PICNIC POINT HIGH SCHOOL

Year 10
Assessment Booklet
2014
COURSE OVERVIEWS

The purpose of this booklet is to give students and their parents information about the requirements for the successful completion of Year 10 study this year.

School Homework Policy
Homework is a very important part of learning. Students are responsible for regularly reviewing and consolidating at home the work which has been covered in lessons. This is complemented by formal work including projects and assignments, which are set by the class teacher.
Homework is an important part of the Curriculum but varies with different subjects and individual student needs. Homework will not necessarily be given every night in each subject. It is expected that students develop a pattern of regular revision. In this respect teachers will continue to counsel students in relation to home study programs and independent learning techniques including how to revise and summarise work.

Study Skills
Having good study habits is not a matter of chance. Some students appear to be much better at doing assignments and examinations than others. This does not mean that they were ‘born with’ the ability to study; it simply means they have learnt the skill before others. Anyone can learn good study habits and improve his or her chance of doing well in examinations. All you need to do is listen, learn and practice.

Dividing Study Time
Homework must be a regular part of every weekly study timetable and must be done first (so it is not ‘hanging over your head’). While completing homework, you should also revise the work covered at school that day, because this is a very good way to consolidate your learning.
Do not give equal time to all subjects. Most study time should be spent on your weakest subjects. Study time (as distinct from homework time) should start with your weakest subject, while you are still fresh. It is important to get into a habit of recording homework and study in your diary – organisation is the key to successful study and homework.

Role of the School Diary
Students are expected to have the Picnic Point High School Diary with them at all times. The diary has the following purposes:

- Homework record for students and parents
- Assessment task planning for students
- Record of toilet passes during the day
- Messages from staff to parents

Students and families have the responsibility to ensure that the diary’s communication purposes enable a greater knowledge of what students are doing each day at school.
GENERAL

To be eligible for the satisfactory completion of the Stage 5 course, students must:

a) have followed the course developed or endorsed by BOSTES
b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
c) achieved some or all of the course outcomes

Failure to comply with any one of these areas means failure to satisfactorily complete the course.

Educational Experiences
During a course, staff will provide students with educational experiences to improve their performances and demonstrate teaching points. These may include work done in class, homework, tests and practical samples. Many class exercises will require a high level of involvement or participation in class activities. Students may be required to demonstrate their involvement by presenting book work. If significant sections of such work are missed or students fail to demonstrate an appropriate level of involvement, parents will be advised. If the trend continues BOSTES warning letters will be issued.

Attendance
Students who fail to attend regularly will have difficulty demonstrating “diligence and sustained effort”. To achieve this, students must attend every day. Attendance of less than 85% could result in students not achieving outcomes.

Set Tasks
So that the school can make a judgment as to the performance of a student, assessment tasks will be set in each course. These may be home assignments, in-class tasks or examinations. If a student fails to complete a task or fails to present it when required they are in danger of not completing that course in a satisfactory manner and a BOSTES warning letter will be issued.

Course Outcomes
It is expected that students will make efforts in the set tasks and educational experiences which are indicators of their abilities. Failure to do so may lead to the task or a body of work being classed as a non serious attempt and the student will be regarded as not achieving either (b) or (c) of the requirements.

Warnings
If the Principal determines as a result of the above sections, a student is in danger of not completing a course satisfactorily a warning letter will be issued. A student will be given time to correct the problem and satisfactorily complete the course.

N Award
If warnings are ignored and two warning letters are issued the Principal may deem that a student has not completed the course. The student will then be given an ‘N’ determination. The course will be listed as not completed on the NSW Record of School Achievement (RoSA) and the student will have failed to satisfactorily complete that Course.

Award of Grades
Grades are awarded by the school for each subject studied in Years 9 & 10 at the end of Year 10. These grades are based on the student’s performance in tests, examinations and assessment tasks in Year 10 compared to the course performance descriptors for each subject.
developed by BOSTES. Further information is attached (Annex B). These grades will be submitted to the BOSTES and stored until a Record of Student Achievement (RoSA) is requested. Students who leave school prior to the completion of the HSC will be issued with a Record of School Achievement that recognises achievement up until that point.

**SCHOOL ASSESSMENT POLICY**

An assessment is a measure of student achievement over the whole program of study within a subject.

In the following information, Assessment Tasks include the Half-Yearly and Yearly Examinations.

1. **Student Responsibilities**

You are responsible for completing course requirements in a number of ways. If you act irresponsibly you may end up with an ‘N’ MARK or non-serious attempt, which means you have not met those requirements.

a) You **MUST BE FAMILIAR** with the school’s assessment policy.

b) It is your responsibility to attend school, be aware of due dates for assessment tasks and complete tasks on time. If you are absent for any number of days you **must** on returning to school, check with your teachers to see if any assessment tasks have been set.

c) You must apply yourself to all course work/class work as required by your teachers.

d) It is **YOUR** responsibility:

   i) To **BE ON TIME** to all in-class assessment tasks; you will **not** be given an extension of time if you are late to any task held in school time or at the beginning of the day unless the Deputy Principal or the Principal has verified that you have legitimate reasons for being late and are prepared to give you a note to that effect.

   ii) To **BE PRESENT** to do all in-school assessment tasks. **This means being present for the whole day that a task is due or that a task is set as an examination.**

   iii) To hand in any homework assessment task on time to your teacher.

e) If you are absent for an assessment test or on the day a task is due it is **YOUR RESPONSIBILITY** to bring a medical certificate or approved documentation justifying your absence to the appropriate Head Teacher immediately upon your return to school.

f) It is your responsibility to notify your teacher of any assessment problems **IN ADVANCE**, if possible.

g) It is your responsibility to **CHECK THE MARKING** of each task when it is returned to you.

h) **Students who prepare assignments or other required work relying on technology (ie: Computers) will not be permitted to use the failure of such a device as a reason for failing to hand in work. Students must take appropriate steps to keep hard copies or back up files on a regular basis. The school will assist you with technology support if requests are made at the appropriate time (any extraordinary situation will be dealt with by the appeals committee).**
**NB:** You must not under any circumstances leave a piece of work on a teacher’s desk as no record will have been established of its presentation. Therefore any work not personally handed to the class teacher or a person nominated by the class teacher and which then goes missing, will be dealt with in the same manner as for failure to complete a task and an ‘N’ mark will be awarded accordingly.

### 2. School Assessment Policies

**a) Advance Notice of Assessment Tasks**

Students will be given notice of any assessment task particularly for those which require preparation or home study.

**b) Submission of Homework Assessment Tasks**

i) Students **must** hand in assessment tasks *during the lesson* for the subject in which the task is set.

ii) Students may submit or perform an assessment only if they attend all of their lessons that day. (An exception to this is if you send your assessment task to school if you are unable to attend on the day a task is due.)

**c) Absence on the day of an examination**

It is the student’s responsibility to see the Head Teacher of the subject to complete a test missed, on the **FIRST** day of returning from an absence.

A medical certificate or approved documentation to provide a sound **REASON** for the absence will be **ESSENTIAL** and must be given to the Head Teacher on the first day’s attendance after the absence. An invalid reason for absence (or failure to see the Head Teacher) will result in an ‘N’ mark being awarded for that examination.

**d) Absence on the day an Assessment Task is Due**

If a student is unable to attend school on the day a task is due, a parent or friend should submit the required task, or it should be submitted on the day prior to completion date. If this is not possible it is then the student’s responsibility to see the teacher on the **FIRST** day of **returning from** an absence in order to submit the task.

**e) Late Submission of a Home Assessment Task**

**STUDENTS MUST** still complete missed tasks or an ‘N’ Mark will be awarded and a BOSTES warning letter will be issued. When the task is submitted and there is no valid reason for its late submission, a zero mark will be awarded.

**f) Marking of Assessment Tasks**

It is the student’s responsibility to check the marking of any assessment task when it is returned. The marks for any task will be taken as **final** seven days after the task is returned, so a student **must indicate any error in marking before this.** A complaint about marking is not valid for a **later appeal** against an assessment.

**g) Malpractice (Plagiarism, Copying, Cheating, Talking during an examination) / Non-Serious Attempt**
i) In situations where it is established that malpractice has occurred then an ‘N’ will be given for the task.

The Head Teacher in consultation with the class teacher will establish that malpractice has occurred. Parent/Carers will be advised in writing.

If a student can produce conclusive evidence that malpractice could not have occurred, an appeal may be lodged with the appeals committee in writing.

An interview with the student will follow and the decision made will be final.

If it is found that malpractice has occurred, no substitute task will be given.

ii) A Non-Serious Attempt in an assessment task will also lead to an ‘N’ mark being awarded.

h) Notification of Progress in the Stage 5 Course

i) The school will inform students of their progress in the Stage 5 Course. This will be done at various stages in the course, such as after the completion of any assessment task and at the Semester 1 and semester 2 reporting period.

ii) Students will be warned of where they are not meeting course requirements. After two warning letters in a subject or where the student is clearly in danger of not Satisfactorily completing the requirements of Stage 5 course an interview will take place. If this does not result in improvement, an interview with parents will result.

Failure to improve will lead to a recommendation to the Principal that the student be deemed UNSATISFACTORY in that course.

i) Appeals/Appeals Committee

i) Any appeals about assessment procedures should be made in the first instance to the class teacher. Further appeals may be made to the Head Teacher of the appropriate faculty and then to the school’s Appeals Committee through the Deputy Principal in charge of the year group.

ii) The appeals committee will consist of:
   a. The Deputy Principal in charge of the year group
   b. The Subject Head Teacher
   c. The Year Adviser

iii) Appeals will be in writing on the appropriate form. See the Deputy Principal in charge of your year group for details or forms.

iv) Appeals process to be used:
   a. Appeal upheld – work submitted, marked and results recorded
   b. Appeal not upheld or no appeal – work submitted marked and recorded in mark book as ‘0’

3. Homework, Class work, Course work and other Educational Experiences

If a student fails to complete a significant amount of work through absence or lack of diligence;

a) A faculty homework note is sent home and recorded on the Millennium tracking system

b) On the third such incident a BOSTES warning letter may be sent home. The student is expected to complete all missed work
ANNEX A

BOSTES Mandatory Requirements

For the completion of the Stage 5 Course, students need to have studied the following courses:

**English** – studied substantially in each of Years 7 – 10 with 400 hours to be completed by the end of Year 10.

**Mathematics** – studied substantially in each of Years 7 – 10 with 400 hours to be completed by the end of Year 10.

**Science** – studied substantially in each of Years 7 – 10 with 400 hours to be completed by the end of Year 10.

**Human Society and Its Environment** - studied substantially in each of Years 7 – 10 with 400 hours to be completed by the end of Year 10. Included in this requirement is the study of 100 hours each of History and Geography in Years 7 – 8 and 100 hours each of Australian History and Australian Geography in Years 9 – 10 integrating Civics and Citizenship.

**Creative Arts** – studied for 200 hours and comprising the 100-hour courses in each of Visual Arts and Music.

**Technological and Applied Studies** – the BOSTES’ Technology (Mandatory) Years 7-8 Syllabus to be studied for 200 hours.

**Personal Development, Health and Physical Education** – studied in each of Years 7 – 10 with 300 hours to be completed by the end of Year 10.

**Languages** – studied for at least 100 hours, to be completed in one language over one continuous 12-month period between Years 7 and 10 but preferably in Years 7 – 8.

If you think you will not meet these requirements by the end of Year 10 you should speak to your Year Adviser, Deputy Principal or the Principal.
Annex B

<table>
<thead>
<tr>
<th>Grade</th>
<th>General Performance Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>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 very 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>The student has a thorough knowledge and understanding of the course content and a high level of competence in the processes and skills of the course. In addition, the student is able to apply this knowledge and these skills to most new situations.</td>
</tr>
<tr>
<td>C</td>
<td>The student has a sound knowledge and understanding of the main areas of the course content and has achieved an adequate level of competence in the processes and skills of the course.</td>
</tr>
<tr>
<td>D</td>
<td>The student has a basic knowledge and understanding of the course content and has achieved a limited level of competence in the processes and skills of the course.</td>
</tr>
<tr>
<td>E</td>
<td>The student has an elementary knowledge and understanding in few areas of the course content and has achieved very limited competence in some of the processes and skills of the course.</td>
</tr>
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</table>

Grading

BOSTES has developed a common grade scale that describes five levels of achievement, A – E. The table above gives an indication of how these levels help to assess student performance.

For each course, a set of Course Descriptors has been developed based on the common grade scale. Each descriptor is a positive statement about achievement related to the knowledge and skills relevant to the course.

Teachers will collect assessment information about student achievements in a course and relate it to the Course Performance Descriptors. This information will assist the school in making the final judgement of the grade to award students at the end of Year 10 for their Record of Student Achievement.

No grades will be awarded for Life Skills courses. These are reported through the achievement of outcomes on the student profile.
<table>
<thead>
<tr>
<th>Week</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
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<td>1</td>
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<td>PASS</td>
<td>Dance</td>
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<td>Dance Drama IST IST IST</td>
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<td>Commerce PDHPE IT Timber</td>
<td>Maths 5.3 Maths 5.2 Maths 5.1 IST Japanese</td>
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<td>11</td>
<td>Science Music</td>
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</table>

### - multiple classes over 2 weeks
English Course Outcomes

1 responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis and pleasure

2 uses and critically assesses a range of processes for responding and composing

3 selects, uses, describes and explains how different technologies affect and shape meaning

4 selects and uses language forms and features, and structures of texts according to different purposes, audiences and contexts, and describes and explains their effects on meaning

5 transfers understanding of language concepts into new and different contexts

6 experiments with different ways of imaginatively and interpretively transforming experience, information and ideas into texts

7 thinks critically and interpretively using information, ideas and increasingly complex arguments to respond to and compose texts in a range of contexts

8 investigates the relationships between and among texts

9 demonstrates understanding of the ways texts reflect personal and public worlds

10 questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

11 uses, reflects on, assesses and adapts their individual and collaborative skills for learning with increasing independence and effectiveness
<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>TASK</th>
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<th>TASK 2</th>
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<td>VIEWING/REPRESENTING SPEECH TASK</td>
<td>HALF-YEARLY EXAMINATION</td>
<td>LISTENING/WRITING TASK</td>
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<td></td>
<td>Writing</td>
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<td>Viewing/Representing</td>
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Geography Course 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
# PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

**DATE:** 2014  
**SUBJECT:** GEOGRAPHY  
**COURSE:** YEAR 10

<table>
<thead>
<tr>
<th>TASK NUMBER</th>
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<th>TASK 4</th>
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<td>TASK</td>
<td>COASTAL MANAGEMENT RESEARCH ACTION PLAN WRITING TASK</td>
<td>HALF-YEARLY EXAMINATION</td>
<td>ICT ASSIGNMENT ON AUSTRALIA'S REGIONAL AND GLOBAL LINKS</td>
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<td>25</td>
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History Course 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 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
## PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

### DATE: 2014

### SUBJECT: HISTORY (MANDATORY)

### COURSE: YEAR 10

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>TASK 1</th>
<th>TASK 2</th>
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<td>RESEARCH TASK/ICT EXTENDED RESPONSE IN CLASS</td>
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### Outcomes

- **Australia in the Vietnam Era**: 15
- **Australia in the Vietnam Era and Changing Rights and Freedoms**: 15
- **Changing Rights and Freedoms**: 15
- **People, Power and Politics in the Post War Period**: 25
- **All topics including Australia’s Social and Cultural History in the Post War Period**: 30

### TOTAL WEIGHTING

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<th>Australia in the Vietnam Era</th>
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<td>All topics including Australia’s Social and Cultural History in the Post War Period</td>
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| TOTAL WEIGHTING | 15 | 15 | 15 | 25 | 30 | 100 |
**Stage 5.1 Mathematics Course Outcomes**

**WORKING MATHEMATICALLY**

**Questioning**
WMS5.1.1 Asks questions that could be explored using mathematics in relation to Stage 5.1 content

**Applying Strategies**
WMS5.1.2 Analyses a mathematical or real-life situation, systematically applying problem-solving strategies

**Communicating**
WMS5.1.3 Uses mathematical terminology and notation, algebraic symbols, diagrams, text and tables to explain mathematical ideas

**Reasoning**
WMS5.1.4 Explains and verifies mathematical relationships

**Reflecting**
WMS5.1.5 Links mathematical ideas and makes connections with, and generalisations about, existing knowledge and understanding in relation to Stage 5.1 content

**NUMBER**

**Rational Numbers**
NS5.1.1 Applies index laws to simplify and evaluate arithmetic expressions and uses scientific notation to write large and small numbers

**Consumer Arithmetic**
NS5.1.2 Solves consumer arithmetic problems involving earning and spending money

**Probability**
NS5.1.3 Determines relative frequencies and theoretical probabilities

**PATTERNS AND ALGEBRA**

**Algebraic Techniques**
PAS5.1.1 Applies the index laws to simplify algebraic expressions

**Coordinate Geometry**
PAS5.1.2 Determines the midpoint, length and gradient of an interval joining two points on the number plane and graphs linear and simple non-linear relationships from equations

**DATA**

**Data Representation and Analysis**
DS5.1.1 Groups data to aid analysis and constructs frequency and cumulative frequency tables and graphs

**MEASUREMENT**

**Perimeter and Area**
MS5.1.1 Uses formulae to calculate the area of quadrilaterals and finds areas and perimeters of simple composite figures

**Trigonometry**
MS5.1.2 Applies trigonometry to solve problems (diagrams given) including those involving angles of elevation and depression
<table>
<thead>
<tr>
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<tr>
<td>TASK</td>
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| WEIGHTING | 25 | 25 | 25 | 25 | 100 |
5.2 Mathematics Course Outcomes (Stage 5.1 Mathematics Course Outcomes (listed on page 18) also to be achieved)

**WORKING MATHEMATICALLY**

*Questioning*

WMS5.2.1 Asks questions that could be explored using mathematics in relation to Stage 5.2 content

*Applying Strategies*

WMS5.2.2 Selects and uses appropriate problem-solving strategies that include selecting and organising key information and identifying and working on related problems

*Communicating*

WMS5.2.3 Uses appropriate mathematical language and algebraic, statistical and other notations and conventions in written, oral or graphical form

*Reasoning*

WMS5.2.4 Uses mathematical arguments to reach and justify conclusions

*Reflecting*

WMS5.2.5 Links mathematical ideas and makes connections with, and generalisations about, existing knowledge and understanding in relation to Stage 5.2 content

**NUMBER**

*Rational Numbers*

NS5.2.1 Rounds decimals to a specified number of significant figures, expresses recurring decimals in fraction form and converts rates from one set of units to another

*Consumer Arithmetic*

NS5.2.2 Solves consumer arithmetic problems involving compound interest, depreciation and successive discounts

**PATTERNS AND ALGEBRA**

*Algebraic Techniques*

PAS5.2.1 Simplifies, expands and factorises algebraic expressions involving fractions and negative and fractional indices

PAS5.2.2 Solves linear and simple quadratic equations, solves linear inequalities and solves simultaneous equations using graphical and analytical methods

*Coordinate Geometry*

PAS5.2.3 Uses formulae to find midpoint, distance and gradient and applies the gradient/intercept form to interpret and graph straight lines

PAS5.2.4 Draws and interprets graphs including simple parabolas and hyperbolas

Graphs of Physical Phenomena

PAS5.2.5 Draws and interprets graphs of physical phenomena

**DATA**

*Data Analysis and Evaluation*

DS5.2.1 Uses the interquartile range and standard deviation to analyse data

**MEASUREMENT**

*Perimeter and Area*

MS5.2.1 Finds areas and perimeters of composite figures

*Surface Area and Volume*

MS5.2.2 Applies formulae to find the surface area of right cylinders and volume of right pyramids, cones and spheres, and calculates the surface area and volume of composite solids

**SPACE AND GEOMETRY**

*Properties of Geometrical Figures*

SGS5.2.1 Develops and applies results related to the angle sum of interior and exterior angles for any convex polygon

SGS5.2.2 Develops and applies results for proving that triangles are congruent or similar
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| WEIGHTING | 25 | 25 | 25 | 25 | 100 |
Stage 5.3 Mathematics Course Outcomes  (Stage 5.1 & 5.2 Mathematics Course Outcomes (listed on pages 18,20,21) also to be achieved)

WORKING MATHEMATICALLY
Questioning
WMS5.3.1 Asks questions that could be explored using mathematics in relation to Stage 5.3 content
Applying Strategies
WMS5.3.2 Solves problems using a range of strategies including deductive reasoning
Communicating
WMS5.3.3 Uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
Reasoning
WMS5.3.4 Uses deductive reasoning in presenting arguments and formal proofs
Reflecting
WMS5.3.5 Links mathematical ideas and makes connections with, and generalisations about, existing knowledge and understanding in relation to Stage 5.3 content

NUMBER
Real Numbers
NS5.3.1 Performs operations with surds and indices
Probability
NS5.3.2 Solves probability problems involving compound events

PATTERNS AND ALGEBRA
Algebraic Techniques
PAS5.3.1 Uses algebraic techniques to simplify expressions, expand binomial products and factorise quadratic expressions
PAS5.3.2 Solves linear, quadratic and simultaneous equations, solves and graphs inequalities, and rearranges literal equations
Coordinate Geometry
PAS5.3.3 Uses various standard forms of the equation of a straight line and graphs regions on the number plane
PAS5.3.4 Draws and interprets a variety of graphs including parabolas, cubics, exponentials and circles and applies coordinate geometry techniques to solve problems
Graphs of Physical Phenomena
PAS5.3.5 Analyses and describes graphs of physical phenomena
Curve Sketching and Polynomials
PAS5.3.6 Uses a variety of techniques to sketch a range of curves and describes the features of curves from the equation
PAS5.3.7 Recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems

MEASUREMENT
Surface Area and Volume
MS5.3.1 Applies formulae to find the surface area of pyramids, right cones and spheres
Trigonometry
MS5.3.2 Applies trigonometric relationships, sine rule, cosine rule and area rule in problem solving

SPACE AND GEOMETRY
Deductive Geometry
SGS5.3.1 Constructs arguments to prove geometrical results
SGS5.3.2 Determines properties of triangles and quadrilaterals using deductive reasoning
SGS5.3.3 Constructs geometrical arguments using similarity tests for triangles
## Component: Mathematics (Stage 5.3)

### Assessment Schedule

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5.1 analyses how they can support their own and others sense of self.
5.2 evaluates their capacity to reflect on and respond positively to challenges.
5.3 analyses factors that contribute to positive, inclusive and satisfying relationships.
5.4 adapts, transfers and improvises movement skills and concepts to improve performance.
5.5 composes, performs and appraises movement in a variety of challenging contexts.
5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people.
5.7 analyses influences on health decision making and develops strategies to promote health and safe behaviours.
5.8 critically analyses health information, products and services to promote health.
5.9 formulates goals and applies strategies to enhance participation in lifelong physical activity.
5.10 adopts roles to enhance their own and others enjoyment of physical activity.
## Task Schedule

### Subject: Personal Development, Health and Physical Education

#### Course: Year 10

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### Time
- Term 1: Week 9
- Term 2: Ongoing
- Term 3: Week 5

### Outcomes
- Term 1: 5.6, 5.7
- Term 2: 5.4, 5.5, 5.9, 5.10
- Term 3: 5.1, 5.2, 5.3, 5.6, 5.8
- Term 4: 5.6, 5.7, 5.8

### Weighting
- Task 1: 10
- Task 2: 50
- Task 3: 10
- Task 4: 20
- Task 5: 10
- Total: 100
Science Course Outcomes

5.1 explains how social factors influence the development and acceptance of scientific ideas
5.2 describes the processes that are applied to test and validate models, theories and laws
5.3 evaluates the impact of applications of science on society and the environment
5.4 discusses scientific evidence supporting different viewpoints
5.5 analyses how current research might affect people’s lives
5.6 applies models, theories and laws to situations involving energy, force and motion
5.7 relates properties of elements, compounds and mixtures to scientific models, theories and laws
5.8 relates the structure and function of living things to models, theories and laws
5.9 relates the development of the universe and the dynamic structure of Earth to models, theories and laws and the influence of time
5.10 assesses human impacts on the interaction of biotic and abiotic features of the environment
5.11 analyses the impact of human resource use on the biosphere to evaluate methods of conserving, protecting and maintaining Earth’s resources
5.12 relates the interactions involved in using some common technologies to their underlying scientific principles
5.13 identifies a problem and independently produces an appropriate investigation plan
5.14 undertakes first-hand investigations independently with safety and competence
5.15 gathers first-hand data accurately
5.16 accesses information from a wide variety of secondary sources
5.17 explains trends, patterns and relationships in data and/or information from a variety of sources
5.18 selects and uses appropriate forms of communication to present information to an audience
5.19 uses critical thinking skills in evaluating information and drawing conclusions
5.20 selects and uses appropriate strategies to solve problems
5.21 uses creativity and imagination in the analysis of problems and the development of possible solutions
5.22 plans, implements and evaluates the effectiveness of a variety of tasks independently and as a team member
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COMMERCCE COURSE OVERVIEW
YEAR 10

COURSE CONTENT

Areas of study:

- Students develop an understanding of how laws affect individuals and groups and regulate society.
- Students learn about the commercial and legal aspects of employment issues by focusing on their options, rights and responsibilities in the work environment.

Students learn about:

- How laws are made and changed
- Accessing the law and issues of fairness in using the law
- Employment relations
- Taxation and superannuation
- Towards independence – managing finances, major purchases, community involvement and lifestyle issues
- Participation in the democratic process
- Rights and responsibilities
- Current issues
## PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

**DATE:** 2014  
**SUBJECT:** COMMERCE  
**COURSE:** YEAR 10

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Week 5 | Term 4  
Week 4 |       |
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| WEIGHTING   | 25          | 25                          | 25                                                                   | 25                        | 100   |
DANCE COURSE OVERVIEW
YEAR 10

COURSE CONTENT

Areas of study:

There are three major areas of study:
• Performance
• Composition
• Appreciation

Students learn about:

Term 1 – Musical Theatre
Term 2 – Jazz Dance
Term 3 – Australian Dance
Term 4 – Nutrition

• Technique classes
• Creating and performing your own dances in a particular style or following set guidelines
• Exploring different styles of dance and the socio-historical context of the style
• Analysing video performances
• Improvisation
• Learning about and applying the elements of dance in all the areas of study
• All performance classes will be taught through Modern Contemporary dance.
## PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

**DATE:** 2014

**SUBJECT:** DANCE

**COURSE:** YEAR 10

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DRAMA COURSE OVERVIEW
YEAR 10

COURSE CONTENT

Areas of study:

- Drama as a script
- Drama as performance
- Performance spaces and conventions of theatre
- Technical aspects of production
- Experience in dramatic presentation

Students learn about:

Group and individual presentation

- Presentations with input into set, design and costume
- Research activities
- Improvising and play building
- Reading and preparing scripts

Students will be required to attend the HSC Drama examinations and any performance excursions offered throughout the year. It is expected that students will participate in performance nights etc.
## PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

**DATE:** 2014  
**SUBJECT:** DRAMA  
**COURSE:** YEAR 10

<table>
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<td>PERFORMANCE &amp; DESIGN CONCEPT</td>
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FOOD TECHNOLOGY COURSE OVERVIEW
YEAR 10

COURSE CONTENT

Areas of study:

Food Technology is concerned with the study of domestic, commercial and industrial applications of food technologies. It involves students investigating food through practical ‘hands-on’ applications and processes such as designing, researching, making, communicating and managing. It provides opportunities for students to evaluate the impact of food technologies on the individual, society and the environment.

Students learn about:

- Food for Special Needs
- Food Product Development
- Food Service and Catering
- Food for Special Occasions
## PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

**DATE:** 2014

**SUBJECT:** FOOD TECHNOLOGY

**COURSE:** YEAR 10

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<td>PORTFOLIO AND PRACTICAL ASSESSMENT</td>
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**TOTAL WEIGHTING**

| | 20 | 20 | 20 | 40 | 100 |
COURSE CONTENT

Areas of study:

There is a strong emphasis in the development of skills, particularly research and writing skills.

- Civil Rights Movement
- Forensic History
- Terrorism
- Ancient Medieval and Modern Societies

(Please note that there is an element of student choice in this course)
## PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

**DATE:** 2014  
**SUBJECT:** HISTORY ELECTIVE  
**COURSE:** YEAR 10

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Week 10 | Term 2  
Week 8 | Term 3  
Week 9 | Term 4  
Week 4 | |
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E5.1, E5.6, E5.8, E5.9,  
E5.6, E5.8, E5.9, E5.10 | E5.1, E5.3, E5.4, E5.5, E5.6, E5.7, E5.9 | | | |

**Topic 1**  
Ancient, Medieval and Modern Societies: 20th Century Germany – The Holocaust  
20  
5  
25

**Topic 2**  
Thematic Studies: Forensic History  
20  
5  
25

**Topic 3**  
Thematic Studies: Terrorism  
20  
5  
25

**Topic 4**  
Ancient, Medieval and Modern Societies – 60’s America  
20  
5  
25

**TOTAL WEIGHTING**  
20  
20  
20  
40  
100
INDUSTRIAL TECHNOLOGY – METAL
COURSE OVERVIEW
YEAR 10

COURSE CONTENT

Areas of study:

The metal focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the metal and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to metal or art metal which are enhanced and further developed through the study of specialist modules in:

- Metal Machining
- Fabrication
- Art Metal
- Jewellery.

Practical projects reflect the nature of the Metal focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to metal-related technologies.

Students learn about:

- Sheet metal products
- Metal machining projects
- Fabricated projects
- Artistic metal projects
- Jewellery and accessories.

Industrial Technology – metal would benefit those students who may be interested in a career in the metal related industries and students who have a general interest in metalwork.

Relevant theoretical aspects are also covered and students will be instructed in the safe and correct use of a wide range of machines and portable power tools, including metalturning, milling machine, shapers, grinders, benders and MIG and oxygen/acetylene welding.
# PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

**DATE:** 2014  
**SUBJECT:** INDUSTRIAL TECHNOLOGY METAL  
**COURSE:** YEAR 10

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<td>Societal and Environmental Impact</td>
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</table>
COURSE CONTENT

Areas of study:

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist modules in:

- Cabinetwork
- Wood Machining

Practical projects undertaken reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies.

Students learn about:

- Furniture items
- Decorative timber products
- Storage and transportation products
- Small stepladders or similar
- Storage and display units.

Relevant theoretical aspects are also covered and students will be instructed in the safe and correct use of a wide range of machines and portable power tools, including woodturning, lathes, portable and fixed drills, bandsaws, disc sanders, portable orbital and belt sanders, jigsaws, electric routers etc.
## PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

**DATE:** 2014  
**SUBJECT:** INDUSTRIAL TECHNOLOGY TIMBER  
**COURSE:** YEAR 10

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**Occupational Health and Safety**  
5  
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5  
15

**Materials, Tools and Techniques**  
5  
15  
15  
5  
40

**Design**  
5  
5  
5  
10

**Links to Industry**  
5  
5  
5  
10

**Workplace Communication**  
5  
5  
5  
15

**Societal and Environmental Impact**  
5  
5  
5  
10

**TOTAL WEIGHTING**  
20  
30  
30  
20  
100
INFORMATION AND SOFTWARE TECHNOLOGY COURSE OVERVIEW
YEAR 10

COURSE CONTENT

Areas of study:

The study of Information and Software Technology assists students to develop the knowledge, understanding and skills to solve problems in real life contexts. Students can specialize knowledge of past, current and emerging technologies, data, hardware, software and people involved in the field of information and software technology.

Students learn about:

The core includes legal, ethical, social and industrial issues.

Students develop information and software technology through project work, individually and collaboratively. Options include Artificial Intelligence, Simulation and Modeling, Authoring and Multimedia, Database Design, Digital Media, the Internet and Website Development, Networking Systems, Robotics and Automated Systems, and Software Development and Programming.
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<th>COMPONENT</th>
<th>TASK 1</th>
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<td>SOFTWARE UNIT TEST</td>
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<td>25</td>
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COURSE CONTENT

Areas of study:

This course is the second half of the Stage 5 course. Using the Hai! series of course and workbooks, students will work to further develop their skills in the four macro areas of listening, speaking, reading and writing. Students will also continue their study of Japanese culture, geography, history and ways of thinking. Students will further develop their knowledge and understanding of the Japanese language and grammar and the way the language and culture of the Japanese people are co-dependent. Additionally, students will develop their ability to manipulate the Japanese language in order to achieve specific purposes by expanding their knowledge of grammar structures and Kanji.

Students are assessed informally on a daily basis, through classwork and book work. Students will undertake four separate assessment tasks, including the Half-Yearly and Yearly Examinations and each task will specifically assess one or more macro skill area.
## Components

<table>
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<tr>
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MUSIC COURSE OVERVIEW
YEAR 10

COURSE CONTENT

Areas of study:

1. Theatre Music
2. 20th and 21st Century Music - Serialism
3. Music for small ensembles

Students learn about:

- Performing a wide range of pieces from each topic
- Writing compositions in various styles
- Listening to various musical works from each topic
- Score reading activities
- Research activities
- Computer aided composition
- To compose and perform their own compositions in various styles
- Performance of various pieces
# PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

**DATE:** 2014

**SUBJECT:** MUSIC

**COURSE:** YEAR 10

## Component Table

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<td>MUSICAL PERFORMANCE</td>
<td>MUSICAL COMPOSITION</td>
<td>SERIALISM COMPOSITION</td>
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PHYSICAL ACTIVITY & SPORTS STUDIES
COURSE OVERVIEW
YEAR 10

COURSE CONTENT

Areas of study:

Theory

- Sports Coaching
- Lifestyle, Leisure and Recreation
- World Sports
- Issues In Sport & Physical Activity

Practical

- Sports Coaching
- World Sports
- Futsal Soccer
- Volleyball
- Badminton
- Indoor Cricket
- Table Tennis
- Frisbee
- Lacrosse
## PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

**DATE:** 2014  
**SUBJECT:** PHYSICAL ACTIVITY AND SPORTS STUDIES  
**COURSE:** YEAR 10

<table>
<thead>
<tr>
<th>TASK NUMBER</th>
<th>TASK 1</th>
<th>TASK 2</th>
<th>TASK 3</th>
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<td>TASK</td>
<td>WORLD SPORT ASSIGNMENT</td>
<td>SKILL AND PARTICIPATION</td>
<td>HALF-YEARLY EXAMINATION</td>
<td>SPORT COACHING PROJECT</td>
<td>YEARLY EXAMINATION</td>
<td>CLASS WORK</td>
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</table>
TEXTILES TECHNOLOGY
COURSE OVERVIEW
YEAR 10

COURSE CONTENT

Areas of study:

Textiles & Design is concerned with investigating, developing, producing, analysing, marketing and evaluating skills in relation to a variety of fabric skills and garment construction processes. These processes will be learned using the problem solving approach as it pertains to Textiles & Design, where students are encouraged to research and experiment with a variety of alternatives in order to meet a specific and desired result.

Students learn about:

- The processing of fibres from natural and artificial sources and the manufacture of yarns and fabrics
- The properties of fibres, yarns, fabrics and other materials and their appropriateness for certain end uses
- The designing of clothing and accessories for specific end uses such as sporting, theatrical, fashion, jewellery, footwear, head coverings
- The construction of clothing and accessories using appropriate cutting, joining and finishing techniques
- The decoration of fabrics, other materials, clothing and accessories
- The maintenance and care of clothing and accessories
- The marketing of the final product including labelling, packaging and promotions
## PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

**DATE:** 2014  
**SUBJECT:** TEXTILES TECHNOLOGY  
**COURSE:** YEAR 10

### COMPONENT

<table>
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<tr>
<th>TASK</th>
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|      | DESIGN TASK (WRITTEN)  
  ‘WOOL4SKOOL’ COMPETITION | SKIRTS/SHORTS (PRACTICAL & PORTFOLIO) | KNITWEAR (PRACTICAL & PORTFOLIO) | COSTUME & DESIGN (PRACTICAL & PORTFOLIO) |      |
| Time | Term 1  
  Week 7 | Term 1  
  Week 10 | Term 2  
  Week 8 | Term 3  
  Week 10 |      |
| Outcomes | 5.1.1, 5.1.2, 5.2.1, 5.2.2 | 5.2.2, 5.3.1, 5.4.1, 5.5.2, 5.5.3 | 5.4.1, 5.5.1, 5.5.2, 5.6.1 | 5.2.2, 5.2.3, 5.3.2, 5.5.1, 5.5.3 |      |

### Outcomes

- **Properties and Performance**
  - 10
  - 5
  - 5
  - 20

- **Textiles and Society**
  - 5
  - 5
  - 10

- **Design**
  - 5
  - 5
  - 5
  - 20

- **Project Work**
  - 5
  - 20
  - 10
  - 15
  - 50

**TOTAL WEIGHTING**

- 25
- 25
- 25
- 25
- 100
VISUAL ARTS COURSE OVERVIEW
YEAR 10

COURSE CONTENT

Areas of study:

Term One: Ceramics
Term Two: 2D Media
Term Three: Mixed Media
Term Four: Digital Media

Students learn about:

- Artmaking – students will work both collaboratively in groups (installation art) and independently. Students will learn to develop their own artmaking practice with experimentation of a range of media and techniques.
- Students will study artworks and develop knowledge of artists’ practice that relate to their chosen concepts in their artmaking.
- Historical – students undertake extensive study and appreciation of Ancient Modern and Contemporary Art Practice.
- Critical – students undertake critical analysis and appreciation of artworks and artistic practice through the Frames of Reference and Conceptual Framework.
# PICNIC POINT HIGH SCHOOL ASSESSMENT SCHEDULE

**DATE: 2014**

**SUBJECT: VISUAL ARTS**

**COURSE: YEAR 10**

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>TASK 1</th>
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<tr>
<td>TASK</td>
<td>HOMEWORK RESEARCH BOOKLET: HISTORICAL STUDY</td>
<td>ARTWORKS AND V.A.P.D</td>
<td>RESEARCH TASK: ARTIST PROFILE AND IN CLASS ESSAY</td>
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</table>

| Artmaking | 30 | 30 |       |       |       | **60** |
| Critical/Historical Study | 10 | 20 | 10 |       |       | **40** |

| TOTAL WEIGHTING | 10 | 30 | 20 | 30 | 10 | **100** |