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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 Mitchell Read

Deputy Principal Year 9: Mrs Helen Schmetzer

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



Koorringal 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 Engineering – Task 1 notification Geography – Task 2 notification PDHPE – Task 1 notification PASS – Task 1 notification Science – Task 2 notification	Child Studies – Task 3 notification Dance – Task 4 notification Engineering – Task 2 notification History – Task 3 notification PDHPE – Task 4 notification Photography – Task 2 notification	Child Studies – Task 4 notification Engineering – Task 3 notification Engineering – Task 4 notification History – Task 2 notification Metal – Task 3 notification PASS – Task 4 notification Science – Task 4 notification
2	Dance – Task 1 notification	Metal – Task 1 notification	PASS – Task 3 notification	Agriculture – Task 4 notification Commerce – Task 3 Due Drama – Task 3 notification English – Task 4 notification Food Technology – Task 4 notification Mathematics – Task 2 notification Metal – Task 4 notification
3		Agriculture – Task 2 notification Child Studies – Task 2 due Geography – Task 2 due IST – Task 2 notification PDHPE – Task 1 due Science – Task 2 due Visual Art – Task 1 notification Visual Art – Task 2 notification	Photography – Task 2 due Textiles – Task 3 notification	Child Studies – Task 4 due Engineering – Task 4 due History – Task 2 due IST – Task 4 notification Science – Task 4 due Timber – Task 3 notification Timber – Task 4 notification
4	Science – Task 1 notification	Commerce – Task 2 notification Drama – Task 2 notification Engineering – Task 1 due Food Technology – Task 2 notification Geography – Task 2 due Metal – Task 1 due PASS – Task 1 due Timber – Task 1 notification	IST – Task 3 notification	Agriculture – Task 4 due Drama – Task 3 due English – Task 4 due Food Technology – Task 4 due Mathematics – Task 2 due Metal – Task 4 due Textiles – Task 4 notification
5	Child Studies – Task 1 notification Commerce – Task 4 notification Dance – Task 2 notification Geography – Task 3 notification	Agriculture – Task 2 due Dance – Task 2 due IST – Task 2 due Music – Task 2 notification PDHPE – Task 2 due PASS – Task 2 due Textiles – Task 2 notification Visual Art – Task 1 due	Dance – Task 3 notification Engineering – Task 2 notification History – Task 1 notification PDHPE – Task 3 notification PASS – Task 3 due Textiles – Task 3 due Visual Art – Task 2 due	Dance – Task 4 due IST – Task 4 due Metal – Task 3 due PDHPE – Task 4 due Photography – Task 3 notification PASS – Task 4 due Timber – Task 3 due Timber – Task 4 due



6	Science – Task 1 due Textiles – Task 1 notification	Commerce – Task 2 due Drama – Task 2 due Food Technology – Task 2 due Timber – Task 1 due	Agriculture – Task 3 notification IST – Task 3 due Music – Task 3 notification Timber – Task 2 notification	Commerce – Task 4 due Engineering – Task 3 due Textiles – Task 4 due Visual Art – Task 3 notification
7	Agriculture – Task 1 notification Drama – Task 1 notification IST – Task 1 notification	Music – Task 2 due Textiles – Task 2 due	Science – Task 3 notification	Photography – Task 3 due
8	Commerce – Task 1 notification English – Task 1 notification Food Technology – Task 1 notification Geography – Task 1 notification Mathematics – Task 1 notification Music – Task 1 notification Photography – Task 1 notification Textiles – Task 1 due	English – Task 2 notification	Agriculture – Task 3 due Dance – Task 3 due English – Task 3 notification Food Technology – Task 3 notification History – Task 1 due Metal – Task 2 notification Music – Task 3 due Timber – Task 2 due	Visual Art – Task 3 due
9	Agriculture – Task 1 due Child Studies – Task 1 due Dance – Task 1 due Drama – Task 1 due IST – Task 1 due		PDHPE – Task 3 due Science – Task 3 due	
10	Commerce – Task 1 due English – Task 1 due Food Technology – Task 1 due Geography – Task 1 due Mathematics – Task 1 due Music – Task 1 due Photography - Task 1 due	English – Task 2 due	Child Studies – Task 3 due Commerce – Task 3 notification English – Task 3 due Food Technology – Task 3 due Metal – Task 2 due	
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**Koorngal High School – Planner – Term One – 2020 (for student use)**

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 A		<u>Staff Development Day</u> 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	<u>Staff development day</u> 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	<u>Staff Development Day</u> 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	Staff Development Day 17-Dec	Staff Development Day 18-Dec



Koorringal 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.

Koorringal 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 7	Term 2, Week 3	Term 3, Week 6	Term 4, Week 2	
Due Date	Term 1, Week 9	Term 2, Week 5	Term 3, Week 8	Term 4, Week 4	
Task Description	Industry Study	Sheep Production	Dairy Production System	Fodder and Forage Production	
Outcomes Assessed	AG5-1, AG5-2, AG5-3, AG5-4, AG5-13, AG5-14	AG5-5, AG5-6, AG5-8, AG5-9, AG5-11, AG5-12, AG5-13, AG5-14	AG5-5, AG5-7, AG5-8, AG5-9, AG5-10, AG5-12, AG5-13, AG5-14	AG5-1, AG5-2, AG5-4, AG5-6, AG5-7, AG5-9, AG5-10	
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



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: 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 8	Term 2, Week 4	Term 3, Week 10	Term 1, Week 5	
Due Date	Term 1, Week 10	Term 2, Week 6	Term 4, Week 2	Throughout the Year	
Task Description	Research Task	Mid-Course Examination	Running a Business	Formative Assessment	
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	All	
Component					Weighting
Knowledge and understanding of consumer, financial, business, legal and employment matters	5	10	5	10	30
Skills in decision making and problem solving in relation to consumer, financial, business, legal and employment issues		10	10	10	30
Skills in effective research and communication	10		5	5	20
Skills in working independently and collaboratively	5		10	5	20
TOTAL	20	20	30	30	100

Head Teacher contact: Mr Joshua Celi



Dance

Outcomes

5.1.1 demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances

5.1.2 demonstrates enhanced dance technique by manipulating aspects of the elements of dance

5.1.3 demonstrates an understanding and application of aspects of performance quality and interpretation through performance

5.2.1 explores the elements of dance as the basis of the communication of ideas

5.2.2 composes and structures dance movement that communicates an idea

5.3.1 describes and analyses dance as the communication of ideas within a context

5.3.2 identifies and analyses the link between their performances and compositions and dance works of art

5.3.3 applies understandings and experiences drawn from their own work and dance works of art

5.4.1 contributes to lifelong learning

Task Number	Task 1	Task 2	Task 3	Task 4	
Notification Date	Term 1, Week 2	Term 1, Week 5	Term 3, Week 5	Term 3, Week 1	
Due Date	Term 1, Week 9	Term 2, Week 5	Term 3, Week 8	Term 4, Week 5	
Task Description	Safe Body in Dance research	Practical Application - Safe Body Elements of Dance	Communicating Ideas in Dance research	Practical Application - Com Ideas Dancing through the ages	
Outcomes Assessed	5.1.1, 5.4.1	5.1.1, 5.1.2	5.3.1, 5.3.2	5.2.1, 5.2.2, 5.1.3	
Component					
Knowledge, Understanding and Skills (dance performance, composition & appreciation)	20	25	25	25	95
Values and Attitudes	5				5
TOTAL	25	25	25	25	100

Head Teacher contact: Mrs Rachael Macri



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	
Notification Date	Term 1, Week 7	Term 2, Week 4	Term 4, Week 2	
Due Date	Term1, Week 9	Term 2, Week 6	Term 4, Week 4	
Task Description	Character Analysis	Individual Performance	Group Performance	
Outcomes Assessed	5.1.3, 5.3.1	5.1.1, 5.2.1, 5.2.3, 5.3.2	5.1.1, 5.1.2, 5.1.4, 5.2.2, 5.3.3	
Component				Weighting %
Making		10	30	40
Performing		20	10	30
Appreciating	20		10	30
TOTAL	20	30	50	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 2, Week 1	Term 3, Week 1	Term 4, Week 1	Term 4, Week 1	
Due Date	Term 2, Week 4	Term 3, Week 5	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 Scaffolded essay (incorporating classwork 'table')	Tropfest Films Part A: <i>Review</i> your favourite Tropfest film. Part B: Create a storyboard	War and Protest a) Annotated 'photos' attached to poems b) Letter	Drama- Produce a <i>programme</i> •Cover (visuals + wording) •Synopsis •Cast •Set design & costume design	
Outcomes Assessed	EN5-1A, EN5-2A, EN5- 3B	EN5-4B, EN5-5C, EN5-9E	EN5- 6C, EN5-7D, EN5-8D	EN5-2A, EN5-4B, EN5-5C, EN5- 6C, EN5-7D	
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



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 8	Term 2, Week 4	Term 3, Week 8	Term 4, Week 2	
Due Date	Term 1, Week 10	Term 2, Week 6	Term 3, Week 10	Term 4, Week 4	
Task Description	Cumulative practical	Blooms Taxonomy	Cumulative practical	Showcase Dinner	
Outcomes Assessed	FT5-1, FT5-2, FT5-5	FT5-7, FT5-8, FT5-9, FT5-12	FT5-1, FT5-2, FT5-5	FT5-11, FT5-13, FT5-3, FT5-4, FT5-5, FT5-10	
Component					Weighting
Knowledge, understanding and skills	20	30	20	30	100
Values and attitudes					
TOTAL	20	30	20	30	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 8	Term 2, Week 1	Term 1, Week 5	
Due Date	Term 1, Week 10	Term 2, Week 3/4	Throughout Semester	
Task Description	Research/Report	Examination	Formative Assessment	
Outcomes Assessed	GE5-2, GE5-3, GE5	GE5-1, GE5-2, GE5-5, GE5-6, GE5-8	ALL	
Component				Weighting
Geographical Knowledge	5	10	20	35
Geographical concepts, tools and skills/writing	10	15	15	40
Research and communication	10		15	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 5	Term 4, Week 1	Term 3, Week 1	
Due Date	Term 3, Week 8	Term 4, Week 3	Throughout Semester	
Task Description	Source Analysis	Historical Investigation	Formative Assessment	
Outcomes Assessed	HT5-1, HT5-2, HT5-4, HT5-6, HT5-9, HT5-10	HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10	All	
Component				Weighting
Historical Knowledge	10	10	20	40
Research and historical Inquiry Skills	5	10	15	30
Communication	10	5	15	30
TOTAL	25	25	50	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 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	Multimedia Magazine Cover	Spreadsheet Folio	Podcast	Examination	
Outcomes Assessed	5.1.1, 5.2.1, 5.2.2, 5.5.2, 5.5.3	5.1.1, 5.3.1, 5.3.2, 5.5.2	5.2.1, 5.2.3, 5.5.2, 5.5.3	All outcomes	
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	
Notification Date	Term 1, Week 8	Term 4, Week 2	
Due Date	Term 1, Week 10	Term 4, Week 4	
Task Description	Examination: Algebraic Techniques; Equations; Inequalities; Right-Angled Triangles	Examination: Surface Area & Volume; 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, MA5.3-6NA MA5.3-13MG, MA5.3-14MG MA5.3-5NA, MA5.3-7NA	
Component			Weighting
Working Mathematically	5	10	15
Number & Algebra	25	20	45
Measurement & Geometry	10	30	40
TOTAL	40	60	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	
Notification Date	Term 1, Week 8	Term 4, Week 2	
Due Date	Term 1, Week 10	Term 4, Week 4	
Task Description	Examination: Computation with Numbers & Earning Money	Examination: Length, Area, Surface Area & Volume; Right-Angled Triangles; Linear Relationships	
Outcomes Assessed	MA5.1-1WM, MA5.1-2WM MA5.1-3WM, MA5.1-9MG MA5.2-4NA, MA4-4NA, 5NA	MA5.1-1WM, MA5.1-2WM MA5.1-3WM, MA5.1-8MG MA5.1-10MG, MA5.1-6NA	
Component			Weighting
Working Mathematically	5	10	15
Number & Algebra	35	15	50
Measurement & Geometry		35	35
TOTAL	40	60	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	
Notification Date	Term 1, Week 8	Term 4, Week 2	
Due Date	Term 1, Week 10	Term 4, Week 4	
Task Description	Examination: Computation with Numbers	Examination: Length, Area, Surface Area & Volume; Right-Angled Triangles; Linear Relationships	
Outcomes Assessed	MA5.1-1WM, MA5.1-2WM MA5.1-3WM, MA5.1-9MG MA4-4NA, 5NA	MA5.1-1WM, MA5.1-2WM MA5.1-3WM, MA5.1-8MG MA5.1-10MG, MA5.1-6NA	
Component			Weighting
Working Mathematically	5	10	15
Number & Algebra	35	15	50
Measurement & Geometry		35	35
TOTAL	40	60	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	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	Engineering and Fabrication Research Task	Practical Project and Portfolio	Examination	
Outcomes Assessed	IND5-1, IND5-3, IND5-5, IND5-6, IND5-7, IND5-8	IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	IND5-1, IND5-2, IND5-3, IND5-7, 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



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 8	Term 2, Week 5	Term 3, Week 6
Due Date	Term 1, Week 10	Term 2, Week 7	Term 3, Week 8
Task Description	Performance & 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	✓		
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 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 & performance - Volleyball Netball Footy Sports	Lifelong health Personal analysis	Practical Application & performance - Dance Soccer Tennis	
Outcomes Assessed	PD5.1, PD 5.2, 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



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 8	Term 3, Week 1	Term 4, Week 5	
Due Date	Week 10, Term 1	Term 3, Week 3	Term 4, Week 7	
Task Description	<p>Through the Lens Artmaking – Students will learn the inner workings of the camera and how to master its use. Students will create a body of work showcasing skills learned, shooting techniques, and field photography results.</p> <p>Research – Students study how photographers have used these same techniques in their work practices. Includes Introduction to the frames.</p>	<p>The illusionist Artmaking – Students will learn to use photoshop as a means for enhancement and refinement of their images. Subtlety is the key.</p> <p>Research – Students study the inception of photoshop, and how these techniques were once done manually. Includes introduction to the Conceptual Framework.</p>	<p>Major Work: Portraiture Artmaking - Students create a body of work using portraiture. This may be a single or series of images. Must be fully planned and documented digitally.</p> <p>Research – Students must research and interview the life of their subject, so to inform their shoot and how to best capture their subject. Must be prepared for print.</p>	
Outcomes Assessed	5.3, 5.4, 5.7, 5.9	5.1, 5.2, 5.8, 5.9	5.1, 5.5, 5.6, 5.8, 5.10	
Component				Weighting %
Critical & Historical Study	15	15	10	40
Artmaking	15	15	30	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 & performance - Initiative games Fitness tests OS games	Participating with Safety analysis	Practical Application & 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: 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 4	Term 2, Week 1	Term 3, Week 7	Term 4, Week 1	
Due Date	Term 1, Week 6	Term 2, Week 3	Term 3, Week 9	Term 4, Week 3	
Task Description	Report/Model	Writing Task	Project/ Modelling	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



Textiles Technology

Outcomes

TEX5-1 explains the properties and performance of a range of textile items

TEX5-2 justifies the selection of textile materials for specific end uses

TEX5-3 explains the creative process of design used in the work of textile designers

TEX5-4 generates and develops textile design ideas

TEX5-5 investigates and applies methods of colouration and decoration for a range of textile items

TEX5-6 analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use

TEX5-7 evaluates the impact of textiles production and use on the individual consumer and society

TEX5-8 selects and uses appropriate technology to creatively document, communicate and present design and project work

TEX5-9 critically selects and creatively manipulates a range of textile materials to produce quality textile items

TEX5-10 selects appropriate techniques and uses equipment safely in the production of quality textile projects

TEX5-11 demonstrates competence in the production of textile projects to completion

TEX5-12 evaluates textile items to determine quality in their design and construction

Task Number	Task 1	Task 2	Task 3	Task 4	
Notification Date	Term 1, Week 6	Term 2, Week 5	Term 3, Week 3	Week 4, Term 4	
Due Date	Term 1, Week 8	Term 2, Week 7	Term 3, Week 5	Term 4, Week 6	
Task Description	Safety and sewing foundations	Practical Project and Folio	Designer Research Task	Practical Project and Folio	
Outcomes Assessed	TEX5-1, TEX5-2, TEX5-10	TEX5-7, TEX5-8, TEX5-9, TEX5-10, TEX5-11	TEX5-3, TEX5-4, TEX5-6, TEX5-8, TEX5-9, TEX5-10	TEX5-4, TEX5-5, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12	
Component					Weighting
Knowledge, understanding and skills	10	30	20	40	100
Values and attitudes					
TOTAL	10	30	20	40	100

Head Teacher contact: Miss Rosemary Teakel



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 4	Term 3, Week 6	Term 4, Week 3	Term 4, Week 3	
Due Date	Term 2, Week 6	Term 3, Week 8	Term 4, Week 5	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 – Students create Portrait studies Frontal, ¾ 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 – 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 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