RANDWICK HIGH SCHOOL

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2026

Year 10 Assessment Booklet

RANDWICK HIGH SCHOOL YEAR 10 ASSESSMENT SCHEDULE

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Student Responsibilities
Students will be provided with the contents of this section as part of their Assessment Handbook.

A) Effort

- Students have a responsibility to complete all assessment tasks to the best of their individual ability and submit them to the class teacher at or before the time stipulated. In doing so, they must follow the requirements and directions indicated by the teacher in relation to the task and the Assessment Notification.
- The completion of an assessment task requires that the student make a serious attempt to achieve the task or specified outcomes. Superficial or exceptionally short responses to a task, or the submission of material which is off task, offensive or unrelated to the requirements will be deemed to be a non-serious attempt and a non-completion of the task.

B) Attendance

(i) General attendance

- Students must attend school regularly so they can meet all course requirements. School leave may be granted to cover an extended student absence on application. Parents should contact the school to ensure that the student is eligible and to confirm any alternative arrangements which may be required.
- Where a student's attendance pattern may jeopardise the satisfactory completion of a mandatory and/or Stage 5 course, the reason for absence and its likely effect on the student's course progress should be established.

Principals should consider:

- the nature and duration of the absence;
- the standing of the student within the course at the time of the absence;
- the student's prior pattern of attendance, application and achievement; and
- the ability and commitment of the student to compensate for the classroom experiences missed.
- Leave may be granted to cover absence from the school's educational program for short periods, provided that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected.
- When leave is granted by the principal, such leave should not, of itself, jeopardise the student's eligibility for the Record of School Achievement.
- In cases of prolonged absence and/or where the principal is not satisfied that course completion criteria can be met or that progress can be maintained, the principal may judge that catching up is not feasible. As far as possible, early warning of the consequences for a student of such an absence should be given. The warning must relate the absence to the non-completion of course requirements.

ii) During an assessment/Failure to submit on time

Years 7-9

- Submission of assessment tasks after the due date without an explanation will receive the following penalty: 20% of the available marks per day. A weekend will be counted as two days.
- Submission of assessment tasks without penalty after the due date require a written explanation from a parent/guardian or a medical practitioner and will be determined by the Head Teacher.
- The Head Teacher will determine the appropriate award of marks after analysing the explanations for missing an assessment task.
- Truancy from class on the day of an assessment will result in a mark of 0. This will be communicated by the Head Teacher to the parents, as well as the students.
- Submission of tasks is to be completed according to directions provided on the assessment notification form.

Years10-12

- If a student is absent, arrives late or fails to submit a 'hand in' assessment task at the due date and prescribed time, unless the student can provide appropriate documentary evidence of illness or misadventure they will receive a zero mark.
- To avoid receiving a zero mark, on the day of the task or on the first day back at school, the student must see Year Deputy Principal to obtain an Illness and Misadventure form. The form includes a request for appropriate documentary evidence which may include a Medical Certificate or statement from another relevant person, eg Counsellor. The Certificate or statement should provide details of the duration of the excuse. If the school does not deem this to be satisfactory, parents/caregivers will be notified immediately.
- Where a student absence is known in advance or when illness or misadventure occurs prior to the due date, an Illness and Misadventure form may be submitted prior to the date of the task. Where approval is granted, the student may be required to attempt an alternative task.
- All requests for special consideration are initially adjudicated by the class teacher and Head Teacher. If the request is declined, an appeal may be made to the Assessment Review Panel.
- If the student is absent for an examination task, the student, at the discretion of the relevant Deputy Principal, may be permitted to undertake an alternate examination at a later date.
- Students are obligated to submit assessment tasks as evidence of course completion. Students must submit or complete assessment tasks to the value of 50% or more of the assessment schedule marks regardless of whether individual tasks have received a mark penalty due to late submission.

C) Malpractice

If a student becomes aware of malpractice by a fellow student in an in- class assessment task they should report this to the classroom teacher immediately. For a hand in assessment task the student should make the classroom teacher aware of this at the time of submission. For suspected malpractice during a formal examination, the student should alert the exam supervisor during the examination.

Malpractice is any activity that allows students to gain an unfair advantage over other students, it includes but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own, using material directly from books, journals or the internet or created by AI without reference to the source.
- building on the ideas of another person without reference to the source.
- submitting work that another person, such as a parent, coach or subject expert has contributed substantially.
- using non-approved aids during an assessment task.

Malpractice may constitute either:

- Cheating: In the case of proven cheating, a mark of zero will be recorded for the assessment task, and the student's name entered onto the NESA Malpractice Register (see section below). Plagiarism is specifically a form of cheating, as is the use of unauthorised materials in exams in a way which provides direct material advantage for that student.
- Breach of Exam Processes: In cases of Breach of Exam Process, where direct cheating has not been observed by the teacher, a mark of 20% will be deducted from the student's result for that assessment task. Breach of Exam Process includes, but is not limited to:
  1. intentional disruption of the exam
  2. being in possession of unauthorised items in exams (eg phone or laptop)
  3. leaving the exam without permission.

A mark of zero will be awarded for any assessment task including examinations where it has been determine that the student has plagiarised, copied another student's work or participated in any form of cheating or unethical behaviour in relation to the completion or submission of an assessment task. This rule will apply to all students from Years 7-12.

Students in Years 10 to 12 will have their names put on the Malpractice Register on NESA if they have been shown to engage in malpractice.

In cases where a teacher suspects the use of AI to compose all or part of an assessment, a review will be conducted with the teacher and head teacher. Students will need to prove a drafting process, for example, showing edits on a Google doc, and/or may be asked to respond to questions to ascertain their knowledge and understanding of the content and process of composition. If the student cannot prove their assessment is original work, a zero mark may be awarded for all or some parts of the assessment, the assessment will need to be resubmitted for feedback, and the student will be registered on the NESA Malpractice register. A student can appeal the decision by following the appeals process.

D) Examinations

The following rules and advice apply to students in relation to examinations:

Attendance and Provisions

- Arrive early (at least 10-15 minutes) prior to your examination and be prepared for each examination
- Inform the school immediately if you are ill or have a misadventure which prevents you from attending an examination. If you become ill during an examination, inform the examination supervisor.
- Bring the right equipment.
- Wear full school uniform.
- Know what to bring with you based on the advice you have been provided by your teacher.
- You can, unless otherwise advised, bring the following items into your exams, but they must be available for inspection by the exam supervisor:
- Black pens
- Pencils, erasers and a sharpener (use pencils only when instructed to)
- A ruler marked in millimetres and centimetres
- Highlighter pens
- A clear bottle of water
- A non-programmable watch, which you must take off, place on your desk in clear view and not touch during the exam.
- All equipment must be placed in a clear plastic pencil case (eg snap lock bag).

You need to bring certain equipment (like a calculator) for some exams. See your classroom teacher for individual subject equipment required. If you are allowed a scientific calculator, make sure you have an approved model. All allowed equipment such as a calculator must be in good working order as any appeal under misadventure provision for equipment failure will not be upheld.

Leave other items at a teacher designated area.

You may not bring any of the following items into your exams:

- mobile phones- if seen with a mobile phone it will be confiscated for the course of the examination and an investigation will follow. In this event the student may receive zero for this examination.
- programmable watches, like smart watches
- any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players or electronic dictionaries
- paper or any printed or written material (including your exam timetable)
- dictionaries (except in language exams, if allowed)
- correction fluid or correction tape.

Once an exam has commenced, you can't borrow equipment. Exam staff may inspect your equipment when you enter the room and will tell you where to place any unauthorised items. While every effort will be made, they are not responsible for these items.

Behaviour

During each exam, you must:

- make a serious attempt
- conduct yourself quietly during exams so as not to disturb others
- follow the school's rules
- always follow the teacher's instructions

- make a serious attempt at the exam by answering a range of question types. Answering only multiple-choice questions is not considered a serious attempt
- answer in English, unless the question paper directs otherwise. If you don't write in English, you will get zero marks for your answer 7
- fill in the toilet break register if you need to access the toilet
- behave politely and courteously towards the supervisors and other students

During each exam, you must not:

- leave (finish) the exam early with the exception of the Year 12 trial HSC examination. In this case students must not leave the exam until an hour into the exam, as well as the last fifteen minutes of the exam. Unless approval from the parent/caregiver is provided, students who leave early, must move immediately to the school library and undertake study or sign out at the Front Office after parents are contacted.
- communicate with another student.
- take an exam paper out of the room.
- engage in any malpractice (cheat).
- include frivolous or objectionable material.
- take any of the items prohibited in section 5.2 into the room
- speak to anyone other than a supervisor.
- behave in any way likely to disturb another student or upset the exam's running.
- be affected by alcohol or illegal drugs.
- eat unless approved by NESA (for example, if you have diabetes).
- take any writing booklets, whether used or not, out of the room.
- leave the room until all papers are collected and you have been dismissed by the supervising teacher.

Applying for Illness/misadventure during Examinations

Apply if an illness or mishap affects your exam performance. If illness or misadventure stops you from attending an exam or affects your performance in the exam, it is your right and responsibility to make an illness/misadventure application. If you are or become ill during an examination, you are encouraged to complete the exam where possible. Where this is not possible, you must notify the Exam Supervisor during the exam. You must then see a doctor to obtain a medical certificate. Please follow the misadventure guidelines in your Student Assessment booklet for your year. Should you be unwell or have a doctor's certificate, please hand it in to the supervising teacher at the beginning of the exams.

Randwick High School AI Assessment Policy

Introduction:

At Randwick High School, we recognise the importance and influence of Artificial Intelligence (AI) in the educational landscape. Our AI Assessment Policy aims to outline the principles and practices of AI use within our school, ensuring alignment with academic integrity, state regulations, and our commitment to preparing students for the future.

Objectives:

Our policy aims to:

- Establish clear guidelines for AI use within assessments
- Ensure academic integrity and transparency are maintained
- Support differentiated learning
- Enhance critical and reflective thinking
- Provide ongoing support for staff and students
- Provide clarity for students, teachers, and parents

AI and Assessments

Randwick High School uses the AI Assessment Scale to communicate the level of AI use that is appropriate for each formal assessment task in Years 7-12. The level of AI use permitted for each task will be clearly communicated on the assessment notification.

1	**NO AI**	The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills. **AI must not be used at any point during the assessment.**
2	**AI-ASSISTED GENERATION AND STRUCTURING**	AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work. **No AI content is allowed in the final submission. You may be asked to provide documentation of prompts and chats.**
3	**AI-ASSISTED EDITING**	AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using AI. **AI can be used, but your original work with no AI content must be provided in an appendix.**
4	**AI TASK COMPLETION HUMAN EVALUATION**	AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output. **AI will be used to complete specified tasks in the assessment. Any AI created content must be cited.**
5	**FULL AI**	AI should be used as a "co-pilot" in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity. **AI may be used throughout the assessment to support student work. Students do not have to specify which content is AI generated.**

RANDWICK HIGH SCHOOL YEAR 10 ASSESSMENT SCHEDULE

Student responsibility:

AI level		Student responsibility
1	**NO AI**	Do not use AI for any stage of your task development. Keep all working documents and be prepared to provide version history of your work to verify AI was not used. Do not use AI generated responses in your final submission.
2	**AI-ASSISTED GENERATION AND STRUCTURING**	Save all AI chats with prompts to demonstrate how AI assisted with your planning and idea generation. Acknowledge the prompts you used in your reference list as advised below. Do not use AI to produce original content for your response.
3	**AI-ASSISTED EDITING**	Submit the original version of your assessment task, prior to receiving editing advice
4	**AI TASK COMPLETION, HUMAN EVALUATION**	Be critical about the information AI is providing by fact-checking against reliable sources such as academic journals. Provide discussion or commentary on the AI-generated content as stipulated in assessment task instructions.
5	**FULL AI**	Cite all AI-generated content in line with instructions below. Be critical about the information AI is providing by fact-checking against reliable sources such as academic journals. Submit reflection or evaluation of AI content as stipulated in assessment task instructions.

Referencing Generative AI

At Randwick High School, the use of Artificial Intelligence tools in assessment tasks will be considered academic misconduct unless the assessment task specifically directs students to use AI in some capacity in accordance with the AI Assessment Scale.
As with any resource, the use of Generative AI must be referenced.

In-text citation

Template: (Author, Year)
Example: (NSWEduChat, 2025)

Reference List

Template: Author, A.A. (Year). Title (Version x.x) [Format/Description]. Publisher. https://xxxxxxxxx.xxx
Example: NSWEduChat. (2025). NSWEduChat (November 25 version) [Large language model]. https://chat.education.nsw.gov.au/ft/#/chat

Images

Template:
Figure X
[AI generated image of...]
[IMAGE]
Note. Image generated using [name of GenAI tool/software], year (URL)
Example:
Figure 1
[AI generated image of a kitten sleeping on a cushion surrounded by books]
Note. Image generated using NSWEduChat, 2025 (https://chat.education.nsw.gov.au/ft/#/chat)

Documenting Prompts and Outputs
Template:
I acknowledge the use of insert AI system(s)/tool(s) [add link] to add how the AI was used. The prompts entered
into AI system(s)/tool(s) on date include:

- List the prompts.

Example:
I acknowledge the use of NSWEduChat [https://chat.education.nsw.gov.au/ft/#/chat] to generate ideas and material for background research and project planning in the drafting of this assignment. The following prompts were entered into ChatGPT on 30th November 2025:

- Explain the evidence for the existence of life outside of our solar system.

NSWEduChat
Randwick High School recommends the use of NSWEduChat, the department's generative artificial intelligence tool. NSWEduChat is the secure, department-owned generative artificial intelligence (AI) tool ensuring security, privacy and equity while offering tailored content for the NSW Education environment. The tool creates new opportunities to enhance teaching and learning and empowers users to advance their AI skills in a safer environment.

NSWEduChat is currently the safest and most cost-effective generative AI tool available for our schools. NSWEduChat is based in the departments own cloud environment in Sydney, Australia. Data is secure, caters to the NSW educational context and aligns to the NSW AI Assessment Framework.

How to access NSWEduChat
Staff and students can access NSWEduChat through:

- the department portal at https://portal.education.nsw.gov.au
- directly via chat.education.nsw.gov.au

Staff and students will need to log in using their NSW Department of Education login. Only the person who logged in should use NSWEduChat.

Suspected Misconduct
Student work that is suspected to have been completed because of certain types of academic misconduct may be provided with a further opportunity to authenticate their response. These opportunities may include but are not limited to:

- Student-teacher conferencing
- Multiple choice questions about the task or the student response
- Further stimulus for the student to demonstrate understanding
- The request of version history from the programs used to compose the assessment task

> The onus is on the student to be able to demonstrate authentic development of their response over time. Failure to do so may result in loss of marks in line with the assessment policy.

Student advice:

- Keep all versions of your work including early drafts or research collation
- Save AI chats – include timestamps for prompts or AI-assisted steps so it's clear when and why you used the tool
- Reference your work as you go, and in accordance with task requirements
- Never share personal information about yourself or others to AI systems.

ENGLISH

Course Overview:

Term 1 - Valuable Narrative Voices **(Novel)**

In this unit, students study a novel focusing on the context in which it was written and received. Students consider the value of the text, achieved through the narrative voice, style, theme and language. Students research the context of their studied novel to compose their own imaginative pieces with a focus on creating a valuable narrative voice.

Term 2 – Macbeth, Murder and the Tragic Hero **(Drama)**

In this unit, students' develop their reading, writing, speaking and language skills through an in-depth study of Shakespeare's Macbeth. Students read and view the play to gain an understanding and appreciation of the tragedy genre. This unit focuses on context, themes and issues connected with the tragic hero's downfall. Students will critically examine the play's relevance in their contemporary society, thereby deepening their understanding of their world.

Term 3 – Poetic Truth Telling **(Poetry)**

In this unit, students study a range of poetry from poets of different cultural backgrounds. In their study of texts, students gain an understanding of poetry as a means of self expression, protest, connection and a celebration of culture. Students will look at the work of Aboriginal poets of the 20th Century, examining the contextual influences that shaped their work. Additional poets studied may come from Middle Eastern, Asian, Australian, European, American backgrounds and LGBTQIA+ identities. Students will respond critically and creatively to the poems in a range of composition styles, examining the relationship between context, theme and representation through their study of poetry.

Term 4 – The Art of Film **(Film)**

This unit is designed to engage students in the study of film with a focus on style and genre through the critical study of an auteur director. Students will engage with at least two films from an auteur and discuss film techniques and stylistic elements. Their response on the films will allow for the demonstration of their skill in using the PEEL paragraph structure and analysing language and visual techniques. A focus on the thematic concerns of both films will be also analysed, through the stylistic elements of the film director. Students will also examine the key elements of each film, focusing on context behind each auteur. The focus is also identification of common elements and their treatment and impact between both films studied.

Assessment Schedule:

Task	Due Date	Nature of Task	Outcomes Assessed	Weighting
1	Term 1 Week 9	Essay - Novel Study	EN5-RVL-01, EN5-URB-01 EN5-ECA-01, EN5-ECB-01	25%
2	Term 2 Week 8-9	Multimodal Presentation	EN5-RVL-01, EN5-URA-01 EN5-URB-01, EN5-ECA-01	25%
3	Term 3 Week 9	Creative Response	EN5-RVL-01, EN5-URA-01 EN5-URB-01, EN5-URC-01	25%
4	Term 4 Exam Block Week 3	Yearly Examination	EN5-RVL-01, EN5-URC-01 EN5-URB-01	25%
			Total:	**100%**

DRAMA

Course Overview:

Term 1: Realism
Students continue to develop their performance skills, especially with regard to Realism and Stanislavski as a practitioner and understand how to perform a monologue. Students reflect on further performance techniques and their use of the elements of drama and production to create dramatic meaning and audience engagement on stage. Students also reflect on their performance in their logbook, continuing to develop their logbook writing skills.

Term 2: Group Performance
Students work in groups, refining their play-building skills. They also begin to learn the process of writing a rationale by studying and critiquing examples. Students also view live and recorded drama performances to reflect on what makes an effective and engaging piece of theatre.

Term 3: Indigenous Play Study and Essay Writing
Students study a play and begin to deepen their understanding of script writing and characterisation. Students perform selected scenes from the play and study drama essay writing.
Suggested texts:

- Stolen, Jane Harrison
- No Sugar, Jack Davis

Term 4: Screen and Stage
Students engage with a 5 week study of Screen and Stage performance and production elements. They study both a musical production and film, and produce their own individual project based on their chosen text.
Suggested texts:

- Strictly Ballroom, Baz Luhrmann and Craig Pearce (film
- A live theatre performance

Mini Unit - Physical Comedy
Students are introduced to Physical Comedy and Commedia dell'Arte through a number of workshops.

Assessment Schedule:

Task	Due Date	Nature of Task	Outcomes Assessed	Weighting
1	Term 1 Week 9	Monologue (15%) and Logbook (5%)	DR5-PER-01 DR5-PER-02 DR5-APP-01	20%
2	Term 2 Week 7	Presentation of Group Performance and Rationale	DR5-PER-01 DR5-MAK-01 DR5-MAK-02	20%
3	Term 3 Week 7	Performance (Formative Assessment) and Essay (30%)	DR5-APP-01 DR5-APP-02	30%
4	Term 4 Week 2	Individual Project (20%) and Logbook (10%)	DR5-MAK-01 DR5-MAK-02	30%
			Total:	**100%**

MATHEMATICS

Course Overview:

Year 10 Mathematics Course Outline
The Year 10 Mathematics Course follows the NSW Stage 5 syllabus, developing students' skills for everyday applications or extending their understanding with more complex concepts in preparation for higher-level mathematics in Stage 6.

The Core content focuses on essential mathematical skills needed for everyday applications and future studies in Standard Mathematics for Stage 6. It emphasises topics such as Algebra, Measurement, Probability, Statistics, and Financial Mathematics.

The Path content introduces more complex Algebraic Techniques, Functions, and Non-Right-Angled Trigonometry. Advanced students engage with more abstract reasoning and challenging problem-solving tasks, preparing students for Stage 6 Mathematics Advanced or Extension courses.

Assessment Schedule:

Task	Due Date	Nature of Task	Outcomes Assessed	Weighting
1	Term 1 Week 6	In-class Assessment	MA5-ARE-C-01, MA5-VOL-C-01 MA5-ARE-P-01*, MA5-VOL-P-01* MA5-IND-P-01*, MAO-WM-01	20%
2	Term 2 Exam Block Week 4	In-class Assessment	MA5-IND-C-01, MA5-MAG-C-01, MA5-ALG-C-01, MA5-PRO-C-01, MA5-PRO-P-01*, MAO-WM-01	30%
3	Term 3 Week 4	In-class Assessment	MA5-DAT-C-01, MA5-DAT-C-02, MA5-FIN-C-01, MA5-FIN-C-02, MAO-WM-01	20%
4	Term 4 Exam Block Week 3	Yearly Examination	MA5-TRG-C-01, MA5-TRG-C-02 MA5-LIN-C-02, MA5-NLI-C-01 MA5-TRG-P-02*, MA5-RAT-P-01* MA5-RAT-P-02*, MAO-WM-01	30%
			Total:	**100%**

* Outcomes assessed in advanced classes only.

SCIENCE

Course Overview:
By the end of Stage 5 students describe how the values and needs of contemporary society can influence the focus of scientific research and technological development in a variety of areas; including efficiency of use of electricity and non-renewable energy sources, the development of new materials, biotechnology, and plant, animal and human health.

Assessment Schedule:

Task	Date	Nature of Task	Outcomes	Weighting
1	Term 1 Week 7	Depth Study	SC5-9WS SC5-5WE SC5-14LW	20%
2	Term 2 Exam Block Week 4	Skills Test	SC5-7WS SC5-8WS SC5-17CW	15%
3	Term 2 Week 9 + Term 3 Week 4	Numeracy Task	SC5-10PW SC5-7PW SC5-8PW	25%
4	Term 4 Exam Block Week 3	Yearly Examination (All Stage 5 content outcomes)	SC5-8WS SC5-9WS SC5-10PW SC5-11PW SC5-12ES SC5-13ES SC5-14LW SC5-15LW SC5-16CW SC5-17CW	40%
			Total:	**100%**

MARINE AND AQUACULTURE TECHNOLOGY

Course Overview:

In the 100-hour course, students complete Core 1 and any five option modules.

In the 200-hour course, students complete Core 1, Core 2 and six option modules additional to those in the first 100 hours. Core 1 is to be studied at the beginning of the course and Core 2 is to be studied at the beginning of the second 100 hours of the course.

Assessment Schedule:

Task	Due Date	Nature of Task	Outcomes Assessed	Weighting
1	Term 1 Week 9	Topic Test 1	MAR5-10, MAR5-1, MAR5-7	25%
2	Term 2 Exam Block Week 6	Topic Test 2	MAR5-13, MAR5-8, MAR5-3	25%
3	Term 3 Week 9	Topic Test 3	MAR5-2, MAR5-4, MAR5-5	25%
4	Term 4 Exam Block Week 5	Topic Test 4	MAR5-9, MAR5-11, MAR5-6	25%
			Total:	**100%**

GEOGRAPHY

Course Overview:

Students explore the nature of environmental change and management and human wellbeing and the spatial variations on a local to global scale. Through a series of case studies students gain a deeper understand of the complex issues related to these topics. Students inquire into the issue and consequence of these variations and evaluate initiatives undertaken at different levels.

Assessment Schedule:

Task	Due Date	Nature of Task	Outcomes Assessed	Weighting
1	Term 1 Week 8	Research	GE5-6 GE5-7 GE5-8	15%
2	Term 2 Exam Block Week 4	Skills and Knowledge	GE5-1 GE5-2 GE5-7 GE5-8	15%
3	Term 3 Week 7	Fieldwork Task	GE5-2 GE5-3 GE5-7 GE5-8	30%
4	Term 4 Exam Block Week 3	Yearly Examination All content and skills to be assessed	GE5-1 GE5-2 GE5-3 GE5-4 GE5-5 GE5-6 GE5-7	40%
			Total:	**100%**

COMMERCE

Course Overview:

In Commerce, students learn knowledge, skills and values that form the foundation on which to make sound decisions on consumer, financial, business, economic, legal and political issues. Students develop an understanding of how political processes operate at various levels and how they can be involved in these processes to achieve desired outcomes. Students also learn to assess changes in our economy, how these changes relate to existing trends in the economic cycle and to explain the implications of these changes for consumers and businesses. Students develop an understanding of processes involved in moving towards independence. They develop an understanding of practical skills in arranging accommodation and financial cost management in living independently.

Assessment schedule:

Task	Due Date	Nature of Task	Outcomes Assessed	Weighting
1	Term 1 Week 10	Research Assignment	COM5-1, COM5-3, COM 5-5, COM5-7, COM5-8	15%
2	Term 2 Week 4	Topic Test	COM5-1, COM5-4, COM5-6, COM5-8	30%
3	Term 3 Week 8	Research Task	COM5-1, COM5-3, COM 5-5, COM5-7, COM5-8	15%
4	Term 4 Exam Block Week 3	Yearly Examination	COM5-1, COM5-2, COM 5-5, COM5-8, COM 5-9	40%
			Total:	**100%**

HISTORY

Course Overview:

In Year 10 History, students continue their study of the making of the Modern World and Australia, from World War II through to the present. Students enhance their skills in describing, explaining and assessing historical factors that shaped the modern world in a global context, and the ongoing impacts of these on the development of Australia as a nation. Moreover, they further develop their ability to process, analyse and synthesise information from a range of primary and secondary sources, and refine their ability to use sources to develop and support a historical argument. Topics studied include World War II, Australia and the Vietnam War Era, Rights and Freedoms from 1945 to the present, as well as Popular Culture.

Assessment Schedule:

Task	Due Date	Nature of Task	Outcomes	Weighting
1	Term 1 Week 9	Australia's Involvment in WW2: Module Test (Source & Knowledge)	HT5-1, HT5-2, HT5-4, HT5-5, HT5-6, HT5-9, HT5-10	20%
2	Term 2 Week 4	Rights and Freedoms: Research and Presentation (Oral and digital presentation)	HT5-1, HT5-2 HT5-3, HT5.6 HT5-8, HT5.9, HT5-10	25%
3	Term 3 Week 7	Australia and the Vietnam War Era: Research and in-class Essay	HT5-1, HT5-3 HT5-4, HT5.6, HT5.8, HT5-10	25%
4	Term 4 Exam Block Week 3	All topics: Yearly Examination	HT5-1, HT5-4 HT5.6, HT5-7, HT5.9, HT5-10	30%
			Total:	**100%**

HISTORY ELECTIVE

Course Overview:

In Year 10 History Elective, students continue to develop their skills in investigating the motives and actions of people over time as individuals, local communities, nations and in a global context. Students extend their understanding of significant historical concepts such as continuity and change, cause and effect and the significance and contestability of the past, in order to construct reasoned explanations and rational, informed arguments based on written and archaeological evidence. Moreover, through a study of historiography, students are challenged to account for differing perspectives of the past. In addition to communicating their understanding in written formats, students will also use ICT to research and present their findings and be provided with opportunities to undertake individual and group research based on student choice. There is scope and flexibility in the choice of case studies within each topic, which include:

Topic 1: History, Heritage and Archaeology (eg Film as History)
Topic 2: Ancient, Medieval and Modern Societies (eg Aboriginal and Torres Strait Islander History)
Topic 3: Thematic Studies (eg Myths and Legends; Medicine Throughout the Ages; Jack the Ripper)

Assessment Schedule:

Task	Due Date	Nature of Task	Outcomes	Weighting
1	Term 1 Week 9	Thematic Study: Research Task and Creative Presentation	HTE5-1 HTE5-2 HTE5-6 HTE5-8 HTE5-10	25%
2	Term 2 Week 4	History, Heritage and Archaeology: Research/ Presentation	HTE5-1 HTE5-2 HTE5-6 HTE5-8 HTE5-10	25%
3	Term 3 Week 5	Ancient, Medieval and Modern Societies: Digital/Oral Research Presentation	HTE5-1 HTE5-2 HTE5-4 HTE5-8 HTE5-10	25%
4	Term 4 Exam Block Week 3	Thematic Study: In class examination	HTE5-1 HTE5-5 HTE5-6 HTE5-7 HTE5-8 HTE5-9 HTE5-10	25%
			Total:	**100%**

MODERN LANGUAGES

Languages: Chinese, French, Spanish, Japanese

Course Overview:

At Randwick High School in Year 10, students continue their study of their elected language. The aim of Modern Languages in Year 10 is to empower students to become effective communicators in the target language by developing linguistic competence and intercultural understanding. The variety of assessments tasks given reflect the required outcomes of interactive, understanding texts and creating texts.

Assessment Schedule:

Task	Due Date	Nature of Task	Outcomes Assessed	Weighting
1	Term 1 Week 9	Listening Task	ML5-UND-01	20%
2	Term 2 Exam Block Week 4	Half-Yearly Exam Writing and Reading Task	ML5-CRT-01 ML5-UND-01	30%
3	Term 3 Week 7	Speaking Task	ML5-INT-01	20%
4	Term 4 Exam Block Week 3	Yearly Final Exam Listening Reading	ML5-UND-01	30%
			Total:	**100%**

PDHPE

Course Overview:

The Year 10 PDHPE NSW Curriculum prepares students for lifelong health and wellbeing by exploring complex topics such as mental health, stress management, respectful relationships, sexual health, drug and alcohol education, and personal safety. Students critically analyse health influences, risk-taking behaviours and decision-making strategies while developing skills for maintaining a balanced and active lifestyle. The practical component focuses on refining movement skills, improving fitness, and applying tactical awareness in various sports and physical activities. Assessment includes a combination of theoretical and practical tasks, such as research projects, fitness challenges, skill demonstrations, and reflective activities, to support students in becoming confident, informed, and active individuals.

Assessment Schedule:

Task	Due Date	Nature of Task	Outcomes Assessed	Weighting
1	Term 2 Week 3	Lifelong Health and Fitness - App Design	PD5-2, PD5-6, PD5-7, PD5-8	25%
2	Term 2 Week 3	Physical Literacy Continuum - Net and Court Games	PD5-4, PD5-5, PD5-11	25%
3	Term 4 Week 3	21st Century Sexuality - In Class Examination	PD5-1, PD5-2, PD5-3, PD5-7, PD5-9	25%
4	Term 4 Week 3	Physical Literacy Continuum - Invasion Games	PD4-5, PD4-5, PD5-10	25%
			Total:	**100%**

PASS

Course Overview:

The Year 10 PDHPE NSW Curriculum prepares students for lifelong health and wellbeing by exploring complex topics such as mental health, stress management, respectful relationships, sexual health, drug and alcohol education, and personal safety. Students critically analyse health influences, risk-taking behaviours, and decision-making strategies while developing skills for maintaining a balanced and active lifestyle. The practical component focuses on refining movement skills, improving fitness, and applying tactical awareness in various sports and physical activities. Assessment includes a combination of theoretical and practical tasks, such as research projects, fitness challenges, skill demonstrations, and reflective activities, to support students in becoming confident, informed, and active individuals.

Assessment Schedule:

Task	Due Date	Nature of Task	Outcomes Assessed	Weighting
1	Term 1 Week 10	Coaching - Design and Evaluation	PASS5-5, PASS5-6, PASS5-7, PASS5-8	25%
2	Term 2 Week 4	Physical Literacy Continuum - Kicking and Target Games	PASS5-7, PASS5-9	25%
3	Term 4 Week 3	Sports Injury - Depth Study	PASS5-1, PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-10	25%
4	Term 4 Week 3	Physical Literacy Continuum - World Games	PASS5-8, PASS5-9	25%
			Total:	**100%**

COMPUTING TECHNOLOGY

Course Overview:

Computing Technology Year 10 focuses on computational, design and systems thinking. It also develops programming (coding) and problem-solving skills. The knowledge and skills developed in the course enable students to contribute to an increasingly technology-focused world.

Assessment Schedule:

Task	Due Date	Nature of Task	Outcomes	Weighting
1	Term 1 Week 8	Game Design and Research Task	CT5-EVL-01 CT5-THI-01	15%
2	Term 2 Week 7	Game Development Project	CT5-COL-01 CT5-COM-01 CT5-DES-01 CT5-DPM-01 CT5-OPL-01 CT5-SAF-01	35%
3	Term 3 Week 3	Automated Systems - Research Task	CT5-EVL-01 CT5-THI-01	20%
4	Term 4 Exam Block Week 3	Yearly Examination	CT5-COL-01 CT5-COM-01 CT5-DES-01 CT5-DPM-01 CT5-OPL-01 CT5-THI-01 CT5-SAF-01	30%
			Total	**100%**

DESIGN AND TECHNOLOGY

Course Overview:

Students explore design concepts, processes, and technologies while developing skills in digital modelling, prototyping, and project management. They examine past, current, and emerging technologies and their impact on individuals, society, and the environment. Ethical and responsible design principles, including sustainability and preferred futures, are considered throughout. Using tools such as CAD and laser cutting, students create innovative and high-quality design solutions.

Assessment Schedule:

Task	Due Date	Nature of Task	Outcomes	Weighting
1	Term 2 Week 3	Design Task with Portfolio: Tiny Houses - Architecture Project	DT5-7 DT5-5 DT5-9 DT5-1	30%
2	Term 2 Week 9	Case Study: James Dyson	DT5-3 DT5-4 DT5-5	20%
3	Term 3 Week 10	Design Task with Portfolio: Light It Up! Product Design	DT5-2 DT5-8 DT5-10	30%
4	Term 4 Exam Block Week 3	Yearly Examination	DT5-1 DT5-3	20%
			Total	**100%**

FOOD TECHNOLOGY

Course Overview:

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe work practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life. Students will develop the ability to design, produce and evaluate solutions to situations involving food. These skills are transferable to other study, work and life contexts that students may encounter.

Assessment Schedule:

Task	Due Date	Type of Task	Outcomes	Weighting
1	Term 1 Week 10	Food for Special Occasions Folio	FT 5-1 FT 5-5 FT 5-9 FT 5-10	30%
2	Term 2 Week 10	Food Product Development Folio and practical	FT 5-2 FT 5-4 FT 5-11 FT 5-13	30%
3	Term 3 Week 8	Food Equity Research task	FT 5-6 FT 5-8 FT 5-13	20%
4	Term 4 Exam Block Week 3	Yearly Examination All Topics	FT5-3 FT5-4 FT5-6 FT5-7 FT5-12	20%
			Total:	**100%**

INDUSTRIAL TECHNOLOGY (MULTIMEDIA)

Course Overview:

Industrial Technology - Multimedia provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia, photography and associated industries. Assigned practical projects reflect the nature of Multimedia in industry and the use of Multimedia technologies. The course consists of project work and an industry study that will develop a broad range of skills and knowledge related to the multimedia focus area.

Assessment Schedule:

Task	Due Date	Nature of Task	Outcomes Assessed	Weighting
1	Term 1 Week 8	Apps and Interactivity Foundations ▪ App design concept ▪ Basic UI wireframes ▪ Simple clickable prototype	IND5-7 IND5-10	25%
2	Term 2 Week 6	Apps & Interactivity Applied Build ▪ Refined interactivity interface + extended ▪ Usability testing with short evaluation ▪ Final prototype	IND 5-2 IND 5-9	25%
3	Term 3 Week 5	Game + 3D Design Prototype ▪ Simple game concept + logic map ▪ 3D modelling of 1-2 assets (object/ character/environment) ▪ Small interactive prototype demonstrating a core mechanic	IND5-5 IND5-9	40%
4	Term 4	Yearly Examination Knowledge + skills exam across design process, digital tools, multimedia technologies, evaluation and problem-solving	IND5-7 IND5-10 IND5-2 IND5-9 IND5-5	20%
			Total:	**100%**

INDUSTRIAL TECHNOLOGY (TIMBER)

Course Overview:

The study of Industrial Technology Timber provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. Students develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

Students investigate Work Health and Safety (WHS) matters and related work environments while developing a range of skills that equip them for future learning, potential vocational pathways, and leisure and lifestyle activities involving technologies.

Assessment Schedule:

Task	Due Date	Nature of Task	Outcomes	Weighting
1	Term 1 Week 9	Research Task	IND5-5 IND5-8 IND5-10	25%
2	Term 2 Week 10	Practical Project 1: Mortise and Tenon Joinery	IND5-1 IND5-3 IND5-4 IND5-5 IND5-6 IND5-8	25%
3	Term 3 Week 10	Practical Project 2: Bedside Table	IND5-1, IND5-4 IND5-6 IND5-7 IND5-8	25%
4	Term 4	Yearly Examination All topics	IND5-1 IND5-2 IND5-4 IND5-8 IND5-9 IND5-10	25%
			Total:	**100%**

TEXTILES AND DESIGN

Course Overview:

The study of Textiles Technology provides students with knowledge of the properties, performance and uses of textiles. They explore fabrics, yarns, fibres and colouration. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Textile projects give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

Assessment Schedule:

Task	Due Date	Type of Task	Outcomes	Weighting
1	Term 2 Week 4	Practical Project with Folio: Summer Apparel	TEX5-2 TEX5-4 TEX5-8 TEX5-10 TEX5-11 TEX5-12	30%
2	Term 3 Week 4	Practical Project with Folio: Indian Inspired Cushion	TEX5-5 TEX5-6 TEX5-8 TEX5-9 TEX5-10 TEX5-11 TEX5-12	30%
3	Term 3 Week 9	Industry Case Study	TEX5-2 TEX5-3 TEX5-7	20%
4	Term 4 Date TBC	Yearly Examination	TEX5-1 TEX5-2 TEX5-3 TEX5-6 TEX5-7	20%
			Total	**100%**

DANCE

Course Overview:

The Year 10 Dance NSW Curriculum continues to build students' dance skills and creative expression, with a focus on choreographic techniques, performance, and dance appreciation. Students explore a range of dance styles, including contemporary, jazz, and other cultural or historical genres, while deepening their understanding of the elements of dance: body, space, time, and energy. They create and refine original dance works, exploring various choreographic processes, and enhance their performance skills. The course also includes critical analysis of dance works and their context, as well as studying the role of dance in society and its cultural significance. Assessment includes practical performances, choreography tasks, written reflections, and analysis of dance pieces, promoting both technical ability and an appreciation of dance as an art form.

Assessment Schedule:

Task	Due Date	Nature of Task	Outcomes Assessed	Weighting
1	Term 1 Week 8	Performance/Appreciation Technique Exercises/Routine/Musical Theatre Research	5.1.1, 5.1.2, 5.1.3, 5.3.1, 5.3.3, 5.4.1	30%
2	Term 2 Week 9	Composition Composition/Informal discussion	5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.3.3, 5.4.1	30%
3	Term 3 Week 8	Performance/Appreciation Sequence - Technique Development Research Task - Ochres	5.1.1, 5.1.2, 5.1.3, 5.3.1, 5.3.3, 5.4.1	30%
4	Term 4 Week 5	Performance/Composition / Appreciation Dance Film	5.1.2, 5.3.1, 5.3.2	10%
			Total:	**100%**

MUSIC

Course Overview:

Students complete activities in performance, listening and composition, learning to perform as soloists and ensemble members, to analyse music in depth, and compose pieces using traditional and non-traditional methods. Students learn about music from a variety of styles, periods and genres.

Assessment Schedule:

Task	Due Date	Nature of Task	Outcomes Assessed	Weighting
1	Term 1 Week 8	Task A: Listening Task	MU5-LIS-01 MU5-LIS-02 MU5-PER-01 MU5-PER-02	20%
2	Term 2 Week 2	Task B: Performance Solo or Ensemble		20%
3	Term 3 Week 4	Composition	MU5-COM-01 MU5-COM-02	20%
4	Term 4 Week 3	Written Examination Listening, Theory Performance Solo or Ensemble	MU5-LIS-01 MU5-LIS-02	20% 20%
			Total:	**100%**

VISUAL ARTS

Course Overview:

The Distorted Figure: The Conventions of the Representation of the Figure
3D Hybrid Wearables: 3D Sculptural Wearables: experiments in 3D forms resulting in a wearable design and construction

Assessment Schedule:

Task	Due Date	Nature of Task	Outcomes Assessed	Weighting
1	Term 2 Week 2	Practical task and VAPD	5.1, 5.3, 5.6	30%
2	Term 2 Week 4	Extended Response/Exam	5.7, 5.8, 5.10	20%
3	Term 4 Week 2	Body of Work and VAPD	5.1, 5.4, 5.5, 5.6	35%
4	Term 4 Week 2	Exam	5.8, 5.9, 5.10	15%
			Total:	**100%**

PERSONAL ASSESSMENT SCHEDULE

PERSONAL ASSESSMENT SCHEDULE - **Term 1**

DATE	SUBJECT	TYPE OF TASK
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		
Week 10		

PERSONAL ASSESSMENT SCHEDULE

PERSONAL ASSESSMENT SCHEDULE - **Term 2**

DATE	SUBJECT	TYPE OF TASK
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		
Week 10		
Week 11		

PERSONAL ASSESSMENT SCHEDULE

PERSONAL ASSESSMENT SCHEDULE - **Term 3**

DATE	SUBJECT	TYPE OF TASK
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		
Week 10		

PERSONAL ASSESSMENT SCHEDULE

PERSONAL ASSESSMENT SCHEDULE - **Term 4**

DATE	SUBJECT	TYPE OF TASK
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		
Week 10		