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Forward

Please read in conjunction with **Koorringal High School Assessment Policy**.

The Assessment Policy is located on the school's website as well as through the Year Adviser and 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: Mr Trevor Robinson
Deputy Principal Year 10: Ms Bindee Jobe
Learning and Support Teacher: Ms Anna Swift and Ms Bernadette Howard
Student Support Officer: 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, 2020



Koorungal High School – Assessment Calendar

WK	Term 1	Term 2	Term 3	Term 4
1	PDHPE – Task 2 notification PASS – Task 2 notification	Child Studies – Task 2 notification Photographic and Digital Media – Task 1 notification	Child Studies – Task 3 notification History – Task 3 notification PASS – Task 4 notification	Agriculture – Task 4 notification Child Studies – Task 4 notification Drama – Task 3 notification Engineering – Task 2 notification History – Task 2 notification History elective Task 4 notification Metals – Task 3 notification PASS – Task 3 notification Science – Task 4 notification
2	PASS – Task 1 notification	Commerce – Task 1 due Mathematics – Task 1 notification Metals – Task 1 notification Science – Task 2 notification	Drama – Task 2 due Photographic and Digital Media – Task 2 notification	Commerce – Task 3 due Engineering – Task 3 notification English – Task 4 notification IST – Task 4 due Mathematics – Task 3 notification Metals – Task 4 notification Timber – Task 3 notification
3		Child Studies – Task 2 due Geography Task 2 notification History Elective – Task 2 notification Photographic and Digital Media – Task 1 due Visual Arts – Task 1 notification	Mathematics – Task 2 notification PDHPE – Task 3 notification Visual Arts – Task 2 notification	Child Studies – Task 4 due Drama – Task 3 due Drama – Task 4 notification Engineering – Task 2 due Food Technology – Task 4 notification History – Task 2 due History elective – Task 4 due PASS – Task 3 due Science – Task 4 due
4	Child Studies – Task 1 notification Geography – Task 3 notification PASS – Task 1 due	Food Technology – Task 2 notification Mathematics – Task 1 due Metals – Task 1 due Science – Task 2 due	History – Task 1 notification History elective – Task 3 notification Photographic and Digital Media – Task 2 due	Agriculture – Task 4 due Engineering – Task 3 due English – Task 4 due Mathematics – Task 3 due Metals – Task 4 due Timber – Task 3 due Timber – Task 4 notification
5	Commerce – Task 4 notification Music – Task 1 notifications PDHPE – Task 1 notification PASS – Task 2 due	Geography – Task 2 due History elective – Task 2 due Music – Task 2 notification PDHPE – Task 2 due PASS – Task 2 due Visual Art – Task 1 due	Food Technology – Task 3 notification PDHPE – Task 3 due PDHPE – Task 4 notification Science – Task 3 notification Visual Art – Task 2 due	Drama – Task 4 due Food Technology – Task 4 due Metals – Task 3 due PDHPE – Task 4 due Photographic and Digital Media – Task 3 notification PASS – Task 4 due Visual Arts – Task 3 Notification



6	<p>Agriculture – Task 1 notification History Elective – Task 1 notification Science – Task 1 notification</p>	<p>Agriculture – Task 2 notification Food Technology – Task 2 due</p>	<p>Agriculture – Task 3 notification History Elective – Task 3 due Music – Task 3 notification Timber – Task 2 notification</p>	<p>Timber – Task 4 due History – Task 3 due</p>
7	<p>Geography – Task 1 notification Music – Task 1 due PDHPE- Task 1 due</p>	<p>Engineering – Task 1 notification Music – Task 2 due Timber – Task 1 notification</p>	<p>Food Technology – Task 3 due History – Task 1 due Mathematics – Task 2 due Science – Task 3 due</p>	<p>Photographic and Digital Media – Task 3 due Visual Art – Task 3 due</p>
8	<p>Agriculture – Task 1 due Drama – Task 1 notification English – Task 1 notification Food Technology – Task 1 notification History elective – Task 1 due</p>	<p>Agriculture – Task 2 due Commerce – Task 2 notification Drama – Task 2 notification English – Task 2 notification IST – Task 2 notification IST – Task 3 notification</p>	<p>Agriculture – Task 3 due English – Task 3 notification Metals – Task 2 notifications Music – Task 3 due Science – Task 3 due Timber – Task 2 due</p>	
9	<p>Geography – Task 1 due IST – Task 1 notification</p>	<p>Engineering – Task 1 due Timber – Task 1 due</p>	<p>Child Studies – Task 3 due</p>	
10	<p>Drama – Task 1 due English – Task 1 due Food Technology – Task 1 due Science – Task 1 due</p>	<p>Commerce – Task 2 due Drama – Task 2 due English – Task 2 due IST – Task 2 due</p>	<p>Commerce – Task 3 notification English – Task 3 due IST – Task 3 due IST – Task 4 notification Metals – Task 2 due</p>	
11	<p>Child Studies – Task 1 due IST – Task 1 due Commerce – Task 1 notification</p>			

**Koorungal High School – Planner – Term One – 2020 (for student use)**

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 A	27-Jan	28-Jan	29-Jan	30-Jan	31-Jan
Week 2 B	3-Feb	4-Feb	5-Feb	6-Feb	7-Feb
Week 3 A	10-Feb	11-Feb	12-Feb	13-Feb	14-Feb
Week 4 B	17-Feb	18-Feb	19-Feb	20-Feb	21-Feb
Week 5 A	24-Feb	25-Feb	26-Feb	27-Feb	28-Feb
Week 6 B	2-Mar	3-Mar	4-Mar	5-Mar	6-Mar
Week 7 A	9-Mar	10-Mar	11-Mar	12-Mar	13-Mar
Week 8 B	16-Mar	17-Mar	18-Mar	19-Mar	20-Mar
Week 9 A	23-Mar	24-Mar	25-Mar	26-Mar	27-Mar
Week 10 B	30-Mar	31-Mar	1-Apr	2-Apr	3-Apr
Week 11 A	6-Apr	7-Apr	8-Apr	9-Apr	10-Apr

**Koorringal High School – Planner – Term Two – 2020 (for student use)**

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 B	27-Apr	28-Apr	29-Apr	30-Apr	1-May
Week 2 A	4-May	5-May	6-May	7-May	8-May
Week 3 B	11-May	12-May	13-May	14-May	15-May
Week 4 A	18-May	19-May	20-May	21-May	22-May
Week 5 B	25-May	26-May	27-May	28-May	29-May
Week 6 A	1-Jun	2-Jun	3-Jun	4-Jun	5-Jun
Week 7 B	8-Jun	9-Jun	10-Jun	11-Jun	12-Jun
Week 8 A	15-Jun	16-Jun	17-Jun	18-Jun	19-Jun
Week 9 B	22-Jun	23-Jun	24-Jun	25-Jun	26-Jun
Week 10 A	29-Jun	30-Jun	1-Jul	2-Jul	3-Jul

**Koorringal High School – Planner – Term Three – 2020 (for student use)**

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

**Koorringal High School – Planner – Term Four – 2020 (for student use)**

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

Koorungal 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.

HSC Minimum Standards

In order to gain the HSC testamur, students in NSW will be required to complete the HSC minimum standards tests. Students can sit the online tests four times in a year, in Years 10, 11 and 12 and up to five years after they complete the HSC examinations. In order to achieve these minimum standards, students must achieve a level 3 on each of the tests. The LaST Team will be in contact with you regarding when this testing will take place and when a student has not met the minimum requirements.



HSC: All My Own Work

HSC: All My Own Work is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

The HSC: All My Own Work consists of five modules:

1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with others

This program builds on existing programs in schools and provides flexibility in delivery. It also recognises the rapid growth in information available to students through the internet. For more information, go to the NESA website (www.educationstandards.nsw.edu.au) and click on the HSC: All My Own Work icon.



Individual RoSA Course Assessment Schedules



Agricultural Technology

Outcomes

- 5.1.1 explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
- 5.1.2 explains the interactions within and between agricultural enterprises and systems
- 5.2.1 explains the interactions within and between the agricultural sector and Australia’s economy, culture and society
- 5.3.1 investigates and implements responsible production systems for plant and animal enterprises
- 5.3.2 investigates and applies responsible marketing principles and processes
- 5.3.3 explains and evaluates the impact of management decisions on plant production enterprises
- 5.3.4 explains and evaluates the impact of management decisions on animal production enterprises
- 5.4.1 evaluates the impact of past and current agricultural practices on agricultural sustainability
- 5.4.2 evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
- 5.4.3 implements and justifies the application of animal welfare guidelines to agricultural practices
- 5.5.1 designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts
- 5.5.2 collects and analyses agricultural data and communicates results using a range of technologies
- 5.6.1 applies Occupational Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
- 5.6.2 performs plant and animal management practices safely and in cooperation with others

Task Number	Task 1	Task 2	Task 3	Task 4	
Notification Date	Term 1, Week 6	Term 2, Week 6	Term 3, Week 6	Term 4, Week 1	
Due Date	Term 1, Week 8	Term 2, Week 8	Term 3, Week 8	Term 4, Week 4	
Task Description	Beef production	Sustainable crops and pastures	Agricultural systems management	Plant propagation and fruit orchards	
Outcomes Assessed	5.1.1, 5.3.1, 5.3.4, 5.4.1, 5.6.1, 5.6.2	5.1.1, 5.3.1, 5.3.3, 5.4.1, 5.4.3, 5.5.1, 5.6.1, 5.6.2	5.1.1, 5.1.2, 5.2.1, 5.4.2	5.1.1, 5.3.2, 5.4.2, 5.5.1, 5.5.2	
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 4	Term 2, Week 1	Term 3, Week 1	Term 4, Week 1	
Due Date	Term 1, Week 11	Term 2, Week 3	Term 3, Week 9	Term 4, Week 3	
Task Description	Parenting practices	Party food research	Play-based learning activity	Childcare Services research	
Outcomes Assessed	CS5-6 CS5-10	CS5-5 CS5-11	CS5-4 CS5-5	CS5-8 CS5-9	
Component					Weighting
Knowledge, understanding, skills		20		30	50
Values and Attitudes	30		20		50
TOTAL	30	20	20	30	100

Head Teacher contact: Mrs Rachael Macri



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	Task 4	
Notification Date	Term 1 Week 11	Term 2, Week 8	Term 3, Week 10	Term 1, Week 5	
Due Date	Term 2, Week 2	Term 2, Week 10	Term 4, Week 2	Throughout the Year	
Task Description	Legal System – Research Task	Our Economy Examination	Running a Business	Formative Assessment	
Outcomes Assessed	5.2, 5.3, 5.5, 5.7, 5.8	5.2, 5.3, 5.5, 5.7, 5.8	5.2, 5.3, 5.5, 5.7, 5.8	All	
Component					Weighting
Knowledge and understanding of consumer, financial, business, legal and employment matters	10	10		5	25
Skills in decision making and problem solving in relation to consumer, financial, business, legal and employment issues		10	10	5	25
Skills in effective research and communication	10		10	5	25
Skills in working independently and collaboratively	5		10	10	25
TOTAL	25	20	30	25	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 1, Week 8	Term 2, Week 8	Term 4, Week 1	Term 4, Week 3	
Due Date	Term 1, Week 10	Term 2, Week 10 –Term, 3 Week 2	Term 4, Week 3	Term 4, Week 5	
Task Description	Monologue Performance	In-Class Workshop	Design Folio	Group Performance	
Outcomes Assessed	5.1.1, 5.2.1	5.3.1, 5.3.2, 5.3.3	5.1.4, 5.3.3	5.1.2, 5.1.3, 5.2.2	
Component					Weighting
Making	10		10	20	40
Performing	10	10		10	30
Appreciating		20	10		30
TOTAL	20	30	20	30	100

Head Teacher contact: Mr Joel Lowrie



Engineering (Industrial Technology - Engineering)

Outcomes

- 5.1.1 identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes
- 5.1.2 applies OHS practices to hand tools, machine tools, equipment and processes
- 5.2.1 applies design principles in the modification, development and production of projects
- 5.2.2 identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- 5.3.1 justifies the use of a range of relevant and associated materials
- 5.3.2 selects and uses appropriate materials for specific applications
- 5.4.1 selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- 5.4.2 works cooperatively with others in the achievement of common goals
- 5.5.1 applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects
- 5.6.1 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- 5.7.1 describes, analyses and uses a range of current, new and emerging technologies and their various applications
- 5.7.2 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 7	Term 4, Week 1	Term 4, Week 2	
Due Date	Term 2, Week 9	Term 4, Week 3	Term 4, Week 4	
Task Description	Alternate Energies	Control systems	Examination	
Outcomes Assessed	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.6.1	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.6.1	5.1.1, 5.3.1, 5.5.1, 5.6.1, 5.7.1, 5.7.2	
Component				Weighting
Knowledge understanding and skills	40	40	20	100
TOTAL	40	40	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	Produce a script of an interview with an author-content to focus on themes, characterisation, setting/s and language.	Essay discussing differences between a Shakespeare text and its modern transformation.	a) Free verse poem using themes and techniques used by the poet set for study (15%). b) Identify the poet’s influence on your original poem (15%)	Drama Study Multimodal PowerPoint -explore 2 significant themes/issues, incorporating quotes – upload to Google classroom	
Outcomes Assessed	EN5-4B, EN5- 6C, EN5-7D	EN5-1A, EN5-6C, EN5-8D	EN5-2A, EN5-3B- EN5-6C, EN5-7	EN5-3B-, EN5-4B, EN5-7D, EN5- 8D	
Component					Weighting
communicate through speaking, listening, reading, writing, viewing and representing	10	5	10	5	30
use language to shape and make meaning and express relationships	10	10	10	10	40
think in ways that are imaginative, creative, interpretive and critical and reflect on their learning	10	5	10	5	30
TOTAL	30	20	30	20	100



Food Technology

Outcomes

- 5.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product
- 5.1.2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- 5.2.1 describes the physical and chemical properties of a variety of foods
- 5.2.2 accounts for changes to the properties of food which occur during food processing, preparation and storage
- 5.2.3 applies appropriate methods of food processing, preparation and storage
- 5.3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- 5.3.2 justifies food choices by analysing the factors that influence eating habits
- 5.4.1 collects, evaluates and applies information from a variety of sources
- 5.4.2 communicates ideas and information using a range of media and appropriate terminology
- 5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- 5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes
- 5.6.1 examines the relationship between food, technology and society
- 5.6.2 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 8	Term 2, Week 4	Term 3, Week 5	Term 4, Week 3	
Due Date	Term 1, Week 10	Term 2, Week 6	Term 3, Week 7	Term 4, Week 5	
Task Description	Cumulative Practical mark	Blooms Taxonomy	Research Task	Cumulative practical mark	
Outcomes Assessed	5.1.1, 5.1.2, 5.2.3	5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.6.1, 5.6.2	5.2.1, 5.2.2	5.1.1, 5.1.2, 5.2.3	
Component					Weighting
Knowledge understanding and skills	20	30	30	20	100
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	Task 3	
Notification Date	Term 1, Week 7	Term 2, Week 3	Term 1, Week 4	
Due Date	Term 1, Week 9	Term 2, Week 5	Throughout Semester	
Task Description	Fieldwork and Report	Comparative Broadsheet	Formative Assessment	
Outcomes Assessed	GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8	GE5-1, GE5-2, GE5-6, GE5-7, GE5-8	All	
Component				Weighting
Geographical Knowledge	10	5	20	35
Geographical concepts, tools and skills	10	10	20	40
Research and communication	5	10	10	25
TOTAL	25	25	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	Task 3	
Notification Date	Term 3, Week 4	Term 4, Week 1	Term 3, Week 1	
Due Date	Term 3, Week 7	Term 4, Week 3	Throughout Semester	
Task Description	Blog Post	Time Capsule	Formative Assessment	
Outcomes Assessed	HT5-3; HT5-5; HT5-6; HT5-10	HT5-7; HT5-8 HT5-9; HT5-10	HT5-1; HT5-2; HT5-4	
Component				Weighting
Historical Knowledge	5	10	15	30
Research and historical inquiry skills	10	10	15	35
Communication	10	5	20	35
TOTAL	25	25	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 2, Week 3	Term 3, Week 4	Term 4, Week 1	
Due Date	Term 1, Week 8	Term 2, Week 5	Term 3, Week 6	Term 4, Week 3	
Task Description	Source Test	Blog – Formative	Research Proposal	Archaeology	
Outcomes Assessed	HTELS5-7, HTELS5-11, HTELS5-13	HTELS5-8, HTELS5-9, HTELS5-12, HTELS5-13	HTELS5-2, HTELS5-10, HTELS5-11	HTELS5-8, HTELS5-11, HTELS5-13	
Component					Weighting
Historical Knowledge	5	5	5	10	25
Historical Understanding	15	5		5	25
Research and historical inquiry skills		10	10	5	25
Communication	5	5	10	5	25
TOTAL	25	25	25	25	100

Head Teacher contact: Mr Joshua Celi



Information Software Technology

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

Task Number	Task 1	Task 2	Task 3	Task 4	
Notification Date	Term 1, Week 9	Term 2, Week 8	Term 2, Week 8	Term 3, Week 10	
Due Date	Term 1, Week 11	Term 2, Week 10	Term 3, Week 10	Term 4, Week 2	
Task Description	Robotics and Automation	Software Development and Programming	Website Design	Yearly Examination	
Outcomes Assessed	5.1.1, 5.1.2, 5.2.2, 5.2.3, 5.3.2	5.1.2, 5.2.1, 5.2.3, 5.5.3	5.1.2, 5.2.2, 5.3.2, 5.5.1, 5.5.2	5.1.1 -5.5.3	
Component					Weighting
Knowledge understanding and skills	25	25	25	25	100
TOTAL	25	25	25	25	100

Head Teacher contact: Miss Rosemary Teakel



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 2, Week 2	Term 3, Week 3	Term 4, Week 2	
Due Date	Term 2, Week 4	Term 3, Week 7	Term 4, Week 4	
Task Description	Examination: Statistics, Surds & Quadratics	Assignment: Non-Linear Relationships & Non-Right-Angled Trigonometry	Examination: Non-Right-Angled Trigonometry & Linear Relationships	
Outcomes Assessed	MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.3-6NA MA5.3-7NA MA5.3-18SP MA5.3-19SP	MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.3-9NA MA5.3-15MG	MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.3-8NA MA5.3-15MG	
Component				Weighting
Working Mathematically	5	10	5	20
Number & Algebra	10	10	15	35
Measurement & Geometry		10	20	30
Statistics & Probability	15			15
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 2, Week 2	Term 3, Week 3	Term 4, Week 2	
Due Date	Term 2, Week 4	Term 3, Week 7	Term 4, Week 4	
Task Description	Examination: Statistics, Algebra, Equations & Indices	Assignment: Finance & Measurement	Examination: Measurement; Linear & Non-Linear Relationships; Right- Angled Triangles	
Outcomes Assessed	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-5NA MA5.1-12SP	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-4NA MA5.1-8MG	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-8MG MA5.1-6NA MA5.1-7NA MA5.1-10MG	
Component				Weighting
Working Mathematically	5	10	5	20
Number & Algebra	10	10	15	35
Measurement & Geometry		10	20	30
Statistics & Probability	15			15
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 2, Week 2	Term 3, Week 3	Term 4, Week 2	
Due Date	Term 2, Week 4	Term 3, Week 7	Term 4, Week 4	
Task Description	Examination: Statistics, Algebra, Equations & Indices	Assignment: Finance & Measurement	Examination: Measurement; Linear & Non-Linear Relationships; Right- Angled Triangles	
Outcomes Assessed	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-5NA MA5.1-12SP	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-4NA MA5.1-8MG	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-8MG MA5.1-6NA MA5.1-7NA MA5.1-10MG	
Component				Weighting
Working Mathematically	5	10	5	20
Number & Algebra	10	10	15	35
Measurement & Geometry		10	20	30
Statistics & Probability	15			15
TOTAL	30	30	40	100

Head Teacher contact: Mrs Liz Davies



Metal (Industrial Technology - Metal)

Outcomes

- 5.1.1 identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes
- 5.1.2 applies OHS practices to hand tools, machine tools, equipment and processes
- 5.2.1 applies design principles in the modification, development and production of projects
- 5.2.2 identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- 5.3.1 justifies the use of a range of relevant and associated materials
- 5.3.2 selects and uses appropriate materials for specific applications
- 5.4.1 selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- 5.4.2 works cooperatively with others in the achievement of common goals
- 5.5.1 applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects
- 5.6.1 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- 5.7.1 describes, analyses and uses a range of current, new and emerging technologies and their various applications
- 5.7.2 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 2	Term 3, Week 8	Term 4, Week 1	Term 4, Week 2	
Due Date	Term 2, Week 4	Term 3, Week 10	Term 4, Week 5	Term 4, Week 4	
Task Description	Practical Project and Portfolio	Metallurgy Task	Practical Project and Portfolio	Examination	
Outcomes Assessed	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.4.1, 5.4.2, 5.5.1, 5.6.1	5.1.1, 5.3.1, 5.4.1, 5.5.1, 5.7.1, 5.7.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.4.1, 5.4.2, 5.5.1, 5.6.1	5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1, 5.7.1, 5.7.2	
Component					Weighting
Knowledge understanding and skills	30	20	30	20	100
TOTAL	30	20	30	20	100

Head Teacher contact: Mr Andrew Upton



Music

Outcomes

- 4.1 performs in a range of musical styles demonstrating an understanding of musical concepts
- 4.2 performs music using different forms of notation and different types of technology across a broad range of musical styles
- 4.3 performs music demonstrating solo and/or ensemble awareness
- 4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
- 4.5 notates compositions using traditional and/or non-traditional notation
- 4.6 experiments with different forms of technology in the composition process
- 4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
- 4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
- 4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
- 4.10 identifies the use of technology in the music selected for study, appropriate to the musical context
- 4.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 4.12 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 5	Term 3, Week 6
Due Date	Term 1, Week 7	Term 2, Week 7	Term 3, Week 8
Task Description	Performance/ viva voce	Aural Examination	Composition Assessment/ Aural Presentation
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	✓		
Composition			✓
Listening	✓	✓	✓

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 sequences

Task Number	Task 1	Task 2	Task 3	Task 4	
Notification Date	Term 1, Week 5	Term 1, Week 1	Term 3, Week 3	Term 3, Week 5	
Due Date	Term 1, Week 7	Term 2, Week 5	Term 3, Week 5	Term 4, Week 5	
Task Description	Survive the Drive test	Practical Application & performance - Badminton European HB Cricket	Dealing with difference case study	Practical Application & performance - Dance SEPEP	
Outcomes Assessed	PD5.6 PD5.9	PD5.4 PD5.5 PD5.10 PD5.11	PD5.1 PD5.3 PD5.10	PD5.4 PD5.5 PD5.10 PD5.11	
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: Mrs Rachael Macri



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 2, Week 1,	Term 3, Week 2	Term 4, Week 5	
Due Date	Term 2, Week 3	Term 3, Week 4	Term 4, Week 7	
Task Description	Mastering Manipulation and Capturing an Image BOW: Research - Students develop a body of work which will act as a technical manual for an in depth knowledge of Photoshop (and its features), and the manual use of the camera (including Aperture, Shutter Speed, ISO, and focal length). Artmaking – Students will create small works which highlight the specific features of each.	The Documentarian: Artmaking – Students work in small teams to create a documentary based upon a subject of their choosing. Research – Each stage of production must be planned and charted throughout the process of the project, which will be handed in as a “making of” document.	Digital compositing - Mysterious Me: Artmaking - Students design and create a large scale artwork which combines multiple taken and found images into a seamless end product (for printing). Research – Case Study- an in depth account of a photographic artist who uses digital composition, covering their inspirations and work practices.	
Outcomes Assessed	5.1, 5.3, 5.4, 5.7, 5.9, 5.10	5.1, 5.2, 5.3, 5.7, 5.8, 5.9	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	
Component				Weighting
Critical & Historical Study	10	20	10	40
Artmaking	20	10	30	60
TOTAL	30	30	40	100



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 1, Week 2	Term 1, Week 1	Term 4, Week 1	Term 3, Week 1	
Due Date	Term 1, Week 4	Term 2, Week 5	Term 4, Week 3	Term 4, Week 5	
Task Description	Body Systems test	Practical Application & performance - Archery Fencing Contact sports	Yearly Exam	Practical Application & performance - Peer Coaching Outdoor Rec	
Outcomes Assessed	PASS5-1 PASS5-2	PASS5-5 PASS5-7 PASS5-9	PASS5-6 PASS 5-8	PASS5-5 PASS5-7 PASS5-8	
Component					Weighting
Knowledge and Understanding	25		25		50
Skills		25		25	50
TOTAL	25	25	25	25	100

Head Teacher contact: Mrs Rachael Macri



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 6	Term 2, Week 2	Term 3, Week 5	Term 4, Week 1	
Due Date	Term 1, Week 10	Term 2, Week 4	Term 3, Week 7-8	Term 4, Week 3	
Task Description	Student Research Project	Writing task	VALID Examination	Role Play	
Outcomes Assessed	SC5-1-3VA SC5-4-9WS	SC5-3VA SC5-8-9WS SC5-16-17CW	SC5-1-3VA SC5-4-9WS SC5-10-11PW SC5-12-13ES SC5-14-15LW SC5-16-17CW	SC5-5,8-9WS SC5-12ES	
Component					Weighting
Skills	20	10	15	15	60
Knowledge and Understanding	5	15	10	10	40
TOTAL	25	25	25	25	100



Timber (Industrial Technology - Timber)

Outcomes

- 5.1.1 identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes
- 5.1.2 applies OHS practices to hand tools, machine tools, equipment and processes
- 5.2.1 applies design principles in the modification, development and production of projects
- 5.2.2 identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- 5.3.1 justifies the use of a range of relevant and associated materials
- 5.3.2 selects and uses appropriate materials for specific applications
- 5.4.1 selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- 5.4.2 works cooperatively with others in the achievement of common goals
- 5.5.1 applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects
- 5.6.1 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- 5.7.1 describes, analyses and uses a range of current, new and emerging technologies and their various applications
- 5.7.2 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 7	Term 3 , Week 6	Term 4, Week 2	Term 4, Week 4	
Due Date	Term 2, Week 9	Term 3, Week 8	Term 4 , Week 4	Term 4, Week 6	
Task Description	Practical Project and Portfolio	Research Task	Examination	Practical Project and Portfolio	
Outcomes Assessed	5.1.2, 5.1.1, 5.2.1. 5.2.2, 5.3.2, 5.4.1, 5.4.2, 5.7.1	5.3.1, 5.5.1	5.6.1, 5.7.2, 5.1.1, 5.5.1	5.1.2, 5.1.1, 5.2.1. 5.2.2, 5.3.2, 5.4.1, 5.4.2, 5.7.1	
Component					Weighting
Knowledge understanding and skills	40	10	30	20	100
TOTAL	40	10	30	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 3, Week 3	Term 4, Week 5	
Due Date	Term 2, Week 5	Term 3, Week 5	Term 4, Week 7	
Task Description	Portraiture and Narrative BOW: Artmaking - Students participate in the Young Archie Portrait Prize, and explore narrative as a source of inspiration in art. Research - Case study on two artists who create based on historical and literary narrative	The Social Commentator BOW: Artmaking – Students create a body of work which explores The human condition, Social Upheaval, and Topical Social Issues. Research - Case Study – The Artist as a Social Commentator	Year 10 Major Work Students plan, research and develop concepts for a major work which explores any kind of issue that the student sees as something that is worth communicating to a wider audience in a bid to educate people.	
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