



HASTINGS
SECONDARY COLLEGE

EXCELLENCE – INNOVATION – OPPORTUNITY – SUCCESS

YEAR 10 ASSESSMENT BOOKLET 2021

PORT MACQUARIE CAMPUS

Hastings Secondary College, Port Macquarie Campus

Year 10 Course Outline and Assessment Book

Introduction

The purpose of this document is to provide 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.

Deputy Principal

Mr Geoff Duck

Year 7 Advisors

Ms Michelle Kelly

Mr Leon Ruhl

Faculty Head Teachers

CAPA	Mrs Karen Noble
English	Ms Jo Southon
HSIE	Mr Chris Fitzpatrick
Learning Support	Mr Heath Pett
Mathematics	Ms Lyndell Hatch
PDHPE	Mr Damien Huens
Science	Ms Lisa Hall
TAS	Mr Andrew McManus
Wellbeing	Ms Kim Burton

Term Dates for Students

Term 1 commences	Friday 29 th January
Term 1 concludes	Thursday 1 st April (10 weeks)
Term 2 commences	Tuesday 19 th April
Term 2 concludes	Friday 25 th June (10 weeks)
Term 3 commences	Tuesday 20 th July
Term 3 concludes	Friday 17 th September (10 weeks)
Term 4 commences	Tuesday 5 th October
Term 4 concludes	Thursday 16 th December (11 weeks)

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NESA Requirement for the Record of School Achievement

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC). It is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

To receive a RoSA, students must attend school until the final day of Year 10.

They must also complete the following mandatory Years 7-10 curriculum requirements.

English: Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed. o **Mathematics:** Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.

Science: Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.

Human Society and its Environment: Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each Stage.

Languages Other than English: 100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.

Technological and Applied Studies: Our Technology (mandatory) Years 7–8 syllabus to be studied for 200 hours.

Creative Arts: Two hundred hours to be completed, consisting of our 100-hour mandatory courses in each of Visual Arts and Music.

Personal Development, Health and Physical Education: Our mandatory 300-hour course to be completed.

This integrated course is to be studied in each of Years 7–10.

More information can be found at

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

Assessment

Types of Assessment

Assessment is a process of gathering information about student achievement at various stages in a course. At Hastings Secondary College, we use a variety of assessment strategies to assess performance across a range of syllabus outcomes. The nature of tasks varies within and across courses – they include assignments, projects, fieldwork and reports, oral presentations, tests and examinations, portfolios, practical investigations, long term pieces of work and performances. Students may participate in a variety of formal and informal assessment tasks of an ongoing nature (journals, portfolios, bookwork, and classwork) in a calendar year.

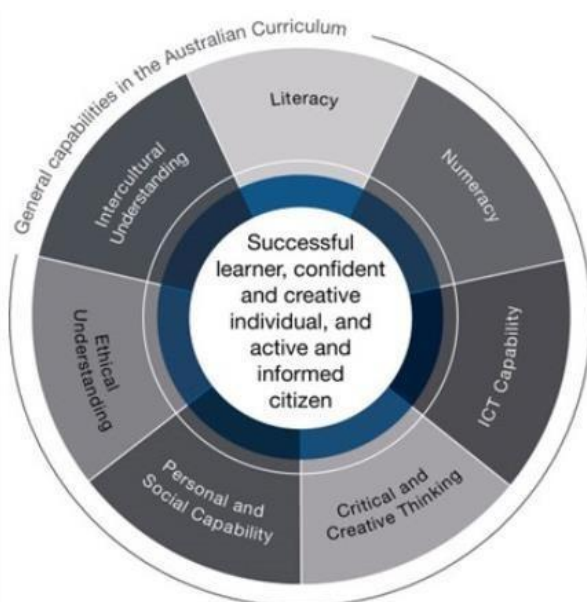
Formative Assessment

Formative assessment (sometimes referred to as **assessment for learning** or **assessment as learning**) involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. It usually occurs throughout the teaching and learning process to clarify student learning and understanding. It also encourages students as their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

Summative Assessment

Summative assessment assists teachers in using evidence of student learning to assess achievement against outcomes and standards. It usually occurs at defined key points or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

The General Capabilities



The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century. They encompass knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances.

All students in year 7 will be assessed alongside the capabilities, which will be addressed through the content of the learning areas.

Notification of tasks

Students will be informed, in writing, of the set dates and details of each assessment task, at least two weeks prior to the task. Details will include

- the nature of the task
- the outcomes being assessed
- the weighting of the task
- due date for the task

All tasks to be completed out of class will have an 'Assessment Task Notification' attached as the front cover.

Students will be notified, in writing, of any alterations to the schedule or nature of assessment tasks, or of any other changes to assessment procedures or policy.

When a student returns to school from any absence, it is the student's responsibility to enquire about any work set during the absence. If this set work includes assessment task information, the student must approach any teachers concerned, to ensure that the correct information is received, and to discuss any necessary re-arrangements to the scheduling of each task.

Students are always responsible for finding out work missed in your subjects. This includes assessment tasks, written notifications, notes issued in class etc. It is not the responsibility of the teacher to follow up with the student for notification.

If a student receives notification of a task later than the rest of the class and reasons are regarded as valid, it is up to the student to negotiate a solution with the class teacher (taking into account practical restraints). The head teacher will make the final decision in these circumstances.

Submission of Tasks

The student must present the task to the class teacher, subject head teacher or nominated teacher at the beginning of the lesson on the due date. Do not assume the due time is negotiable; it is absolute.

At the time the student will sign the assessment task registration.

Students are always responsible for finding out work missed in your subjects. This includes assessment tasks, written notifications, notes issued in class etc. It is not the responsibility of the teacher to follow up with the student for notification.

If a student receives notification of a task later than the rest of the class and reasons are regarded as valid, it is up to the student to negotiate a solution with the class teacher (taking into account practical restraints). The head teacher will make the final decision in these circumstances.

Students who are absent on the day must follow late submission procedures and may incur a penalty or be awarded a zero.

Electronic submission of assessment tasks

Students must ensure that any devices (e.g. USB storage) and software are operable on standard school equipment. It is the student's responsibility to check this before submission.

Illness and misadventure provisions

The school is sympathetic to the student with physical or emotional problems, as well as other circumstances that could make the completion of an assessment task difficult. However, in fairness to all students, the correct procedure must be followed in all cases where an extension of time is requested.

The application must be made on the official College illness and misadventure form no later than the end of the school day on the due date, except in special cases. When a student is absent and unable to contact the school on the due date, an application must be submitted on the first day the student returns to school.

Applications must be supported by valid reasons that will be considered by the teacher and faculty head teacher concerned. If there is concern about the validity of an application, the principal, or deputy principal will be consulted and a medical certificate may be required.

Misadventure refers to any valid reason, other than illness, for not completing, submitting or being present for an assessment task. Whether an event will be considered to be a valid misadventure, warranting consideration, will depend on the circumstances of the event and the documentary evidence that is handed in to support the misadventure claim.

The following circumstances are examples of situations where considerations cannot be given

- routine medical appointments
- driving tests, social visits or too tired
- illness without a doctor's/medical certificate or other appropriate supporting documentation
- misadventure without reasonable proof
- misreading of the times or instructions given

Hastings Secondary College

APPLICATION FOR ILLNESS and MISADVENTURE

Assessment tasks are a compulsory and a necessary component of the school curriculum in all years of schooling. Absence from an assessable task could be an indication of a student's non-serious attempt, placing at risk the award of the Record of School Achievement or the Higher School Certificate. It is the responsibility of a student who fails to submit an assessable task to make proper application for consideration under the **published rules of the Assessment Procedures.**

An application for misadventure form is to be completed ONE week prior to absence or if the situation is unforeseen, collected on the first day the student returns to school and completed within 3 school days.

Student Name: _____ **Date:** _____

Task: _____ **Subject:** _____

Due Date: _____

Year Group (please circle): Year 7 Year 8 Year 9 Year 10

CIRCUMSTANCES (Tick a box):

Illness/Misadventure

School Business

SUPPORTING DOCUMENTATION

Reason for missing assessment task or application for extension:

Doctors Certificate Attached: YES/NO (Doctors Certificate **MAY** be attached to the form if the reason is **ILLNESS**)

Have you **ATTACHED** further documentation to support your application? YES/NO
(This could include a **Statutory Declaration or Representation Form** detailing your circumstances)

Classroom Teacher Signature: _____ **Head Teacher Signature:** _____

Parent/Guardian Signature: _____ **Student Signature:** _____

Student needs to complete the task on the first day or first subject specific period back from absence.

- Has the task been complete? YES NO: Date to be completed _____
Students are responsible to collect a copy of the completed Misadventure Form from Deputy Principal

OFFICE USE ONLY

Application for Misadventure Panel Decision

- Head Teacher Determination
- Panel Determination

Has the student submitted supporting documentation to support absence YES/NO

Has the task been completed? YES/NO

Outcome and Recommendation

- Zero
- Estimate
- Alternative Task
- Other

Head Teacher: _____ Date: _____

Non-serious attempts

Tasks completed or submitted in a course that are, in the professional judgment of a teacher, not meeting even a basic/elementary level of achievement of the course outcomes or show a non-genuine attempt can be regarded as a non-serious attempt, and registered as a zero '0' mark.

Students who make a non-serious attempt will be required to re-do/complete the task to a standard that meets the course outcomes as required by NESAs. However, the mark awarded for the re-submission of the task will not be included in the final assessment mark.

The head teacher may be involved in making a final decision in the case of a non-serious attempt.

Late submission of assessment tasks

The due date for each faculty's assessment tasks will be established in advance and communicated to students. Faculties will co-operate in the setting of reasonable schedules of tasks.

All tasks will be assigned an official due date. Unless specified otherwise all hand-in tasks are to be submitted at the beginning of that subject's lesson.

Students are to attend school for the entire day that an assessment task is due or scheduled and follow their normal timetabled lessons. Non-attendance or partial attendance will result in penalties being applied, unless there are extenuating circumstances.

Absence from an assessment task conducted at school

Students will not be allowed to sit for an in-class task or test before the due date unless it is deemed by the head teacher to be an extreme case. Unless circumstances are extenuating, it is expected that students will notify the head teacher of their absence prior to the date of the task.

The student must provide evidence that the absence was/is unavoidable (e.g. medical certificate).

Under these circumstances the head teacher concerned may

- accept the task
- allow the missed task to be undertaken
- allow a substitute task to be undertaken
- allow the award of an estimate for the task
- award zero marks for the assessment task if the reason for the absence is unacceptable
- grant an extension

School-based activities

Students involved in school-based activities such as representative sport, work placement etc. must contact the teacher or relevant head teacher prior to the due date if special consideration or alternative arrangements are required.

Notice of foreseeable absences must be brought to the attention of the class teacher and subject head teacher prior to the assessment task due date, who will advise the student on their options.

Students are permitted to submit tasks prior to the due date in these situations as long as this is agreed upon by the teacher. It is the students' responsibility to plan around foreseeable absences.

Penalties for non-completion or non-submission of assessment tasks i) Non-completion in-school tasks and examinations

Zero marks will be awarded for that task unless an illness/misadventure form has been submitted and approved. An 'N' award warning letter will be sent by the school indicating a new date by which the task needs to be completed.

Non-submission of hand-in tasks

If a student does not apply for an extension and submits a hand-in assessment task late, a 10% penalty per day, up to a maximum of five days, including weekends will apply. After five days a zero mark will be awarded. (The 10% penalty will be based on the weight of the assessment task, e.g. a task weighted at 20% will be penalised by two marks out of 20 for each day late).

Student Responsibilities

It is the student's responsibility to:

- complete all assigned work to the best of his/her ability;
- ensure that any questions about marks, grades or comments awarded for an individual piece of work are resolved at the time the work is handed back; and
- demonstrate through effort and achievement, he/she has met the requirements of the course.

School Reports

The school will provide two reports throughout the year; the first at the completion of Semester One and the other at the completion of Semester Two. The reports will reflect the students' efforts and outcomes achieved throughout the year.

Checklist for homework

I have done my homework when I:

- complete all the work I did not 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 do not 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 1 hour a day, 5 days a week of home study and revision.

Important Dates

Tuesday 23rd March – Parent Teacher Evening

Half Yearly Reports issued – June/July

Yearly Reports issued – December

Minimum Standards

There will be opportunities every term to reach minimum standards in writing, reading and numeracy throughout 2021 in preparation for the HSC.

At the commencement of the year, students will be given assessment schedules for each course. These schedules are guidelines that indicate the number of tasks, due week/s and the nature of the task/s, along with assessment weightings. Students will be given two (2) weeks notification in writing before each assessment task is due to be completed. This notification will occur in class. Sometimes it may be necessary to change the date of a particular task due to unforeseen circumstances. The class will be informed of any change. Where possible, two (2) weeks notice will be given.

AGRICULTURAL TECHNOLOGY (100Hr) - 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, which may include, but is not limited to:

- Introduction to Agriculture
- Horticulture
- Poultry Production
- Beef Production
- Goat and Sheep Production

Assessment Tasks	Weightings	Date
Semester 1		
Task 1 – Research Task	20%	Term 1 Week 7
Task 2 – Garden/Practical Work	20%	Term 2 Week 4
Semester 2		
Task 3 – Poultry Task	20%	Term 3 Week 5
Task 4 – Garden/Practical Work	20%	Term 4 Week 4
Task 5 – Yearly Examination	20%	Term 4 Week 5
Yearly Course Total	100%	

Resources

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

AGRICULTURAL TECHNOLOGY (200Hr) – 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, which may include, but is not limited to:

- Horticulture
- Beef enterprise
- Goat and Sheep enterprise

Assessment Tasks	Weightings	Date
Semester 1		
Task 1 – Beef enterprise task	20%	Term 1 Week 7
Task 2 – Garden/Practical Work assessment	20%	Term 2 Week 4
Semester 2		
Task 3 – Goat enterprise task	20%	Term 3 Week 5
Task 4 – Garden/Practical Work assessment	20%	Term 4 Week 4
Task 5 – Yearly Examination	20%	Term 4 Week 5
Yearly Course Total	100%	

Resources

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

CHILD STUDIES – Year 10

Course Outline

Learning in Child Studies promotes 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.

Term 1 Preparing for Parenthood & Conception to birth

Term 2 Newborn care & Play and the Developing Child

Term 3 Health and Safety in Childhood & Food and Nutrition in Childhood

Term 4 Media and Technology in Childhood & Child Care Services and Career Opportunities

Assessment Tasks	Weightings	Date
Semester 1		
Task 1- Preparing for Parenthood	30%	Term 1 Week 9
Task 2- Newborn Care	20%	Term 2 Week 6
Semester 2		
Task 3- Health and Safety in Childhood	30%	Term 3 Week 9
Task 4- Media and Technology in Childhood	20%	Term 4 Week 6
Yearly Course Total	100%	

Resources

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

COMMERCE – Year 10

Course Outline

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. Central to the course is the development of an understanding of the relationships between consumers, businesses and government.

Topics studied include:

Term 1: Law Society and Political Involvement

Term 2: Travel

Term 3: Consumer and Financial Decisions

Term 4: Promoting and selling

Assessment Tasks	Weightings	Date
Semester 1		
Task 1 – Topic Test	25%	Term 1 Week 10
Task 2 – Research Task – Travel Assignment	25%	Term 2 Week 10
Semester 2		
Task 3 – Research Assignment	25%	Term 3 Week 10
Task 4 – Yearly Examination (all topics)	25%	Term 4 Week 4
Yearly Course Total	100%	

Resources

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

ENGLISH – Year 10

Course Outline

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

Assessment Tasks	Weightings	Date
Semester 1		
Task 1 – Essay	25%	Term 1 Week 8
Task 2 – Multimodal	25%	Term 2 Week 8
Semester 2		
Task 3 – Film Study	25%	Term 3 Week 8
Task 4 – Examination	25%	Term 4 Week 5
Total	50%	
Yearly Course Total	100%	

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

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.

Focus Areas studied in Year 10:

- Food Trends
- Food Service and Catering
- Food for Specific Needs
- Food Equity

Assessment Tasks	Weightings	Date
Semester 1		
Food for Specific Needs Task	20%	Term 1 Week 9
Food Trends Task	20%	Term 2 Week 6
Food Practical Average	10%	Ongoing
Semester 2		
Food Service and Catering Task	20%	Term 3 Week 9
Food Equity Task	20%	Term 4 Week 5
Food Practical Average	10%	Ongoing
Yearly Course Total	100%	

Resources

Course booklets and texts.
Websites and References provided with each task.

HSIE: HISTORY – Year 10

Course Outline

The Making of the Modern World
The Modern World and Australia

Assessment Tasks	Weightings	Date
Semester 1		
Task 1 – Holocaust	20%	Term 1 Week 9
Task 2 – Vietnam Cold War	20%	Term 2 Week 9
Semester 2		
Task 2 – Research Task – Popular Culture	20%	Term 3 Week 9
Task 3 – Yearly Examination – Rights & Freedoms	40%	Term 4 Week 5
Yearly Course Total	100%	

Resources

Retroactive 2 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:

WHS and Risk Management	Design
Materials	Workplace Communication Skills
Equipment, Tools and Machines	Societal & Environmental Impact
Techniques	Links to Industry

Assessment Tasks	Weightings	Date
Semester 1		
Project Work	60%	Ongoing
Classroom Observation	10%	Ongoing
Project Portfolios	20%	Term 2 Week 3
Test	10%	Term 2 Week 4
Total	100%	
Semester 2		
Project Work	60%	Ongoing
Classroom Observations	10%	Ongoing
Project Portfolios	20%	Term 4 Week 3
Test	10%	Term 4 Week 4
Total	100%	

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.

LANGUAGE- JAPANESE – Year 10

Course Outline

The study of Japanese in Year 10 aims to further develop communication skills in both the spoken and written form.

Assessment Tasks	Weightings	Date
Semester 1		
Task 1 – Restaurant review Radio interview	20%	Term 1 Week 8
Task 2 – Children’s Book	20%	Term 2 Week 3
Semester 2		
Task 3 - VLOG	30%	Term 3 Week 6
Task 4 – Party Planner	30%	Term 4 Week 4
Yearly Course Total	100%	

Resources

A range of work booklets, online resources and supplementary materials will be supplied.

MARINE & AQUACULTURAL TECHNOLOGY (Marine Studies) (100Hr) – Year 9/10

Course Outline

In Marine & Aquaculture Technology, students will be working to build an understanding of the value (economic and environmental), uses and dynamics of the Marine Environment. They will gain skills in a variety of areas including, but not limited to:

Water Safety & First Aid	Rock Platforms	Fish Biology
Fish Harvesting	Small Motor Boats	Saving Water Environments

Assessment Tasks	Weightings	Date
Half Yearly Assessment		
Task 1 – Water Safety & First Aid	25%	Term 1 Week 7
Task 2 – Rock Platform Practical Task	25%	Term 2 Week 4
Yearly Assessment		
Task 3 – Fish Biology and Harvesting Research Task	25%	Term 3 Week6
Task 4 – Saving Water Environments Practical/Research Task	25%	Term 4 Week 4
Yearly Course Total	100%	

Resources

A range of texts will be made available to students.

MATHEMATICS 5.1/5.2/5.3 – Year 10

Course Outline

Students will study topics from the three core strands of Mathematics as outlined in the NSW NESA syllabus of Measurement and Geometry, Number and Algebra and Statistics and Probability. The skills and processes of working mathematically will be imbedded into each of these strands.

Students who study 5.2 also cover the 5.1 content and students who study 5.3 also study the 5.2 and 5.1 content.

It is important to note that students will be assessed within their course, (5.1, 5.2 or 5.3) not across the whole year.

Assessment Tasks	Weightings	Date
Semester 1		
Common Test 1	10%	Term 1 Week 6
Common Test 2	10%	Term 2 Week 2
Half Yearly Examination	25%	Term 2 Week 5
Semester 2		
Project	10%	Term 3 Week 2
Common Test 3	10%	Term 3 Week 4
Common Test 4	10%	Term 3 Week 10
Yearly Examination	25%	Term 4 Week 5
Yearly Course Total	100%	

Resources

A range of textbooks, worksheets and online materials will be made available to the students.

MUSIC – Year 10

Course Outline

Music of a Culture
Music for Radio, Film, Television and Multimedia
Jazz Music
Music for Small Ensembles

Assessment Tasks	Weightings	Date
Semester 1		
Task 1- Musicological & Performance Task	25%	Term 1 Week 8
Task 2 - Composition & Performance Task	25%	Term 2 Week 8
Semester 2		
Task 3 - Performance Composition & Musicology	25%	Term 3 Week 9
Task 4 - Performance Task	25%	Term 4 Week 6
Yearly Course Total	100%	

Resources

Students will be provided their complete textbook requirement by the school, as part of the Elective Music fee.

Instruments and listening equipment are provided for student use whilst at school, excluding speciality instruments e.g.: 'Hurdy Gurdy'

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE) – Year 10

Course Outline

PDHPE focuses on 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.

Assessment Tasks	Weightings	Date
Semester 1		
On the Road Safety	10%	Term 1 Week 8
Practical Skill and Effort Grade	30%	Cumulative, marks allocated at the end of each practical lesson and totalled at the end of the Semester.
Semester 2		
Sexuality and Risk Taking	10%	Term 3 Week 8
Practical Skill and effort Grade	30%	Cumulative, marks allocated at the end of each practical lesson and totalled at the end of the Semester.
Final Course Exam	20%	Term 4 Week 6
Yearly Course Total	100%	

Resources

Student workbooks
 Google classroom
 Classroom Handouts, worksheets and activities

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE) – Practical Marks Matrix

Students will receive a mark out of ten for each practical lesson to formulate their overall practical assessment marks for each semester. The marks will be divided into a practical skills mark and cooperative learning/teamwork/effort mark (refer to the table below for marking guidelines).

Criteria	Consistently	Usually	Sometimes	Rarely	Never/Absent
Cooperative Learning Skills/Effort <ul style="list-style-type: none"> ● Strives to do well/self-motivated (planning, decision-making, participation) ● Interacts positively with other students (interacting, problem solving, communicating, decision-making, sportsmanship) ● Follows teacher’s directions (decision-making, planning, problem solving) 	5	4	3	1 - 2	0
Practical Skills <ul style="list-style-type: none"> ● Demonstrates a range of motor skills ● Refines movement skills in different situations ● Strives to improve and/or maintain motor skills ● Contributes to the performance of others – participates to the best of their abilities 	5	4	3	1 - 2	0

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.

Assessment Tasks	Weightings	Date
Semester 1		
Coaching Task	10%	Term 1 Week 9
Body Systems Topic Test	10%	Term 2 Week 5
Practical Mark	25%	Cumulative, based marks at the end of each practical unit
Semester 2		
Sporting Identity Task	10%	Term 3 Week 6
Practical Mark	25%	Cumulative, based marks at the end of each practical unit
End of Course Examination	20%	Term 4 Week 6
Yearly Course Total	100%	

Resources

Student workbooks
 Google classroom
 Classroom Handouts, worksheets and activities

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:

Semester 1

Motion and Forces
DNA and Biotechnology
Acids and Bases

Semester 2

Evolution
Energy and Electricity
The Big Bang

Assessment Tasks	Weightings	Date
Semester 1		
Task 1 – Practical Skills Assessment	25%	Term 1 Week 6
Task 2 – Research Task	25%	Term 2
Semester 2		
Task 3 – Student Research Project	25%	Term 3 Week 6
Task 4 – Yearly Examination	25%	Term 4
Yearly Course Total	100%	

Resources

A range of texts, including print, digital and multimedia will be made available and utilised with students. Additionally, a variety of equipment and chemicals will be utilised throughout the course.

STEM - Year 10

Course Outline

Students construct a number of projects which gives them the opportunity to provide enabling skills and knowledge that increasingly underpin many professions and trades and the skills of a technologically based workforce. The iSTEM program utilises these knowledge sources in application to Skills, Technology Engineering and Mechanics. Students learn about:

Engineering Fundamentals	3D CAD/CAM
Aerodynamics	Mechatronics
Motion	Links to Industry
WHS and Risk Management	Design
Materials	Workplace Communication Skills
Equipment, Tools and Machines	Societal and Environmental Impact
Techniques	

Assessment Tasks	Weightings	Date
Semester 1		
Project Work	60%	Ongoing
Classroom Observation	10%	Ongoing
Assignment Work	20%	Term 2 Week 3
Test	10%	Term 2 Week 4
Total	100%	
Semester 2		
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. Students will require safety glasses and appropriate footwear.

TEXTILES TECHNOLOGY(100hr) – Year 9/10

Course Outline

Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and of tools and the quality of textile items. Students are challenged to transfer knowledge to new situations and projects, building on technical skills and past experiences. Textile projects give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles, demonstrate responsibility in decision-making and encourage individuals to express ideas and opinions.

The focus areas are Apparel, Furnishings, Costume, Textile Arts and Non-Apparel.

Assessment Tasks	Weightings	Date
Semester 1		
Skills and Textiles Art Portfolio and Practical Item	10%	Term 1 Week 8
Apparel Portfolio and Practical Item	30%	Term 2 Week 8
Classroom Observations	10%	Ongoing
Semester 2		
Furnishings Portfolio and Practical Item	30%	Term 3 Week 9
Non-Apparel Portfolio and Practical Item	10%	Term 4 Week 5
Classroom Observations	10%	Ongoing
Yearly Course Total	100%	

Resources

A range of texts and resources will be made available to students.
Students will be required to supply their own materials and textile tools as required.

VISUAL DESIGN (100Hr) – Year 10

Course Outline

This course introduces students to a practice-based, hands-on approach to visual communication design. Topics include the elements and principles of design, colour theory, typography, symbols, brand identity, logos, and object design.

Assessment Tasks	Weightings	Date
Semester 1 Task 1 – Object	30%	Term 2 Week 1
Semester 2 Task 2 – Space & Time Task 3 – Print	40% 30%	Term 3 Week 2 Term 4 Week 6
Yearly Course Total	100%	

Resources

A range of text and resources will be made available to students.
Students will be required to supply their own A4 Visual Design journal.

**YEAR 10 ASSESSMENT CALENDAR
PORT MACQUARIE CAMPUS 2021**

TERM 1 2021	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	Mathematics, Science
Week 7	Agricultural Technology (100Hr & 200Hr), Marine and Aquacultural Technology
Week 8	English, Japanese, Music, PDHPE, Textiles Technology
Week 9	Child Studies, Food Technology, HSIE - History, PASS
Week 10	Commerce
TERM 2 2021	
Week 1	Visual Design
Week 2	Mathematics
Week 3	Industrial Technology, Japanese, STEM
Week 4	Agricultural Technology (100Hr & 200Hr), Industrial Technology, Marine and Aquacultural Technology, STEM
Week 5	Mathematics, PASS
Week 6	Child Studies, Food Technology
Week 7	
Week 8	English, Music, Textiles Technology
Week 9	HSIE - History
Week 10	Commerce
TERM 3 2021	
Week 1	
Week 2	Mathematics, Visual Design
Week 3	
Week 4	Mathematics
Week 5	Agricultural Technology (100Hr & 200Hr)
Week 6	Japanese, Marine and Aquacultural Technology, PASS, Science
Week 7	
Week 8	English, PDHPE
Week 9	Child Studies, Food Technology, HSIE - History, Music, Textiles Technology
Week 10	Commerce, Mathematics
TERM 4 2021	
Week 1	
Week 2	
Week 3	Industrial Technology, STEM
Week 4	Agricultural Technology (100Hr & 200Hr), Commerce, Industrial Technology, Japanese, Marine and Aquacultural Technology, STEM
Week 5	Agricultural Technology (100Hr & 200Hr), English, Food Technology, HSIE - History, Mathematics, Textiles Technology
Week 6	Child Studies, Music, PDHPE, PASS, Visual Design
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	