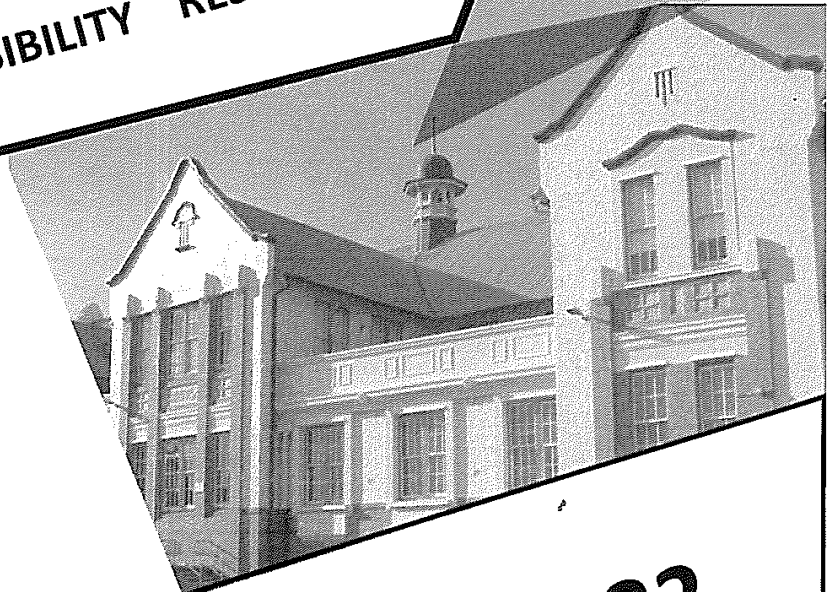


**GOULBURN HIGH SCHOOL**  
**RESPECT RESPONSIBILITY RESILIENCE**



**YEAR 10**  
**ASSESSMENT**  
**SCHEDULE**

**2022**

# Information on the Record of School Achievement - RoSA

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC).

## Key characteristics of the RoSA

The name of the credential is the Record of School Achievement (RoSA).

- Not all Year 10 students will automatically receive the credential – eligible students are
- those who choose to leave school after the end of Year 10 but before they complete the HSC
- It will be cumulative and comprehensive – it will show a student's school achievements up to the time they leave school, not just at the end of Year 10
- It will be based on moderated, school-based assessments, not external tests
- It will offer voluntary literacy and numeracy tests
- It will have the potential to show what a student has achieved, both in the courses studied and in certain extracurricular activities.

## Who is likely to need the new Record of School Achievement?

- around 18% of students leave school without the HSC
- Of these:
- 60% are male
  - 72% are from government schools
  - 57% are from country areas
- at least 10 000 students per year start Year 11 but leave before getting their HSC.

## Rationale

In 2009 the Council of Australian Governments set a target of students completing Year 12 at 90% for all young people from 2015.

In 2010 new laws were introduced in NSW requiring most students to stay at school until they turn 17. These measures – in addition to the changing needs of the workforce – mean that fewer students are seeing the end of Year 10 as a natural 'exit point' from school education.

## Who will receive a Record of School Achievement?

- students who are eligible and leave school before receiving the HSC
- a student receiving the HSC will also request a copy of their Record of School Achievement
- students in Year 11 or 12 not leaving school can access a transcript to use when seeking casual work (this will not be an official credential)

## Reporting measures

- submitted by the school to the NESA in November for every Year 10 student.

For an eligible student who has completed Year 10 and is leaving school, the RoSA will show:

- an A to E grade based on course performance descriptors for all the courses a student has studied

- grades based on how a student has performed in assessment tasks
- grades monitored by the NSW Education Standards Authority (NESA)
- grades for Stage 5 courses submitted by the school to NESA at the end of November.

## **Background to reporting measures**

**Rationale: if a student goes on to complete study in Years 11 or 12, their courses and achievements will now be acknowledged.**

It is important to note that a cumulative record means that grades are submitted to NESA, Teaching & Educational Standards for ALL Year 10 and Year 11 students – irrespective of whether or not they leave school prior to receiving the HSC.

Grades will not be submitted for partial completion of Year 10 or 11 courses.

If a student leaves before completing the full Preliminary or HSC course, their document will show the:

- courses they have attempted
- date of leaving school.

## **Moderation and monitoring of grades**

Moderation is a process that encourages consistency of marking or grading against standards across all students and schools.

Moderation helps ensure that the grade a student receives at their school can be fairly compared to the same grade given anywhere in NSW.

Monitoring is the process undertaken by NESA to ensure that the pattern of grades in a subject awarded by a school is reliable.

## **Voluntary literacy/numeracy tests**

These are voluntary tests.

- Employers have supported this measure as important in their assessment of potential job candidates
- Tests will be online and taken throughout the year
- Students can receive their Record of School Achievement even if they choose not to take the tests.
- It is important to remember that the grades are a state-wide indicator of students achievement
- Employers have supported this measure as important in their assessment of potential job candidates.

## **Issuing the Record of School Achievement**

- not issued at a single point in time
- schools continue to assess students' learning in Years 10 – 12 as required
- schools report grades NESA for Stage 5 (Year 10) courses and for Preliminary (Year 11) courses
- these grades are kept by NESA until a student chooses to leave, and can be accessed by students at students online at any time
- Principal informs NESA when the student intends to leave school
- NESA issues the Record of School Achievement to eligible students.

## Eligibility for the RoSA

The eligibility requirements for the RoSA are essentially unchanged from the School Certificate, except for the deletion of the School Certificate tests. Requirements relating to curriculum, school attendance and the completion of Year 10 are identical to those that previously applied for the School Certificate.

In summary, to qualify for the award of a RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- undertaken and completed courses of study that satisfy NESA's curriculum and assessment requirements for the Record of School Achievement;
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or NESA; and
- completed Year 10.

## School attendance

A principal may determine that, as a result of absence, course completion criteria might not be met. A requirement for the award of the RoSA is that students attend until the final day of Year 10 as determined by the school system concerned or by the principal of non-systemic schools. In all cases, schools are to ensure that syllabus outcomes and course study requirements, including indicative hours of study as specified by NESA, are met.

## Content of the RoSA

The RoSA will contain the following information:

- Stage 5 courses listed in a sequence consisting of English, Mathematics, Science, Australian Geography, History, followed by other NESA Courses and then NESA Endorsed Courses in alphabetical order, with the student's grade shown to the right of each course
- All mandatory curriculum requirements (ie: English, Mathematics, Science, HSIE, Languages, Technology, Music, Visual Arts, PDHPE) listed under a separate heading with an indication of completion by the student
- A statement that the student is eligible for the award of a Record of School Achievement
- Courses based on Life Skills outcomes and content will be recorded as 'Completed' with the footnote *See Profile of Student Achievement*

Where an N determination is received in an additional subject studied (elective), the course will not appear on the RoSA.

## Content of the Transcript of Study

The Transcript of Study will contain the same information as the RoSA for courses satisfactorily completed. Where an N determination is received in a Stage 5 mandatory course it will be recorded on the Transcript of Study as 'Not completed'. Where an N determination is received in an additional subject studied (elective) the course will not appear on the Transcript of Study.

The Transcript of Study will also include a statement that the student is not eligible for the award of the Record of School Achievement.

## N determinations

N determinations are issued to students who do not complete the requirements for a course.

- Schools will issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected
- If a student has been given an N determination in a mandatory course, they will not be eligible for a Record of School Achievement. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an N determination was given. The words 'Not completed' will appear next to each N determined course
- The following words will appear at the bottom of the Transcript of Study – *Not eligible for the Record of School Achievement*
- If a student is given an N determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study

Where a student fails to satisfactorily complete a mandatory Stage 5 course the student:

- is ineligible for the award of the RoSA if they leave school at the end of Year 10
- may be ineligible to enter Preliminary (Year 11) courses.



## Rules for Examinations

The usual rules for examinations will apply.

In particular these should be noted:

There will be no talking in the examination room.

Students will not engage in any behaviour that will distract other students or distract the examination supervisors.

Students are to remain in the examination room for the entire duration of their specific exam.

At the end of an examination students are to remain at their desk until it has been inspected for graffiti.

Students should use toilet facilities before an examination begins so that they will not need to request to use them during an examination.

No food is to be consumed in the examination rooms unless Special Provisions have been approved.

Water is the only drink allowed during an examination.

Answers are to be written on the paper provided.

Students are to ensure that they bring all required equipment to an examination.

Pencil cases will not be permitted in the examination room.

No electronic devices will be permitted in the examination room.

Students are to wear FULL school uniform for examinations.

# GOULBURN HIGH SCHOOL

## RECORD OF STUDENT ACHIEVEMENT (RoSA)

### ASSESSMENT FOR YEAR 10 - 2022

The assessment scheme is designed to enable students to demonstrate their competency outside of the traditional examination setting. It also enables aspects of syllabuses that cannot be assessed by traditional examinations to be included as part of the total result that students receive.

To receive the Record of Student Achievement (ROSA) Year 10 credential, students are required to study and successfully complete courses in each year in Years 7-10.

#### Mandatory curriculum requirements

Students are required to complete the following mandatory curriculum for the RoSA:

<b>English</b>	The NESA developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
<b>Mathematics</b>	The NESA developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
<b>Science</b>	The NESA developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
<b>Human Society and Its Environment</b>	To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10. This must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5.
<b>Languages Other than English</b>	100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
<b>Technological and Applied Studies</b>	NESA'S Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
<b>Creative Arts</b>	200 hours to be completed, consisting of NESA'S 100-hour mandatory courses in each of Visual Arts and Music. It is NESA'S expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
<b>Personal Development, Health and Physical Education</b>	The NESA'S mandatory 300-hour course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7–10.

Satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- a) followed the course developed or endorsed by the Board of Studies, Teaching & Educational Standards; and
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes.

**A student's performance in the assessment program is a significant piece of information for the principal when deciding whether a student has satisfactorily completed a course.**

**Satisfactory completion of a course is also judged by attendance and level of involvement in class, the assignments, homework, etc completed and the level of achievement.**

Students need to remember that tasks that are set but that are not part of the assessment schedule are also very important. These tasks provide the opportunity for skill development and are the appropriate place for students to make mistakes from which they can learn. Students will not maximise their assessment or examination performance unless they actively engage in the "non assessable" tasks. Students must make a serious attempt to complete all set tasks in all subjects.

This booklet provides students with outlines of the assessment programs for all Year 10 courses within the school. Each subject department will issue students with support documents providing students with more detail about the assessment program. This will include:

- a copy of course outcomes (these are included in this booklet)
- at least two weeks before an assessment is due, documents that include:
  - the actual date of the task or its due date
  - the outcomes that will be assessed
  - the detailed requirements of the task
  - information about the marking criteria for the task
- when assessment tasks are returned, students will be given feedback that corresponds with the marking criteria.



## IMPORTANT POINTS TO NOTE:

Students who fail to complete and submit a task by the due date will receive zero marks for the task, unless satisfactory documentation is provided. Students may also be N Notified. An N Notification is an official warning of non-satisfactory completion of a course.

### Non-Completion of an Assessment Task

#### ➤ Meeting Assessment Deadlines

Students are expected to complete **all** assessment work and submit it on the due date. Failure to do so will result in a zero mark unless the following conditions are met.

**Students who are unable to complete an assessment task due to illness MUST provide a medical certificate to the Head Teacher on their return to school.** Students who are unable to complete an assessment task due to **EXCEPTIONAL CIRCUMSTANCES or MISADVENTURE** must speak to the Head Teacher before the due date and negotiate a time to complete the task. In cases where this is not possible, students must present satisfactory documentation to the Head Teacher on the first day they return to school. The “Non-Completion of an Assessment Task” form must be used. The completed form must be given to the Assessment Coordinator ASAP. Misadventure circumstances are circumstances outside of the student’s control but which can affect performance in an examination or the ability to submit an assessment task eg death of a family member.

#### ➤ Exceptional Circumstances are serious circumstances such as family illness or crisis. The final judgement of the validity or reason for failure to complete an assessment task rests with the principal.

Exceptional circumstances **do not** include problems with computer technology, driving tests, sleeping in etc.

#### ➤ Involvement in Other School Activities

Students are expected to ensure that they are at school to complete assessment tasks and exams. A decision to participate in either school based or non-school based activities during school time must always be considered in the light of assessment deadlines. Students must inform their teacher prior to the due date if they will be absent for any reason on this date.

#### ➤ Problems with Computer Technology

Problems with computer technology are not exceptional circumstances and therefore cannot be used as reasons for not completing assessment work. Students must ensure that they back up their work and keep hard copies. In the assessment notification handed out two weeks before the task is due, the method of task submission will be clearly outlined.

#### ➤ Handing in Assessment Tasks

Teachers will mark in their own records when a task is issued, received and handed back to each student. Students will sign an assessment task receipt page when an assessment task is issued, and where necessary sign again when the task is submitted. This receipt page will be kept as a record by the KLA Head Teacher. This process is beneficial to the student as it provides verification that work has been submitted on time. If the work is emailed, students should ensure that they request email notification to indicate that the message has been received.

### ➤ Scheduling of Tasks

Students will be given at least two weeks' written notice of the precise due date for an assessment task.

**Non-assessment periods will apply for one week prior to Half Yearly and end of course examinations.**

Any change in the scheduling of tasks (type, value, date) will be communicated in writing to students.

### ➤ Malpractice and/or Non-Serious Attempts

If a student is found to have committed an illegality in the preparation and submission of an assessment task, the Senior Review Panel will investigate all circumstances. Examples of illegality are: cheating during a test or task, copying another student's work, plagiarism, falsifying an explanation when a task has been submitted late or disrupting a class when a task or test is being completed. **Mobile phones and media players must be turned off during assessment tasks and examinations and kept in bags.**

If after investigation, the student is found to have acted illegally, a zero mark will be awarded and a non-serious attempt recorded. In these cases, an N Notification will also be issued.

If a student does not make a serious attempt at an assessment task, zero marks may be awarded. Frivolous or objectionable material may meet the same fate.

### ➤ Plagiarism

In many courses, students are required to work with a range of views and ideas, both in class work and research tasks. Using the ideas and words of others without acknowledging the source of the information is plagiarism.

To avoid plagiarism you must give credit whenever you:

- use another person's words, opinions or ideas
- use any facts, statistics, graphs, drawings or other information that is not considered common knowledge
- use quotations of another person's actual spoken or written words
- paraphrase another person's spoken or written words.

### ➤ The Senior Review Panel

Goulburn High School has a Senior Review Panel. This panel monitors the progress of all students in Years 10, 11 and 12 and reinforces the high expectations Goulburn High School has for all students. It collaboratively designs a support program to assist students to satisfactorily meet course outcomes. In some cases, the panel assists the student to transition successfully to work or TAFE. Students, along with their parents, will be required to attend a meeting with the panel if they:

- receive more than one N Notification in any subject or a range of N Notifications across subjects
- have a record of behaviour that is causing concern
- are reported for non-satisfactory participation in learning.

The Review Panel consists of the Deputy Principal, the Year Advisor, one Head Teacher and/or a senior teacher involved with the course. Students and their parents will be provided with an explanation of the school's concerns and a support program, along with a timeline for implementation, will be negotiated.

## Appeal Process

### Accident, Illness and Misadventure

- If a student believes that their performance in an assessment task, half yearly or yearly examination has been affected by accident, illness or misadventure, he/she may appeal to the Assessment Coordinator.
- Students may also appeal if an accident, illness or misadventure prevents them from attending an examination. Failure to attend an examination is serious. The principal must be informed if a student is unable to sit for an examination.
- Misadventure appeals also include incidents which are outside a student's control, but which can affect performance in an examination, or the ability to submit an assessment task, for example, death of a family member, etc.

### Evidence

- Students must be able to provide evidence that clearly identifies the disadvantage experienced. Supporting evidence must include:
  - (i) a detailed statement by the student explaining how he/she has been affected
  - (ii) a Medical Certificate if applicable
  - (iii) any other evidence the student believes to be appropriate.

### Time Frame for lodging an appeal

Assessment Tasks	Assessment Coordinator must be notified on or before the due date.
Written Examinations	Principal or Assessment Coordinator must be notified on the day of the examination. Written evidence must be supplied within one week of the last examination.

### Responsibilities of the Assessment Co-ordinator (Deputy Principal)

The Assessment Coordinator will:

- oversee the implementation of Goulburn High School's Stage 5 Assessment Policy.
- make determinations on appeals relating to student assessment in consultation with the class teacher and/or Head Teacher.

# GOULBURN HIGH SCHOOL

## NON-COMPLETION OF AN ASSESSMENT TASK

### (APPLICATION FOR SPECIAL CONSIDERATION FOR AN ACCIDENT / MISADVENTURE / ILLNESS / SPECIAL CIRCUMSTANCES)

PART A: TO BE COMPLETED BY STUDENT

To: Mr / Mrs / Miss / Ms \_\_\_\_\_

Head Teacher of subject: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Class /subject: \_\_\_\_\_

Class Teacher: \_\_\_\_\_

Description of the task: \_\_\_\_\_

Due Date for Task: \_\_\_\_\_ (day) \_\_ / \_\_ / \_\_

Delete one: I have been unable to

- complete the task on the required date (for in-school assessment tasks)
- submit the task by the required date (for assignments etc)
- Complete the task to the best of my ability

REASON

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Supporting documents are / are not attached eg. Doctor's Certificate

Student's Signature: \_\_\_\_\_

Parent / Guardian's Signature: \_\_\_\_\_ Date: \_\_ / \_\_ / \_\_

PART B: **TO BE COMPLETED BY THE CLASS TEACHER / HEAD TEACHER BEFORE THE APPLICATION IS SUBMITTED**

Recommendation by Class Teacher / Head Teacher

Teachers are requested to write a recommendation with regard to this application. Alternatively, the teacher could refer this application to the Head Teacher or discuss it directly with the Assessment Coordinator.

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Class Teacher Signature: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Head Teacher Signature: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

NOTE: Head Teacher KLA then passes the completed form onto the assessment coordinator.

PART C: **RECOMMENDATION OF ASSESSMENT COORDINATOR**

- Same task to be completed
- Estimate based on all other assessment tasks
- Estimate based on substitute task being set and completed
- Results to be reviewed and estimate based on demonstrated standard of performance
- Extension of time granted until \_\_\_\_\_
- Zero mark to be given
- Show as non-attempt: N Determination Warning to be issued
- Other \_\_\_\_\_

Signature of Assessment Coordinator: \_\_\_\_\_

Date: \_\_/\_\_/\_\_

(Office: 3 copies, original to DP, Faculty, Class Teacher, student)

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## ASSESSMENT CALENDAR 2022

<b>Term 1 Week</b>	<b>Assessment Tasks due each week</b>
Week 1B	
Week 2A	
Week 3B	Technology Metal, Technology Wood
Week 4A	Geography
Week 5B	English
Week 6A	
Week 7B	Physical Activity Sports Studies (PASS), Visual Arts
Week 8A	Inform. Software and Technology, Music, Science
Week 9B	Mathematics 5.1 Pathway, Mathematics 5.2 Pathway, Mathematics 5.3 Pathway
Week 10A	Child Studies, English, Drama, Geography, Music
Week 11B	

<b>Term 2 Week</b>	<b>Assessment Tasks due each week</b>
Week 1A	Inform. Software and Technology
Week 2B	Agriculture
Week 3A	Food Technology
Week 4B	Agriculture, Science, Visual Arts
Week 5A	Geography, PD/H/PE
Week 6B	Child Studies, Inform. Software and Technology, Mathematics 5.1 Pathway, Mathematics 5.2 Pathway, Mathematics 5.3 Pathway
Week 7A	Technology Metal, Technology Wood
Week 8B	
Week 9A	
Week 10B	English, Drama, Food Technology

<b>Term 3 Week</b>	<b>Assessment Tasks due each week</b>
Week 1A	
Week 2B	Science
Week 3A	
Week 4B	History
Week 5A	
Week 6B	Agriculture
Week 7A	Music, Visual Arts
Week 8B	Inform. Software and Technology
Week 9A	Mathematics 5.1 Pathway, Mathematics 5.2 Pathway, Mathematics 5.3 Pathway
Week 10B	English, Drama, Food Technology, Geography, History, Science

<b>Term 4 Week</b>	<b>Assessment Tasks due each week</b>
Week 1A	Inform. Software and Technology
Week 2B	Physical Activity Sports Studies (PASS)
Week 3A	Child Studies
Week 4B	Agriculture, English, Inform. Software and Technology, Music, PD/H/PE, Technology Metal, Technology Wood
Week 5A	English, Drama, Geography, History, Inform. Software and Technology, Mathematics 5.1 Pathway, Visual Arts
Week 6B	Mathematics 5.2 Pathway, Mathematics 5.3 Pathway
Week 7A	
Week 8B	Technology Metal
Week 9A	
Week 10B	



**Agriculture**  
FACULTY: Science  
Semester 1

SYLLABUS OUTCOMES	REPORT OUTCOMES	FINAL GRADE WEIGHTING %	TASK 1	TASK 2	TASK 3	← WEIGHTING % →
			DUE Week 2 Term 2	DUE Throughout Semester	DUE Week 4 Term 2	
			TASK TITLE Field Trial	TASK TITLE Practical Activities	TASK TITLE Examination	
AG5-1 AG5-2	knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives	20%	10%		10%	
AG5-4 AG5-5 AG5-6 AG5-7	knowledge of and skills in the effective and responsible production and marketing of agricultural products	10%			10%	
AG5-8 AG5-9 AG5-10	an understanding of sustainable and ethical practices that support productive and profitable agriculture	20%			20%	
AG5-11 AG5-12	skills in problem-solving, including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts	20%	20%			
AG5-13 AG5-14	knowledge and skills in implementing collaborative and safe work practices in agricultural contexts.	30%		30%		
<b>MARKS</b>		<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>TOTAL VALUE %</b>

NB: Due dates are a guide. Assessment notification will provide specific dates for each class.

# Agriculture Outcomes

A student:

- AG5-1** explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
- AG5-2** explains the interactions within and between agricultural enterprises and systems
- AG5-3** explains the interactions within and between the agricultural sector and Australia's economy, culture and society
- AG5-4** investigates and implements responsible production systems for plant and animal enterprises
- AG5-5** investigates and applies responsible marketing principles and processes
- AG5-6** explains and evaluates the impact of management decisions on plant production enterprises
- AG5-7** explains and evaluates the impact of management decisions on animal production enterprises
- AG5-8** evaluates the impact of past and current agricultural practices on agricultural sustainability
- AG5-9** evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
- AG5-10** implements and justifies the application of animal welfare guidelines to agricultural practices
- AG5-11** designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts
- AG5-12** collects and analyses agricultural data and communicates results using a range of technologies
- AG5-13** applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
- AG5-14** demonstrates plant and/or animal management practices safely and in collaboration with others

## Agriculture

FACULTY: Science

Semester 2

SYLLABUS OUTCOMES	REPORT OUTCOMES	FINAL GRADE WEIGHTING %	TASK 1	TASK 2	TASK 3	WEIGHTING % ↑  ↓
			DUE Week 6 Term 3	DUE Throughout Semester	DUE Week 4 Term 4	
			TASK TITLE Research Report	TASK TITLE Practical Activities	TASK TITLE Examination	
AG5-1 AG5-2	knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives	20%	10%		10%	
AG5-3	knowledge and understanding of the local and global interaction of agriculture with Australia's economy, culture and society	10%			10%	
AG5-4 AG5-5 AG5-6 AG5-7	knowledge of and skills in the effective and responsible production and marketing of agricultural products	20%	5%		15%	
AG5-8 AG5-9 AG5-10	an understanding of sustainable and ethical practices that support productive and profitable agriculture	10%	10%			
AG5-11 AG5-12	skills in problem-solving, including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts	10%	5%		5%	
AG5-13 AG5-14	knowledge and skills in implementing collaborative and safe work practices in agricultural contexts.	30%		30%		
<b>MARKS</b>		<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>TOTAL VALUE %</b>

NB: Due dates are a guide. Assessment notification will provide specific dates for each class.

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- AG5-14** demonstrates plant and/or animal management practices safely and in collaboration with others

# Child Studies

FACULTY: Personal Development / Health / Physical Education

Task Number	Description of Task	Date Proposed	Weighting
1	Growth & Development Analysis	Term 1, Week 10	25%
2	Health & Safety Pamphlet	Term 2, Week 6	25%
3	Career Opportunities Investigation	Term 4, Week 3	25%
4	Participation	Ongoing	25%
<b>TOTAL</b>			<b>100%</b>

## Child Studies Outcomes

- 1.1 identifies the characteristics of a child at each stage of growth and development
- 1.2 describes the factors that affect the health and wellbeing of the child
- 1.3 analyses the evolution of childhood
- 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
- 3.1 discusses the importance of positive relationships on the growth and development of children
- 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
- 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.

# English

Faculty: English

	Task 1	Task 2	Task 3	Task 4	Task 5
	<b>Module 1 Representations of Society</b>	<b>Module 1 Representations of Society: Novel Study</b>	<b>Module 2 Drama / Shakespearean Drama</b>	<b>Module 3 Texts in Time: Appropriation through Film Study</b>	<b>Module 4 Belonging: Poetry</b>
	Date Due: Term 1 Week 5	Date Due: Term 1 Week 10	Date Due: Term 2 Week 10	Date Due: Term 3 Week 10	Date Due: Term 4 Weeks 4 & 5
<b>Weighting %</b>	<b>10%</b>	<b>15%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>Outcomes</b>	1, 3, 4, 5	3, 4, 7	1, 3, 5	2, 4, 5, 6, 8	1, 4, 5

# English Outcomes

A student:

- EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN5-2A 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
- EN5-3B 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
- EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
- EN5-5C 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
- EN5-6C investigates the relationships between and among texts
- EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds
- EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
- EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

**Drama**  
FACULTY: English

<b>Task</b>	<b>Due</b>	<b>Weight</b>
Module 1 – Monologues + Performance	Term 1 Week 10	30%
Module 2 – Melodrama	Term 2, Week10	25%
Module 3 – Screen to Stage – Playbuilding	Term 3, Week 10	30%
Module 4 – Street Theatre	Term 4, Week 5	15%
	<b>TOTAL</b>	<b>100%</b>

**NOTE:**

- Final assessment marks for each unit will also include a mark for classwork completed satisfactorily.
- ALL classwork must be completed satisfactorily in order to meet course outcomes and requirements.



## Drama Outcomes

### A student:

- 5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
- 5.1.2 contributes, selects, develops and structures ideas in improvisation and playbuilding
- 5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text
- 5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
- 5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
- 5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
- 5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
- 5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
- 5.3.2 analyses the contemporary and historical contexts of drama
- 5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

# Food Technology

Faculty: TAS/Visual Arts

Components (Syllabus)	Weightings (syllabus) %	Task 1	Task 2	Task 3	Task 4
		Food Equity: Assessment task	Half Yearly Exam:	Food Trends/Food Product Development: Assessment task	Term 1-4 Practical Assessments & Literacy Task.
		Date Due: Term 2 Week 3	Date Due: Term 2 Week 10	Date Due: Term 3 Week 10	Date Due: Ongoing & Term 4 Week 5
Knowledge, understanding and skills related to food hygiene, safety and the provision of quality food	10%				10%
Knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food	5%				5%
Knowledge and understanding of nutrition and food consumption, and the consequences of food choices on health	10%		5%	5%	
Skills in researching, evaluating and communicating issues in relation to food	40%	10%		30%	
Skills in designing, producing and evaluating solutions for specific food purposes	20%	15%			5%
Knowledge and understanding of the significant role of food in society	15%	10%	5%		
<b>MARKS</b>	<b>100%</b>	<b>35%</b>	<b>10%</b>	<b>35%</b>	<b>20%</b>
<b>OUTCOMES ASSESSED BY THE TASK</b>		FT5-5, FT5-7, FT5-11, FT5-12	FT5-5, FT5-7, FT5-11, FT5-12	FT5-6, FT5-7, FT5-8, FT5-12	FT5-1, FT5-2, FT5-3, FT5-5, FT5-10

# Food Technology Outcomes

A Student:

- FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product
- FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- FT5-3 describes the physical and chemical properties of a variety of foods
- FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage
- FT5-5 applies appropriate methods of food processing, preparation and storage
- FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- FT5-7 justifies food choices by analysing the factors that influence eating habits
- FT5-8 collects, evaluates and applies information from a variety of sources
- FT5-9 communicates ideas and information using a range of media and appropriate terminology
- FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes
- FT5-12 examines the relationship between food, technology and society
- FT5-13 evaluates the impact of activities related to food on the individual, society and the environment

# History & Geography

Faculty: HSIE

		Task	Outcomes	Due	Weighting
<b>SEMESTER 1</b>	<b>Geography</b>	Mapping and Writing Test (in class)	GE5-2, GE5-3, GE5-5	Term 1, Week 4	<b>20%</b>
		Junior Geography Project (JGP)	GE5-1, GE5-2, GE5-4, GE5-5, GE5-7, GE5-8	Term 1 Week 10	<b>40%</b>
		Wellbeing Website	GE5-6, GE5-7, GE5-8	Term 2 Week 5	<b>30%</b>
		Class Work (Participation/Bookmark etc)	Various	Ongoing	<b>10%</b>
<b>SEMESTER 2</b>	<b>History</b>	Overview Test	HT5-5, HT5-6, HT5-7, HT5-9, HT5-10	Term 3, Week 4	<b>20%</b>
		Rights and Freedoms Essay	HT5-1, HT5-2, HT5-4, HT5-8, HT5-9	Term 3 Week 10	<b>40%</b>
		Pop Culture Perozzi Task	HT5-3, HT5-8, HT5-10	Term 4, Week 5	<b>30%</b>
		Class Work (Participation/Bookmark etc)	Various	Ongoing	<b>10%</b>

## History outcomes

A student:

- HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia
- HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
- HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia
- HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process
- HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
- HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia
- HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
- HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

## Geography Outcomes

A student:

- GE5-1 explains the diverse features and characteristics of a range of places and environments
- GE5-2 explains processes and influences that form and transform places and environments
- GE5-3 analyses the effect of interactions and connections between people, places and environments
- GE5-4 accounts for perspectives of people and organisations on a range of geographical issues
- GE5-5 assesses management strategies for places and environments for their sustainability
- GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing
- GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- GE5-8 communicates geographical information to a range of audiences using a variety of strategies

## Information Software and Technology Assessment Schedule

FACULTY: TAS/Visual Arts

	Task	Due	Weight
<b>Semester 1</b>	Assignment	Term 1, Week 8	<b>25%</b>
	Project	Term 2, Week 1	<b>50%</b>
	Examination	Term 2, Week 6	<b>25%</b>
		<b>TOTAL</b>	<b>100%</b>
<b>Semester 2</b>	Assignment	Term 3, Week 8	<b>25%</b>
	Project	Term 4, Week 1	<b>50%</b>
	Examination	Term 4, Weeks 4 & 5	<b>25%</b>
		<b>TOTAL</b>	<b>100%</b>

### Course outcomes

- 5.1.1 selects and justifies the application of appropriate software programs to a range of tasks
- 5.1.2 selects, maintains and appropriately uses hardware for a range of tasks
- 5.2.1 describes and applies problem-solving processes when creating solutions
- 5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems
- 5.2.3 critically analyses decision making processes in a range of information and software solutions
- 5.3.1 justifies responsible practices and ethical use of information and software technology
- 5.3.2 acquires and manipulates data and information in an ethical manner
- 5.4.1 analyses the effects of past, current and emerging information and software technologies on the individual and society
- 5.5.1 applies collaborative work practices to complete tasks
- 5.5.2 communicates ideas, processes and solutions to a targeted audience
- 5.5.3 describes and compares key roles and responsibilities of people in the field of information and software technology

# Mathematics

FACULTY: Mathematics

## 5-1 Pathway

	Task	Due	Weight
Semester 1	<b>Term 1</b> <b>Common in-class topic test(s) – calculator allowed</b> (Examination content will be based on completed topics up to examination date)	Term 1, Week 9	15%
	<b>Term 2</b> <b>Common in-class examination – calculator allowed</b> (This examination will cover all topics covered in the semester)	Term 2, Week 6	30%
	<b>Class Mark</b>	Ongoing	5%
Semester 2	<b>Term 3</b> <b>Common in-class topic test(s) – calculator allowed</b> (Examination content will be based on completed topics up to examination date)	Term 3, Week 9	15%
	<b>Term 4</b> <b>Common in-class examination – calculator allowed</b> (This examination will cover all topics covered in the year)	Term 4, Week 5	10%
	<b>Mathematical Investigation</b>	Ongoing	20%
	<b>Class Mark</b>	Ongoing	5%

# Mathematics Outcomes

FACULTY: Mathematics

## 5-2 Pathway

	Task	Due	Weight
Semester 1	<b>Term 1</b> <b>Common in-class topic test(s) – calculator allowed</b> (Examination content will be based on completed topics up to examination date)	Term 1, Week 9	15%
	<b>Term 2</b> <b>Common in-class examination – calculator allowed</b> (This examination will cover all topics covered in the semester)	Term 2, Week 6	30%
	<b>Class Mark</b>	Ongoing	5%
Semester 2	<b>Term 3</b> <b>Common in-class topic test(s) – calculator allowed</b> (Examination content will be based on completed topics up to examination date)	Term 3, Week 9	15%
	<b>Term 4</b> <b>Common in-class examination – calculator allowed</b> (This examination will cover all topics covered in the year)	Term 4, Week 6	10%
	<b>Mathematical Investigation</b>	Ongoing	20%
	<b>Class Mark</b>	Ongoing	5%



# Mathematics Outcomes

FACULTY: Mathematics

## 5-3 Pathway

	Task	Due	Weight
Semester 1	<b>Term 1 Common in-class topic test(s) – calculator allowed</b> (Examination content will be based on completed topics up to examination date)	Term 1, Week 9	15%
	<b>Term 2 Common in-class examination – calculator allowed</b> (This examination will cover all topics covered in the semester)	Term 2, Week 6	30%
	<b>Class Mark</b>	Ongoing	5%
Semester 2	<b>Term 3 Common in-class topic test(s) – calculator allowed</b> (Examination content will be based on completed topics up to examination date)	Term 3, Week 9	15%
	<b>Term 4 Common in-class examination – calculator allowed</b> (This examination will cover all topics covered in the year)	Term 4, Week 6	10%
	<b>Mathematical Investigation</b>	Ongoing	20%
	<b>Class Mark</b>	Ongoing	5%

# Mathematics Outcomes

## Stage 5.1

### **Working Mathematically**

- MA5.1 – 1WM uses appropriate terminology, diagrams and symbols in mathematical contexts
- MA5.1 – 2WM selects and uses appropriate strategies to solve problems
- MA5.1 – 3WM provides reasoning to support conclusions that are appropriate to the context

### **Number and Algebra**

- MA5.1 – 4NA solves financial problems involving earning, spending and investing money
- MA5.1 – 5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
- MA5.1 – 6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships
- MA5.1 – 7NA graphs simple non-linear relationships

### **Measurement and Geometry**

- MA5.1 – 8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
- MA5.1 – 9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
- MA5.1 – 10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
- MA5.1 – 11MG describes and applies the properties of similar figures and scale drawings

### **Statistics and Probability**

- MA5.1 – 12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
- MA5.1 – 13SP calculates relative frequencies to estimate probabilities of simple and compound events

# Mathematics Outcomes

## Stage 5.2

### Working Mathematically

- MA5.2 – 1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions
- MA5.2 – 2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
- MA5.2 – 3WM constructs arguments to prove and justify results

### Number and Algebra

- MA5.2 – 4NA solves financial problems involving compound interest
- MA5.2 – 5NA recognises direct and indirect proportion, and solves problems involving direct proportion
- MA5.2 – 6NA simplifies algebraic fractions, and expands and factorises quadratic expressions
- MA5.2 – 7NA applies index laws to operate with algebraic expressions involving integer indices
- MA5.2 – 8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
- MA5.2 – 9NA uses the gradient-intercept form to interpret and graph linear relationships
- MA5.2 – 10NA connects algebraic and graphical representations of simple non-linear relationships

### Measurement and Geometry

- MA5.2 – 11MG calculates the surface areas of right prisms, cylinders and related composite solids
- MA5.2 – 12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
- MA5.2 – 13MG applies trigonometry to solve problems, including problems involving bearings
- MA5.2 – 14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar

### Statistics and Probability

- MA5.2 – 15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data
- MA5.2 – 16SP investigates relationships between two statistical variables, including their relationship over time
- MA5.2 – 17SP describes and calculates probabilities in multi-step chance experiments

# Mathematics Outcomes

## Stage 5.3

### Working Mathematically

- MA5.3 – 1WM uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
- MA5.3 – 2WM generalises mathematical ideas and techniques to analyse and solve problems efficiently
- MA5.3 – 3WM uses deductive reasoning in presenting arguments and formal proofs

### Number and Algebra

- MA5.3 – 4NA draws, interprets and analyses graphs of physical phenomena
- MA5.3 – 5NA elects and applies appropriate algebraic techniques to operate with algebraic expressions
- MA5.3 – 6NA performs operations with surds and indices
- MA5.3 – 7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
- MA5.3 – 8NA uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
- MA5.3 – 9NA sketches and interprets a variety of non-linear relationships
- MA5.3 – 10NA recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
- MA5.3 – 11NA uses the definition of a logarithm to establish and apply the laws of logarithms
- MA5.3 – 12NA uses function notation to describe and sketch functions

### Measurement and Geometry

- MA5.3 – 13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
- MA5.3 – 14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
- MA5.3 – 15MG applies Pythagoras' Theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
- MA5.3 – 16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilateral
- MA5.3 – 17MG applies deductive reasoning to prove circle theorems and to solve related problems

### Statistics and Probability

- MA5.3 – 18SP uses standard deviation to analyse data
- MA5.3 – 19SP investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

# Music

FACULTY: Music

Components (Syllabus)	Weightings (Syllabus) %	Task 1	Task 2	Task 3	Task 4
		Description of task: <b>Composition/ Performance</b>	Description of task: <b>Listening test</b>	Description of task: <b>Performance</b>	Description of task: <b>Listening test</b>
		Date Due: Term 1 Week 8 & 10	Date Due: Term 2 Exam Week	Date Due: Term 3 Week 7	Date Due: Term 4 Week 4
Performing	<b>35%</b>	10%		25%	
Composing	<b>30%</b>	30%			
Listening	<b>35%</b>		15%		20%
<b>MARKS</b>	<b>100%</b>	<b>40%</b>	<b>15%</b>	<b>25%</b>	<b>20%</b>
<b>Outcomes assessed by the task</b>		5.2, 5.3, 5.4 5.6	5.8 5.9	5.1 5.2	5.8 5.9

## Music Outcomes

- 5.1 Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.2 Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3 Performs music selected for study with appropriate stylistic features demonstrating solo/ensemble awareness
- 5.4 Demonstrate an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5 Notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.6 Uses different forms of technology in the composition process
- 5.7 Demonstrates understanding of musical concepts through analysis, comparison & critical discussion of music from different stylistic, social, cultural & historical contexts
- 5.8 Demonstrates an understanding of musical literacy through aural identification, discrimination and notation in the music selected for study
- 5.9 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
- 5.10 Demonstrates an understanding of the influence and impact of technology on music

# Physical Activity Sports Studies (PASS)

FACULTY: Personal Development / Health / Physical Education

Components (Syllabus)	Weightings (Syllabus) %	Task 1	Task 2	Task 3	Task 4
		Description of task: Coaching	Description of task: Practical participation	Description of task: Event Management	Description of task: Practical participation
		Date Due: Term 1 Week 7	Date Due: Ongoing Term 1 & 2	Date Due: Term 4 Week 2	Date Due: Ongoing Term 3 & 4
Marks	100%	20%	30%	20%	30%

## Physical Activity Sports Studies (PASS) Outcomes

- 1.2 analyses the benefits of participation and performance in physical activity and sport
- 3.1 demonstrates actions and strategies that contribute to enjoyable participation and skilful performances
- 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
- 4.3 performs movement skills with increasing proficiency

## PD/H/PE

*FACULTY: Personal Development / Health / Physical Education*

Components (Syllabus)	Weightings (Syllabus) %	Task 1	Task 2	Task 3	Task 4
		Description of task: <b>Cross Country &amp; Athletics</b>	Description of task: <b>Half-Yearly Exam</b>	Description of task: <b>Dance Assessment Task</b>	Description of task: <b>Yearly Exam</b>
		Date Due Ongoing Terms 1 & 2	Date due: Week 5 Term 2	Date Due Ongoing Terms 3 & 4	Date Due Week 4 Term 4
Knowledge and understanding	<b>40%</b>		40%		40%
Skills and Participation	<b>60%</b>	60%		60%	
<b>MARKS</b>	<b>100% Each Semester</b>	<b>60%</b>	<b>40%</b>	<b>60%</b>	<b>40%</b>
<b>OUTCOMES ASSESSED BY THE TASK</b>		PD5-4	PD5-1, PD5-2, PD5-3	PD5-4, PD5-5, PD5-11	PD5-6, PD5-2



## PD/H/PE Outcomes

### A student:

- PD5-1** assesses their own and others' capacity to reflect on and respond positively to challenges
- PD5-2** researches and appraises the effectiveness of health information and support services available in the community
- PD5-3** analyses factors and strategies that enhance inclusivity, equality and respectful relationships
- PD5-4** adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- PD5-5** appraises and justifies choices of actions when solving complex movement challenges
- PD5-6** critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- PD5-7** plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
- PD5-8** designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
- PD5-9** assesses and applies self-management skills to effectively manage complex situations
- PD5-10** critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
- PD5-11** refines and applies movement skills and concepts to compose and perform innovative movement sequences

**Science**  
FACULTY: Science  
SEMESTER 1

COURSE OUTCOMES	REPORT OUTCOMES	WEIGHTINGS %	TASK 1	TASK 2	WEIGHTING % ↑ ↓
			DUE Weeks 6-7 Term 1	DUE Week 4 Term 2	
			TASK TITLE <b>Research</b>	TASK TITLE <b>Practical</b>	
SC5-3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations	20%	20%		
SC5-6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively	10%		10%	
SC5-7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions	20%		20%	
SC5-9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations	10%	10%		
SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society	20%	20%		
SC5-17CW	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials	20%		20%	
<b>MARKS</b>		<b>100%</b>	<b>50%</b>	<b>50%</b>	<b>TOTAL VALUE %</b>

NB: Due dates are a guide. Assessment notification will provide specific dates for each class.

# Science Outcomes

## A student:

- SC5-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
- SC5-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
- SC5-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
- SC5-4WS develops questions or hypotheses to be investigated scientifically
- SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
- SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
- SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
- SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
- SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
- SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion
- SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
- SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
- SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
- SC5-14LW analyses interactions between components and processes within biological systems
- SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
- SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
- SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

**Science**  
 FACULTY: Science  
 SEMESTER 2

COURSE OUTCOMES	REPORT OUTCOMES	WEIGHTINGS %	TASK 1	TASK 2	WEIGHTING % ↕
			DUE Weeks 1-3 Term 3	DUE Week 3 Term 3	
			TASK TITLE <b>SRP</b>	TASK TITLE <b>Exam</b>	
SC5-4WS	develops questions or hypotheses to be investigated scientifically	<b>10%</b>	10%		
SC5-5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively	<b>10%</b>	10%		
SC5-6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively	<b>10%</b>	10%		
SC5-7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions	<b>10%</b>	10%		
SC5-8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems	<b>20%</b>	10%	10%	
SC5-9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations	<b>20%</b>	10%	10%	
SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems	<b>10%</b>		10%	
SC5-13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues	<b>10%</b>		10%	
<b>MARKS</b>		<b>100%</b>	<b>60%</b>	<b>40%</b>	<b>TOTAL VALUE %</b>

NB: Due dates are a guide. Assessment notification will provide specific dates for each class.

# Science Outcomes

## A student:

- SC5-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
- SC5-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
- SC5-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
- SC5-4WS develops questions or hypotheses to be investigated scientifically
- SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
- SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
- SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
- SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
- SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
- SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion
- SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
- SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
- SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
- SC5-14LW analyses interactions between components and processes within biological systems
- SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
- SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
- SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

# Technology Metal

FACULTY: TAS/Visual Arts

<b>Task</b>	<b>Outcomes</b>	<b>Due Date</b>	<b>Weight</b>
Workshop Safety	IND5-1	Term 1 Week 3	<b>10%</b>
Project 1 and Portfolio	IND5-2, IND5-5, IND5-6	Term 2 Week 7	<b>30%</b>
Yearly Exam	IND5-4, IND5-9, IND5-10	Term 4 Week 4	<b>20%</b>
Project 2 and Portfolio	IND5-3, IND5-7, IND5-8	Term 4 Week 8	<b>40%</b>
<b>TOTAL</b>			<b>100%</b>

# Technology Metal Outcomes

A Student:

- IND5-1** identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
- IND5-2** applies design principles in the modification, development and production of projects
- IND5-3** identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- IND5-4** selects, justifies and uses a range of relevant and associated materials for specific applications
- IND5-5** selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- IND5-6** identifies and participates in collaborative work practices in the learning environment
- IND5-7** applies and transfers skills, processes and materials to a variety of contexts and projects
- IND5-8** evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- IND5-9** describes, analyses and uses a range of current, new and emerging technologies and their various applications
- IND5-10** describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

# Technology Wood

FACULTY: TAS/Visual Arts

<b>Task</b>	<b>Outcomes</b>	<b>Due Date</b>	<b>Weight</b>
Workshop Safety	IND5-1	Term 1 Week 3	<b>10%</b>
Project 1 and Portfolio	IND5-2, IND5-5, IND5-6	Term 2 Week 7	<b>30%</b>
Yearly Exam	IND5-4, IND5-9, IND5-10	Term 4 Week 4	<b>20%</b>
Project 2 and Portfolio	IND5-3, IND5-7, IND5-8	Term 4 Week 8	<b>40%</b>
<b>TOTAL</b>			<b>100%</b>



# Technology Wood Outcomes

A Student:

- IND5-1** identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
- IND5-2** applies design principles in the modification, development and production of projects
- IND5-3** identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- IND5-4** selects, justifies and uses a range of relevant and associated materials for specific applications
- IND5-5** selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- IND5-6** identifies and participates in collaborative work practices in the learning environment
- IND5-7** applies and transfers skills, processes and materials to a variety of contexts and projects
- IND5-8** evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- IND5-9** describes, analyses and uses a range of current, new and emerging technologies and their various applications
- IND5-10** describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

# Visual Arts

FACULTY: TAS/Visual Arts

## SEMESTER 1

## SEMESTER 2

SYLLABUS OUTCOMES	REPORT OUTCOMES	FINAL GRADE WEIGHTING %	TASK 1	TASK 2	SYLLABUS OUTCOMES	REPORT OUTCOMES	FINAL GRADE WEIGHTING %	TASK 3	TASK 4
			DUE Term 1 Week 7	DUE Term 2 Week 4				DUE Term 3 Week 7	DUE Term 4 Week 5
			Task Title Self Portrait Artwork	Task Title Artist Case Study				TASK TITLE Site Specific Artwork	TASK TITLE Mini Body of Work
5.1 5.6	Develops a range and autonomy in selecting and applying technical refinement	<b>25%</b>	25%		5.1 5.6	Develops a range and autonomy in selecting and applying technical refinement	<b>35%</b>	15%	20%
5.2 5.7	Makes and applies an understanding of the conceptual framework to art works	<b>20%</b>	20%		5.2 5.7	Makes and applies an understanding of the conceptual framework to art works	<b>30%</b>	10%	20%
5.3 5.8	Uses the frames in making and understanding art	<b>15%</b>	15%		5.3 5.8	Uses the frames in making and understanding art	<b>20%</b>		20%
5.4 5.9	Interprets and understands art using the world as a subject matter	<b>20%</b>		20%	5.4 5.9	Interprets and understands art using the world as a subject matter	<b>15%</b>	15%	
5.5 5.10	Makes informed choices from their understanding of criticism and art history	<b>20%</b>		20%	5.5 5.10	Makes informed choices from their understanding of criticism and art history	<b>0%</b>		
<b>MARKS</b>		<b>100%</b>	<b>60%</b>	<b>40%</b>	<b>MARKS</b>		<b>100%</b>	<b>40%</b>	<b>60%</b>

# Visual Arts Outcomes

## A student:

- 5.1 Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.2 Makes artworks informed by their understanding of the function of and relationships between the artist – artwork – world – audience
- 5.3 Makes artworks informed by an understanding of how the frames affect meaning
- 5.4 Investigates the world as a source of ideas, concepts and subject matter in the visual arts
- 5.5 Makes informed choices to develop and extend concepts and different meanings in their artworks
- 5.6 Demonstrates developing technical accomplishment and refinement in making artworks
- 5.7 Applies their understanding of aspects of practice to critical and historical interpretations of art
- 5.8 Uses their understanding of the function of and relationship between artist – artwork – world – audience in critical and historical interpretations of art
- 5.9 Demonstrates how the frames provide different interpretations of art
- 5.10 Demonstrates how art criticism and art history construct meanings



## Reading, writing and numeracy — skills for everyday life



The HSC minimum standard has been introduced to ensure students have the reading, writing and numeracy skills needed for everyday life, work and further study.

### What this means for students

Students need to meet the HSC minimum standard to receive the HSC. To show they meet this standard, students need to achieve Level 3 in short online reading, writing and numeracy tests. Schools will help students to decide when they are ready to take each test. Students get four chances a year to sit each test, from Year 10 up to five years after starting their first HSC course.

Only students who meet the HSC minimum standard will receive an HSC testamur.

### Provisions and exemptions

Students do not need to meet the HSC minimum standard to:

- study HSC courses
- sit HSC exams
- receive HSC assessment and exam results
- receive an ATAR
- receive a Record of School Achievement.

Provisions are available for some students with disability. Some students with a disability studying Life Skills courses may also be exempt from meeting the minimum standard to receive their HSC testamur.

Find out more at [educationstandards.nsw.edu.au/HSCminimumstandard](https://educationstandards.nsw.edu.au/HSCminimumstandard)