COURSE OUTLINES AND ASSESSMENT
Westport High School

Year 10 Course Outline and Assessment Book

Introduction
The purpose of this document is to give parents and students a broad outline of the course content students will be studying and a summary of the marks allocated for the formal assessment of student achievement in each course.

The School Certificate has been replaced with the NSW Record of School Achievement (RoSA). The new credential will:
- be a record of the full range of student achievements right up to the day they do their HSC or leave school
- provide an electronic record of achievements that students can use at any time
- use assessment by teachers in schools, moderated by the Board of Studies NSW to ensure reliability and fairness of grades
- provide the capacity to record vocational courses and students’ vocational experiences as well as citizenship and leadership achievements
- offer on-line literacy and numeracy tests, with particular emphasis on work readiness, that students will be able to undertake twice a year.

Course Completion Criteria
A student will be considered to have satisfactorily completed a course, if, in the Principal’s view, there is sufficient evidence that the student has:
- followed the course developed and endorsed by the Board, and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

You will receive an ‘N’ determination in a course if you do not meet all of the above requirements. As a guide however, if a student’s attendance falls below 85% of a school’s programmed lesson time for a course, the Principal may decide that, as a result of absence, the course completion criteria have not been met.

At any time it appears that a student is at risk of receiving an ‘N’ determination in any course, the Principal will warn the student as soon as possible and advise the parent or guardian in writing, (if the student is under 18 years of age). This warning will be given in time for the problem to be corrected.

Students who have not complied with the above requirements and have received two written warnings cannot be regarded as having satisfactorily completed the course. The Principal may then apply the ‘N’ determination.

Application
Satisfactory application is essential. Students are expected to complete all Assessment Tasks and all class work. If you fail to hand in work or fail to make a genuine attempt at Assessment Tasks or class work, then you will be warned that this poor application may lead to an “N” Award in the course. Repeated lack of application will lead to the Principal stating that you have not satisfactorily completed that course and it will not appear on your Record of School Achievement.
School Based Assessment

Students will be awarded a grade for each of the courses they have studied in Years 9 and 10. The grades are based on a set of Course Performance Descriptors developed by the Board of Studies. They indicate a student’s full range of achievements in each course, providing a detailed report of the student's overall performance.

In general, each subject will use forms of assessment which will rank students within a course, following which, teachers and the relevant Head Teacher will award a grade based on each student’s individual performance. Assessments of performance will not take into account your interests, attitude, health or conduct.

Course Performance Descriptors

The type and number of tasks may differ between courses and schools. You are being assessed on your performances within the course group at Westport High School. The criteria on which you are being assessed are the same for all students in the State. These criteria are known as Course Performance Descriptors.

Your achievement will be reported as a grade A–E. In Mathematics, the grades have been further differentiated to nine levels: A10, A9, B8, B7, C6, C5, D4, D3, E2.

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<thead>
<tr>
<th>Grade</th>
<th>General Performance Descriptors</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Indicates excellent achievement in the course. The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.</td>
</tr>
<tr>
<td>B</td>
<td>Indicates high level of achievement in the course. The student has thorough knowledge and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply this knowledge and skills to most new situations.</td>
</tr>
<tr>
<td>C</td>
<td>Indicates substantial achievement in the course. The student has demonstrated attainment of the main knowledge and skills objectives of the subject and has achieved a sound level of competence in the processes and skills of the course.</td>
</tr>
<tr>
<td>D</td>
<td>Indicates satisfactory achievement in the course. The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.</td>
</tr>
<tr>
<td>E</td>
<td>Indicates elementary achievement in the course. The student has an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.</td>
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</tbody>
</table>

Course Assessment Schedules

An assessment policy which has been developed for each course within the school will be issued to you in this booklet. It is your responsibility to check with the relevant class or Head Teacher if you do not understand any part of the subject policy.

The course policy is mandatory and is not negotiable. It will contain information about the set tasks which will be used to measure your performance in your sources. The course policy also indicates approximately when the various assessment tasks will take place, and tells you the nature and relative value of each task. You will usually be given two weeks notice of common assessment tasks, or of changes to the times of assessment tasks.
Submission of Assessment Tasks

Unless the school specifies otherwise in writing, you must hand in Assessment Tasks on the due date. In general, it is your responsibility to be present at school when task information is given out, and to apply in writing for an extension of time, supplying relevant evidence, for consideration before the due date of the task.

If you submit an assessment task late without written approval from the relevant Head Teacher or a medical certificate, then a penalty of 10% per day up to a maximum of 5 days will be applied. After 5 days a mark of zero will be awarded.

Attendance at certain times specified for in class assessment tasks is compulsory. Your absence will only be accepted by the teacher and an alternative task set or estimate given if your produce satisfactory medical or other relevant evidence. Otherwise, a mark of zero may be awarded.

You must see your class teacher or the Head Teacher as soon as possible after your return to school if you have missed a task or assessment deadline.

The Principal may, in exceptional circumstances, authorise that an estimate be given for a task. It is the responsibility of the student to provide a written application and relevant evidence to the Head Teacher for a case to be considered. If you do anything to advantage yourself at the expense of others, a mark of zero may be awarded for that task.

Students should ensure that
- your own work is submitted when assessment tasks are completed out of class.
- assessment task requirements about individual effort and referencing of sources are met.

Malpractice in Assessment Tasks

During all assessment tasks which are tests or examinations, you are subject to the normal examination rules of this school. You may not speak to any student or behave in any way likely to disturb the work of others.

Plagiarism is using another person’s work without acknowledging the composer. If plagiarism is detected in an assessment task it will be awarded no marks. Your teacher will assist you in how to acknowledge your reference material.

If you do not follow these rules or if you cheat during an assessment task, or do not make a serious attempt you will immediately reported to the Head Teacher and the Deputy Principal and you may get a mark of zero for the task.

Technology and assessment tasks

Technology and / or computer equipment failure may not be valid grounds for misadventure involving the late submission of assessment tasks. To assist students in the utilisation of technology, the following guidelines should be considered:
- always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly.
- Print out copies of drafts and keep them while the assignment is in progress.
- Bring a copy of the file to school by email, USB or CD.

Grievances

If you have a grievance of any matter to do with Course Assessment Tasks, it is your responsibility to resolve the matter with your class teacher. If the matter cannot be resolved, then you should discuss it with the relevant Head Teacher, then the Student Adviser and the Deputy Principal.
**Reporting**

You will be told your results for each individual assessment task and may discuss the mark with your class teacher at that time. Once finalised, your assessment task marks cannot be altered or deleted. Your parents will receive a ½ Yearly report covering first semester work and a Yearly report which will include assessment tasks for both semesters.

Student achievement will be reported using the following A – E Scale.

**A – Outstanding Achievement:**
The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

**B – High Achievement:**
The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

**C – Sound Achievement:**
The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

**D – Basic Achievement:**
The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

**E – Limited Achievement:**
The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

**Checklist for homework**

I have done my homework when I:

- complete all the work I didn't finish in lessons
- complete assignments or tasks set by the teacher
- study all the notes I have taken
- list questions to ask teachers about work I don’t understand
- commit to memory the things I am expected to learn
- study the parts of my textbooks / handouts that relate to classwork
- learn and understand any handouts provided in lessons
- prepare myself for exams / tests / assessments
- do some reading every day
- check my diary to make sure I completed all my homework
- pack my bag for tomorrow / check timetable and equipment
- average more than the minimum time per day over the week.

**Study program guidelines**

Year 10 students should complete a minimum of 2 hours a day, 5 days a week of home study and revision. The school homework centre operates on Monday and Wednesday afternoons in the library between 3.00pm and 4.30pm. Students are encouraged to take advantage of the centre.
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### Important Dates

- **25th March** – Parent Teacher Evening
- **22nd July** - Parent Teacher Evening
- Half Yearly Reports issued – June
- Yearly Reports issued – December

### ICAS Competitions

- Computer skills – 20th May
- Science – 4th June
- Writing – 16th June
- Spelling – 17th June
- English – 29th July
- Mathematics – 12th August

- Australian Mathematics Competition – 7th August
- Australian Infomatics Competition – 25th March

(Competition enquiries - See the relevant Head Teacher)
AGRICULTURAL TECHNOLOGY

Year 10

Course Outline
In Agricultural Technology, students will be working on the school farm in their vegetable gardens and also studying a variety of animal and plant enterprises, including, but not limited to:
- Poultry Production 2
- Horticulture
- Beef Production
- Alpaca Production

Outcomes
1. Performs plant and animal activities safely and in cooperation with others.
2. Knowledge and understanding of the factors that interact in agricultural production systems.
3. Knowledge and understanding of sustainable agricultural production.
4. Skills in effective research, experimentation and communication.

<table>
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<th>Outcomes</th>
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<th>Date</th>
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<tbody>
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<td><strong>Half Yearly Assessment</strong></td>
<td></td>
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<tr>
<td>Task 1 – Research Task</td>
<td>4</td>
<td>30%</td>
<td>Term 1 Week 7</td>
</tr>
<tr>
<td>Task 2 – Garden / Practical Work</td>
<td>1</td>
<td>40%</td>
<td>Term 2 Week 4</td>
</tr>
<tr>
<td>Task 3 – Half Yearly Examination</td>
<td>2 &amp; 3</td>
<td>30%</td>
<td>Term 2 Week 6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
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</tr>
<tr>
<td><strong>Yearly Assessment</strong></td>
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<tr>
<td>Half Yearly Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task 4 – Research Task</td>
<td>4</td>
<td>30%</td>
<td>Term 3 Week 5</td>
</tr>
<tr>
<td>Task 5 – Garden / Practical Work</td>
<td>1</td>
<td>30%</td>
<td>Term 4 Week 4</td>
</tr>
<tr>
<td>Task 6 – Yearly Examination</td>
<td>2 &amp; 3</td>
<td>40%</td>
<td>Term 4 Week 5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Resources
A range of texts will be made available to students including Dynamic Agriculture.
CHILD STUDIES

Year 10

Course Outline
Child studies will assist you to understand the significant impact of the child’s environment and the role that the child and others can take in the active construction of this environment.

Learning in Child Studies will promote a sense of empathy for children, their parents, caregivers and those that have the potential to influence the learning environments. It contributes to the development in young people of an understanding and appreciation of the range of ways they can positively impact on the wellbeing of children through roles in both paid and unpaid contexts.

Child Studies enables young people to understand the interrelated factors that influence the early years and their impact on the next generation of successful, creative and confident learners and community members.

Outcomes
1.2  Describes the factors that affect the health and wellbeing of the child
1.3  Analyses the evolution of childhood experiences and parenting roles over time
2.1 Plans and implements engaging activities when educating and caring for young children within a safe environment
2.2  Evaluates strategies that promote the growth and development of children
2.3  Describes a range of appropriate parenting practices for optimal growth and development
3.2  Evaluates the role of community resources that promote and support the wellbeing of children and families
3.3 Analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
4.1 Demonstrates a capacity to care for children in a positive, understanding and tolerant manner in a variety of settings and contexts
4.2 Analyses and compares information from a variety of sources to develop an understanding of child growth and development
4.3 Applies appropriate evaluation techniques when creating, discussing and assessing information related to child growth and development

Assessment Tasks
<table>
<thead>
<tr>
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<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half Yearly Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Interactions Task</td>
<td>2.3, 3.3</td>
<td>20%</td>
<td>Term 1 Week 2</td>
</tr>
<tr>
<td>Health and Safety Research</td>
<td>2.1, 3.2, 4.2</td>
<td>35%</td>
<td>Term 1 Week 8</td>
</tr>
<tr>
<td>Play and Developing Child Toy task</td>
<td>2.1, 2.2</td>
<td>35%</td>
<td>Term 2 Week 6</td>
</tr>
<tr>
<td>Bookwork</td>
<td>2.1, 2.2</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
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<td></td>
<td>Total</td>
<td>100%</td>
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<tr>
<td>Yearly Assessment</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Half Yearly Assessment</td>
<td>1.3, 2.1, 3.3</td>
<td>50%</td>
<td>Term 3 Week 4</td>
</tr>
<tr>
<td>Media Technology Task</td>
<td>1.3, 2.1, 3.3</td>
<td>20%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Caring for babies virtual experience</td>
<td>4.1</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Children and culture games and songs</td>
<td>1.2, 3.3</td>
<td>20%</td>
<td>Term 4 Week 2</td>
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<td></td>
<td>Total</td>
<td>100%</td>
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</tbody>
</table>

Resources
A range of texts and resources will be made available to students.
DRAMA

Year 10

Course Outline

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<th>Semester 1</th>
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<td>Playbuilding</td>
<td>Group devised</td>
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<tr>
<td>Characterisation</td>
<td>Monologues</td>
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Outcomes

1. Interpret and present scripted plays
2. Manipulate selected theatrical techniques
3. Work cooperatively as part of a group
4. Create and sustain a character
5. Utilise skills in improvisation
6. Demonstrate use of voice and movement

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<tr>
<td>Half Yearly Assessment</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Improvisation</td>
<td>3, 5</td>
<td>40%</td>
<td>Term 1 Week 10</td>
</tr>
<tr>
<td>Playbuilding and theatre techniques</td>
<td>1, 3, 6</td>
<td>40%</td>
<td>Term 2 Week 9</td>
</tr>
<tr>
<td>Characterisation</td>
<td>2, 4</td>
<td>20%</td>
<td>Term 2 Week 9</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
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</table>

Yearly Assessment

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Outcomes</th>
<th>Weightings</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half Yearly Assessment</td>
<td>40%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commedia Dell'arte</td>
<td>2, 4, 5</td>
<td>20%</td>
<td>Term 3 Week 7</td>
</tr>
<tr>
<td>Group Devised</td>
<td>3, 6</td>
<td>20%</td>
<td>Term 4 Week 5</td>
</tr>
<tr>
<td>Monologue</td>
<td>1, 2</td>
<td>20%</td>
<td>Term 4 Week 5</td>
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<tr>
<td>Total</td>
<td>100%</td>
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Resources

Students will be provided scripts and reference material. Students will require a Drama Diary for keeping a record of plays, characterisation etc.
ENGLISH

Year 10

Course Outline
The study of English in Year 10 aims to develop students' knowledge, understanding, appreciation and enjoyment of the English language, to develop their skills as effective communicators as they prepare for further study or the workplace.

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

Assessment Tasks

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<td></td>
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<tr>
<td>Task 1 – Short story and reflection</td>
<td>1A, 8D, 9E</td>
<td>50%</td>
<td>Term 1 Week 11</td>
</tr>
<tr>
<td>Task 2 – Persuasive text and critical reflection</td>
<td>3B, 4B, 8D</td>
<td>50%</td>
<td>Term 2 Week 4</td>
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<tr>
<td>Total</td>
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<tr>
<td>Half Yearly Assessment</td>
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</tr>
<tr>
<td>Task 3 – Oral presentation</td>
<td>2A, 6C, 7D</td>
<td>40%</td>
<td>Term 3 Week 6</td>
</tr>
<tr>
<td>Task 4 - Essay</td>
<td>3A, 5C</td>
<td>20%</td>
<td>Term 4 Week 5</td>
</tr>
<tr>
<td>Task 5 - Yearly Examination</td>
<td>All outcomes</td>
<td>20%</td>
<td>Term 4 Week 5</td>
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<tr>
<td>Total</td>
<td></td>
<td>100%</td>
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Resources
Drawn from all modes (Reading, Writing, Representing and Speaking and Listening), as well as a wide variety of media, including print (e.g. novel, poetry, article), audio (e.g. radio, performance, songs) and visual (e.g. pictures, posters) or any combination of these (e.g. television, magazines, websites).
FOOD TECHNOLOGY

Year 10

Course Outline
Core Areas:
- Food Preparation and Processing
- Nutrition and Consumption
Focus Areas:
- Food for Special Needs
- Food Service and Catering

Outcomes
5.1.1 demonstrates hygienic handling of foods to ensure a safe and appealing product
5.1.2 identifies, assesses and manages the risks of injury and OHS issues associated with the handling of food
5.2.1 describes the physical and chemical properties of a variety of foods
5.2.2 accounts for changes to the properties of which occur during food processing, preparation and storage
5.2.3 applies appropriate methods of food processing, preparation and storage
5.3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
5.3.2 justifies food choices by analysing the factors that influence food habits
5.4.1 collects, evaluates and applies information from a variety of sources
5.5.1 selects and employs appropriate techniques and equipment for a variety of food specific purposes
5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes

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<td>Half Yearly Assessment</td>
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<tr>
<td>Eat Well Live Well Task</td>
<td>5.3.1, 5.3.2, 5.4.1, 5.5.2, 5.4.2</td>
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<td>Term 1 Week 9</td>
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<tr>
<td>Practicals - Eat Well Live Well</td>
<td>5.1.1, 5.2.3</td>
<td>40%</td>
<td>Term 1 &amp; 2</td>
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<td>Half Yearly Examination</td>
<td>5.3.1, 5.3.2</td>
<td>30%</td>
<td>Term 2 Week 6</td>
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<tr>
<td>Total</td>
<td></td>
<td>100%</td>
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<tr>
<td>Yearly Assessment</td>
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<tr>
<td>Half Yearly Assessment</td>
<td></td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Task – Are you being Served</td>
<td>5.1.1, 5.1.2, 5.4.1, 5.6.1, 5.4.2</td>
<td>20%</td>
<td>Term 3 Week 9</td>
</tr>
<tr>
<td>Practicals– Are you being Served</td>
<td>5.1.1, 5.2.3</td>
<td>20%</td>
<td>Term 3 &amp; 4</td>
</tr>
<tr>
<td>Yearly Examination</td>
<td>5.2.1, 5.2.2, 5.6.2</td>
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Resources
- Workbooks
- Websites provided with assessment tasks
GEOGRAPHY

Year 10

Course Outline
Geography incorporates learning related to Australian geography and the interaction of human and physical geography in a local context. Geography is a rich and complex discipline involving two key dimensions:
- the spatial dimension – where things are and why they are there
- the ecological dimension – how humans interact with environments.
Focus 1: Ways in which geographical understanding contributes to the sustainable management of issues affecting the Australian environment.
Focus 2: Australia in its regional and global contexts and the roles of individuals and groups in planning for a better future.

Outcomes
5.1 identifies, gathers and evaluates geographical information
5.2 analyses, organises and synthesises geographical information
5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
5.4 selects and applies appropriate geographical tools
5.5 demonstrates a sense of place about Australian environments
5.6 explains the geographical processes that form and transform Australian environments
5.7 analyses the impacts of different perspectives on geographical issues at local, national and global scales
5.8 accounts for differences within and between Australian communities
5.9 explains Australia’s links with other countries and its role in the global community
5.10 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship

Assessment Tasks

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<th>Outcomes</th>
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<td>Total</td>
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Resources:
Moodle Year 10 Geography, GeoActive 2 Textbook, A Geography of Australian Environments Textbook, Websites: Hastings Council, National Geographic; Course maps, fieldwork activities.
GRAPHICS TECHNOLOGY

Year 10

Course Outline
Students learn to use proficiently a range of drafting instruments, equipment and materials. Both traditional and computerised techniques are studied.

Students learn about:
Graphic Principles & Techniques
Design in Graphics
Planning & Construction
Presentation

Assessment Tasks

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<td>Unit Tests</td>
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| **Yearly Assessment**          |            |                   |
| Half Yearly Assessment         | 50%        | Ongoing           |
| Project Work                   | 30%        | Ongoing           |
| Research Report                | 10%        | Term 4 Week 3     |
| Unit tests                     | 10%        | Ongoing           |
| **Total**                      | **100%**   |                   |

Resources
Students will be required to purchase standard technical drawing equipment. CAD drafting will utilize Turbo CAD which is loaded on the school computers. A range of textbooks, reference books and resources will be made available.
HISTORY

Year 10

Course Outline
Australia and the Vietnam War Era
Changing Rights and Freedoms
People Power and Politics in the Post-war Period
Australia’s social and cultural history in the Post-war Period

Outcomes
5.1 explains social, political and cultural developments and events and evaluates their impact on Australian life
5.2 assesses the impact of international events and relationships on Australia’s history
5.3 explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia
5.4 sequences major historical events to show an understanding of continuity, change and causation
5.5 identifies, comprehends and evaluates historical sources
5.6 uses sources appropriately in an historical inquiry
5.7 explains different contexts, perspectives and interpretations of the past
5.8 locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry
5.9 uses historical terms and concepts in appropriate contexts
5.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences

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<th>Outcomes</th>
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<td><strong>Total</strong></td>
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</table>

Resources
No prescribed textbook. A range of handouts and supplementary materials will be supplied to students.
INDUSTRIAL TECHNOLOGY

Year 10

Course Outline
Students construct a number of projects which gives them the opportunity to become involved with materials, tools and allied processes. There are four options – electronics, timber, metals and multimedia.
Students learn about:
OHS and Risk Management Design
Materials Workplace Communication Skills
Equipment, Tools and Machines Societal & Environmental Impact
Techniques
Links to Industry

Outcomes
1. identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes
2. applies OHS practices to hand tools, machine tools, equipment and processes
3. applies design principles in the modification, development and production of projects
4. identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
5. justifies the use of a range of relevant and associated materials
6. selects and uses appropriate materials for specific applications
7. selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
8. works cooperatively with others in the achievement of common goals
9. applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects

Assessment Tasks

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<tr>
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<th>Weightings</th>
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<tr>
<td>Half Yearly Assessment</td>
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<td>Ongoing</td>
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<tr>
<td>Project work</td>
<td>1, 2, 4, 6</td>
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<td>5, 9</td>
<td>5%</td>
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</tr>
<tr>
<td>Total</td>
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</table>

Resources
No prescribed textbook. A range of handouts and supplementary materials will be supplied to students. Timber, Metals and Electronics students will require safety glasses and appropriate footwear.
INFORMATION & SOFTWARE TECHNOLOGY

Year 10

Course Outline
Students will study the following units over two years:
- Internet and Website Development
- Database Design
- Digital Media
- Authoring and multimedia
Through a range of tasks, students engage in processes of analysing, designing, producing, testing, documenting and evaluating information technology-based solutions.

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<td>Project work</td>
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<td>Test</td>
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<td>Term 2 Week 4</td>
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<tr>
<td><strong>Total</strong></td>
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| **Yearly Assessment**             |            |                   |
| Half Yearly Assessment            | 50%        |                   |
| Project work                      | 30%        | Ongoing           |
| Classroom observations            | 5%         | Ongoing           |
| Assignment work                   | 10%        | Term 4 Week 3     |
| Test                              | 5%         | Term 4 Week 4     |
| **Total**                         | 100%       |                   |

Resources
No prescribed textbook. A range of handouts and supplementary materials will be supplied to students.
MARINE & AQUACULTURE TECHNOLOGY (Marine Studies)

Year 10

Course Outline
In Marine & Aquaculture Technology, students will be working on the school aquariums and studying a variety of marine based enterprises and activities, including, but not limited to:

- Water Safety & First Aid
- Water Craft
- Fish Biology
- Aquariums
- Waterbirds
- Seafood
- Navigation/Boat Licence
- Antarctica Marine Ecology
- Personal Interest Project (P.I.P.)

Outcomes
1. Knowledge and understanding of concepts and applications and issues related to Marine Studies and Aquaculture.
2. Skills in planning and performing practical activities.
3. Skills in developing scientific thinking and problem solving techniques.
4. Skills in communicating information and understanding.

<table>
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Resources
A range of texts will be made available to students.
MATHEMATICS

Year 10 – Mathematics 5.1 / 5.2

Course Outline
Topics Include:
- Working with Number
- Surface Area and Volume
- Ratio and Rates
- Equations and Inequalities
- Investigating Geometry
- Saving and Borrowing
- Coordinate Geometry
- Trigonometry
- Analysing Data
- Probability
- SC Preparation
- Graphs
- Options

Outcomes
1. Works with integers, fractions, decimals and significant figures effectively
2. Uses appropriate formulae in calculations of volumes and surface areas
3. Understands and applies ratio and rates techniques competently
4. Uses appropriate algebraic techniques to solve equations and inequalities
5. Can measure and calculate interior and exterior angles in plane figures
6. Solves problems involving spending money, interest and depreciation
7. Displays an understanding of Coordinate Geometry
8. Applies trigonometric formulae to problem solving situations
9. Can collect, analyse and display data
10. Can solve simple problems related to probability
11. Solves problems involving travel graphs, speed, distance and time calculations
12. Carries out arithmetic calculations efficiently and accurately

Assessment Tasks

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<th>Weightings</th>
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Resources
Text Books include:
- New Century Maths 10 5.1/5.2
- Signpost Mathematics 10 Intermediate
- Spectrum Mathematics
- Developmental Maths Bk 4

Websites include:
- www.boardofstudies.nsw.edu.au
- www.amathsdictionaryforkids.com/dictionary.html
MATHEMATICS

Year 10 – Mathematics 5.2 / 5.3

Course Outline
Topics Include:
- Working with number
- Surface Area and Volume
- Surds and Indices
- Equations and Inequalities
- Deductive Geometry
- Saving and Borrowing
- Coordinate Geometry
- Trigonometry
- Analysing Data
- Probability
- Graphs
- Options

Outcomes
13. Works with integers, fractions, decimals and significant figures effectively
14. Finds surface area and volume of prisms, pyramids and spheres
15. Understands and applies ratio and rates techniques competently
16. Works effectively with surds and indices
17. Uses appropriate algebraic techniques to solve equations and inequalities
18. Simplifies, expands and factorises algebraic expressions, including quadratics
19. Can measure and calculate interior and exterior angles in plane figures
20. Uses geometric facts and relationships to solve numerical problems
21. Solves problems involving spending money, interest and depreciation
22. Working mathematically, uses appropriate strategies to solve problems
23. Applies the techniques of coordinate geometry to solve problems
24. Applies trigonometric formulae to solve problems
25. Uses statistical processes to analyse and display data
26. Can solve simple problems related to probability
27. Interprets and graphs linear and non-linear relationships

Assessment Tasks

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Resources
Text Books include:
- New Century Maths 5.3
- Maths Quest 5.2/5.3

Websites include:
- www.boardofstudies.nsw.edu.au
- www.amathsdictionaryforkids.com/dictionary.html
MUSIC

Year 10

Course Outline
• Baroque and Classical Form
• Rock Music
• Music in the Media

Outcomes
5.1 Performs repertoire with increasing levels of complexity in a range of musical styles, demonstrating solo and ensemble awareness.
5.2 Demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts.
5.3 Notates own compositions, applying forms of notation appropriate to the music selected for study. Uses different forms of technology in the composition process.
5.4 Demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study.

Assessment Tasks

<table>
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<td>Rock Music</td>
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<td>5%</td>
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<td>5.2, 5.4</td>
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<td>Listening</td>
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<td>5%</td>
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</tr>
<tr>
<td>Composing</td>
<td></td>
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</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
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Resources
Students will be provided their complete text book requirement by the school, as part of the Elective Music fee.
Instruments and listening equipment is provided for the students use whilst at school.
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Year 10

Course Outline
PDHPE is concerned with developing the student’s capacity to enhance personal health and wellbeing, enjoying an active lifestyle, maximising movement potential and advocating lifelong health and physical activity.

Outcomes
1. analyses how they can support their own and others’ sense of self
2. evaluates their capacity to reflect on and respond positively to challenges
3. analyses factors that contribute to positive, inclusive and satisfying relationships
4. adapts, transfers and improvises movement skills and concepts to improve performance
5. composes, performs and appraises movement in a variety of challenging contexts
6. analyses attitudes, behaviours and consequences related to health issues affecting young people
7. analyses influences on health decision making and develops strategies to promote health and safe behaviours
8. critically analyses health information, products and services to promote health
9. formulates goals and applies strategies to enhance participation in lifelong physical activity
10. adopts roles to enhance their own and others’ enjoyment of physical activity
11. adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations
12. adapts and applies decision making processes and justifies their choices in increasingly demanding contexts
13. adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives
14. confidently uses movement to satisfy personal needs and interests
15. devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively
16. predicts potential problems and develops, justifies and evaluates solutions

<table>
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<tr>
<th>Assessment Tasks</th>
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<th>Weightings</th>
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<tr>
<td>Half Yearly Assessment</td>
<td></td>
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<tr>
<td>Sports Injuries Assessment</td>
<td>5.2, 5.7, 5.12, 5.15, 5.16</td>
<td>10%</td>
<td>Term 1 Week 7</td>
</tr>
<tr>
<td>HIV/AIDS Quiz</td>
<td>5.6, 5.7, 5.8, 5.11</td>
<td>10%</td>
<td>Term 2 Week 7</td>
</tr>
<tr>
<td>Movement, Skill &amp; Performance</td>
<td>5.4, 5.5, 5.10, 5.12, 5.14</td>
<td>40%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Participation</td>
<td>5.4, 5.5, 5.9, 5.10, 5.13, 5.14</td>
<td>40%</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Yearly Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Half Yearly Assessment</td>
<td></td>
<td>40%</td>
<td>Term 3 Week 9</td>
</tr>
<tr>
<td>Reducing the Risks Test</td>
<td>5.4, 5.5, 5.10, 5.12, 5.14</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Movement, Skill &amp; Performance</td>
<td>5.4, 5.5, 5.9, 5.10, 5.13, 5.14</td>
<td>20%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Participation</td>
<td>Total</td>
<td>100%</td>
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</table>

Resources
A large range of resources are used in Personal Development, Health and Physical Education.
PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

Year 10

Course Outline
Physical Activity and Sports Studies aims to enhance students’ capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Outcomes

1.1 discusses factors that limit and enhance the capacity to move and perform
1.2 analyses the benefits of participation and performance in physical activity and sport
2.1 discusses the nature and impact of historical and contemporary issues in physical activity and sport
2.2 analyses physical activity and sport from personal, social and cultural perspectives
3.1 demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
3.2 evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
4.1 works collaboratively with others to enhance participation, enjoyment and performance
4.2 displays management and planning skills to achieve personal and group goals
4.3 performs movement skills with increasing proficiency
4.4 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Assessment Tasks

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Outcomes</th>
<th>Weightings</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half Yearly Assessment</td>
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<td></td>
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</tr>
<tr>
<td>Foundation of Physical Activity – Nutrition &amp; PA</td>
<td>1.1, 1.2, 4.4</td>
<td>30%</td>
<td>Term 2 Week 2</td>
</tr>
<tr>
<td>Research &amp; written task</td>
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</tr>
<tr>
<td>Practical</td>
<td>3.1, 4.1, 4.3</td>
<td>70%</td>
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<tr>
<td>Total</td>
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<td>100%</td>
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<tr>
<td>Yearly Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Half Yearly Assessment</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhanced Participation &amp; Performance - Coaching</td>
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</tr>
<tr>
<td>General Principles Coaching Course</td>
<td>3.1, 3.2, 4.4</td>
<td>15%</td>
<td>Term 3 Week 2</td>
</tr>
<tr>
<td>Practical</td>
<td>3.1, 4.1, 4.3</td>
<td>35%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
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</tbody>
</table>

Resources
A large range of resources are used in Physical Activity and Sports Studies.
SCIENCE

Year 10

Course Outline
Science is the study of how and why things work and is taught using a variety of practical activities and digital technologies. Students have continued to explore their world in a practical context this semester.

Topics studied in Year 10 include:

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Science Skills</td>
<td>* Motion</td>
</tr>
<tr>
<td>* Facts of Life</td>
<td>* Electricity</td>
</tr>
<tr>
<td>* Chemical Reactions</td>
<td>* Forensic Science</td>
</tr>
<tr>
<td>* The Big Bang Theory</td>
<td></td>
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</tbody>
</table>

Outcomes
1. Skills in Communicating information and understanding.
2. Skills in planning and conducting investigations.
3. Skills in developing scientific thinking and problem solving techniques.
4. Knowledge and understanding of concepts, applications and issues related to science.

Assessment Tasks | Outcomes | Weightings | Date         |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Half Yearly Assessment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task 1 – Student Research Project (S.R.P.)</td>
<td>1 &amp; 2</td>
<td>50%</td>
<td>Term 1 Week 10</td>
</tr>
<tr>
<td>Task 2 – Half Yearly Examination</td>
<td>3 &amp; 4</td>
<td>50%</td>
<td>Term 2 Week 6</td>
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<tr>
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<td></td>
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<tr>
<td>Half Yearly Assessment Assessment</td>
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<td>40%</td>
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</tr>
<tr>
<td>Task 3 – Computer Task</td>
<td>1</td>
<td>15%</td>
<td>Term 3 Week 9</td>
</tr>
<tr>
<td>Task 4 – Practical Examination</td>
<td>2 &amp; 3</td>
<td>20%</td>
<td>Term 3 Week 9</td>
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<tr>
<td>Task 5 – Yearly Examination</td>
<td>1, 2, 3 &amp; 4</td>
<td>25%</td>
<td>Term 4 Week 5</td>
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<td><strong>100%</strong></td>
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</table>

Resources
A range of texts will be made available to students, such as the Science Focus series.
VISUAL ARTS

Year 10

Course Outline
“Creative Arts Events” links students to exhibitions and performances (World & Audience).
“Essence of the Bush” is a study of the natural world in art (Structural & Subjective Frame).
“The Big Steal” is a task where students learn about appropriation (Postmodern Frame).
“It’s All About Me” develops a personal expression of self (Subjective & Structural Frame)

Outcomes
1. Becoming more independent in artmaking practice.
2. Choosing materials and developing techniques to make artworks.
3. Developing and communicating ideas and meanings in artworks.
4. Explaining how and why artists use materials and techniques.
5. Understanding how artists use concepts and communicate ideas.

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Outcomes</th>
<th>Weightings</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Half Yearly Assessment</strong></td>
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<tr>
<td>Assessment Task 1.</td>
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<td>Term1 Week 10</td>
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<tr>
<td>“Creative Arts Events”</td>
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<td>Term 2 Week 7</td>
</tr>
<tr>
<td>“Essence of the Bush” diary</td>
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<td></td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100 %</td>
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<tr>
<td><strong>Yearly Assessment</strong></td>
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<td></td>
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<tr>
<td>Half Yearly Assessment</td>
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<td>Assessment Task3.</td>
<td>All – 5.1 – 5.10</td>
<td>40%</td>
<td>Term 3 Week 1</td>
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<tr>
<td>“Essence of the Bush” artwork</td>
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<td>Assessment Task 4.</td>
<td>5.2. 5.4, 5.6</td>
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<td>Term 3 Week 5</td>
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<tr>
<td>“The Big Steal”</td>
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<tr>
<td>Assessment Task 5.</td>
<td>All – 5.1 – 5.10</td>
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<td>Term 4 Week 7</td>
</tr>
<tr>
<td>“It’s All About Me”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Resources
A range of texts and resources will be made available to students.