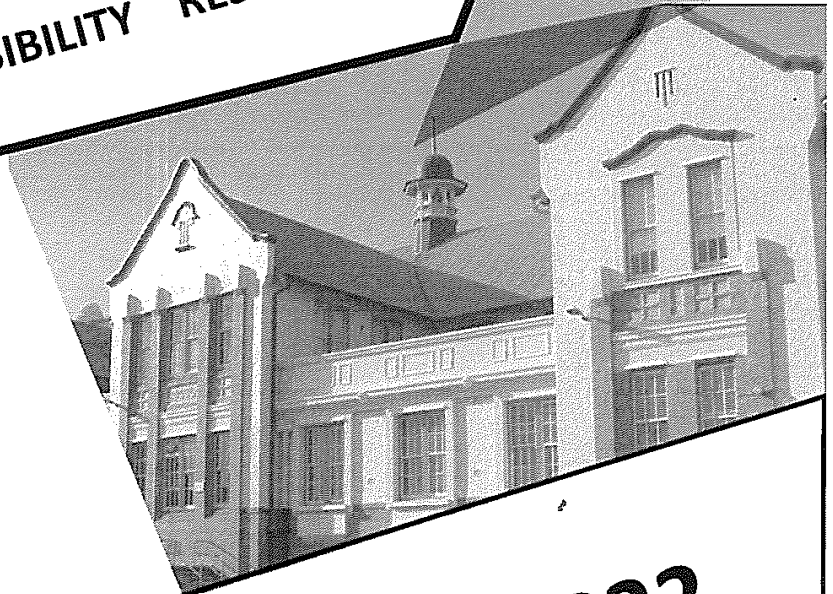


GOULBURN HIGH SCHOOL
RESPECT RESPONSIBILITY RESILIENCE



YEAR 9
ASSESSMENT
SCHEDULE

2022

Introduction

The purpose of this handbook is to inform students and their parents of the Assessment Schedule for each subject in Year 9. The Assessment Schedule is a set of procedures that is supervised by the respective Head Teachers. Goulburn High School's Assessment Schedule is designed to measure, in a consistent and comparable manner, the achievement of all students undertaking a course.

Students will be asked to undertake many other tasks that do not form part of the Assessment Schedule, but which nevertheless help the teacher to make an assessment of their learning. Effective learning requires that all students seriously undertake all tasks set by their teachers. Assessment Tasks, however, have a particular significance. Their purpose is to measure and identify what each student knows and can do in relation to the required outcomes in each Stage of the subjects being studied.

A careful examination of the Assessment Schedule for each subject allows students to plan their time to ensure that work is not left to the last minute. Successful planning is an important key to students achieving their highest potential.

I encourage all students and their parents to read through the handbook thoroughly. Students are expected to be aware of assessment procedures and rules and follow them.

Dates for the reporting of student progress throughout the year are also addressed in the handbook.

Mr Yogesh Mani
Principal

GOULBURN HIGH SCHOOL

YEAR 9

ASSESSMENT AND REPORTING POLICY AND PROCEDURES 2022

Assessment

Preamble

The purpose of assessment is to provide information on student achievement and progress and to set the direction for ongoing teaching and learning.

What is Assessment?

Assessment of student learning involves describing student performance in relation to stated learning outcomes for each subject area. Providing appropriate quality learning programs for all Goulburn High School students is our principal core business. We are committed to implementing strategies that will address those stated outcomes.

What is the Purpose of Assessment?

Assessment provides information for students, teachers and parents to compare what is known and can be demonstrated against statewide standards.

Assessment takes many forms in the classroom:

- Formal and informal observation and discussion with students
- Formal assessment tasks
- Comparing evidence of achievement against other students
- Comparing evidence of achievement against syllabus standards.

Assessment provides vital information at the point of planning, along the way and at the end of a cycle, in preparation for the next teaching and learning cycle.

What is the K – 10 Curriculum Framework?

The K – 10 Curriculum Framework establishes the guidelines of the Education Standards curriculum for the compulsory years of schooling. Each subject syllabus clearly sets out outcomes and standards that show what students are expected to know and be able to do at each stage from Year 7 to Year 10. This provides the basis for realistic assessment and meaningful reporting of student achievement. Syllabuses can be accessed via the following link:

<http://www.educationstandards.nsw.edu.au>

What is the Standards Framework?

The syllabus outcomes that are provided at each stage are used as a standards framework to monitor student learning. From time to time teachers will make judgements, on the basis of assessment evidence, about student achievement of syllabus outcomes and place them at the appropriate stage in the standards framework.

What is an Outcomes Focused Approach to Teaching and Learning and Assessment?

The learning outcomes make up the mandatory element of the curriculum framework. When teachers design and develop learning programs and units of work to suit the needs of their students, they ensure that these programs include learning opportunities and enriching experiences for their students that are aimed at achieving the outcomes set out in the syllabus. The outcomes and standards enable teachers to describe learning achievement and to be clear about the standards or levels of performance required of students as they progress through schooling.

Assessment Policy

Assessment Schedules

Each subject has an Assessment Schedule for the year. The schedule is a guide to enable students and teachers to plan their time in an efficient and effective manner. The Assessment Schedule is not fixed, as there are many reasons that a change may occur. If tasks are to change, students will be notified in writing.

Notification

Teachers will give a minimum of two weeks written notice to students in advance of a task being due. Students will be informed of the actual date due, the specific nature and value of the assessment task.

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 respective Head Teacher on or before 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. This form can be found on page 7. The completed form must be given to the Assessment Coordinator ASAP. Misadventure circumstances are circumstances outside of the student's control but which can alter 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 Yearly 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 Junior 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.

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.

Evidence of dishonesty

Students who are proven to have been dishonest in completion of an assessment task will be awarded zero for that task. The task is to be attempted again and submitted and a zero mark will remain.

Plagiarism

Work copied from other students, books, pamphlets, the internet, etc. and submitted as original pieces of work, will be given zero. The student will be required to attempt the task again.

Appeals

Any student who believes they have been treated differently to other students, or that a mistake has been made, must bring this to the attention of their classroom teacher as soon as possible. Any student who believes that assessment procedures were not followed may make an appeal to the Head Teacher.

Satisfactory Course Completion Requirements

During the courses of study, students will be given many tasks that are designed to increase their knowledge and skills of the course material. It is important that all of these tasks are completed to the best of the student's ability, in order to obtain maximum benefit from the courses. Only some of the tasks that students complete will be assessable, but it is a requirement to complete all set work, including homework, and submit it to the teacher on the due date.

Students must demonstrate to teachers that their effort and achievement are such that they have met the course requirements.

Satisfactory Attendance Record

Students who have an unsatisfactory attendance record run the risk of not meeting course requirements. Students who are likely to be absent from school for a significant period of time because of illness, injury, etc must notify their Year Adviser or contact the principal. Where possible, 'catch up work' will be set, in order for students to satisfactorily complete course requirements.

Homework

Homework is a valuable part of schooling as it allows for practising, extending and consolidating work done in class. As well, homework provides training for students in planning and organising time and helps them develop a range of skills in identifying and using information resources.

Students establish habits of study, concentration and self-discipline which will serve students for the rest of their lives.

From a parent's point of view, homework strengthens home-school links and reaffirms the role of parents as partners in education. It provides parents with insights into what is being taught in the classroom and the progress of their children.

As a guide, students in Year 9 should be undertaking between 40 to 60 minutes per night during the school week.

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 Uncompleted 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)

REASON

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.

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
- 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)

Reporting

What is reporting?

Reporting is the process of identifying, gathering and interpreting information gained from the assessment process about student achievement and progress.

What is the purpose of reporting?

The purpose of reporting is to support teaching and learning by providing feedback to students, parents and teachers. Students' learning achievements and progress are also reported to other schools and to employers.

Board of Studies, Teaching & Educational Standards General Performance Descriptors

| | |
|---|---|
| A | The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations. |
| B | The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations. |
| C | The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills. |
| D | The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills. |
| E | The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills. |

Where a student is deemed **Unsatisfactory** it indicates that the student has failed to meet one or more of the following requirements:

- (a) **followed** the course developed and endorsed by the Board, 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.

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.

ASSESSMENT CALENDAR 2022

| Term 1 Week | Assessment Tasks due each week |
|------------------------|---|
| Week 1B | |
| Week 2A | |
| Week 3B | Technology Wood, Technology Metal |
| Week 4A | History |
| Week 5B | |
| Week 6A | |
| Week 7B | |
| Week 8A | Baking, Info Software and Technology, Music, Outdoor Education, Photography and Digital Media, Physical Activity Sports Studies (PASS), Visual Arts |
| Week 9B | Mathematics 5.1 Pathway, Mathematics 5.2 Pathway, Mathematics 5.3 Pathway, PD/H/PE |
| Week 10A | English, History, Agriculture, Child Studies, Technology Wood, Technology Metal |
| Week 11B | Science |

| Term 2 Week | Assessment Tasks due each week |
|------------------------|---|
| Week 1A | Info Software and Technology |
| Week 2B | Leadership |
| Week 3A | Food Technology |
| Week 4B | Agriculture, Outdoor Education, Physical Activity Sports Studies (PASS) |
| Week 5A | Science, Photography and Digital Media, Visual Arts |
| Week 6B | Mathematics 5.1 Pathway, Mathematics 5.2 Pathway, Mathematics 5.3 Pathway, Child Studies, Info Software and Technology, Technology Wood, Technology Metal |
| Week 7A | |
| Week 8B | |
| Week 9A | |
| Week 10B | English |

| Term 3 Week | Assessment Tasks due each week |
|------------------------|--|
| Week 1A | |
| Week 2B | |
| Week 3A | Leadership |
| Week 4B | Geography, Science, Food Technology, Technology Wood, Technology Metal |
| Week 5A | |
| Week 6B | History, Agriculture, Music |
| Week 7A | |
| Week 8B | Baking, Info Software and Technology, Outdoor Education, Photography and Digital Media, Physical Activity Sports Studies (PASS), Visual Arts |
| Week 9A | Mathematics 5.1 Pathway, Mathematics 5.2 Pathway, Mathematics 5.3 Pathway, Baking, Leadership |
| Week 10B | English, Geography |

| Term 4 Week | Assessment Tasks due each week |
|------------------------|---|
| Week 1A | Info Software and Technology |
| Week 2B | |
| Week 3A | Child Studies |
| Week 4B | English, Science, PD/H/PE |
| Week 5A | English, Mathematics 5.1 Pathway, Agriculture, Visual Arts |
| Week 6B | Mathematics 5.2 Pathway, Mathematics 5.3 Pathway, Geography, Food Technology, Photography and Digital Media |
| Week 7A | |
| Week 8B | Technology Wood, Technology Metal |
| Week 9A | |
| Week 10B | Baking |

English
FACULTY: English

| Task | Due | Weight |
|--------------------------------|------------------------|---------------|
| Module 1 – Power of the People | Term 1, Week 10 | 25% |
| Module 2 – Film Genre | Term 2, Week 10 | 25% |
| Module 3 – Shakespearean Drama | Term 3, Week 10 | 25% |
| Module 4 – Journeys | Term 4, Weeks 4 / 5 | 25% |
| | TOTAL | 100% |

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.

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 transfer 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 words
- 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

Mathematics

FACULTY: Mathematics

5-1 Pathway

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

Mathematics

FACULTY: Mathematics

5.2 Pathway

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

Mathematics

FACULTY: Mathematics

5-3 Pathway

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

HSIE
FACULTY: HSIE

| | | Task | Outcomes | Due | Weighting |
|---------------------------------------|--|-------------------------------------|---|-----------------|------------------|
| SEMESTER 1 History | | Overview Test | HT5-2, HT5-5, HT5-6, HT5-7 | Term 1, Week 4 | 25% |
| | | Laws Essay | HT5-1, HT5-3, HT5-4, HT5-8, HT5-9, HT5-10 | Term 1, Week 10 | 30% |
| | | World Wars Report | HT5-1, HT5-2, HT5-4, HT5-8, HT5-9, HT5-10 | Term 3, Week 6 | 35% |
| | | Class Participation | Various | Ongoing | 10% |
| | | | | | |
| SEMESTER 2 Geography | | | | | Weighting |
| | | Mapping and Writing Test (in class) | GE5-2, GE5-3, GE5-8 | Term 3, Week 4 | 25% |
| | | Biomes Infographic | GE5-1, GE5-3, GE5-5, GE5-8 | Term 3 Week 10 | 30% |
| | | Urban Futures Report | GE5-4, GE5-6, GE5-7, GE5-8 | Term 4 Week 6 | 35% |
| | | Class Participation | Various | Ongoing | 10% |
| | | | | | 100% |

HSIE Outcomes

Geography Outcomes

- 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

History Outcomes

- 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

Science
 FACULTY: Science
 SEMESTER 1

| COURSE OUTCOMES | REPORT OUTCOMES | WEIGHTINGS % | TASK 1 | TASK 2 | WEIGHTING % ← → |
|--------------------|---|--------------|-------------------------------|---------------------------------|--------------------------|
| | | | DUE Weeks 9-10 Term 1 | DUE Week 5 Term 2 | |
| | | | TASK TITLE Research | TASK TITLE Processing | |
| SC5-2VA | shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures | 10% | 10% | | |
| SC5-7WS | processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions | 25% | | 25% | |
| SC5-8WS | applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems | 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 | 25% | | 25% | |
| SC5-16CW | explains how models, theories and laws about matter have been refined as new scientific evidence becomes available | 20% | 20% | | |
| MARKS | | 100% | 50% | 50% | TOTAL VALUE % |

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 3 | WEIGHTING % ↕ |
|--------------------|---|--------------|--------------------------------|---------------------------|------------------------------|
| | | | DUE Week 4 Term 3 | DUE Week 4 Term 4 | |
| | | | TASK TITLE Practical | TASK TITLE Exam | |
| SC5-5WS | produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively | 10% | 10% | | |
| 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 | 10% | 10% | | |
| SC5-8WS | applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems | 25% | | 25% | |
| SC5-10PW | applies models, theories and laws to explain situations involving energy, force and motion | 20% | 20% | | |
| SC5-15LW | explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society | 25% | | 25% | |
| MARKS | | 100% | 50% | 50% | TOTAL VALUE % |

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

PD/H/PE

| Components (Syllabus) | Weightings (Syllabus) % | Task 1 | Task 2 | Task 3 | Task 4 |
|--|-----------------------------------|--|---|---|--|
| | | Description of task: Cross Country & Athletics | Description of task: “Glee” Discrimination Task | Description of task: Winter Games | Description of task: Yearly Exam |
| | | Date Due Ongoing Terms 1 & 2 2022 | Date due: Week 9 Term 1 2022 | Date Due Ongoing Terms 3 & 4 2022 | Date Due Week 4 Term 4 2022 |
| Knowledge and understanding | 40% | | 40% | | 40% |
| Skills and Participation | 60% | 60% | | 60% | |
| MARKS | 100% Each Semester | 60% | 40% | 60% | 40% |
| OUTCOMES ASSESSED BY THE TASK | | PD5-4 | PD5-3, PD5-10 | PD5-4, PD5-5 | PD5-6, PD5-7, PD5-8 |

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

Electives Courses

Agriculture

FACULTY: Science

Semester 1

| SYLLABUS OUTCOMES | REPORT OUTCOMES | FINAL GRADE WEIGHTING % | TASK 1 | TASK 2 | WEIGHTING % ↑ ↓ |
|----------------------------------|--|-------------------------------|-------------------------------|--------------------------------|--------------------------|
| | | | DUE Week 10 Term 1 | DUE Week 4 Term 2 | |
| | | | TASK TITLE Research Report | TASK TITLE Practical Report | |
| 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 | 30% | 20% | 10% | |
| AG5-3 | knowledge and understanding of the local and global interaction of agriculture with Australia's economy, culture and society | 20% | 20% | | |
| 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 | 10% | 10% | | |
| AG5-11 AG5-12 | skills in problem-solving, including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts | 15% | | 15% | |
| AG5-13 AG5-14 | knowledge and skills in implementing collaborative and safe work practices in agricultural contexts. | 15% | | 15% | |
| MARKS | | 100% | 50% | 50% | TOTAL VALUE % |

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 | WEIGHTING % ↕ | |
|----------------------------------|--|-------------------------------|-------------------------------|---------------------------|------------------|--------------------------|
| | | | DUE Week 6 Term 3 | DUE Week 5 Term 4 | | |
| | | | TASK TITLE Research Report | 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 | 25% | 15% | 10% | WEIGHTING % ↕ | |
| AG5-4 AG5-5 AG5-6 AG5-7 | knowledge of and skills in the effective and responsible production and marketing of agricultural products | 25% | 10% | 15% | | |
| AG5-8 AG5-9 AG5-10 | an understanding of sustainable and ethical practices that support productive and profitable agriculture | 15% | | 15% | | |
| AG5-11 AG5-12 | skills in problem-solving, including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts | 15% | 15% | | | |
| AG5-13 AG5-14 | knowledge and skills in implementing collaborative and safe work practices in agricultural contexts. | 20% | 10% | 10% | | |
| MARKS | | 100% | 50% | 50% | | TOTAL VALUE % |

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

Baking (100 hour course)

FACULTY: TAS/Visual Arts

| Components (Syllabus) | Weightings (syllabus) % | Task 1 | Task 2 | Task 3 | Task 4 |
|--|-------------------------------|--|---|--|--|
| | | Cakes & Convenience: Practical & Research Assessment | All About Doughs: Practical Assessments | High Tea: Catering Task | Baking for Symbolic Occasions: Assessment Task & Practical |
| | | Date Due: Term 1 Week 8 | Date Due: Ongoing | Date Due: Term 3 Week 8-9 | Date Due: Term 4 Week 10 |
| Knowledge, understanding and skills related to food hygiene, safety and the provision of quality food | 20% | | 10% | | 10% |
| Knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food | 15% | | 10% | | 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 | 20% | 10% | | 10% | |
| Skills in designing, producing and evaluating solutions for specific food purposes | 15% | 5% | | | 10% |
| Knowledge and understanding of the significant role of food in society | 20% | | | 10% | 10% |
| MARKS | 100% | 15% | 25% | 25% | 35% |
| OUTCOMES ASSESSED BY THE TASK | | 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 |

Baking (100 hours course) 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

Child Studies

FACULTY: Personal Development / Health / Physical Education

| Task Number | Description of Task | Date Proposed | Weighting |
|--------------|------------------------------|-----------------|-------------|
| 1 | Parenting Styles Task | Term 1, Week 10 | 25% |
| 2 | Story Book and written task | Term 2, Week 6 | 25% |
| 4 | Childhood Nutrition Analysis | Term 4, Week 3 | 25% |
| 5 | Participation | Ongoing | 25% |
| TOTAL | | | 100% |

Course Outcomes

A Student:

- 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 experiences and parenting roles over time
- 2.1** plans and implements engaging activities when educating and caring for young children within a safe environment
- 2.2** evaluates strategies that promote the growth and development of children
- 2.3** describes a range of appropriate parenting practices for optimal growth and development
- 3.1** 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 for optimal child development and wellbeing
- 4.1** demonstrates a capacity to care for children in a positive, understanding and tolerant manner in a variety of settings and contexts
- 4.2** analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 4.3** applies appropriate evaluation techniques when creating, discussing and assessing information related to child growth and development
- V1.1** appreciates the roles of caregivers in the growth and development of children
- V2.1** appreciates the diverse beliefs, values, attitudes and family structures in our community

Food Technology

FACULTY: TAS/Visual Arts

| Components (Syllabus) | Weightings (syllabus) % | Task 1 | Task 2 | Task 3 | Task 4 |
|--|-------------------------------|---|---|--|---|
| | | Safety & Hygiene, basic kitchen skills. Food in Australia: assessment task | Foods Selection & Health: assessment task | Half yearly exam | Term 1-4 Practical Assessments. |
| | | Date Due: Term 2 Week 3 | Date Due: Term 4 Week 6 | Date Due: Term 3 Week 4 | Date Due: Ongoing |
| 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% | | |
| MARKS | 100% | 35% | 10% | 35% | 20% |
| OUTCOMES ASSESSED BY THE TASK | | 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

Information Software and Technology Assessment Schedule

FACULTY: TAS/Visual Arts

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

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

Leadership

FACULTY: Personal Development / Health / Physical Education

| Task Number | Task Description | Date | Weighting % |
|--------------|---------------------------------|----------------|-------------|
| 1 | Activity Reaction Sheets | Terms 1 & 2 | 10% |
| 2 | Real Life Superhero Project | Term 2, Week 2 | 20% |
| 3 | Activities with Primary Schools | Terms 1 & 2 | 20% |
| 4 | Advocacy Project | Term 3, Week 3 | 20% |
| 5 | Project Based Learning Task | Term 3, Week 9 | 20% |
| 6 | Community Participation | Terms 3 & 4 | 10% |
| TOTAL | | | 100% |

Course Outcomes

A Student:

- 1 will acquire detailed knowledge of the different groups within a community
- 2.1 will participate in school and local community projects that improves the quality of community life
- 2.2 will develop cooperative learning and problem solving skills in order to contribute to school and community projects
- 3.0 how communication can assist them in becoming responsible citizens in the world around them
- 3.3 will demonstrate their ability to communicate and present information in different ways

Music

FACULTY: Music

| Components (Syllabus) | Weightings (Syllabus) % | Task 1 | Task 2 | Task 3 | Task 4 |
|--------------------------|---|--|--|--|--|
| | | Description of task: Performance | Description of task: Listening | Description of task: Composition | Description of task: Performance |
| | | Date Due: Term 1 Week 8 | Date Due: Term 2 Half Yearly | Date Due: Term 3 Week 6 | Date Due: Term 4 Yearly |
| Performing | 35% | 15% | | | 20% |
| Composing | 30% | | | 30% | |
| Listening | 35% | | 35% | | |
| MARKS | 100% | 15% | 35% | 30% | 20% |
| Outcomes | 5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9 | 5.2, 5.3, 5.4, 5.6 | 5.7, 5.8, 5.9 | 5.4, 5.5 | 5.1, 5.2, 5.8, 5.9, 5.10 |

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

Music Live!

FACULTY: Music

| Music Live! | | |
|-------------|---------------|----------|
| Date | Event | Weight % |
| Term 1 | PA | 25% |
| Term 2 | Pro Tools | 25% |
| Term 3 | Premiere Pro | 25% |
| Term 4 | Major Project | 25% |

Course Outcomes

- 5.1 analyses and applies a range of design concepts and processes
- 5.1.2 applies and justifies an appropriate process of design when developing design ideas and solutions
- 5.2.1 evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments
- 5.3.1 analyses the work and responsibilities of designers and the factors affecting their work
- 5.3.2 evaluates designed solutions that consider preferred futures, the principles of appropriate technology and ethical and responsible design
- 5.4.1 develops and evaluates innovative, enterprising and creative design ideas and solutions
- 5.5.1 uses appropriate techniques when communicating design ideas and solutions to a range of audiences
- 5.6.1 selects and applies management strategies when developing design solutions
- 5.6.2 applies risk management practices and works safely in developing quality design solutions
- 5.6.3 selects and uses a range of technologies competently in the development and management of quality design solutions

Technology Wood
FACULTY: TAS/Visual Arts

| Task | Outcomes | Due Date | Weight |
|--------------------------|------------------------|-----------------|---------------|
| Workshop Safety | IND5-1 | Term 1 Week 3 | 10% |
| Project 1 and Evaluation | IND5-3, IND5-6 | Term 1 Week 10 | 15% |
| Industry Study | IND5-9, IND5-10 | Term 2 Week 6 | 20% |
| Project 2 and Portfolio | IND5-5, IND5-7 | Term 3 Week 4 | 25% |
| Project 3 and Portfolio | IND5-2, IND5-4, IND5-8 | Term 4 Week 8 | 30% |
| | | TOTAL | 100% |

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

Technology Metal
FACULTY: TAS/Visual Arts

| Task | Outcomes | Due Date | Weight |
|--------------------------|------------------------|-----------------|---------------|
| Workshop Safety | IND5-1 | Term 1 Week 3 | 10% |
| Project 1 and Evaluation | IND5-3, IND5-6 | Term 1 Week 10 | 15% |
| Industry Study | IND5-9, IND5-10 | Term 2 Week 6 | 20% |
| Project 2 and Portfolio | IND5-5, IND5-7 | Term 3 Week 4 | 25% |
| Project 3 and Portfolio | IND5-2, IND5-4, IND5-8 | Term 4 Week 8 | 30% |
| | | TOTAL | 100% |

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

Outdoor Education

FACULTY: Personal Development / Health / Physical Education

| Components (Syllabus) | Weightings % | Task 1 | Task 2 | Task 3 | Task 4 |
|--------------------------------------|-----------------|--|--|--|---|
| | | Description of task: Fishing | Description of task: Knot tying & Navigation | Description of task: Camping Booklet | Description of task: Hiking & Nature walk |
| | | Date Due: Week 8 Term 1 | Date Due: Week 4 Term 2 | Date Due: Week 8 Term 3 | Date Due: Ongoing Terms 3-4 |
| Knowledge & Understanding | 40% | 10% | 10% | 20% | |
| Skills & Participation | 60% | 15% | 20% | | 25% |
| MARKS | | 25% | 25% | 25% | 25% |
| OUTCOMES ASSESSED BY THE TASK | | OE5-1, OE5-5 | OE5-4, OE5-9 | OE5-7, OE5-11, OE5-13 | OE5-4, OE5-11, OE5-12 |

Outdoor Education Outcomes

A student:

- OE5-1** participates safely in outdoor education activities demonstrating knowledge of natural environments
- OE5-2** investigates natural environments and their role in promoting health and wellbeing
- OE5-3** analyses the benefits of participation in experiences in natural environments to promote personal growth, health and wellbeing
- OE5-4** explains and apply key considerations and skills related to planning and preparing for outdoor education activities
- OE5-5** applies risk management techniques in outdoor education activities
- OE5-6** understands first aid and emergency response procedures relevant to outdoor education activities
- OE5-7** demonstrates skills and knowledge for relationship building and effective group functioning
- OE5-8** demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities
- OE5-9** demonstrates interpersonal and self-management skills to achieve personal and group goals in outdoor environments
- OE5-10** explains the relationship between environments and the health and wellbeing of people
- OE5-11** describes the impact of participation in practical outdoor education activities on natural environment/s over time
- OE5-12** proposes ways in which natural environments can be protected and/or managed
- OE5-13** demonstrates minimal impact techniques when participating in outdoor activities

Photography and Digital Media

FACULTY: TAS/Visual Arts

| Components (Syllabus) | Weightings (Syllabus) % | Task 1 Term 1 | Task 2 Term 2 | Task 3 Term 3 | Task 4 Term 4 |
|--|-------------------------------|--|---|---|---|
| | | Description of task: Darkroom Print and Journal (Photos and documented process) | Description of task: Digital Images and Visual Journal (Photoshop steps to create series of images) | Description of task: Animation (Stop Motion and Clay animation) and Storyboard | Description of task: Project G1 Student orientated Project (Darkroom, digital, animation, video) |
| | | Date Due: Term 1 Week 8 | Date Due: Term 2 Week 5 | Date Due Term 3 Week 8 | Date Due: Term 4 Week 6 |
| Generates a characteristic style that is self-reflective and looks at ways to interpret and explain works. | 15% | 15% | 10% | | 15% |
| Explores concept of photographer and investigates concept of artist-artwork-audience-world. | 15% | | | 20% | 10% |
| Investigates and distinguishes between different points of view in both practice and theory | 15% | | 15% | 10% | |
| Explores ways in which history can be built to explain practice and generates ideas as representation. | 10% | 10% | 15% | | |
| Explores and recognises different techniques suited to artistic intentions and practice. | 30% | 15% | | 20% | 25% |
| Take into account issues of work Health and safety in the making of works. | 15% | 10% | 10% | | |
| MARKS | 100% | 50% | 50% | 50% | 50% |
| OUTCOMES ASSESSED BY THE TASK | 100 | 5.1,5.2,5.4,5.6 | 5.1,5.3,5.7,5.9 | 5.4,5.5,5.6,5.8,5.10 | 5.1,5.3,5.4, 5.9 |

Photography Outcomes

A student

- 5.1 develops a range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works.
- 5.2 makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience.
- 5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning.
- 5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital works.
- 5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works.
- 5.6 selects appropriate procedures and techniques to make and refine photographic and digital work.
- 5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works.
- 5.8 uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works.
- 5.9 uses the frames to make different interpretations of photographic and digital works.
- 5.10 constructs different critical and historical accounts of photographic and digital works

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: Chapter test | Description of task: Games assessment | Description of task: Nutrition | Description of task: Participation |
| | | Date Due: Term 1 Week 8 | Date Due: Term 2 Week 4 | Date Due: Term 3 Week 8 | Date Due: Ongoing |
| Theory Work | 40% | 20% | | 20% | |
| Practical assess | 35% | | 20% | | 15% |
| Participation | 25% | 5% | 5% | 5% | 10% |
| MARKS | 100% | 25% | 25% | 25% | 25% |

Course Outcomes:

A Student:

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

Visual Arts Assessment Schedule

FACULTY: TAS/Visual Arts

SEMESTER ONE

SEMESTER TWO

| SYLLABUS OUTCOMES | REPORT OUTCOMES | FINAL GRADE WEIGHTING % | TASK 1 | TASK 2 | SYLLABUS OUTCOMES | REPORT OUTCOMES | FINAL GRADE WEIGHTING % | TASK 3 | TASK 4 |
|-------------------|---|-------------------------|---|-------------------------|-------------------|---|-------------------------|-----------------------------------|-------------------------|
| | | | DUE Week 8 Term 1 | DUE Week 5 Term 2 | | | | DUE Week 8 Term 3 | DUE Week 5 Term 4 |
| | | | Artworks (Photography, drawing and painting) | Artist Case Study | | | | Ism Artwork and Description | Mini Body of Work |
| 5.1 5.6 | Develops a range and autonomy in selecting and applying technical refinement. | 25% | 25% | | 5.1 5.6 | Develops a range and autonomy in selecting and applying technical refinement. | 60% | 30% | 30% |
| 5.2 5.7 | Makes and applies an understanding of the conceptual framework to art works. | 25% | 25% | | 5.2 5.7 | Makes and applies an understanding of the conceptual framework to art works. | 0% | | |
| 5.3 5.8 | Uses the frames in making and understanding art. | 25% | | 25% | 5.3 5.8 | Uses the frames in making and understanding art. | 20% | 20% | |
| 5.4 5.9 | Interprets and understands art using the world as a subject matter. | 0% | | | 5.4 5.9 | Interprets and understands art using the world as subject matter. | 20% | | 20% |
| 5.5 5.10 | Makes informed choices from their understanding of criticism and art history. | 25% | | 25% | 5.5 5.10 | Makes informed choices from their understanding of criticism and art history. | 0% | | |
| MARKS | | 100% | 50% | 50% | MARKS | | 100% | 50% | 50% |

Visual Arts Outcomes

- 5.1 develops a range and autonomy in selecting and applying technical refinement
- 5.2 makes and applies an understanding of the conceptual framework to art works
- 5.3 uses the frames in making and understanding art
- 5.4 interprets and understands art using the world as a subject matter
- 5.5 makes informed choices from their understanding of criticism and art history.
- 5.6 develops a range and autonomy in selecting and applying technical refinement
- 5.7 makes and applies an understanding of the conceptual framework to art works
- 5.8 uses the frames in making and understanding art
- 5.9 interprets and understands art using the world as a subject matter
- 5.10 makes informed choices from their understanding of criticism and art history.