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Forward

Please read in conjunction with the **Koorungal High School Assessment Procedures Booklet**.

The Assessment Procedures Booklet is located on the school's website and is also available from the Year Advisor or Deputy Principal.

This Handbook includes the assessment schedules for each course of study which students are expected to complete.

Periodic assessment is an important way for students to demonstrate that they have successfully achieved the outcomes of the course being studied. Assessment tasks also allow teachers to find out where students are having problems with course work, concepts and skills so that they may intervene if necessary, to correct student misunderstanding.

All staff at the school will provide support for students in their learning, or to help inform decisions and to overcome problems should they arise. There are some key staff that will have particular responsibilities and interest in the general well-being of students.

These include:

Classroom teachers

Head Teachers of all faculties

Year Advisor: Ms Bernadette Kennedy

Deputy Principal Year 9: Mr Peter McCartan

Learning and Support Teacher: Ms Anna Swift and Ms Bernadette Howard

Student Support Officer: Mr Josh Larwood and Kelsie Hodges

Careers Advisor: Mrs Kirsten Fitzgerald

School Counsellor: Mr Aaron Johnston Mr Paul Wetherbee

Principal: Mr Kyle Bryant

Students should feel confident to seek their advice and guidance should question or issues arise, or simply to clarify issues if uncertain.

Parents are also welcome to contact the school if they have concerns regarding their children's academic progress. For general concerns, please contact the Year Advisor. For concerns regarding a particular subject, please contact the Head Teacher of that subject. The Head Teacher's name is listed on the subject assessment schedule.

Mr Kyle Bryant
Principal
February, 2021

Koorringal High School – Assessment Calendar

WK	Term 1	Term 2	Term 3	Term 4
1	<p>PDHPE – Task 2 notification PASS – Task 2 notification</p>	<p>Child Studies – Task 2 notification PDHPE – Task 1 notification PASS – Task 1 notification Timber – Task 1 notification</p>	<p>Agriculture – Task 3 notification Child Studies – Task 3 notification PDHPE – Task 4 notification</p>	<p>Agriculture – Task 4 notification Child Studies – Task 4 notification Engineering – Task 3 notification Engineering – Task 4 notification PASS – Task 4 notification Photography – Task 3 notification Science – Task 4 notification</p>
2		<p>History – Task 2 notification Metal – Task 1 notification Science – Task 2 notification</p>	<p>PASS – Task 3 notification</p>	<p>Commerce – Task 3 notification Drama – Task 3 notification English – Task 4 notification Geography – Task 2 notification History Elective – Task 4 notification Mathematics – Task 3 notification Metal – Task 3 notification Timber – Task 3 notification</p>
3		<p>Agriculture – Task 2 notification Apps and Games Design – Task 2 notification Child Studies – Task 2 due Music – Task 2 notification PDHPE – Task 1 due Timber – Task 1 due Visual Art – Task 1 notification Visual Art – Task 2 notification</p>	<p>Drama – Task 2 notification Mathematics – Task 2 notification</p>	<p>Apps and Games Design – Task 4 notification Child Studies – Task 4 due Engineering – Task 4 due Food Technology – Task 4 notification Science – Task 4 due Timber – Task 4 notification</p>
4	<p>Engineering – Task 1 notification Science – Task 1 notification</p>	<p>Commerce – Task 2 notification Engineering – Task 2 notification Food Technology – Task 2 notification History – Task 2 due Week 4/5 Metal – Task 1 due PASS – Task 1 due Science – Task 2 due</p>	<p>Apps and Games Design – Task 3 notification Photography – Task 2 due</p>	<p>Commerce – Task 3 Due Week 4/5 Drama – Task 3 due English – Task 4 due Geography – Task 2 due Week 4/5 History Elective – Task 4 due Week 4/5 Mathematics – Task 3 due Metal – Task 3 due Timber – Task 3 due</p>

5	Agriculture – Task 1 notification Child Studies – Task 1 notification Music – Task 1 notification Photography – Task 1 notification	Agriculture – Task 2 due Apps and Games Design – Task 2 due Drama – Task 1 notification Music – Task 2 due PDHPE – Task 2 due PASS – Task 2 due Visual Art – Task 1 due	Drama – Task 2 due Music – Task 3 notification PDHPE – Task 3 notification PASS – Task 3 due Visual Art – Task 2 due	Agriculture – Task 4 due Apps and Games Design – Task 4 due Food Technology – Task 4 due PDHPE – Task 4 due PASS – Task 4 due Timber – Task 4 due
6	Commerce – Task 1 notification History – Task 1 notification History Elective – Task 1 notification Science – Task 1 due	Commerce – Task 2 due Food Technology – Task 2 due	Apps and Games Design – Task 3 due Geography – Task 1 notification History Elective – Task 3 notification Timber – Task 2 notification	Drama – Task 4 notification Engineering – Task 3 due Photography – Task 3 due Visual Art – Task 3 notification
7	Apps and Games Design – Task 1 notification Food Technology – Task 1 notification Music – Task 1 due	Drama – Task 1 due Engineering – Task 2 due	Food Technology – Task 3 notification Mathematics – Task 2 due Music – Task 3 due Science – Task 3 notification	
8	Agriculture – Task 1 due English – Task 1 notification History – Task 1 due History Elective – Task 1 due Mathematics – Task 1 notification	English – Task 2 notification Photography – Task 2 notification	Agriculture – Task 3 due English – Task 3 notification Geography – Task 1 due History Elective – Task 3 due Metal – Task 2 notification Timber – Task 2 due	Drama – Task 4 due Visual Art – Task 3 due
9	Apps and Games Design – Task 1 due Child Studies – Task 1 due Commerce – Task 1 due Food Technology – Task 1 due		Food Technology – Task 3 due PDHPE – Task 3 due Science – Task 3 due	
10	English – Task 1 due Engineering – Task 1 due Mathematics – Task 1 due Photography – Task 1 due	English – Task 2 due	Child Studies – Task 3 due English – Task 3 due Metal – Task 2 due	
11				



Koorungal High School – Planner – Term One – 2021 (for student use)

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 A			<u>Staff Development Day</u> 27-Jan	<u>Staff Development Day</u> 28-Jan	29-Jan
Week 2 B	1-Feb	2-Feb	3-Feb	4-Feb	5-Feb
Week 3 A	8-Feb	9-Feb	10-Feb	11-Feb	12-Feb
Week 4 B	15-Feb	16-Feb	17-Feb	18-Feb	19-Feb
Week 5 A	22-Feb	23-Feb	24-Feb	25-Feb	26-Feb
Week 6 B	1-Mar	2-Mar	3-Mar	4-Mar	5-Mar
Week 7 A	8-Mar	9-Mar	10-Mar	11-Mar	12-Mar
Week 8 B	15-Mar	16-Mar	17-Mar	18-Mar	19-Mar
Week 9 A	22-Mar	23-Mar	24-Mar	25-Mar	26-Mar
Week 10 B	29-Mar	30-Mar	31-Mar	1-Apr	Public Holiday 2-Apr



Koorringal High School – Planner – Term Two – 2021 (for student use)

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 A	<u>Staff Development Day</u> 19-Apr	20-Apr	21-Apr	22-Apr	23-Apr
Week 2 B	26-Apr	27-Apr	28-Apr	29-Apr	30-Apr
Week 3 A	3-May	4-May	5-May	6-May	7-May
Week 4 B	10-May	11-May	12-May	13-May	14-May
Week 5 A	17-May	18-May	19-May	20-May	21-May
Week 6 B	24-May	25-May	26-May	27-May	28-May
Week 7 A	31-May	1-June	2-June	3-June	4-June
Week 8 B	7-June	8-June	9-June	10-June	11-June
Week 9 A	Public Holiday 14-June	15-June	16-June	17-June	18-June
Week 10 B	21-June	22-June	23-June	24-June	25-June



Koorringal High School – Planner – Term Three – 2021 (for student use)

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 A	<u>Staff Development Day</u> 12-Jul	13-Jul	14-Jul	15-Jul	16-Jul
Week 2 B	19-Jul	20-Jul	21-Jul	22-Jul	23-Jul
Week 3 A	26-Jul	27-Jul	28-Jul	29-Jul	30-Jul
Week 4 B	2-Aug	3-Aug	4-Aug	5-Aug	6-Aug
Week 5 A	9-Aug	10-Aug	11-Aug	12-Aug	13-Aug
Week 6 B	16-Aug	17-Aug	18-Aug	19-Aug	20-Aug
Week 7 A	23-Aug	24-Aug	25-Aug	26-Aug	27-Aug
Week 8 B	30-Aug	31-Aug	1-Sep	2-Sep	3-Sep
Week 9 A	6-Sep	7-Sep	8-Sep	9-Sep	10-Sep
Week 10 B	13-Sep	14-Sep	15-Sep	16-Sep	17-Sep



Koorungal High School – Planner – Term Four – 2021 (for student use)

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 A	Public Holiday 4-Oct	5-Oct	6-Oct	7-Oct	8-Oct
Week 2 B	11-Oct	12-Oct	13-Oct	14-Oct	15-Oct
Week 3 A	18-Oct	19-Oct	20-Oct	21-Oct	22-Oct
Week 4 B	25-Oct	26-Oct	27-Oct	28-Oct	29-Oct
Week 5 A	1-Nov	2-Nov	3-Nov	4-Nov	5-Nov
Week 6 B	8-Nov	9-Nov	10-Nov	11-Nov	12-Nov
Week 7 A	15-Nov	16-Nov	17-Nov	18-Nov	19-Nov
Week 8 B	22-Nov	23-Nov	24-Nov	25-Nov	26-Nov
Week 9 A	29-Nov	30-Nov	1-Dec	2-Dec	3-Dec
Week 10 B	6-Dec	7-Dec	8-Dec	9-Dec	10-Dec
Week 11 A	13-Dec	14-Dec	15-Dec	16-Dec	<u>Staff Development Day</u> 17-Dec

Koorungal High School reports

To inform students, parents and caregivers of student progress, the school issues Semester One reports at the end of Term 2 and Semester Two reports at the end of Term 4.

In each subject, student progress will be indicated on the report in three ways.

1. Overall progress in a course is indicated by an Assessment Grade. This can be done by calculating course marks of student achievement calculated by adding together the marks for the assessment tasks and teacher judgement using the course performance descriptors.
2. Progress in the learning outcomes will be indicated using the Course Performance Descriptors:

Grade level	Course Performance Description
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.

3. Other information, including work habits, areas for improvement and how they can be achieved will be included in the teacher comment.



NSW Education Standards Authority (NESA) requirements:

The Record of School Achievement (RoSA) is a credential that shows your school achievement from Year 10 up to when you leave school.

The RoSA:

- Is a credential for eligible school leavers (students are generally eligible for the RoSA after four years of secondary school).
- Is a cumulative credential – that is, it grows as your achievements are added.
- Means fair grades for everyone – RoSA grades are determined by your teachers using established guidelines and processes to ensure consistency.
- Recognises Life Skills outcomes and content.

Eligibility for the Record of School Achievement (RoSA)

To qualify for the RoSA, a student must have:

- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA.
- Complied with all requirements imposed by the Minister or NESA.
- Completed Year 10.
- Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

School attendance

- BOSTES does not set a minimum attendance for the satisfactory completion of a course, but a principal may determine that, due to absence, course completion criteria may not be met.
- One requirement for the RoSA is that a student must attend until the final day of Year 10 at their school.

'N' determinations

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

- Schools 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 the RoSA. 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.
- 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.

Koorimal High School supports student reengagement through the use of N Warnings. Students who receive TWO warning letters for a particular assessment task or lack of effort towards certain course outcomes may be in danger of receiving an N Determination for the particular course in question. An N Determination in a particular course could make a student ineligible to continue onto Year 11 and they may not receive a RoSA at the end of Year 10.



Individual RoSA Course Assessment Schedules

Agricultural Technology

Outcomes

- 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

Task Number	Task 1	Task 2	Task 3	Task 4	
Notification Date	Term 1, Week 5	Term 2, Week 3	Term 3, Week 1	Term 4, Week 1	
Due Date	Term 1, Week 8	Term 2, Week 5	Term 3, Week 8	Term 4, Week 5	
Task Description	Introduction to Agriculture Mulesing Assessment	Pasture Production Fertiliser and Plant Density	Prime Lamb Production Practical tasks, drenching, backlining, drafting	Vegetable Production Corn crop, seedling sales Australian Economy	
Outcomes Assessed	AG5-7 AG5-8 AG5-9	AG5-2 AG5-6 AG5-9 AG5-11	AG5-4 AG5-10 AG5-12 AG5-14	AG5-1 AG5-3 AG5-5 AG5-13 AG5-14	
Component					Weighting
Knowledge, understanding and skills	25	25	25	25	100
Values and attitudes					
TOTAL	25	25	25	25	100

Head Teacher contact: Mr Andrew Upton

Apps and Game Design (Industrial Technology - Multimedia)

Outcomes

- 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

Task Number	Task 1	Task 2	Task 3	Task 4	
Notification Date	Term 1, Week 7	Term 2, Week 3	Term 3, Week 4	Term 4, Week 3	
Due Date	Term 1, Week 9	Term 2, Week 5	Term 3, Week 6	Term 4, Week 5	
Task Description	Apps and Interactivity	Apps and Interactivity	Animation Proposal	Completed Animation	
Outcomes Assessed	IND5-4 IND5-5 IND5-6 IND5-8 IND5-10	IND5-4 IND5-5 IND5-6 IND5-8 IND5-10	IND5-1 IND5-2 IND5-3 IND5-9	IND5-1 IND5-2 IND5-3 IND5-9	
Component					Weighting
Knowledge, understanding and skills	25	25	25	25	100
TOTAL	25	25	25	25	100

Head Teacher contact: Mr Andrew Upton

Child Studies

Outcomes

- CS5-1** identifies the characteristics of a child at each stage of growth and development
- CS5-2** describes the factors that affect the health and wellbeing of the child
- CS5-3** analyses the evolution of childhood experiences and parenting roles over time
- CS5-4** plans and implements engaging activities when educating and caring for young children within a safe environment
- CS5-5** evaluates strategies that promote the growth and development of children
- CS5-6** describes a range of parenting practices for optimal growth and development
- CS5-7** discusses the importance of positive relationships for the growth and development of children
- CS5-8** evaluates the role of community resources that promote and support the wellbeing of children and families
- CS5-9** analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
- CS5-10** demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
- CS5-11** analyses and compares information from a variety of sources to develop an understanding of child growth and development
- CS5-12** applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Task Number	Task 1	Task 2	Task 3	Task 4	
Notification Date	Term 1, Week 5	Term 2, Week 1	Term 3, Week 1	Term 4, Week 1	
Due Date	Term 1, Week 9	Term 2, Week 3	Term 3, Week 10	Term 4, Week 3	
Task Description	Conception to Birth research	Health and Safety book design	Play-based learning activity	Media and Technology research	
Outcomes Assessed	CS5-2 CS5-5	CS5-2 CS5-4 CS5-9	CS5-4 CS5-5	CS5-3 CS5-5	
Component					Weighting
Knowledge, Understanding and Skills			25	25	50
Values and Attitudes	25	25			50
TOTAL	25	25	25	25	100

Head Teacher contact: Mr Tim Wykes

Commerce

Outcomes

- COM5-1** applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
- COM5-2** analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
- COM5-3** examines the role of law in society
- COM5-4** analyses key factors affecting decisions
- COM5-5** evaluates options for solving problems and issues
- COM5-6** develops and implements plans designed to achieve goals
- COM5-7** researches and assesses information using a variety of sources
- COM5-8** explains information using a variety of forms
- COM5-9** works independently and collaboratively to meet individual and collective goals within specified timeframes

Task Number	Task 1	Task 2	Task 3	
Notification Date	Term 1, Week 6	Term 2, Week 4	Term 4, Week 2	
Due Date	Term 1, Week 9	Term 2, Week 6	Term 4, Week 4/5	
Task Description	Fieldwork Task	Travel Research Task	Examination	
Outcomes Assessed	COM5-1 COM5-2 COM5-4 COM5-6 COM5-8 COM5-9	COM5-1 COM5-2 COM5-4 COM5-6 COM5-8 COM5-9	COM5-1 COM5-2 COM5-3 COM5-4 COM5-6 COM5-9	
Component				Weighting
Knowledge and understanding of consumer, financial, business, legal and employment matters	10	10	20	40
Skills in decision making and problem solving in relation to consumer, financial, business, legal and employment issues	10	5		15
Skills in effective research and communication	10	10	10	30
Skills in working independently and collaboratively	5	10		15
TOTAL	35	35	30	100

Head Teacher contact: Mr Joshua Celi

Drama

Outcomes

- 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.

Task Number	Task 1	Task 2	Task 3	Task 4	
Notification Date	Term 2, Week 5	Term 3, Week 3	Term 4, Week 2	Term 4, Week 6	
Due Date	Term 2, Week 7	Term 3, Week 5	Term 4, Week 4	Term 4, Week 8	
Task Description	Group Performance and Log Book	Solo Performance and Log Book	Performance Night	Performance Essay	
Outcomes Assessed	5.1.2 5.1.4	5.1.1 5.1.3 5.3.1	5.2.1 5.2.2 5.2.3	5.3.2 5.3.3	
Component					Weighting %
Making	20	20			40
Performing			30		30
Appreciating		10		20	30
TOTAL	20	30	30	20	100

Head Teacher contact: Mr Joel Lowrie

Engineering (Industrial Technology - Engineering)

Outcomes

- 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

Task Number	Task 1	Task 2	Task 3	Task 4	
Notification Date	Term 1, Week 4	Term 2, Week 4	Term 4, Week 1	Term 4, Week 1	
Due Date	Term 1, Week 10	Term 2, Week 7	Term 4, Week 6	Term 4, Week 3	
Task Description	Structural Project and Engineering Report	Research Assignment	Mechanical Project and Engineering Report	Examination	
Outcomes Assessed	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-9	IND5-5 IND5-8 IND5-10	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7 IND5-8 IND5-9	IND5-5 IND5-7 IND5-8 IND5-9 IND5-10	
Component					Weighting
Knowledge, understanding and skills	30	20	30	20	100
Values and Attitudes					
TOTAL	30	20	30	20	100

Head Teacher contact: Mr Andrew Upton

English

Outcomes

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

Task Number	Task 1	Task 2	Task 3	Task 4	
Notification Date	Term 1, Week 8	Term 2, Week 8	Term 3, Week 8	Term 4, Week 2	
Due Date	Term 1, Week 10	Term 2, Week 10	Term 3, Week 10	Term 4, Week 4	
Task Description	Close Study of Text Essay	Part A: Pitch an original outline Part B: Create a storyboard	Create a persuasive text citing and appropriating elements of least one of the texts you have studied in this unit	Students produce an interview based around characters and theme	
Outcomes Assessed	EN5-1A EN5-2A EN5-3B	EN5-4B EN5-5C EN5-9E	EN5-2A EN5-6C EN5-7D EN5-8D	EN5-1A EN5-5C EN5-6C	
Component					Weighting
communicate through speaking, listening, reading, writing, viewing and representing	5	15	10	5	35
use language to shape and make meaning and express relationships	10		15	5	30
think in ways that are imaginative, creative, interpretive and critical (reflect on their learning)	5	15	5	10	35
TOTAL	20	30	30	20	100

Head Teacher contact: Mr Damian Quinn

Food Technology

Outcomes

- 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

Task Number	Task 1	Task 2	Task 3	Task 4	
Notification Date	Term 1, Week 7	Term 2, Week 4	Term 3, Week 7	Term 4, Week 3	
Due Date	Term 1, Week 9	Term 2, Week 6	Term 3, Week 9	Term 4, Week 5	
Task Description	Mini Test	Recipe Modification	Blooms Taxonomy	Cake Design	
Outcomes Assessed	FT5-3 FT5-7 FT5-11 FT5-12	FT5-8 FT5-9 FT5-10 FT5-11 FT5-12	FT5-6 FT5-13	FT5-3 FT5-7 FT5-11 FT5-12	
Component					Weighting
Knowledge, understanding and skills	20	30	30	20	100
Values and attitudes					
TOTAL	20	30	30	20	100

Head Teacher contact: Miss Rosemary Teakel

Geography (Mandatory)

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

Task Number	Task 1	Task 2	
Notification Date	Term 3, Week 6	Term 4, Week 2	
Due Date	Term 3, Week 8	Term 4, Week 4/5	
Task Description	Inquiry and Fieldwork	Examination	
Outcomes Assessed	GE5-2 GE5-3 GE5-4 GE5-5 GE5-7 GE5-8	GE5-1 GE5-2 GE5-5 GE5-6 GE5-7 GE5-8	
Component			Weighting
Geographical Knowledge	20	20	40
Geographical concepts, tools and skills/writing	20	20	40
Research and communication	10	10	20
TOTAL	50	50	100

Head Teacher contact: Mr Joshua Celi

History (Mandatory)

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

Task Number	Task 1	Task 2	
Notification Date	Term 1, Week 6	Term 2, Week 2	
Due Date	Term 1, Week 8	Term 2, Week 4/5	
Task Description	Inquiry Task	Examination	
Outcomes Assessed	HT5-1 HT5-2 HT5-3 HT5-4 HT5-6 HT5-7 HT5-8 HT5-9 HT5-10	HT5-1 HT5-2 HT5-4 HT5-5 HT5-7 HT5-9 HT5-10	
Component			Weighting
Historical Knowledge	10	30	40
Research and historical Inquiry Skills	20		20
Communication	20	20	40
TOTAL	50	50	100

Head Teacher contact: Mr Joshua Celi

History (Elective)

Outcomes

- HTE5-1** applies an understanding of history, heritage, archaeology and the methods of historical inquiry
- HTE5-2** examines the ways in which historical meanings can be constructed through a range of media
- HTE5-3** sequences major historical events or heritage features, to show an understanding of continuity, change and causation
- HTE5-4** explains the importance of key features of past societies or periods, including groups and personalities
- HTE5-5** evaluates the contribution of cultural groups, sites and/or family to our shared heritage
- HTE5-6** identifies and evaluates the usefulness of historical sources in an historical inquiry process
- HTE5-7** explains different contexts, perspectives and interpretations of the past
- HTE5-8** selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- HTE5-9** applies a range of relevant historical terms and concepts when communicating an understanding of the past
- HTE5-10** selects and uses appropriate forms to communicate effectively about the past for different audiences

Task Number	Task 1	Task 2	Task 3	Task 4	
Notification Date	Term 1, Week 6		Term 3, Week 6	Term 4, Week 2	
Due Date	Term 1, Week 8	Term 2, Week 10	Term 3, Week 8	Term 4, Week 4/5	
Task Description	Source Task	National History Challenge	Research Inquiry Project	Examination	
Outcomes Assessed	HTE5-4 HTE5-6 HTE5-8 HTE5-10	Externally Assessed	HTE5-2 HTE5-10 HTE5-11	HTE5-5 HTE5-9 HTE5-10	
Component					Weighting
Historical Knowledge	10		5	10	25
Historical Understanding	10		5	10	25
Research and historical inquiry skills	5		15		20
Communication	10		10	10	30
TOTAL	35		35	30	100

Head Teacher contact: Mr Joshua Celi

Mathematics (5.3)

Outcomes	
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
MA5.3-4NA	draws, interprets and analyses graphs of physical phenomena
MA5.3-5NA	selects 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
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 quadrilaterals
MA5.3-17MG	applies deductive reasoning to prove circle theorems and to solve related problems
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

Task Number	Task 1	Task 2	Task 3	
Notification Date	Term 1, Week 8	Term 3, Week 3	Term 4, Week 2	
Due Date	Term 1, Week 10	Term 3, Week 7	Term 4, Week 4	
Task Description	Examination: Algebraic Techniques; Equations; Inequalities; Right-Angled Triangles	Investigative Assignment	Examination: Measurement; Indices & Surds; Quadratic Expressions & Equations	
Outcomes Assessed	MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.3-5NA MA5.3-7NA MA5.3-15MG	MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.3-13MG MA5.3-14MG	MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.3-5NA MA5.3-6NA MA5.3-7NA MA5.3-13MG MA5.3-14MG	
Component				Weighting
Working Mathematically	5	5	5	15
Number and Algebra	15		25	40
Measurement and Geometry	10	25	10	45
TOTAL	30	30	40	100

Head Teacher contact: Mrs Liz Davies

Mathematics (5.2)

Outcomes	
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
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
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
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

Task Number	Task 1	Task 2	Task 3	
Notification Date	Term 1, Week 8	Term 3, Week 3	Term 4, Week 2	
Due Date	Term 1, Week 10	Term 3, Week 7	Term 4, Week 4	
Task Description	Examination: Computation with Numbers & Earning Money	Investigative Assignment	Examination: Measurement; Right- Angled Triangles and; Linear Relationships	
Outcomes Assessed	MA5.2-1WM MA5.2-2WM MA5.2-3WM MA5.2-4NA	MA5.2-1WM MA5.2-2WM MA5.2-3WM MA5.2-11MG MA5.2-12MG	MA5.2-1WM MA5.2-2WM MA5.2-3WM MA5.2-9NA MA5.2-11MG MA5.2-12MG MA5.2-13MG	
Component				Weighting
Working Mathematically	5	5	5	15
Number and Algebra	25		15	40
Measurement and Geometry		25	20	45
TOTAL	30	30	40	100

Head Teacher contact: Mrs Liz Davies

Mathematics (5.1)

Outcomes	
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
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
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
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

Task Number	Task 1	Task 2	Task 3	
Notification Date	Term 1, Week 8	Term 3, Week 3	Term 4, Week 2	
Due Date	Term 1, Week 10	Term 3, Week 7	Term 4, Week 4	
Task Description	Examination: Computation with Numbers	Investigative Assignment	Examination: Measurement; Right- Angled Triangles and; Linear Relationships	
Outcomes Assessed	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-9MG	MA5.2-1WM MA5.2-2WM MA5.2-3WM MA5.1-8MG	MA5.1-1WM, MA5.1-2WM MA5.1-3WM, MA5.1-8MG MA5.1-10MG, MA5.1-6NA	
Component				Weighting
Working Mathematically	5	5	5	15
Number and Algebra	25		15	40
Measurement and Geometry		25	20	45
TOTAL	30	30	40	100

Head Teacher contact: Mrs Liz Davies

Metal (Industrial Technology - Metal)

Outcomes

- 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

Task Number	Task 1	Task 2	Task 3	
Notification Date	Term 2, Week 2	Term 3, Week 8	Term 4, Week 2	
Due Date	Term 2, Week 4	Term 3, Week 10	Term 4, Week 4	
Task Description	Practical Project and Portfolio	Fabrication Research Task	Examination	
Outcomes Assessed	IND5-1 IND5-4 IND5-6 IND5-8	IND5-3 IND5-5 IND5-7	IND5-9 IND5-10	IND5-1 IND5-2 IND5-3 IND5-7 IND5-10
Component				Weighting
Knowledge, understanding and skills	50	25	25	100
Values and attitudes				
TOTAL	50	25	25	100

Head Teacher contact: Mr Andrew Upton

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 and ensemble awareness
- 5.4** demonstrates 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 an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
- 5.8** demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation 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
- 5.11** demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 5.12** demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Task Number	Task 1	Task 2	Task 3
Notification Date	Term 1, Week 5	Term 2, Week 3	Term 3, Week 5
Due Date	Term 1, Week 7	Term 2, Week 5	Term 3, Week 7
Task Description	Performance and Viva Voce Presentation	Aural Examination	Composition Assessment
Outcomes Assessed	5.1 5.2 5.3 5.10 5.11 5.12	5.7 5.8 5.9	5.4 5.5 5.6
Component			
Performance	20		
Composition			30
Listening	20	30	
Weighting 100%	40	30	30

Head Teacher contact: Mr Joel Lowrie

Personal Development, Health and Physical Education (PDHPE)

Outcomes

- 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 sequence

Task Number	Task 1	Task 2	Task 3	Task 4	
Notification Date	Term 2, Week 1	Term 1, Week 1	Term 3, Week 5	Term 3, Week 1	
Due Date	Term 2, Week 3	Term 2, Week 5	Term 3, Week 9	Term 4, Week 5	
Task Description	Risky Business test	Practical Application and performance - Volleyball Netball Footy Sports	Lifelong health Personal analysis	Practical Application and performance - Basketball Dance Tennis	
Outcomes Assessed	PD5.1 PD5.2 PD5.9	PD5.4 PD 5.5 PD5.10 PD5.11	PD5.6 PD5.7 PD5.8	PD5.4 PD5.5 PD5.10 PD 5.11	
Component					Weighting
Self-Management Skills	10		10		20
Interpersonal Skills	15	5	15	5	40
Movement Skills		20		20	40
TOTAL	25	25	25	25	100

Head Teacher contact: Mr Tim Wykes

Photographic and Digital Media

Outcomes

- 5.1 develops 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 media 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 works
- 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

Task Number	Task 1	Task 2	Task 3	
Notification Date	Term 1, Week 5	Term 2, Week 8	Term 4, Week 1	
Due Date	Term 1, Week 10	Term 3, Week 4	Term 4, Week 6	
Task Description	<p>Introduction to the Camera</p> <p>Students are introduced to DSLR camera use, composition and basic editing of images.</p> <p>Students create a body of work which highlights their learning, culminating in a practical exam</p>	<p>Introduction to Photoshop</p> <p>Students are introduced to Photoshop, how to create, edit and manipulate within the program.</p> <p>Students create a body of work which highlights their learning, culminating in a practical exam.</p>	<p>Major Work Compositing</p> <p>Students create an artwork which combines their knowledge of cameras, Photoshop, composition and compositing.</p> <p>Students create a body of work which covers preproduction, production and evaluation.</p>	
Outcomes Assessed	5.1 5.2 5.4	5.3 5.5 5.6	5.7 5.8 5.9 5.10	
Component				Weighting
Critical and historical study	10	10	20	40
Artmaking	20	20	20	60
TOTAL	30	30	40	100

Head Teacher contact: Mr Joel Lowrie

Physical Activity and Sport Studies (PASS)

Outcomes

PASS5-1	discusses factors that limit and enhance the capacity to move and perform
PASS5-2	analyses the benefits of participation and performance in physical activity and sport
PASS5-3	discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4	analyses physical activity and sport from personal, social and cultural perspectives
PASS5-5	demonstrates actions and strategies that contribute to active participation and skilful performance
PASS5-6	evaluates the characteristics of participation and quality performance in physical activity and sport
PASS5-7	works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8	displays management and planning skills to achieve personal and group goals
PASS5-9	performs movement skills with increasing proficiency
PASS5-10	analyses and appraises information, opinions and observations to inform physical activity and sport decisions

Task Number	Task 1	Task 2	Task 3	Task 4	
Notification Date	Term 2, Week 1	Term 1, Week 1	Term 3, Week 2	Term 4, Week 1	
Due Date	Term 2, Week 4	Term 2, Week 5	Term 3, Week 5	Term 4, Week 5	
Task Description	Technology in Sport Research	Practical Application and Performance - Initiative Games Fitness Tests OS Games	Participating with Safety Analysis	Practical Application and Performance - Circuits Cycling Outdoor Rec	
Outcomes Assessed	PASS5-6 PASS5-10	PASS5-7 PASS5-9	PASS5-1 PASS5-10	PASS5-8 PASS5-9	
Component					Weighting
Knowledge and Understanding	25		25		50
Skills		25		25	50
TOTAL	25	25	25	25	100

Head Teacher contact: Mr Tim Wykes

Science

Outcomes	
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

Task Number	Task 1	Task 2	Task 3	Task 4	
Notification Date	Term 1, Week 4	Term 2, Week 2	Term 3, Week 7	Term 4, Week 1	
Due Date	Term 1, Week 6	Term 2, Week 4	Term 3, Week 9	Term 4, Week 3	
Task Description	Ecosystems Report	Pamphlet	Tectonic Plate	Examination	
Outcomes Assessed	SC5-1-3VA SC5-4-9WS SC5-10-11PW SC5-16CW	SC5-2VA SC5-8-9WS SC5-16-17CW	SC5-4-5WS SC5-10PW SC5-12-13ES SC5-15LW SC5-16CW	SC5-1-3VA SC5-7-9WS SC5-10PW SC5-14LW SC5-17CW	
Component					Weighting
Skills	20	10	20	10	60
Knowledge and Understanding	5	15	5	15	40
TOTAL	25	25	25	25	100

Head Teacher contact: Mrs Michele McArthur

Timber (Industrial Technology - Timber)

Outcomes

- 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

Task Number	Task 1	Task 2	Task 3	Task 4	
Notification Date	Term 2, Week 1	Term 3, Week 6	Term 4, Week 2	Term 4, Week 3	
Due Date	Term 2, Week 3	Term 3, Week 8	Term 4, Week 4	Term 4, Week 5	
Task Description	Practical Project and Folio	Research Assignment	Practical Project and Folio	Examination	
Outcomes Assessed	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6	IND5-5 IND5-8 IND5-9 IND5-10	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7 IND5-8	IND5-5 IND5-7 IND5-8 IND5-9 IND5-10	
Component					Weighting
Knowledge understanding and skills	30	10	40	20	100
Values and attitudes					
TOTAL	30	10	40	20	100

Head Teacher contact: Mr Andrew Upton

Visual Arts

Outcomes

- 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 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 relationships 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

Task Number	Task 1	Task 2	Task 3	
Notification Date	Term 2, Week 3	Term 2, Week 3	Term 4, Week 6	
Due Date	Term 2, Week 5	Term 3, Week 5	Term 4, Week 8	
Task Description	<p>Portraiture BOW: Artmaking</p> <p>Students create Portrait studies Frontal, $\frac{3}{4}$ view and Profile, using various materials and techniques observing correct proportion, tonal qualities and use of the Frames to create meaning.</p> <p>Research - Case study on a portrait artwork analysing this through the Structural and Subjective Frames.</p>	<p>Movement BOW: Artmaking</p> <p>Students create a body of work which explores how artists demonstrate movement in a static artwork. They will create a series of artworks reflecting Compositional, Imbrication, Kinetic and Optical Illusion art forms.</p> <p>Research - Case Study discussing how art movements address the issue of movement in their styles.</p>	<p>Year 9 Major Work</p> <p>Students plan, research and develop concepts for a major work which demonstrates Movement within its design. They can choose style, type/s of movement and material to achieve this.</p>	
Outcomes Assessed	5.1 5.3 5.4 5.5 5.6 5.7 5.9 5.10	5.1 5.2 5.3 5.4 5.5 5.7 5.8 5.9 5.10	5.1 5.2 5.3 5.4 5.5 5.6 5.7	
Component				Weighting %
Critical & Historical Study	10	20	10	40
Artmaking	20	10	30	60
TOTAL	30	30	40	100

Head Teacher contact: Mr Joel Lowrie