fielding games involve hitting a ball and running between bases or scoring zones. Players refine striking techniques, adapt to varying field placements, and collaborate to outsmart opponents. Examples include cricket, baseball, softball, rounders, and kickball.					**Recreational Activities-** Recreational Games encompass a wide array of enjoyable physical activities with flexible rules and settings. Players adapt movement skills creatively, evaluate strategies for fun and inclusivity, and foster positive interactions among participants. Examples include bocce, golf, tennis, tag games, capture the flag, and initiative games.				
Outcomes assessed: PD5-4 , PD5-5 , PD5-10 , PD5-11					Outcomes assessed: PD5-4 , PD5-5 , PD5-10 , PD5-11				

Year 10 Science Assessment Plan

Subject: **Science**	***Contact Person:*** **Ms J Conway**

Task Number	Task 1	Task 2	Task 3	Task 4	Task 5	
Nature of Task	**Design procedure and Data Collection**	**Perform and Analyse Experiment**	**Half Yearly Examination**	**Depth Study**	**VALID**	
Timing of Task	Term 1 Week 7	Term 2 Week 4	Term 3 Week 2	Term 3 Week 5	Term 3 Week 8	
Outcomes to be Assessed	SC5-4WS SC5-5WS SC5-10PW	SC5-6WS SC5-17CW	SC5-11PW SC5-12ES SC5-13ES SC5-16CW	SC5-7WS SC5-8WS SC5-9PW	All Outcomes	
Total %	**20**	**20**	**20**	**20**	**20**	**100**

Please see page 45 for information about Grades and Assessment. This will help in understanding how grades are formulated for the RoSA.

Macksville High School - Year 10 Science Scope and Sequence 2025

Term 1 – 11 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit one; Motion Investigations of the movement of objects measuring distance (displacement) and time and calculating speed. Applying Newtons laws to explain how various forces cause changes in the movement of object.								Unit 2 Chemistry		
Outcomes assessed: SC5-4WS,SC5-5WS, SC5-10PW								SC5-6WS, SC5-17CW		

Term 2 – 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit two; Chemistry Working safely with a range of chemicals to investigate and describe a range of reactions. Writing correct chemical formula and equations and predicting the products of reactions.				Unit three; Earth Systems Outline how global systems work together, describe the impacts of natural events, evaluate evidence of human impacts and discuss reasons different groups in society may use to make claims, explanations or predictions involving Earth's spheres.					
Outcomes assessed: SC5-6WS, SC5-17CW				Outcomes assessed: SC5-8WS, SC5-13ES					

Term 3 – 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week9	Week 10
DEPTH STUDY; Students select an interest topic and interpret three related articles. They then write a response using their information.			Communication; Explain how various types of electromagnetic radiation is used for various means of communication. Investigate and describe the movement of waves and the structure of the eye and ear in detecting waves.						
Outcomes assessed: 7WS, 9WS			Outcomes assessed; 8WS, 10PW						

Term 4 - 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit Five Genetics and Forensics; Students revise human reproduction and cell division. They extract DNA and investigates how it codes for features of organisms . They construct pedigree charts and punnet squares to solve									
Outcomes assessed: 8WS, LW 15									

Year 10 Agriculture Assessment Plan

Subject: **Agriculture**	***Contact Person:*** ***Mr Williams***

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	**Farm Safety/WHS Video**	**Research & Design**	**Presentation**	**Practical/Observation**	
Timing of Task	Term 1 Week 10	Term 2 Week 8	Term 3 Week 8	Term 4 Week 6	
Outcomes to be Assessed	AG5-3 AG5-12 AG5-13 AG5-14	AG5-3 AG5-5 AG5-6 AG5-8	AG5-5 AG5-7 AG5-8 AG5-9 AG5-12	AG5-13 AG5-14	
Weighting	30 %	20%	30%	20%	**100 %**

Macksville High School - Year 10 Agriculture Scope and Sequence 2025

Term 1 – 11 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Induction to Agriculture – Students will become familiar with the school farm by completing simple tasks and mapping the property.			**Farm Safety (SafeWork) –** In this topic, students will learn about how to conduct themselves safely in a simulated workplace setting by acquiring the skills to assess hazards and risks and implement strategies to control them.							
			Outcomes assessed: AG5-3, AG5-12, AG5-13, AG5-14							

Term 2 – 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Plant Production (Blueberries) - In this topic, students will be learning about the anatomy and lifecycle of plants, the conditions required to grow plants, how to market fruit to the Australian consumer and the environmental impacts of large-scale farms. Blueberries have become a major crop in the Nambucca Valley area over recent years, so these will be the plants that we will focus on.									
Outcomes assessed: AG5-1, AG5-3, AG5-5, AG5-6, AG5-8									

Term 3 – 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week9	Week 10
Dairy (Cows Create Careers) - In this topic, students will be participating in a program that encourages students to become interested in Dairy Production. It will focus on the day-to-day processes of running a dairy farm, the anatomy and life cycle of cattle, their feed and water requirements and the environmental impact of dairy farms. The growth of dairy calves will be regularly monitored and students will collect data using a range of technologies to justify why particular practices have been implemented.								**Tractors**	
Outcomes assessed: AG5-5, AG5-7, AG5-8, AG5-9, AG5-12									

Term 4 – 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Tractors - In this topic, students will learn how to safely operate tractors and select the appropriate attachments required to complete a set task. Students will learn about the hazards of operating tractors and how to implement strategies to reduce the likelihood of these.						**Trees On Farms -** Trees can have major benefits on farms, such as providing shade and shelter to animals as well as allowing the ground to store more water. Farmers in the past practiced clearing land to increase land size for crops and pastures but this has had a negative effect on both the environment and animals. In this topic, students will learn about the importance of trees on farms.			
Outcomes assessed: AG5-13, AG5-14									

Year 10 Drama Assessment Plan

Subject: Drama	*Contact Person:* M Robertson

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Group Devised Puppet Play and History of Puppetry Slide Show	Individual Sock Puppet Monologue	Duologue and Theatre Review	Live Performance and Short Answer Responses	
Timing of Task	Term 1 Week 9	Term 2 Week 7	Term 3 Week 9	Term 4 Week 7	
Outcomes to be Assessed	DR5-MAK-01, DR5-MAK-02, DR5- PER-02, DR5-APP-01, DR5-APP-02	DR5-MAK-02, DR5-PER-02, DR5-APP-02	DR5-MAK-01, DR5-MAK02, DR5-PER-01, DR5-PER-02	DR5-MAK-01, DR5-MAK-02, DR5-APP-01, DR5-APP-01	
Total %	25	25	25	25	100

Macksville High School – Year 10 Drama Scope and Sequence 2025

Term 1 – 11 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit one; Children's Theatre – Focus Area: Making, Performing, Appreciating; Students reflect on personal experiences of children's theatre. They evaluate how these experiences explore and express individual and collective identities, values and perspectives. Students experiment with dramatic conventions such as song, puppetry, actor-audience relationships, dance and storytelling. They use stimulus to improvise dramatic action and collaboratively create a theatrical work for children. They seek, offer and consider peer feedback to reflect on how ensembles create image, action and meaning through group devised performance.										
Outcomes assessed: DR5-MAK-01, DR5-MAK-02, DR5-PER-01, DR-PER-02, DR5-APP-01, DR-APP-02										

Term 2 – 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit two; Making Drama with Style – Focus Area: Making, Performing, Appreciating; Students enact and apply the conventions of distinct dramatic styles in warm-ups, improvisation and extended performance tasks. They explore the conventions of presentational and or representational acting, voice, movement, symbol and belief in one or more styles according to student interests and strengths. Students generate, refine and shape ideas by applying theatrical conventions from selected style(s). They create, refine and craft meaning in workshop with clarity									
Outcomes assessed: DR5-MAK-02, DR5 – PER-02, DR5-APP-02									

Term 3 – 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit three; Stimulus Box Devising – Focus Area: Making, Performing Students explore a variety of ways to create dramatic works in response to stimulus that evoke emotions. They collaboratively make and extend offers of ideas and dramatic action in response to the stimulus. Students experiment with, rehearse and refine ways of applying the elements of performance. They learn how to control tension and heighten theatrical moments using the elements of Drama. Students document their devising processes in a physical or digital logbook.									
Outcomes assessed: DR5-MAK-01, DR5-MAK-02, DR5-PER-01, DR5-PER-02									

Term 4 – 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit four; Responding to Indigenous Perspectives -Focus Area, Making; Performing Students apply cultural and performance protocols to demonstrate respect for Aboriginal and/or Torres Strait Islander Peoples. Students explore a play or selection of extracts from scripted works and stimulus. Students select and manipulate dramatic elements to build cohesive moments, transitions and journeys to influence audience response. Students evaluate how ideas, images and stories explore and express individual and collective identities, values and perspectives.									
Outcomes assessed: DR5–M AK -01, DR5-MAK-02, DR5-APP-01, DR5-APP-02									

Year 10 Industrial Technology- Engineering Assessment Plan

Subject: **Industrial Technology- Engineering**	*Contact Person:* *Mr G. Hill*

Task Number	Task 1	Task 2	Task 3	Task 4	Weight %
Nature of Task	**Research Task**	**Practical Progress**	**Quiz**	**Design Project/s**	
Timing of Task	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8	Term 4 Week 6	
Outcomes to be Assessed	IND-5.2, IND5-5	IND-5.3, IND5-6, IND5-7	IND5-1, IND5-10	IND5-4, IND5-8,IND5-9	
Total %	**20**	**30**	**20**	**30**	**100**

Macksville High School - Year 10 Industrial Technology- Engineering Scope and Sequence 2025

Term 1 – 11 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit one; Control Systems – Research task										
Outcomes assessed: IND-5.2, IND5-5										

Term 2 – 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit two; Control systems – design project									
Outcomes assessed: IND-5.3, IND5-6, IND5-7									

Term 3 – 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week9	Week 10
Unit three; Alternate energy – knowledge quiz									
Outcomes assessed: IND5-1, IND5-10									

Term 4 - 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit four; Alternate energy – Design project									
Outcomes assessed: IND5-4,IND5-8, IND5-9									

Year 10 Industrial Technology- Metal Assessment Plan

Subject: **Industrial Technology - Metal**	*Contact Person:* *Mr K. Jordan*

Task Number					Weight %
Nature of Task	**Research Task**	**Design Project**	**Quiz**	**Design Project**	
Timing of Task	Term 1 Week 8	Term 2 ongoing	Term 3 Week 8	Term 4 Week 6	
Outcomes to be Assessed	IND-5.2, IND5-5	IND-5.3, IND5-6, IND5-7	IND5-1, IND5-10	IND5-4, IND5-8,IND5-9	
Total %	**20**	**30**	**20**	**30**	**100**

Macksville High School - Year 10 Industrial Technology-Metal Scope and Sequence 2025

Term 1 – 11 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit one; First design tasks will focus on the development of skills in the use of hand tools, grinders, drills and MIG welding. Projects will include a metal clamp and shovel. Assessment will be based on safety and a research task.										
Outcomes assessed: IND-5.2, IND5-5										

Term 2 – 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit two; Design Project - Students will undertake a design project of interest based on their skill development and knowledge. Creating a design folio to identify the projects development									
Outcomes assessed: IND-5.3, IND5-6, IND5-7									

Term 3 – 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week9	Week 10
Unit three; Design Project continued, Assessment will be a Knowledge quiz									
Outcomes assessed: IND5-1, IND5-10									

Term 4 - 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit four; Completion of Design project and folio.									
Outcomes assessed: IND5-4, IND5-8, IND5-9									

Year 10 Industrial Technology- Timber Assessment Plan

Subject: Industrial Technology -Timber	*Contact Person:* *Mr K. Jordan*

Task Number	Task 1	Task 2	Task 3	Task 4	Weight %
Nature of Task	**Research Task**	**Practical Progress**	**Quiz**	**Design Project/s**	
Timing of Task	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8	Term 4 Week 6	
Outcomes to be Assessed	IND-5.2, IND5-5	IND-5.3, IND5-6, IND5-7	IND5-1, IND5-10	IND5-4, IND5-8,IND5-9	
Total %	**20**	**30**	**20**	**30**	**100**

Macksville High School - Year 10 Industrial Technology- Timber Scope and Sequence 2025

Term 1 – 11 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit one; Design Project - Document and produce a slatted stool, demonstrating skills using the bandsaw and joining methods. Complete associated documentation. Students will complete a research task.										
Outcomes assessed: IND-5.2, IND5-5										

Term 2 – 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit two; Students will undertake a design project of interest based on their skill development and knowledge. Creating a design folio to identify the projects development									
Outcomes assessed: IND-5.3, IND5-6, IND5-7									

Term 3 – 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week9	Week 10
Unit three; Design Project continued, Assessment will be a Knowledge quiz									
Outcomes assessed: IND5-1, IND5-10									

Term 4 - 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit four; Completion of design project and folio									
Outcomes assessed: IND5-4,IND5-8, IND5-9									

Year 10 Food Technology Assessment Plan

Subject **Food Technology**	***Contact Person:*** ***Mrs L. Atkins***

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	**Research and Practical task**	**Research and Practical task**	**Food Presentation and styling**	**Practical Food Presentation**	
Timing of Task	Term 1 Week 9	Term 2 Week 9	Term 3 Week 7	Term 4 Week 3	
Outcomes to be Assessed	FT5-1, FT5-2, FT5-4, FT5-5, FT5-10	FT5-6, FT5-8, FT5-9, FT5-11, FT5-12	FT5-1, FT5-2, FT5-3, FT5-9, FT5-10, FT5-12	FT5-1, FT5-7, FT5-11, FT5-13	
Total %	**25**	**25**	**25**	**25**	**100**

Macksville High School - Year 10 Food Technology Scope and Sequence 2025

Term 1 – 11 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit one: Food Service & Catering Students will explore different opportunities within the Food service and catering sector. They will plan and prepare safe and appealing foods appropriate for catering for small or large-scale functions										
Outcomes assessed: FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-10, FT5-11, FT5-12, FT5-13										

Term 2 – 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit two: Food For Special Needs Foods for specific needs arise for a variety of reasons including age, health, lifestyle choices, cultural influences or logistical circumstances. Students explore a range of dietary requirements, and produce meals that are safe and nutritious to meet specific dietary needs.									
Outcomes assessed: FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13									

Term 3 – 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week9	Week 10
Unit three: Food for Special Occasions Food can be culturally significant or a family tradition. In this unit students will explore a range of special occasions social, cultural, religious, historical and family. Their research will be completed by planning, decorating, and presenting a celebration cake.									
Outcomes assessed: FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13									

Term 4 - 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit four: Food Trends – Food trends change rapidly. These trends can influence food selection, food service, food presentation and food availability. In this unit students will plan, prepare and present safe, appealing food that reflects contemporary food trends.									
Outcomes assessed: FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13									

Year 10 International Studies Assessment Plan

Subject: International Studies	*Contact Person:* Ms M Bonett

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	**Research Task**	**Information Report**	**Planning Task**	**Design Task**	
Timing of Task	Term 1 Week 9	Term 2 Week 5	Term 3 Week 6	Term 4 Week 6	
Outcomes to be Assessed	IS5-1, IS5-2,I S5-3, IS5-4, IS5-5, IS5-12	IS5-3, IS5-6, IS5-7, IS5-8, IS5-12	IS5-2, IS5-3, IS5-4, IS5-6, IS5-10, IS5-11, IS5-12	IS5-3, IS5-4, IS5-6, IS5-10, IS5-12	
Total %	**25**	**25**	**25**	**25**	**100**

Macksville High School - Year 10 International Studies Scope and Sequence 2025

Term 1 – 11 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit one; Core Study: Understanding Culture and Diversity in Today's World- Students study the concept of culture and its many characteristics, and cultural diversity in the contemporary world.										
Outcomes assessed: IS5-1, IS5-2,I S5-3, IS5-4, IS5-5, IS5-6, IS5-7, IS5-8, IS5-9, IS5-10, IS5-11, IS5-12										

Term 2 – 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit two; Option 3: Culture and the Media- Students study the role of the media in perceptions of culture at a local, regional and global level. The link between media and culture is analysed through media portrayal of religion, politics and human rights and how organisations and people use the media.									
Outcomes assessed: IS5-3, IS5-6, IS5-7, IS5-8, IS5-12									

Term 3 – 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week9	Week 10
Unit three; Option 6: Culture and Travel- Students explore the opportunities for cross-cultural understanding that tourism can provide through careful planning and interaction with people and their cultures.									
Outcomes assessed: IS5-2, IS5-3, IS5-4, IS5-6, IS5-10, IS5-11, IS5-12									

Term 4 - 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit four; Option 10: Culture and Food-Students study a variety of ways in which culture is created and expressed through food.									
Outcomes assessed: IS5-3, IS5-4, IS5-6, IS5-10, IS5-12									

Year 10 Music Assessment Plan

Subject: **Music**	*Contact Person:* **Ms V Herrick**

Task Number	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	
Nature of Task	**Performance**	**Group Performance**	**Listening and Analysis**	**Research Assignment**	**Composition**	**Theory Test**	
Timing of Task	Ongoing	Term 2 Term 4	Term 1 Week 9	Term 3 Week 6	Term 2 Week 7	Term 4	
Outcomes to be Assessed	5.1, 5.2, 5.3	5.1, 5.2, 5.3	5.7, 5.8.	5.7, 5.8.	5.4, 5.5, 5.6, 5.9.	5.8, 5.9.	
Total %	**15**	**25**	**15**	**10**	**15**	**20**	**100**

Macksville High School - Year 10 Music Scope and Sequence 2025

Term 1 – 11 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6:	Week 7:	Week 8:	Week 9:	Week 10	Week 11:
Rock Music: Students will develop knowledge and understanding of the concepts of music within the topic of Rock Music. Students will analyse a variety of music and learn to read and write basic notation. Students will also develop technical and performance skills on guitar and another of their choice, working towards both individual and group performances.										
Outcomes assessed: 5.1, 5.2, 5.3, 5.7, 5.8, 5.9.										

Term 2 – 10 Weeks

Week 1	Week 2	Week 3	Week 4:	Week 5:	Week 6:	Week 7	Week 8:	Week 9	Week 10:
Music of the 20th and 21st Centuries: Students will continue to develop and apply their understanding of the concepts of music within the topic of Music of the 20th and 21st Centuries. Students will also continue to strengthen their technical and performance skills on a variety of instruments.									
Outcomes assessed: 5.1, 5.2, 5.3, 5.7, 5.8, 5.9.									

Term 3 – 10 Weeks

Week 1	Week 2	Week 3	Week 4:	Week 5	Week 6	Week 7:	Week 8	Week 9	Week 10
Popular Music: Students will continue to develop and apply their understanding of the concepts of music within the topic of Popular Music. Students will explore composition techniques and continue to work towards individual and group performances.									
Outcomes assessed: 5.1, 5.2, 5.3, 5.4, 5.5.									

Term 4 – 11 weeks

Week 1	Week 2	Week 3	Week 4:	Week 5	Week 6:	Week 7	Week 8	Week 9	Week 10
Music For Small Ensembles: Students will continue to develop and apply their understanding of the concepts of music within the topic of Music For Small Ensembles. Students will also continue working towards individual and group performances on a variety of instruments.									
Outcomes assessed: 5.1, 5.2, 5.3, 5.7, 5.8.									

Year 10 Outdoor Education Assessment Plan

Subject: **Outdoor Education**	*Contact Person:* *A Boatfield*

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Biking: Safety, Preparation, and Maintenance Assessment	Expedition Preparation and Technique Test	Water Activity Skills and Knowledge Assessment	
Timing of Task	Term 2, Week 6	Term 3, Week 6	Term 4, Week 5	
Outcomes to be Assessed	OE5-1, 5-4, 5-5	OE5-1, 5-4, 5-5	OE5-1, 5-8, 5-13	
Total %	**30%**	**40%**	**30%**	**100**

Macksville High School – Year 10 Outdoor Education Scope and Sequence 2025

Term 1 – 11 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit one: This unit covers the core principles of outdoor recreation, focusing on bushwalking. Students will develop essential skills such as navigation, risk management, and team dynamics, all while engaging with natural environments.										
Outcomes assessed: OE5-1, OE5-4, OE5-7, OE5-8, OE5-9, OE5-13										

Term 2 – 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit two: This unit focuses on the basic principles of cycling, including safe riding practices, proper cycling techniques, and effective route planning. Students will also learn to assess risks and implement safety measures for outdoor cycling activities.									
Outcomes assessed: OE5-1, OE5-4, OE5-7, OE5-8, OE5-9, OE5-13									

Term 3 – 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week9	Week 10
Unit three: This unit covers the fundamentals of climbing sports, including techniques for climbing and rope handling. Students will also focus on expedition preparation, including route planning, risk assessment, and emergency procedures.									
Outcomes assessed: OE5-1, OE5-4, OE5-5, OE5-7, OE5-8, OE5-9, OE5-13									

Term 4 – 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit four: This unit focuses on ocean-based activities, such as surfing and snorkelling. Students will learn water safety, how to assess risks, and techniques for engaging with coastal environments.									
Outcomes assessed: OE5-1, OE5-4, OE5-7, OE5-8, OE5-9, OE5-13									

Year 10 PASS Assessment Plan

Subject: **PASS**	*Contact Person:* **Mr A Boatfield**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	**Persuasive Writing task**	**Practical (World Fitness Games)**	**Nutrition Examination**	**Practical (SEPEP Coaching)**	
Timing of Task	Term 1 Week 8	Ongoing	Term 3 Week 9	Ongoing	
Outcomes to be Assessed	PASS-3, PASS-4, PASS-7, PASS-10	PASS-12, PASS-8	PASS-1, PASS-2, PASS-8	PASS-4, PASS-5, PASS-9	
Total %	**25**	**25**	**25**	**35**	**100**

Macksville High School - Year 10 PASS Scope and Sequence 2025

Term 1 – 11 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Issues in Sport -Students investigate the impact that sponsorship has had on sport. This will be treated as a case study, with each student investigating the level of sponsorship in a specific sport of interest.										
Outcomes assessed: PASS5-3, PASS5-4 , PASS5-7, PASS5-10										

Term 2 – 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Sports Preparation-Students will analyse factors that should be considered when preparing for a physical activity or sport.									
Outcomes assessed: PASS5-1, PASS5-1 , PASS5-6, PASS5-8									

Term 3 – 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week9	Week 10
Sports Nutrition-This module encourages students to think critically about nutrition to make informed choices. Students have the opportunities to assess a wide range of products on the market, and evaluate their value and authenticity in supporting good health, wellbeing and weight management. Students participate in physical activities across a variety of groups. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources.									
Outcomes assessed: PASS5-1, PASS5-2, PASS5-8, PASS5-10									

Term 4 – 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Outdoor Leisure and Recreation-This module analyses the perceptions and impact participation has on lifestyle, leisure and recreation activities. Students are provided with opportunities to advocate and promote lifelong leisure and recreation activities now and in the future.									
Outcomes assessed: PASS5-4, PASS5-5 , PASS5-9									

Year 10 Visual Arts Assessment Plan

Subject: Year 10 VISUAL ARTS	*Contact Person:* Ms K Dykes

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	**Ceramic Bust with Visual Arts Diary. Conceptual Framework report and Artists' statement.**	**Self-directed Body of Work (BOW) based on a Frame/ Viewpoint with Visual Diary. Frame analysis of four works, and long answer response.**	**Exploration of text in creation of 2D/4D artworks to communicate social and political messages with visual diary.**	**Street art, earthworks, and ephemeral installations with documentation and VAPD. In class open book exam. Full paper.**	
Timing of Task	Term 1 Week 4	Term 2 Week 1	Term 3 Week 1	Term 3 Week 8	
Outcomes to be Assessed.	5.1, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9	5.1, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9, 5.10	5.1, 5.2, 5.3, 5.5, 5.7	5.1, 5.2, 5.4, 5.7, 5.8	
Total %	**20**	**30**	**20**	**30**	**100**

Macksville High School - Year 10 Visual Art Scope and Sequence 2025

Term 1 – 11 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit one; 'Don't lose your head'- Students will design, create, glaze and fire a ceramic bust. In creating their ceramic bust they can choose to represent somebody they admire or create their bust from their imagination. Students will also assess postmodern representations of ceramic busts in their critical and historical studies of art.										
Outcomes assessed: 5.1, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9										

Term 2 – 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit two; 'Name the frame'- Students look at each of the four frames as a way of creating works of art. Students then complete a self-directed Body of Work (BOW) with their own choice of materials, methods and subject matter that reflects either one or all of the frames.									
Outcomes assessed: 5.1, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9, 5.10									

Term 3 – 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week9	Week 10
Unit three; I ART therefore I AM Weeks 1 – Students explore artists who use text in their artworks to communicate certain social and political messages to an audience. Students use this conceptual knowledge to then create their own digital artwork about a current social or political issue							**Urban Intervention -**Students explore the Postmodern practice of Documentation by creating ephemeral installations and photographing them.		
Outcomes assessed: 5.1, 5.2, 5.3, 5.5, 5.7							Outcomes assessed: 5.1, 5.2, 5.3, 5.5, 5.7		

Term 4 - 10 Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit four; Urban Intervention- The students will plan two separate installations, one at school and the other in another chosen school site. Students will also undertake a study of artists that use documentation to record and immortalise their temporal artworks.					**Unit Five; Mini Body of Work-** Students will design and create a Major project. Students may choose the medium and the subject. Work to pre presented as for an exhibition with an artist's statement. All processes to be documented in VAPD.				
Outcomes assessed: 5.1, 5.2, 5.3, 5.5, 5.7					Outcomes assessed:5.1. 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10				

Mathematics- Stage 5

Course performance descriptors provide holistic descriptions of typical achievement at different grade levels in a specific course. They are used to identify and report a student's level of achievement in a Board Developed Course at the end of Stage 5.

Grade	**Descriptor**	*A student at this grade typically:*
Grade A	A student performing at this grade uses and interprets formal definitions and generalisations when explaining solutions; generalises mathematical ideas and techniques and selects and uses efficient strategies consistently and accurately to solve unfamiliar multi-step problems; uses deductive reasoning in presenting clear and concise mathematical arguments and formal proofs; synthesises mathematical techniques, results and ideas across the course.	• demonstrates extensive understanding of the relationships between mathematical concepts • uses, creates and interchangeably moves between a variety of abstract and concrete representations in familiar and unfamiliar situations • solves routine problems involving multiple steps consistently in familiar and unfamiliar situations • uses multiple connections between concepts to solve non-routine problems • applies deductive reasoning and concise, formal mathematical arguments to prove and justify results in a variety of forms • uses precise mathematical language consistently and effectively to communicate reasoning, explain solutions and justify results
Grade B	A student performing at this grade uses formal definitions and generalisations when explaining solutions; generalises mathematical ideas and techniques and selects and uses efficient strategies to solve unfamiliar multi-step problems; uses deductive reasoning in presenting mathematical arguments and formal proofs.	• demonstrates thorough understanding of the relationships between mathematical concepts • uses, creates and moves between abstract and concrete representations in familiar and unfamiliar situations • solves routine problems of up to 3 steps in familiar and unfamiliar situations and attempts routine problems of more than 3 steps with some success • uses some connections between concepts to attempt non-routine problems • applies formal and informal mathematical reasoning to prove and justify results • uses appropriate mathematical language effectively to communicate reasoning, explain solutions and justify results
Grade C	A student performing at this grade uses formal definitions when explaining solutions; selects and uses efficient strategies to solve familiar and some unfamiliar multi-step problems; uses some deductive	• demonstrates sound understanding of the relationships between mathematical concepts • uses and creates abstract or concrete representations in familiar situations

	reasoning in presenting mathematical arguments; may require some guidance to determine the most efficient methods.	• solves routine problems of up to 3 steps in familiar situations and attempts routine problems of more than 3 steps • identifies some connections between concepts when attempting non-routine problems • uses informal mathematical reasoning to prove or justify results • uses mathematical language to communicate reasoning and explain solutions
Grade D	A student performing at this grade selects and uses appropriate mathematical language, notations and conventions to communicate mathematical ideas and solutions; systematically applies appropriate strategies to solve familiar multi-step problems; constructs appropriate mathematical arguments to prove and justify results; often requires guidance to determine the most efficient methods	• identifies some relationships between mathematical concepts • uses concrete representations in some familiar situations • attempts routine problems of up to 3 steps with some success • uses informal mathematical reasoning • uses limited mathematical language
Grade E	A student performing at this grade uses appropriate mathematical language, notations and diagrams to communicate mathematical ideas and solutions; applies appropriate strategies to solve familiar multi-step problems; constructs some appropriate mathematical arguments to obtain and justify results.	• recognises some mathematical concepts • attempts some routine problems with very limited success • attempts to use informal mathematical reasoning • uses very limited mathematical language

English – Stage 5

Course performance descriptors provide holistic descriptions of typical achievement at different grade levels in a specific course. They are used to identify and report a student's level of achievement in a Board Developed Course at the end of Stage 5.

Descriptors	*A student performing at this grade typically:*
Grade A	• demonstrates an extensive understanding of texts and their complex features in a range of modes • responds critically and effectively to ideas, experiences and values in texts • analyses language and structural features of texts to effectively interpret meaning • applies language and structural features effectively to compose complex and sustained critical and imaginative texts in a range of modes • demonstrates a perceptive understanding of the relationship between context and perspectives in texts • communicates for a wide range of contexts, purposes and audiences with effective and consistent control of language
Grade B	• demonstrates a thorough understanding of texts and their complex features in a range of modes • responds effectively to ideas, experiences and values in texts • analyses language and structural features of texts to interpret meaning • applies language and structural features to compose sustained critical and imaginative texts in a range of modes • demonstrates a well-reasoned understanding of the relationship between context and perspectives in texts • communicates for a range of contexts, purposes and audiences with consistent control of language
Grade C	• demonstrates a thorough understanding of texts and their complex features in a range of modes • responds effectively to ideas, experiences and values in texts • analyses language and structural features of texts to interpret meaning • applies language and structural features to compose sustained critical and imaginative texts in a range of modes • demonstrates a well-reasoned understanding of the relationship between context and perspectives in texts • communicates for a range of contexts, purposes and audiences with consistent control of language
Grade D	• demonstrates a basic understanding of texts and their features • responds to ideas and/or experiences and/or values in texts • describes language and structural features of texts • uses language and/or structural features to compose texts • demonstrates a basic understanding of the relationship between context and perspectives in texts • communicates for contexts, purposes and/or audiences with varying control of language
Grade E	• demonstrates an elementary understanding of texts and their features • responds in a very limited way to texts • uses language and/or structural features with varying consistency • demonstrates some awareness of context and perspectives in texts • communicates with very limited control of language

Science – Stage 5

Course performance descriptors provide holistic descriptions of typical achievement at different grade levels in a specific course. They are used to identify and report a student's level of achievement in a Board Developed Course at the end of Stage 5.

Descriptors	*A student performing at this grade typically:*
Grade A	• demonstrates extensive knowledge and understanding of scientific models, theories and laws • applies extensive knowledge and understanding of the nature, use and practice of science in a range of contexts • identifies and develops valid scientific hypotheses and questions to make evidence-based predictions • designs appropriate, safe, ethical, valid and reliable scientific investigations and effectively follows plans to conduct investigations • analyses data and synthesises information to draw evidence-based scientific conclusions about trends, patterns and relationships • selects and applies a range of suitable problem-solving strategies and evaluates and compares proposed solutions to scientific problems • communicates comprehensive scientific ideas and arguments using relevant scientific evidence, language and terminology appropriate to audience and purpose.
Grade B	• this grade typically: • demonstrates thorough knowledge and understanding of scientific models, theories and laws • applies thorough knowledge and understanding of the nature, use and practice of science in a range of contexts • identifies and develops scientific hypotheses and questions to make logical predictions • designs appropriate, safe, ethical, valid and reliable scientific investigations and follows plans to conduct investigations • analyses data to draw evidence-based scientific conclusions about trends, patterns and relationships • selects and applies a range of suitable problem-solving strategies and evaluates proposed solutions to scientific problems • communicates scientific ideas and arguments using relevant scientific evidence, language and terminology appropriate to audience and purpose.
Grade C	• demonstrates sound knowledge and understanding of scientific models, theories and laws • applies sound knowledge and understanding of the nature, use and practice of science in a range of contexts • identifies and proposes scientific hypotheses and questions to make predictions • designs safe, ethical and valid scientific investigations and follows plans to conduct investigations • examines and uses data to draw scientific conclusions about trends, patterns and relationships • selects and uses problem-solving strategies and evaluates proposed solutions to scientific problems • communicates scientific ideas and arguments using scientific evidence, language and terminology appropriate to audience and/or purpose.

Grade D	• demonstrates elementary knowledge and/or understanding of some scientific principles or uses of science • asks questions and/or identifies predictions • conducts elements of safe and ethical scientific investigations • identifies trends, patterns or relationships • makes observations about given scientific problems • communicates some scientific information.
Grade E	• demonstrates elementary knowledge and/or understanding of some scientific principles or uses of science • asks questions and/or identifies predictions • conducts elements of safe and ethical scientific investigations • identifies trends, patterns or relationships • makes observations about given scientific problems • communicates some scientific information.