



# **YEAR 10 ASSESSMENT INFORMATION FOR 2022**

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# RECORD OF SCHOOL ACHIEVEMENT (RoSA) GRADING SYSTEM

## INTRODUCTION

Students will receive a Record of Student Achievement if they leave school before completion of the Higher School Certificate.

Grades A-E will be awarded in all courses based on school based assessment of the student's achievement with reference to Course Performance Descriptors.

Course Performance Descriptors are a series of statements that summarise observable and measurable features of student achievement at the end of the course.

## DETERMINING RoSA GRADES

In the process of determining school grades, teachers will:

- devise and administer assessment tasks that address the knowledge, skills objectives and outcomes of the syllabus
- observe and record assessment judgements (e.g. marks, grades, comments)
- use assessment information to make a summative judgement of each student's overall level of achievement at the end of the course
- refer to the Course Performance Descriptors to award a grade that most appropriately describes a student's achievement

All syllabus objectives related to knowledge and skills will have been taken into account in the determination of the grades. The school may decide, however, to place greater emphasis on particular syllabus objectives and outcomes.

## REQUIREMENTS OF STUDENTS

**The class will be given two weeks' notice of the specific date and nature of any assessment task.** It is the responsibility of any absent student to ask the teacher about the assessment task. All students are responsible for ensuring that they understand the school's policies on assessment.

**Students are required to complete all assessment tasks in every course.** All tasks must be attempted to the best of their ability so that they demonstrate maximum level of achievement. It is the responsibility of the student to demonstrate, through application and achievement, that they have met the requirements of the course.

**Assessment Tasks/Examinations and non-completion - Year 10.** It is essential that students present for and/or complete all assessment tasks/examinations. Where a task has not been completed on time the following special procedures will be implemented in all courses in all subjects.

### **Non completion without a valid reason**

Where there is no valid reason for non-completion or late submission of an assessment task/examination, a zero mark will be recorded for that task.

### **Absence due to illness/misadventure**

The following will be required in order to decide whether or not a student has a valid reason for non-completion of a task:

- a) **PRIOR NOTIFICATION** of absence from the task from a parent/guardian. Other than in exceptional cases (e.g. accident on the way to school) the school/teacher must be contacted **BEFORE** the task takes place, in person, by phone or letter.
- b) A **WRITTEN STATEMENT** from the student's parent/guardian explaining the absence and a **DOCTOR'S CERTIFICATE** must be provided where illness is involved. Other official documentation will be required in the case of misadventure.

**NOTE:** A *Parental Statement* and a *Doctor's Certificate* must be received at school on **the first day back after the missed task**, irrespective of whether the student has a lesson in the subject of the missed task on that day. This documentation is to be handed to the relevant Head Teacher or Deputy.

**Important Note:** Technology failure is not an acceptable reason for lateness unless the student can provide proof (e.g. printed copy) that the work has been completed.

#### **Due to leave other than illness/misadventure**

Leave, for reasons other than illness/misadventure, authorised by the Principal, is a valid reason for non-completion of an assessment task/examination by the due date. Students, however, must see the Head Teacher of that subject to negotiate another time to sit for the assessment. Students who take unauthorised leave will receive a zero mark. The task still needs to be completed in order to demonstrate achievement of outcomes.

**Students are required to submit their own work and not the work of other students.** Dishonesty will result in zero marks. Students should also make themselves aware of the meaning of plagiarism. This too may result in a student receiving zero marks. Cases of cheating during examinations will also result in zero marks. Parents will be notified in writing of any zero mark awarded for dishonesty.

**Students will be informed of their results for each assessment task.** Students must ensure that any questions that they have about the marks awarded or comments made for an individual piece of work are resolved at the time the work is handed back. Full school reports will be completed twice a year.

**Students who transfer to The Forest High School** after the assessment program has begun will have their final grade prepared based on the assessment tasks completed since their arrival. If insufficient assessment results are available the student's previous school may be contacted for information regarding the student's performance relative to the Course Performance Descriptors.

**Students who are accelerants** will follow the same course and assessment procedures as the Year 10 students for the purpose of awarding Record of Student Achievement grades.

### **UNSATISFACTORY ATTENDANCE**

It is the responsibility of students and their parents to ensure that students attend school. The Principal and/or other appropriate staff will interview students who have poor attendance records. Students and parents will be notified in writing if attendance, both whole and partial, is in danger of becoming unsatisfactory. The Principal may determine that, as a result of a student's poor attendance, the course completion criteria may not be met. This may lead to a student being deemed unsatisfactory for the award of a Record of Student Achievement.

### **NON-SERIOUS ATTEMPT – N Determination**

A student's work must be consistent and of as high a standard as possible throughout the whole Record of Student Achievement. This applies to both assessment and non-assessment tasks. The satisfactory completion of a course requires Principals to have sufficient evidence that the student has:

- a) followed the course developed or endorsed by NESAs;
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the outcomes

Students who fail to satisfy any of the above three requirements risk losing the Principal's certification for their Record of Student Achievement. In this case students will receive an N Determination in that course. This may leave a student ineligible for the award of a Record of Student Achievement. Parents will be notified in writing when students are in danger of receiving an N Determination.

## **APPEALS AGAINST N Determination**

Principals may determine that a student has not applied themselves with diligence and sustained effort to the set tasks and experiences provided by the course in the school. The Principal will make an N Determination for that course. A student may appeal against the N Determination to the Principal. It is the student's responsibility to prove to the Principal that they have satisfied course requirements.

# APPENDIX 1 - MISADVENTURE FORM

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

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

Subject: \_\_\_\_\_

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

Type of Task: \_\_\_\_\_

Date Scheduled: \_\_\_\_\_

Are you seeking special consideration for: (tick)

- a) Illness     b) Misadventure     c) Genuine reason for extension     d) Appeal

## Reasons for Failure to meet Requirements:

|  |
|--|
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|  |
|  |
|  |
|  |
|  |

Signature Student: \_\_\_\_\_ Date: \_\_\_\_\_

Signature Parent: \_\_\_\_\_ Date: \_\_\_\_\_

Please return to the **Head Teacher** immediately on your return to school. When your absence/late submission is known before the date of the task, this form must be submitted to the Head Teacher **BEFOREHAND**. Supporting evidence should be attached to this form.

## Head Teacher Recommendation:

|  |
|--|
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|  |
|  |
|  |

Refer to Assessment Appeal Panel      Yes       No

Student Request for an Appeal/Review      Yes       No

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

Class Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appeal Panel Decision:

|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |

Signed: \_\_\_\_\_  
Principal/Deputy Principal                      Year Adviser                      Head Teacher

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

## OFFICIAL WARNING – Non completion of a Stage 5 Course

Dear \_\_\_\_\_

### Re: OFFICIAL WARNING – Non completion of a Stage 5 Course

I am writing to advise that your son/daughter \_\_\_\_\_ is in danger of not meeting the Course Completion Criteria for the Stage 5 Course

Subject: \_\_\_\_\_

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the \_\_\_\_\_ (eg 1<sup>st</sup>, 4<sup>th</sup>) official warning we have issued concerning this subject.

A minimum of two course-specific warnings must be issued prior to a final N determination being made for a course.

### Course Completion Criteria

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has:

- followed the course developed or endorsed by NESA; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an N (non-completion of course) Determination.

An N determination will mean that the course will not be listed on the student's Record of Achievement. It may also mean that the student is unable to proceed to Year 11.

To date, \_\_\_\_\_ (*Student name*) has not satisfactorily met \_\_\_\_\_ (*indicate a), b), or c*) of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made.

In order for \_\_\_\_\_ (*Student name*) to satisfy the Course Completion Criteria, the following tasks, requirements or outcomes listed overleaf need to be satisfactorily completed.

Please discuss this matter with \_\_\_\_\_ (*Student name*) and contact the school if further information or clarification is needed.

Yours faithfully

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

Principal \_\_\_\_\_



To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by \_\_\_\_\_ (Student name)

| Task Name /<br>Course Requirement /<br>Course Outcome | Date/s Task/s<br>Course<br>Requirement/s<br>Initially Due<br>(if applicable) | Action required by Student | Date to be<br>completed by<br>(if applicable) |
|---|--|----------------------------|---|
|   |  |                            |   |
|   |  |                            |   |
|   |  |                            |   |
|   |  |                            |   |
|   |  |                            |   |

-----  
 Please detach this section and return to the School

**REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A STAGE 5 COURSE**

I have received the letter dated \_\_\_\_\_ indicating that  
 \_\_\_\_\_ (Student name) is in danger of not having satisfactorily completed  
 \_\_\_\_\_ (Course name)

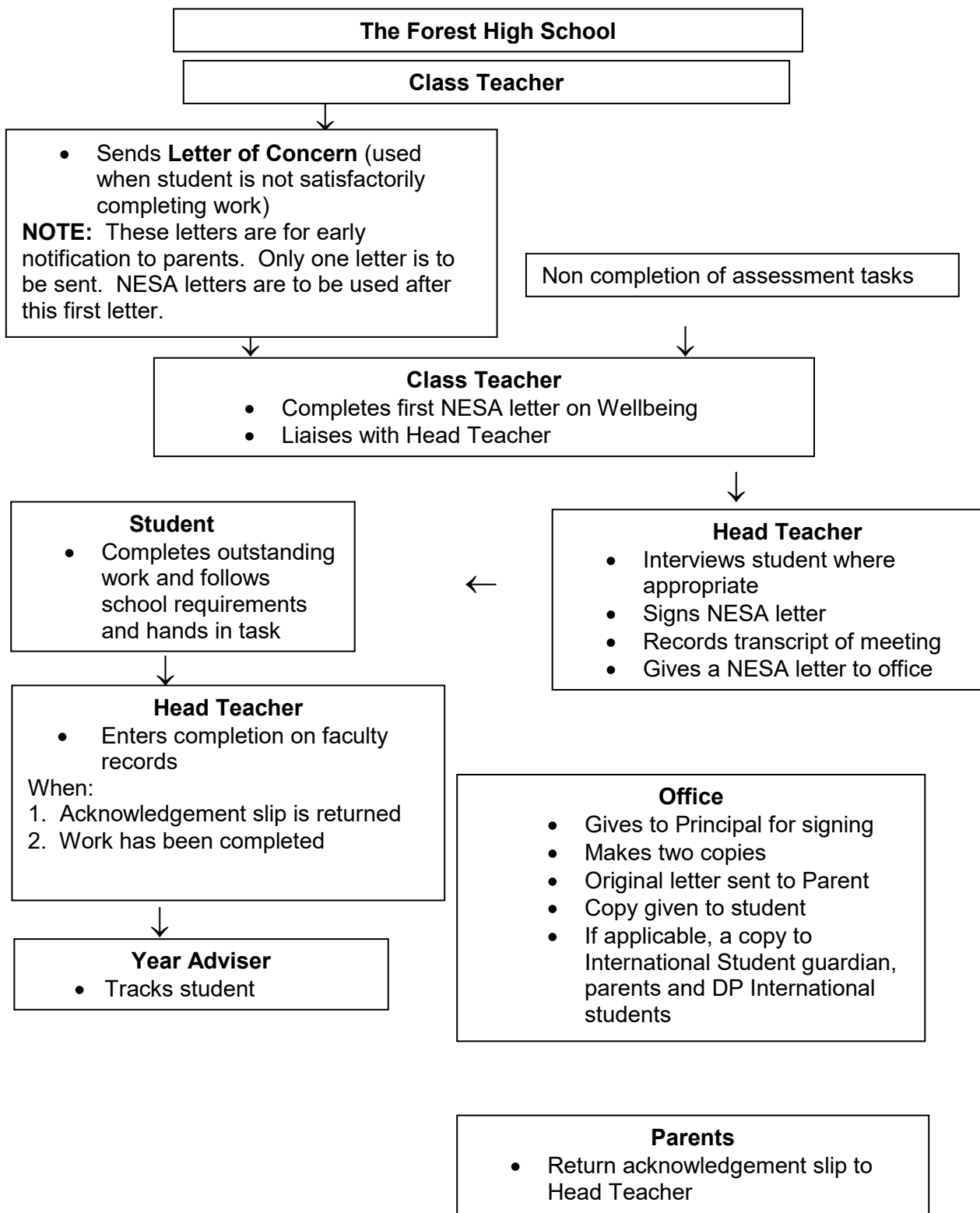
- I am aware that this course may not appear on his/her Record of Achievement
- I am also aware that the N Determination may make him/her ineligible to proceed to the Higher School Certificate course

Parent/Caregiver's signature: \_\_\_\_\_

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

Student's signature: \_\_\_\_\_

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



Only **one** NESAS letter will be sent for each issue or task where a student is not meeting NESAS Requirements. When **two** NESAS letters have been sent in our course (i.e. two different issues of tasks) intervention from the Senior Wellbeing Team will take place and the N award process will begin.



# **MANDATORY STAGE 5 COURSES**

## ENGLISH

The study of English in Years 7–10 aims to develop students' knowledge, understanding, appreciation and enjoyment of the English language and to develop their skills as effective communicators. Students develop their control of language by reading and viewing a range of texts and by writing imaginative, interpretive and critical texts with clarity and accuracy for a range of purposes and audiences. Students engage with and explore literature of past and contemporary societies, as well as a range of spoken, visual, media and multimedia texts.

Students learn to develop clear and precise skills in writing, reading, listening, speaking, viewing and representing. For example, in developing writing skills, students learn about sentence structures, grammar, punctuation, vocabulary and spelling. Students study a range of texts including fiction, nonfiction, poetry, films, media, multimedia and digital texts. The texts give students experience of Australian literature and insights into Aboriginal experiences and multicultural experiences in Australia, and experience of literature from other countries and times including texts that provide insights about the peoples and cultures of Asia.

| Task Number and Date | Description of Task                 | Areas of Learning | Weighting (%) |
|----------------------|-------------------------------------|-------------------|---------------|
| 1. Term 1 Week 8     | Hand in Essay                       | A, B              | 20            |
| 2. Term 2 Week 3     | Creative Writing                    | C, D, E           | 20            |
| 3. Term 2 Week 10    | Discursive Writing                  | A, E              | 20            |
| 4. Term 3 Week 10    | 8000 Words Portfolio and Reflection | E                 | 10            |
| 4. Term 4 Week 2-3   | Yearly Exam                         | B, C, D           | 30            |
|                      |                                     | <b>TOTAL</b>      | <b>100%</b>   |

### Areas of Learning

|          |   |
|----------|---|
| <b>A</b> | Communicate through speaking, listening, reading, writing, viewing and representing |
| <b>B</b> | Use language to shape and make meaning according to purpose, audience and context   |
| <b>C</b> | Think in ways that are imaginative, creative, interpretive and critical             |
| <b>D</b> | Express themselves and their relationships with others and their world              |
| <b>E</b> | Learn and reflect on their learning through their study of English                  |

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

- communicate through speaking, listening, reading, writing, viewing and representing
- use language to shape and make meaning according to purpose, audience and context
- think in ways that are imaginative, creative, interpretive and critical
- express themselves and their relationships with others and their world
- learn and reflect on their learning through their study of English.

Students value and appreciate:

- the importance of the English language as a key to learning
- the personal enrichment to be gained from a love of English, literature and learning
- the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
- the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
- the role of language in developing positive interaction and cooperation with others
- the diversity and aesthetics of language through literary and other texts
- the independence gained from thinking imaginatively, creatively, interpretively and critically.

## MATHEMATICS 5.3

Students in this course use deductive reasoning in problem solving and in presenting arguments and formal proofs. They interpret and apply formal definitions and generalisations and connect and apply mathematical ideas within and across topics. They demonstrate fluency in selecting, combining and applying relevant knowledge, skills and understanding in the solution of familiar and unfamiliar problems.

Students attempting the 5.3 course will cover all the work in the 5.2 and 5.1 courses as well.

Students undertake informal assessment in the form of topic tests, book marks and class observations. The formal assessment is below and contains three term tests, one assignment and a common test. Students are able to bring an A4 hand written reference sheet to each term examination. The marks from these assessments will determine the grades in the Mid-Year and Yearly reports. The reports will compare students from the 5.3 level only.

| Task Number and Date  | Description of Task   | Weighting (%) | Areas of Learning     |
|-----------------------|---|---------------|-----------------------|
| 1. Term 1<br>Week 5   | Assignment - Spreadsheets   | 10%           | AL1, AL2              |
| 2. Term 1<br>Week 11  | Test – Surds, Interest and Depreciation, Coordinate Geometry and Products and Factors | 25%           | AL1, AL2              |
| 3. Term 2<br>Week 10  | Test – Surface Area and Volume, Investigating Data, Equations and Logarithms          | 25%           | AL1, AL2, AL3<br>AL4  |
| 4. Term 3<br>Week 10  | Test – Graphs, Trigonometry, Probability  | 30%           | AL1, AL2, AL3,<br>AL4 |
| 5. Term 4<br>Week 3/4 | Test - Common Stage 4/5 Test  | 10%           | AL1, AL2, AL3,<br>AL4 |

| Area of Learning |  |
|------------------|--|
| AL1              | <b>Working Mathematically</b> Students develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning               |
| AL2              | <b>Number and Algebra</b> Students develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation  |
| AL3              | <b>Measurement and Geometry</b> Students identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems |
| AL4              | <b>Statistics and Probability</b> Students collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements.  |

## MATHEMATICS 5.2

Students in this course use mathematical arguments to reach and justify conclusions. When communicating mathematical ideas, they use appropriate mathematical language and algebraic, statistical and other notations and conventions in written, oral and graphical form. Students use suitable problem-solving strategies which include selecting and organising key information, and they extend their inquiries by identifying and working on related problems.

Students attempting the 5.2 course will cover all the work in the 5.1 course as well.

Students undertake informal assessment in the form of topic tests, book marks and class observations. The formal assessment is below and contains three term tests, one assignment and a common test. Students are able to bring an A4 hand written reference sheet to each term examination. The marks from these assessments will determine the grades in the Mid-Year and Yearly reports. The reports will compare students from the 5.2 level only.

| Task Number and Date  | Description of Task  | Weighting (%) | Areas of Learning  |
|-----------------------|--|---------------|--------------------|
| 1. Term 1<br>Week 5   | Assignment - Spreadsheets  | 10%           | AL1, AL2           |
| 2. Term 1<br>Week 11  | Test - Interest and Depreciation, Coordinate Geometry and Algebra              | 25%           | AL1, AL2           |
| 3. Term 2<br>Week 10  | Test – Surface Area and Volume, Investigating Data, Equations and Inequalities | 25%           | AL1, AL2, AL3, AL4 |
| 4. Term 3<br>Week 10  | Test – Graphs, Trigonometry, Probability                                       | 30%           | AL1, AL2, AL3, AL4 |
| 5. Term 4<br>Week 3/4 | Test - Common Stage 4/5 Test   | 10%           | AL1, AL2, AL3, AL4 |

| Area of Learning |  |
|------------------|--|
| AL1              | <b>Working Mathematically</b> Students develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning               |
| AL2              | <b>Number and Algebra</b> Students develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation  |
| AL3              | <b>Measurement and Geometry</b> Students identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems |
| AL4              | <b>Statistics and Probability</b> Students collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements.  |

## MATHEMATICS 5.1

Students in this course explain and verify mathematical relationships, select and use appropriate strategies, and link mathematical ideas to existing knowledge and understanding. They use mathematical language and notation to explain mathematical ideas, and interpret tables, diagrams and text in mathematical situations.

Students undertake informal assessment in the form of topic tests, book marks and class observations. The formal assessment is below and contains three term tests, one assignment and a common test. Students are able to bring an A4 hand written reference sheet to each term examination. The marks from these assessments will determine the grades in the Mid-Year and Yearly reports. The reports will compare students from the 5.1 level only.

| Task Number and Date  | Description of Task   | Weighting (%) | Areas of Learning  |
|-----------------------|---|---------------|--------------------|
| 1. Term 1<br>Week 8   | Assignment - Spreadsheets   | 10%           | AL1, AL2           |
| 2. Term 1<br>Week 11  | Test – Number, Percentages, Earning and Saving Money, Algebra     | 25%           | AL1, AL2           |
| 3. Term 2<br>Week 10  | Test – Measurement, Analysing Data, Equations and Inequations     | 25%           | AL1, AL2, AL3, AL4 |
| 4. Term 3<br>Week 10  | Test – Lines and Curves, Pythagoras and Trigonometry, Probability | 30%           | AL1, AL2, AL3, AL4 |
| 5. Term 4<br>Week 3/4 | Test - Common Stage 4/5 Test                                      | 10%           | AL1, AL2, AL3, AL4 |

| Area of Learning |  |
|------------------|--|
| AL1              | <b>Working Mathematically</b> Students develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning               |
| AL2              | <b>Number and Algebra</b> Students develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation  |
| AL3              | <b>Measurement and Geometry</b> Students identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems |
| AL4              | <b>Statistics and Probability</b> Students collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements.  |

## YEAR 10 – MATHEMATICS – RoSA GRADES

**At the end of Year 10 an achievement grade ranging from A10 to E2 is allocated to each student using the New South Wales Education Standards Authority Course Performance Descriptors. This is a common grade which looks at achievement in the 5.3, 5.2 and 5.1 outcomes. This grade will be different to that on the report.**

**A10** – A student performing at this grade uses and interprets formal definitions and generalisations when explaining solutions. Generalises mathematical ideas and techniques and selects and uses efficient strategies consistently and accurately to solve unfamiliar multi-step problems. Uses deductive reasoning in presenting clear and concise mathematical arguments and formal proofs. Synthesises mathematical techniques, results and ideas across the course.

**A9** – A student performing at this grade uses formal definitions and generalisations when explaining solutions. Generalises mathematical ideas and techniques and selects and uses efficient strategies to solve unfamiliar multi-step problems. Uses deductive reasoning in presenting mathematical arguments and formal proofs.

**B8** – A student performing at this grade uses formal definitions when explaining solutions. Selects and uses efficient strategies to solve familiar and some unfamiliar multi-step problems. Uses some deductive reasoning in presenting mathematical arguments. May require some guidance to determine the most efficient methods.

**B7** – A student performing at this grade selects and uses appropriate mathematical language, notations and conventions to communicate mathematical ideas and solutions. Systematically applies appropriate strategies to solve familiar multi-step problems. Constructs appropriate mathematical arguments to prove and justify results. Often requires some guidance to determine the most efficient methods.

**C6** – A student performing at this grade uses appropriate mathematical language, notations and diagrams to communicate mathematical ideas and solutions. Applies appropriate strategies to solve familiar multi-step problems. Constructs some appropriate mathematical arguments to obtain and justify results.

**C5** – A student performing at this grade uses mathematical language, notations and diagrams to communicate mathematical ideas. Applies appropriate strategies, often with the assistance of given diagrams and formulas, to solve simple familiar problems. Constructs some mathematical arguments to obtain results.

**D4** – A student performing at this grade uses appropriate mathematical terminology, diagrams and symbols in mathematical contexts. Selects and uses appropriate standard strategies to solve simple familiar problems. Provides some reasoning to support conclusions that are appropriate to the context.

**D3** – A student performing at this grade uses mathematical terminology, diagrams and symbols in mathematical contexts. Uses appropriate standard strategies to solve simple familiar problems. Provides some reasoning to support conclusions.

**E2** – A student performing at this grade uses some mathematical terminology in mathematical contexts. Uses, with guidance, standard strategies to solve simple familiar problems. Provides some reasoning in identifying a simple mathematical relationship



## SCIENCE

| Class | Term 1 | Term 2 | Term 3 | Term 4 |
|-------|--------|--------|--------|--------|
|-------|--------|--------|--------|--------|

In 2022, Y10 classes will rotate between subject specialist teachers. Therefore, task will be attempted in different terms for different classes. The table below indicates the week in which each task is given.

| Task and unit                              | Description of Task   | Weighting (%) | Areas of Learning  |
|--|---|---------------|--------------------|
| 10BIO<br>Task 1 Wk 7                       | Extended response on biotechnology  | 20            | AL1, AL7, AL8      |
| 10CHEM<br>Task 1 Wk 8                      | Student planned practical investigation into rates of reaction  | 20            | AL2, AL6, AL7, AL8 |
| 10EES<br>Task 1 Wk 8                       | Depth Study: student designed change campaigns into an area of human impact on the world around us  | 20            | AL3, AL7, AL8      |
| 10PHY<br>Task 1 Wk 5                       | Scientific practical report on an area of motion  | 20            | AL4, AL6, AL7, AL8 |
| 10 VALID<br>Testing window<br>31/8 – 11/11 | A 70minute external online assessment of students' progress in Scientific understanding and skills across Stage 5 (Y9 and Y10) sat by students across NSW | 20            | AL5                |

| Areas of Learning |   |
|-------------------|---|
| <b>AL1</b>        | Describes evidence to support the theory of evolution through natural selection and discuss the how scientific discoveries and the development of new technologies are closely linked |
| <b>AL2</b>        | Describes how atomic structure and the properties of elements are used to arrange them on the periodic table and explain how the speed of a chemical reaction can be increased        |
| <b>AL3</b>        | Explains how scientific knowledge of the interactions of global systems can be used to inform decisions related to contemporary issues  |
| <b>AL4</b>        | Applies models, theories and laws to explain situations involving energy, force and motion  |
| <b>AL5</b>        | Applies knowledge and skills from across the course to situations in the yearly examination   |
| <b>AL6</b>        | Plans and conducts scientific investigations  |
| <b>AL7</b>        | Processes/analyses data to identify trends, solve problems, draw evidence-based conclusions   |
| <b>AL8</b>        | Communicates ideas scientifically   |

|     |      |     |      |      |
|-----|------|-----|------|------|
| 10A | PHY  | EES | CHEM | BIO  |
| 10B | CHEM | EES | BIO  | PHY  |
| 10C | BIO  | EES | PHY  | CHEM |
| 10D | PHY  | EES | CHEM | BIO  |
| 10E | CHEM | EES | BIO  | PHY  |
| 10F | BIO  | EES | PHY  | CHEM |

## GEOGRAPHY SEMESTER ONE

| Date and Task Number           | Description of Task  | Area of Learning           | Weighting 100% |
|--------------------------------|--|----------------------------|----------------|
| Task 1<br>Week – 9<br>Term – 1 | Environmental Change and Management<br>Extended Response<br><i>Assessment for learning</i> | AL1, AL2, AL3, AL5,<br>AL6 | 40%            |
| Task 2<br>Week – 4<br>Term – 2 | Skills and Short Answer Test<br><i>Assessment of learning</i>                              | AL 2, AL4, AL5, AL6        | 40%            |
| Task 3<br>Term 1 – 2           | Class work   | AL2, AL4, AL5, AL6         | 20%            |

Your report will record your final grade and the level you achieved in the course outcomes. Assessments must be submitted as a course requirement. They must be submitted by the due date otherwise a mark of zero will be recorded, unless a medical certificate is supplied in the case of illness. The assessment must still be submitted to ensure you meet the course outcomes. Any absence from a test or in class assignment must be completed in the first lesson back.

Students are required to submit their own work. Plagiarism or work that is the work of other students will receive a zero mark.

| AL | Area of Learning  |
|----|---|
| 1  | Students explain the diverse features and characteristics of a range of places and environments and the processes and influences that form and transform them   |
| 2  | Students analyse the effects of interactions and connections between people, places and environments and account for different perspectives of people and organisations on a range of geographical issues |
| 3  | Students assess management strategies for places and environments for their sustainability  |
| 4  | Students analyses differences in human wellbeing and ways to improve human wellbeing  |
| 5  | Students acquire and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry  |
| 6  | Students communicate geographical information to a range of audiences using a variety of strategies   |

### Assessment Framework

#### **Assessment FOR learning**

- o enables your teacher to use information about your knowledge, understanding and skills to inform their teaching
- o your teacher provides feedback about your learning and how to improve.

#### **Assessment AS learning**

- o involves you in the learning process where you monitor your own progress, ask questions, and practice skills
- o you use self-assessment and teacher feedback to reflect on your learning, consolidate your understanding and work towards learning goals.

#### **Assessment OF learning**

- o assists your teacher to use evidence of your learning to assess your achievement against learning goals and standards.

## GEOGRAPHY SEMESTER TWO

| Date and Task Number           | Description of Task  | Area of Learning           | Weighting 100% |
|--------------------------------|--|----------------------------|----------------|
| Task 1<br>Week – 9<br>Term – 3 | Environmental Change and Management<br>Extended Response<br><i>Assessment for learning</i> | AL1, AL2, AL3,<br>AL5, AL6 | 40%            |
| Task 2<br>Week – 2<br>Term – 4 | Skills and Short Answer Test<br><i>Assessment of learning</i>                              | AL 2, AL4, AL5, AL6        | 40%            |
| Task 3<br>Term 3 – 4           | Class work   | AL2, AL4, AL5, AL6         | 20%            |

Your report will record your final grade and the level you achieved in the course outcomes. Assessments must be submitted as a course requirement. They must be submitted by the due date otherwise a mark of zero will be recorded, unless a medical certificate is supplied in the case of illness. The assessment must still be submitted to ensure you meet the course outcomes. Any absence from a test or in class assignment must be completed in the first lesson back.

Students are required to submit their own work. Plagiarism or work that is the work of other students will receive a zero mark.

| AL | Area of Learning  |
|----|---|
| 1  | Students explain the diverse features and characteristics of a range of places and environments and the processes and influences that form and transform them   |
| 2  | Students analyse the effects of interactions and connections between people, places and environments and account for different perspectives of people and organisations on a range of geographical issues |
| 3  | Students assess management strategies for places and environments for their sustainability  |
| 4  | Students analyses differences in human wellbeing and ways to improve human wellbeing  |
| 5  | Students acquire and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry  |
| 6  | Students communicate geographical information to a range of audiences using a variety of strategies   |

### **Assessment Framework**

#### **Assessment FOR learning**

- o enables your teacher to use information about your knowledge, understanding and skills to inform their teaching
- o your teacher provides feedback about your learning and how to improve.

#### **Assessment AS learning**

- o involves you in the learning process where you monitor your own progress, ask questions, and practice skills
- o you use self-assessment and teacher feedback to reflect on your learning, consolidate your understanding and work towards learning goals.

#### **Assessment OF learning**

- o assists your teacher to use evidence of your learning to assess your achievement against learning goals and standards.

| Week due and Task Number   | Description of Task  | Area of Learning | Weighting<br>100% |
|----------------------------|--|------------------|-------------------|
| Task 1<br>Term 1<br>Week 7 | In class Extended Response<br>Holocaust<br><i>Assessment for learning</i>    | AL 1, AL 2, AL 4 | 40%               |
| Task 2<br>Term 2<br>Week 3 | Source Analysis Test<br>Rights and Freedoms<br><i>Assessment of learning</i> | AL 1, AL 2, AL 3 | 40%               |
| Task 3<br>Term 1 and 2     | Class work   | AL 3, AL 4       | 20%               |

Your report will record your final grade and the level you achieved in the course outcomes. Assessments must be submitted as a course requirement. They must be submitted by the due date otherwise a mark of zero will be recorded, unless a medical certificate is supplied in the case of illness. The assessment must still be submitted to ensure you meet the course outcomes. Any absence from a test or in class assignment must be completed in the first lesson back.

Students are required to submit their own work. Plagiarism or work that is the work of other students will receive a zero mark.

| AL | Area of Learning   |
|----|--|
| 1  | Students develop knowledge and understanding of the nature of history and significant changes and developments from the modern world and Australia |
| 2  | Students develop knowledge and understanding of ideas, movements, people and events that shaped the modern world and Australia                     |
| 3  | Students develop skills to undertake the process of historical inquiry   |
| 4  | Students develop the skills to communicate their understanding of history  |

### Assessment Framework

- **Assessment FOR learning**
  - enables your teacher to use information about your knowledge, understanding and skills to inform their teaching
  - your teacher provides feedback about your learning and how to improve.
- **Assessment AS learning**
  - involves you in the learning process where you monitor your own progress, ask questions, and practice skills
  - you use self-assessment and teacher feedback to reflect on your learning, consolidate your understanding and work towards learning goals.
- **Assessment OF learning**
  - assists your teacher to use evidence of your learning to assess your achievement against learning goals and standards

| Week due and Task Number   | Description of Task  | Area of Learning | Weighting<br>100% |
|----------------------------|--|------------------|-------------------|
| Task 1<br>Term 3<br>Week 7 | In class Extended Response<br>Holocaust<br><i>Assessment for learning</i>    | AL 1, AL 2, AL 4 | 40%               |
| Task 2<br>Term 4<br>Week 3 | Source Analysis Test<br>Rights and Freedoms<br><i>Assessment of learning</i> | AL 1, AL 2, AL 3 | 40%               |
| Task 3<br>Term 3 - 4       | Class work   | AL 3, AL 4       | 20%               |

Your report will record your final grade and the level you achieved in the course outcomes. Assessments must be submitted as a course requirement. They must be submitted by the due date otherwise a mark of zero will be recorded, unless a medical certificate is supplied in the case of illness. The assessment must still be submitted to ensure you meet the course outcomes. Any absence from a test or in class assignment must be completed in the first lesson back.

Students are required to submit their own work. Plagiarism or work that is the work of other students will receive a zero mark.

| AL | Area of Learning   |
|----|--|
| 1  | Students develop knowledge and understanding of the nature of history and significant changes and developments from the modern world and Australia |
| 2  | Students develop knowledge and understanding of ideas, movements, people and events that shaped the modern world and Australia                     |
| 3  | Students develop skills to undertake the process of historical inquiry   |
| 4  | Students develop the skills to communicate their understanding of history  |

### Assessment Framework

- **Assessment FOR learning**
  - enables your teacher to use information about your knowledge, understanding and skills to inform their teaching
  - your teacher provides feedback about your learning and how to improve.
- **Assessment AS learning**
  - involves you in the learning process where you monitor your own progress, ask questions, and practice skills
  - you use self-assessment and teacher feedback to reflect on your learning, consolidate your understanding and work towards learning goals.
- **Assessment OF learning**
  - assists your teacher to use evidence of your learning to assess your achievement against learning goals and standards

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EXERCISE

| Task Number and Date | Description of Task                            | Areas of Learning | Weighting (%) |
|----------------------|--|-------------------|---------------|
| Term 1,2,3 and 4     | Participating in a variety of games situations | AL2               | 40            |
| Term 1               | Research and Analysis of Fitness Components    | AL1               | 20            |
| Term 3               | Performing a movement sequence with apparatus  | AL2<br>AL1        | 20            |
| Term 3               | Road Trauma in class assessment                | AL3               | 20            |
| <b>TOTAL</b>         |  |                   | <b>100%</b>   |

### Areas of Learning

|   |                                     |
|---|-------------------------------------|
| 1 | Health, Wellbeing and Relationships |
| 2 | Movement Skill and Performance      |
| 3 | Healthy, Safe and Active Lifestyles |

|      |  |
|------|--|
| 5.1  | Assesses their own and others' capacity to reflect on and respond positively to challenges   |
| 5.2  | Researches and appraises the effectiveness of health information and support services available in the community   |
| 5.3  | Analyses factors and strategies that enhance inclusivity, equality and respectful relationships  |
| 5.4  | Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts  |
| 5.5  | Appraises and justifies choices of actions when solving complex movement challenges  |
| 5.6  | Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity   |
| 5.7  | Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities  |
| 5.8  | Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity  |
| 5.9  | Assesses and applies self-management skills to effectively manage complex situations   |
| 5.10 | 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 |



# 200 HOUR ELECTIVE COURSES





| <b>Week due and Task Number</b> | <b>Description of Task</b>   | <b>Area of Learning</b> | <b>Weighting 100%</b> |
|---------------------------------|--|-------------------------|-----------------------|
| <u>Task 1</u><br>Term 1 Week 8  | <b>The Economic and Business Environment</b><br>In class Test<br><i>Assessment of Learning</i>       | AL1 and AL2             | 20%                   |
| <u>Task 2</u><br>Term 2 Week 4  | <b>Running a Business</b><br>Running a Business<br><i>Assessment as Learning</i>                     | AL3 and AL4             | 20%                   |
| <u>Task 3</u><br>Term 3 Week 3  | <b>Law, society and political involvement Task</b><br>In class Test<br><i>Assessment of Learning</i> | AL1 and AL2             | 20%                   |
| <u>Task 4</u><br>Term 4 Week 2  | <b>Employment and Work Futures</b><br>Resume and Interview<br><i>Assessment as Learning</i>          | AL3 and AL4             | 20%                   |
| <u>Task 5</u><br>Term 1 - 4     | <b>Classwork – Group Tasks, Bookwork, Homework</b><br><i>Assessment as Learning</i>                  | AL1, AL2, AL3, AL4      | 20%                   |

Your report will record your final grade and the level you achieved in the course outcomes.

Assessments must be submitted as a course requirement. They must be submitted by the due date otherwise a mark of zero will be recorded, unless a medical certificate is supplied in the case of illness. The assessment must still be submitted to ensure you meet the course outcomes. Any absence from a test or in class assignment must be completed in the first lesson back.

Students are required to submit their own work. Plagiarism or work that is the work of other students will receive a zero mark.

| <b>AL</b> | <b>Area of Learning</b>   |
|-----------|---|
| 1         | Students develop knowledge and understanding of consumer, financial, business, legal and employment matters                             |
| 2         | Students develop skills in decision making and problemsolving in relation to consumer, financial, business, legal and employment issues |
| 3         | Students develop skills in effective research and communication   |
| 4         | Students develop skills in working independently and collaboratively  |

### **Assessment Framework**

- **Assessment FOR learning**
  - enables your teacher to use information about your knowledge, understanding and skills to inform their teaching
  - your teacher provides feedback about your learning and how to improve.
- **Assessment AS learning**
  - involves you in the learning process where you monitor your own progress, ask questions, and practice skills
  - you use self-assessment and teacher feedback to reflect on your learning, consolidate your understanding and work towards learning goals.
- **Assessment OF learning**
  - assists your teacher to use evidence of your learning to assess your achievement against learning goals and standards



## FITNESS LEADER

| Task Number and Date | Description of Task                                   | Areas of Learning   | Weighting (%) |
|----------------------|---|---|---------------|
| Term 1,2,3 and 4     | Games unit of work in class                           | Physical activity and sport in society  | 40            |
| Term 1 2022          | Event Management                                      | Physical activity and sport in society<br>Enhancing participation and performance | 20            |
| Term 2 2022          | Coaching of Students                                  | Foundations of physical activity  | 20            |
| Term 3 2022          | Physical Fitness Procedure<br>Multimedia presentation | Enhancing participation and performance   | 20            |
| <b>TOTAL</b>         |   |   | <b>100%</b>   |

### Areas of Learning

|   |   |
|---|---|
| 1 | Foundations of physical activity        |
| 2 | Physical activity and sport in society  |
| 3 | Enhancing participation and performance |

### STAGE 5 OUTCOMES

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

## FOOD TECHNOLOGY

The study of Food Technology provides students with a broad knowledge of food properties, processing, preparation, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in relation to the production of food. Students develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. The course also provides students with contexts through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

| Task Number and Date       | Description of Task                                  | Areas of Learning      | Weighting (%) |
|----------------------------|--|------------------------|---------------|
| Task 1<br>Term 1 Week 8    | Food service and Catering- research task             | AL1 AL2 AL3 AL4<br>AL7 | 25            |
| Task 2<br>Term 2 Week 8    | Food for special Occasions- specialty cake practical | AL1 AL2 AL3 AL7        | 25            |
| Task 3<br>Term 3 Week 8    | Literacy Task - Food Trends                          | AL1 AL2 AL3 AL4<br>AL7 | 25            |
| Task 4<br>Term 4 Exam week | Yearly examination                                   | AL1 AL6 AL7            | 25            |
| <b>TOTAL</b>               |  |                        | <b>100%</b>   |

### Areas of Learning

|          |   |
|----------|---|
| <b>1</b> | <b>Demonstrates knowledge and understanding</b> of factors that influence food choices and eating habits and relates consumption and the nutritional value of foods to individual and community health. |
| <b>2</b> | <b>Independently applies</b> knowledge and skills to develop and produce new design solutions   |
| <b>3</b> | Demonstrates <b>technical skills</b> in designing, and use of appropriate equipment, producing and evaluating quality solutions for specific food purposes  |
| <b>4</b> | Displays research <b>skills</b> and <b>communicates</b> information effectively using a range of techniques.  |
| <b>5</b> | <b>Evaluates</b> the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.  |
| <b>6</b> | Evaluates the influences that technology has on food supply and the impact of food-related activities or tasks on the individual, society and environment   |
| <b>7</b> | Demonstrates competence in assessing and managing risks associated with safe and hygienic preparation of food and in <b>consistently applying safe work practices</b> .                                 |

| Term, week and task number | Description of Task                          | Area of Learning   | Weighting |
|----------------------------|--|--------------------|-----------|
| 1. Term 1/Week 6           | Task 1 – Source examination                  | AL2, AL3           | 20%       |
| 2. Term 2/ Week 5          | Task 2 – Archaeological site analysis report | AL1, AL4           | 20%       |
| 3. Term 2/ Week 9          | Task 3 – Extended response task              | AL1, AL3, A 4      | 20%       |
| 4. Term 4/ Week 5          | Task 5 – Historical investigation report     | AL2, AL3, AL4      | 20%       |
| Terms 1-4                  | Class mark                                   | AL1, AL2, AL3, AL4 | 20%       |

*NB Please note that dates and areas of learning are subject to change. Topics undertaken will be determined by the class.*

*Your report will record your final grade and the level you achieved in the course outcomes.*

*Written assignments must be submitted as a course requirement. **They must be submitted by the due date** otherwise a mark of zero will be awarded without an acceptable reason as deemed by the Head Teacher. Any absence from a test or in class assignment must be completed in the first lesson back.*

**Students are required to submit their own work.** Plagiarism or work that is the work of other students will receive a zero mark.

| AL      | Area of Learning   |
|---------|--|
| HTE4-1  | explains the nature of history, heritage, archaeology and the methods of historical inquiry          |
| HTE4-2  | recognises the ways in which historical meanings can be constructed through a range of media         |
| HTE4-3  | sequences people and events or heritage features, within specific periods of time                    |
| HTE4-4  | describes some of the main features of past societies or periods, including groups and personalities |
| HTE4-5  | describes the key features of cultural groups, sites and/or family in our shared heritage            |
| HTE4-6  | identifies the meaning, purpose and context of historical sources                                    |
| HTE4-7  | identifies and discusses different contexts, perspectives and interpretations of the past            |
| HTE4-8  | selects and organises relevant information from sources, to develop an historical inquiry            |
| HTE4-9  | uses a range of historical terms and concepts when communicating an understanding of the past        |
| HTE4-10 | selects and uses appropriate forms to communicate about the past                                     |

### Assessment Framework

- **Assessment FOR learning**
  - enables teacher to use information about students' knowledge, understanding and skills to inform their teaching
  - teacher provides feedback about their learning and how to improve.
- **Assessment AS learning**
  - involves student in the learning process where they monitor their own progress, ask questions, and practice skills
  - student uses self-assessment and teacher feedback to reflect on their own learning, consolidate their understanding and work towards learning goals.
- **Assessment OF learning**
  - assists teacher to use evidence of student learning to assess student achievement against learning goals and standards

## INDUSTRIAL TECHNOLOGY ENGINEERING

The study of Industrial Technology Engineering provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of materials, processes and technologies in relations to the engineering and associated industries. Knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities. Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

| Task Number and Date | Description of Task                               | Areas of Learning            | Weighting (%) |
|----------------------|---|------------------------------|---------------|
| Term 1 and 2         | Practical Project and Folio                       | AL1, AL2, AL3, AL4, AL5, AL6 | 30            |
| Term 3 and 4         | Major Project and Folio                           | AL1, AL2, AL3, AL4, AL5, AL6 | 40            |
| Term 4               | Yearly Examination - Short and Extended Responses | AL1, AL4, AL5, AL6           | 30            |
|                      |   |                              | 100           |

### Areas of Learning

|   |   |
|---|---|
| 1 | Demonstrates <b>knowledge</b> and understanding of traditional, current, new and emerging technologies in the field of study  |
| 2 | <b>Independently applies</b> knowledge and skills to develop and produce new design solutions   |
| 3 | Consistently displays the <b>application of skills</b> and design principles, the use of appropriate materials, hand and machine tools to the development, modification and production of quality projects. |
| 4 | Selects and uses a wide range of appropriate technical terminologies to <b>communicate to a range of audiences</b> , the development and production of the design solution.                                 |
| 5 | <b>Evaluates</b> the functional and aesthetics of material choices in commercial products and the social, cultural and environmental impacts of a wide range of technologies.                               |
| 6 | Demonstrates competence in assessing and managing risks and <b>consistently applying safe work practices</b> .  |

## INDUSTRIAL TECHNOLOGY MULTIMEDIA

The study of Industrial Technology Multimedia provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available to multimedia, photographic and associated industries. Students develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. These are enhanced and further developed through the study of the Multimedia 2 specialist module in Apps and Interactivity, and Games and Simulations. Practical projects should reflect the nature of the Multimedia focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to multimedia technologies. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

| Task Number and Date | Description of Task                               | Areas of Learning            | Weighting (%) |
|----------------------|---|------------------------------|---------------|
| Term 2               | Practical Project and Folio                       | AL1, AL2, AL3, AL4, AL5, AL6 | 30            |
| Term 3 and 4         | Major Project and Folio                           | AL1, AL2, AL3, AL4, AL5, AL6 | 40            |
| Term 4               | Yearly Examination - Short and Extended Responses | AL1, AL4, AL5, AL6           | 30            |
| <b>TOTAL</b>         |   |                              | <b>100%</b>   |

### Areas of Learning

|   |   |
|---|---|
| 1 | Demonstrates <b>knowledge</b> and understanding of traditional, current, new and emerging technologies in the field of study  |
| 2 | <b>Independently applies</b> knowledge and skills to develop and produce new design solutions   |
| 3 | Consistently displays the <b>application of skills</b> and design principles, the use of appropriate materials, hand and machine tools to the development, modification and production of quality projects. |
| 4 | Selects and uses a wide range of appropriate technical terminologies to <b>communicate to a range of audiences</b> , the development and production of the design solution.                                 |
| 5 | <b>Evaluates</b> the functional and aesthetics of material choices in commercial products and the social, cultural and environmental impacts of a wide range of technologies.                               |
| 6 | Demonstrates competence in assessing and managing risks and <b>consistently applying safe work practices</b> .  |

## INDUSTRIAL TECHNOLOGY TIMBER

The study of Industrial Technology Timber provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of materials, processes and technologies in relations to the timber and associated industries. Knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities. Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

| Task Number and Date | Description of Task                               | Areas of Learning            | Weighting (%) |
|----------------------|---|------------------------------|---------------|
| Term 1 and 2         | Practical Project and Folio                       | AL1, AL2, AL3, AL4, AL5, AL6 | 30            |
| Term 3 and 4         | Major Project and Folio                           | AL1, AL2, AL3, AL4, AL5, AL6 | 40            |
| Term 4               | Yearly Examination - Short and Extended Responses | AL1, AL4, AL5, AL6           | 30            |
|                      |   |                              | 100           |

### Areas of Learning

|   |   |
|---|---|
| 1 | Demonstrates <b>knowledge</b> and understanding of traditional, current, new and emerging technologies in the field of study  |
| 2 | <b>Independently applies</b> knowledge and skills to develop and produce new design solutions   |
| 3 | Consistently displays the <b>application of skills</b> and design principles, the use of appropriate materials, hand and machine tools to the development, modification and production of quality projects. |
| 4 | Selects and uses a wide range of appropriate technical terminologies to <b>communicate to a range of audiences</b> , the development and production of the design solution.                                 |
| 5 | <b>Evaluates</b> the functional and aesthetics of material choices in commercial products and the social, cultural and environmental impacts of a wide range of technologies.                               |
| 6 | Demonstrates competence in assessing and managing risks and <b>consistently applying safe work practices</b> .  |

## INFORMATION AND SOFTWARE TECHNOLOGY

Information and Software Technology provides students with the opportunity to develop computational, systems and design thinking skills through the development of practical projects. The course provides students with specialised knowledge of past, current and advancing technologies, data, hardware, software and the roles of people involved in information and software technology. Students explore developments and future directions in the exciting and challenging field of information and software technology. The course fosters an interest in, enjoyment of and encourages critical reflection of information and software technology as an integral part of modern society.

| Task Number and Date | Description of Task Core Modules      | Areas of Learning              | Weighting (%) |
|----------------------|---------------------------------------|--------------------------------|---------------|
| Term 1               | Practical Project                     | AL1, AL2, AL3, AL5, AL6        | 15%           |
| Term 2               | Topics and Skills tests               | AL1, AL2, AL3<br>AL4, AL5, AL6 | 30%           |
| Term 3               | Practical Project                     | AL1, AL2, AL3, AL5, AL6        | 20%           |
| Term 4               | Practical Project                     | AL1, AL2, AL3, AL5, AL6        | 20%           |
| Term 4               | Literacy task – written research task | AL1                            | 15%           |
|                      | <b>Total</b>                          |                                | <b>100%</b>   |

**Areas of Learning-** A student typically:

|   |
|---|
| <b>AL1 - Demonstrates knowledge</b> and understanding of a range of computer software and hardware  |
| <b>AL2 – Independently develops</b> problem-solving and critical thinking skills in order to design and develop creative information and software technology solutions for a variety of real-world problems |
| <b>AL3 – Consistently displays</b> responsible and ethical attitude related to the use of information and software technology   |
| <b>AL4 - Demonstrates knowledge</b> and understanding of the effects of past, current and emerging information and software technologies on the individual and society                                      |
| <b>AL5 –Identifies and applies effective communication skills and collaborative work practices</b> leading to information and software technology solutions for specific problems                           |
| <b>AL6 – Demonstrates competence in assessing and managing risks and consistently applying safe work practices.</b>   |



## JAPANESE

### Semester 1 and 2 , 2022

| <b>Task Number and Date</b> | <b>Description of Task</b>                                      | <b>Weighting (%)</b> | <b>Areas of Learning</b> |
|-----------------------------|---|----------------------|--------------------------|
| Task 1<br>Term 1, Week 4    | Listening / Reading and responding                              | 20                   | AL2, AL4                 |
| Task 2<br>Term 2, Week 8    | Speaking task – Question and answer between teacher and student | 20                   | AL1, AL2, AL3, AL4       |
| Task 3<br>Term 3, Week 6    | Writing –writing task   | 20                   | AL1, AL3, AL4            |
| Task 4<br>Term 4, Week 8    | Yearly Examination  | 40                   | AL1, AL2, AL3, AL4       |
|                             |   | 100                  |                          |

### Areas of Learning

AL 1 - **Interacting** – exchanging information, ideas and opinions, and socialising, planning and negotiating

AL 2 - **Accessing and responding** – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts

AL 3 - **Composing** – creating spoken, written, bilingual, digital and/or multimodal texts

AL 4 - **Systems of language** – understanding the language system, including sound, writing, grammar and text structure; and how language changes over time and place

| Task Number and Date       | Description of Task       | Weighting (%) | Areas of Learning |
|----------------------------|---------------------------|---------------|-------------------|
| Task 1, Term 2<br>week 2.  | <b>Urban Environment</b>  |               |                   |
|                            | Research Assignment       | 10%           | AL2               |
|                            | Body of Work/Visual Diary | 20%           | AL1               |
|                            | <b>Recreating History</b> |               |                   |
| Task 2, Term 2<br>Week 5   | Research Application      | 10%           | AL2               |
|                            | Body of Work/Visual Diary | 10%           | AL1               |
| Task 3, Term 3.<br>Week 8. | <b>Surrealism</b>         |               |                   |
|                            | Essay - Assessment task   | 10%           | AL2               |
|                            | Body of Work/Visual Diary | 40%           | AL1               |
| TOTAL                      |                           | 100%          |                   |

#### AREAS OF LEARNING

|            |  |
|------------|--|
| <b>AL1</b> | <b>Artmaking:</b> Students will develop knowledge, understanding and skills to make artworks informed by their understanding of practice, the conceptual framework and the frames  |
| <b>AL2</b> | <b>Art Criticism and Art History:</b> Students will develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames. |

#### OUTCOMES

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



# 100 HOUR ELECTIVE COURSES



## Acting 101

| Task Number and Date     | Description of Task              | Weighting (%) | Areas of Learning    |
|--------------------------|----------------------------------|---------------|----------------------|
| Task 1<br>Term 2, week 3 | Improvisation and evaluation     | 30%           | AL 1<br>AL 2<br>AL 3 |
| Task 2<br>Term 3, week 5 | MADD night performance           | 35%           | AL 1<br>AL 2         |
| Task 3<br>Term 4, week 2 | Scripted performance and logbook | 35%           | AL 1<br>AL 2<br>AL 3 |

### Areas of Learning

AL 1 - develops skills in applying performance and acting techniques expressively to communicate dramatic meaning

AL 2 - devises, interprets and enacts drama using scripted and unscripted material

AL 3 - responds to, reflects upon and evaluates drama using drama concepts and relevant terminology

| Task Number and Date | Description                       | Area of Learning | Weighting % |
|----------------------|-----------------------------------|------------------|-------------|
| Term 1               | Preparation of Witness Statements | CM1 and CM2      | 20          |
| Term 2               | Forensic Science Task             | CM4, CM5 and CM6 | 30          |
| Term 3               | TBA                               | CM3              | 30          |
| Term 1 - 4           | Classwork                         | CM 1 - 6         | 20          |
| <b>TOTAL</b>         |                                   |                  | 100%        |

Your report will record your final grade and the level you achieved in the course.

Assessments must be submitted as a course requirement. They must be submitted by the due date otherwise a mark of zero will be recorded, unless a medical certificate is supplied in the case of illness. The assessment must still be submitted to ensure you meet the course outcomes. Any absence from a test or in class assignment must be completed in the first lesson back.

Students are required to submit their own work. Plagiarism or work that is the work of other students will receive a zero mark.

## Areas of Learning

|            |  |
|------------|--|
| <b>CM1</b> | Identifies and explains the role of police in investigating criminal acts and preparing evidence for trial   |
| <b>CM2</b> | Describes the roles of legal professionals (including prosecution and defence as well as expert witnesses) in achieving justice in response to criminal offences |
| <b>CM3</b> | Evaluates the effectiveness of the criminal trial process in achieving just outcomes for victims, offenders and society  |
| <b>CM4</b> | Works scientifically using evidence to process and analyse data  |
| <b>CM5</b> | Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations  |
| <b>CM6</b> | Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems   |

### Assessment Framework

#### **Assessment FOR learning**

- enables your teacher to use information about your knowledge, understanding and skills to inform their teaching
- your teacher provides feedback about your learning and how to improve.

#### **Assessment AS learning**

- involves you in the learning process where you monitor your own progress, ask questions, and practice skills
- you use self-assessment and teacher feedback to reflect on your learning, consolidate your understanding and work towards learning goals.

#### **Assessment OF learning**

- assists your teacher to use evidence of your learning to assess your achievement against learning goals and standards

## CULTURAL STUDIES

Cultural Studies is an inter-disciplinary course that provides a unique conceptual framework for the study of culture, and the promotion of intercultural understanding. This subject provides students with an opportunity to explore and recognise their own cultures and appreciate the richness of multicultural Australian and the world. Students gain knowledge of different cultural practices, beliefs, values, and heritages to form a broader worldview. They gain the skills to recognise fact, detect bias and challenge stereotypes by exploring cultural difference and interconnectedness. This enables them to understand and value inclusion, and to respect the rights of others. In summary, Cultural Studies equips students with intercultural sensitivities and the critical skills of analysis and intercultural understanding to participate in and contribute to building a cohesive and just world.

| Task Number and Date | Description of Task Core Modules   | Weighting (%) | Areas of Learning |
|----------------------|--|---------------|-------------------|
| Term 1<br>Week 9     | Culture and cultural diversity in the contemporary world<br>Portfolio task | 25%           | AL 1, AL 2, AL 3  |
| Term 2<br>Week 4     | Culture and gender<br>Research task  | 25%           | AL 2, AL 3, AL 5  |
| Term 3<br>Week 9     | Culture and the performing arts<br>Creative task – group work              | 30%           | AL 3, AL 4, AL 5  |
| Term 4<br>Week 4     | Culture and food<br>Field work and personal reflection                     | 20%           | AL 1, AL 2, AL 5  |
|                      | <b>Total</b>   | <b>100%</b>   |                   |

**Areas of Learning-** A student typically:

|  |
|--|
| <b>AL1</b> – Students demonstrate knowledge and understanding of the nature of culture.  |
| <b>AL2</b> – Students demonstrate knowledge and understanding about factors that shape cultural interconnectedness and change.         |
| <b>AL3</b> – Students show the skills of cultural analysis.  |
| <b>AL 4</b> – Students demonstrate skills of intercultural communication.  |
| <b>AL 5</b> – Student selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures. |

## DIGITAL DYNAMITE

| Task Number and Date | Description                         | Area of Learning | Weighting % |
|----------------------|-------------------------------------|------------------|-------------|
| Term 1               | Advert for the school newsletter    | DD1, DD2         | 20          |
| Term 2               | FB campaign page                    | DD2, DD5         | 30          |
| Term 3               | TikTok campaign video & explanation | DD1, DD3         | 20          |
| Term 4               | Campaign presentation & Reflection  | DD5, DD4, DD6    | 30          |
| <b>TOTAL</b>         |                                     |                  | 100%        |

Your report will record your final grade and the level you achieved in the course.

Assessments must be submitted as a course requirement. They must be submitted by the due date otherwise a mark of zero will be recorded, unless a medical certificate is supplied in the case of illness. The assessment must still be submitted to ensure you meet the course outcomes. Any absence from a test or in class assignment must be completed in the first lesson back.

Students are required to submit their own work. Plagiarism or work that is the work of other students will receive a zero mark.

### Areas of Learning

|            |  |
|------------|--|
| <b>DD1</b> | Identifies and explains the ways that digital texts communicate information and opinions                   |
| <b>DD2</b> | Describes and analyses the strategies and techniques used in digital texts to position readers and viewers |
| <b>DD3</b> | Evaluates the effectiveness of a range of digital texts including written, visual, graphic and multimodal  |
| <b>DD4</b> | Can identify, describe and evaluate online reading pathways  |
| <b>DD5</b> | Presents own ideas, opinions and perspectives effectively using multimodal strategies                      |
| <b>DD6</b> | Reflects on own learning and position the landscape of digital communication                               |

### Assessment Framework

#### **Assessment FOR learning**

- enables your teacher to use information about your knowledge, understanding and skills to inform their teaching
- your teacher provides feedback about your learning and how to improve.

#### **Assessment AS learning**

- involves you in the learning process where you monitor your own progress, ask questions, and practice skills
- you use self-assessment and teacher feedback to reflect on your learning, consolidate your understanding and work towards learning goals.

#### **Assessment OF learning**

- assists your teacher to use evidence of your learning to assess your achievement against learning goals and standards

## GET THE LOOK - TEXTILES TECHNOLOGY

A study of Textiles Technology provides students with broad knowledge of the properties, performance and uses of textiles in which fabrics, yarns and fibres are explored, and how these are used with colouration and decoration techniques. The students document and communicate their design ideas and experiences applying contemporary technologies in their project work. Completion of projects is integral to developing skills and confidence in the use of a range of textile materials, equipment and techniques. Students will have the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles, demonstrate responsibility in decision-making and encourage individuals to express ideas and opinions. Current technologies and innovations that continue to emerge in the textile industry are addressed, with an emphasis on their economic, social and environmental consequences.

| Task Number and Date | Description of Task Core Modules      | Areas of Learning          | Weighting (%) |
|----------------------|---------------------------------------|----------------------------|---------------|
| Term 1               | Costume -Item & Digital Folio         | AL1 AL2 AL3<br>AL4 AL5 AL6 | 25%           |
| Term 2               | Apparel – Item & Design Folio         | AL1 AL2 AL3<br>AL4 AL5 AL6 | 30%           |
| Term 4               | Furnishing – Item & Diary             | AL1 AL2 AL3<br>AL4 AL5 AL6 | 30%           |
| Term 4               | Literacy task – written research task | AL1                        | 15%           |
|                      | <b>Total</b>                          |                            | <b>100%</b>   |

**Areas of Learning-** A student typically:

|  |
|--|
| <b>AL1</b> - Demonstrates <b>knowledge</b> and understanding of traditional, current, new and emerging technologies in the focus area.   |
| <b>AL2 - Independently applies</b> knowledge and skills to develop and produce new design solutions  |
| <b>AL3</b> - Consistently displays the <b>application of skills</b> and design principles, the use of appropriate materials, hand and machine tools to the development, modification and production of quality projects. |
| <b>AL4</b> - Selects and uses a wide range of appropriate technical terminologies to <b>communicate to a range of audiences</b> , the development and production of the design solution.                                 |
| <b>AL5 - Evaluates</b> the functional and aesthetics of material choices in commercial products and the social, cultural and environmental impacts of a wide range of technologies. .                                    |
| <b>AL6</b> - Demonstrates competence in assessing and managing risks and <b>consistently applying safe work practices</b> .  |



## GREAT BATTLES IN HISTORY

| Task Number and Date | Description of Task      | Area of Learning | Weighting % |
|----------------------|--------------------------|------------------|-------------|
| Term 1               | Research Assignment      | AL1, AL2, AL3    | 30          |
| Term 2               | Documentary Making       | AL1, AL2, AL3    | 30          |
| Term 3               | War Correspondent Report | AL1, AL2, AL3    | 30          |
| Term 1 - 4           | Classwork                | AL1, AL2, AL3    | 10          |
| <b>TOTAL</b>         |                          |                  | <b>100%</b> |

Your report will record your final grade and the level you achieved in the course outcomes.

Assessments must be submitted as a course requirement. They must be submitted by the due date otherwise a mark of zero will be recorded, unless a medical certificate is supplied in the case of illness. The assessment must still be submitted to ensure you meet the course outcomes. Any absence from a test or in class assignment must be completed in the first lesson back.

Students are required to submit their own work. Plagiarism or work that is the work of other students will receive a zero mark.

### Areas of Learning

|   |  |
|---|--|
| 1 | Students develop knowledge and understanding of the nature of some of the great battles in history and the significant changes and developments as a result. |
| 2 | Students develop skills to undertake the process of historical inquiry   |
| 3 | Students develop the skills to communicate their understanding of history  |

### **Assessment Framework**

#### **Assessment FOR learning**

- enables your teacher to use information about your knowledge, understanding and skills to inform their teaching
- your teacher provides feedback about your learning and how to improve.

#### **Assessment AS learning**

- involves you in the learning process where you monitor your own progress, ask questions, and practice skills
- you use self-assessment and teacher feedback to reflect on your learning, consolidate your understanding and work towards learning goals.

#### **Assessment OF learning**

- assists your teacher to use evidence of your learning to assess your achievement against learning goals and standards

| Task Number and Date     | Description of Task   | Weighting (%) | Areas of Learning |
|--------------------------|---|---------------|-------------------|
| Task 1, Term 2<br>week 2 | <b>Notes, artist and artwork observations, sketches and resources</b><br><br>Visual Diary | 15%           | AL2               |
| Task 2, Term 2<br>Week 3 | <b>Pinch Pot Teapot<br/>Coil Vase</b><br><br>Body of Work                                 | 35%           | AL1               |
| Task 3, Term 4<br>Week 1 | <b>Notes, artist and artwork observations, sketches and resources</b><br><br>Visual Diary | 15%           | AL2               |
| Task 4, Term 4<br>Week 2 | <b>Slab pot<br/>Moulding and Slip Casting<br/>Wheel Thrown Vessel</b><br><br>Body of Work | 35%           | AL1               |
| TOTAL                    |   | 100%          |                   |

All dates subject to change

### Areas of Learning

**AL1** – Students will develop knowledge, understanding and skills to make artworks informed by their understanding of practice, the conceptual framework and the frames

**AL2** - Students will develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames.

## OUTDOOR PHYSICAL PERFORMANCE

| Task Number and Date | Description of Task                                     | Areas of Learning | Weighting (%) |
|----------------------|---|-------------------|---------------|
| Term 1,2,3 and 4     | Ongoing practical assessment on Recreational Activities | AL1,2 & 3         | 60%           |
| Term 2 2022          | In class examination on navigation                      | AL 1,2& 3         | 20%           |
| Term 3 2022          | Expedition Preparation                                  | AL1,2 & 3         | 20%           |

### Areas of Learning

|   |   |
|---|---|
| 1 | Foundations of physical activity        |
| 2 | Physical activity and sport in society  |
| 3 | Enhancing participation and performance |

### Stage 5 Outcomes

|     |   |
|-----|---|
| 1.1 | Describes the variety of outdoor recreational pursuits available and understands the value of outdoor recreation  |
| 1.2 | Researches, develops and participates in a series of outdoor recreational activities                              |
| 1.3 | Identifies, uses and evaluates the benefits of essential outdoor recreation equipment.                            |
| 1.4 | Identifies reasons for participation in outdoor recreation  |
| 1.5 | Analyse the range of equipment essential for safe participation in outdoor recreation                             |
| 2.1 | Develops sound navigational skills and uses these within a practical context                                      |
| 2.2 | Demonstrate navigation skills in a controlled environment   |
| 2.3 | Develops an ability to competently use navigation equipment   |
| 3.1 | Plans and prepares for the safe undertaking of an adventurous journey   |
| 3.2 | Researches the risks associated with outdoor recreational activities and identifies ways to minimise these risks. |
| 3.3 | Displays skills for assessing and managing risks in the outdoor settings  |
| 4.1 | Identifies the energy needs required for particular outdoor recreation activities                                 |
| 4.2 | Identifies the equipment available for backcountry cooking  |
| 4.3 | Develops an activity specific menu for a multi- day adventure   |
| 4.4 | Identifies considerations to be taken into account when planning food for outdoor recreation activities.          |
| 5.1 | Developing decision making skills for safe outdoor journeys   |
| 5.2 | Developing self-reliance and resilience during outdoor recreation activities                                      |
| 6.1 | Develops skills and knowledge for effective group functioning   |
| 6.2 | Demonstrates actions and strategies that contribute to enjoyable participation in outdoor recreation              |
| 6.3 | Displays management and planning skills to achieve personal and group goals                                       |

## SPANISH BEGINNERS

The ability to communicate in Spanish provides incentives for travel and for more meaningful interactions with speakers of Spanish, encouraging sociocultural understanding between Australia and Spanish-speaking countries, and cohesion within the Australian community. It also provides opportunities for students to gain insights into the contributions that have been made by Spanish-speaking communities to Australian society and to the global community.

By the end of Stage 5, students participate in a range of collaborative tasks, activities and experiences that involve making plans, negotiating and solving problems. They identify and interpret information from a range of written, spoken, visual or multimodal texts, and evaluate and respond in English or Spanish to information, opinions and ideas, using a range of formats for specific contexts, purposes and audiences.

| Task Number and Date | Description                              | Area of Learning | Weighting % |
|----------------------|--|------------------|-------------|
| Term 1               | Reading – in class assessment            | SP2, SP3, SP5    | 30          |
| Term 2               | Speaking - presentation                  | SP1, SP2, SP3    | 20          |
| Term 3               | Listening – comprehension                | SP2, SP3, SP5    | 20          |
| Term 4               | Writing – multiple choice + short answer | SP4, SP5         | 30          |
| <b>TOTAL</b>         |  |                  | <b>100%</b> |

Assessments must be attempted as a course requirement. They must be submitted by the due date otherwise a mark of zero will be recorded, unless a medical certificate is supplied in the case of illness. The assessment must still be submitted to ensure you meet the course outcomes. Any absence from a test or in class assignment must be completed in the first lesson back.

Students are required to submit their own work. Plagiarism or work that is the work of other students will receive a zero mark.

### Areas of Learning

|            | A student:   |
|------------|--|
| <b>SP1</b> | Manipulates Spanish in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate.                                     |
| <b>SP2</b> | Identifies and interprets information in a range of texts.   |
| <b>SP3</b> | Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences.                  |
| <b>SP4</b> | Experiments with linguistic patterns and structures to compose texts in Spanish, using a range of formats for a variety of contexts, purposes and audiences. |
| <b>SP5</b> | Explains and reflects on the interrelationship between language, culture and identity.   |

Work Education provides opportunities for community and work-based learning, enabling students to explore possible future work options and career pathways.

Students will be doing a mix of Core Study and Options over each two-week cycle.

| Task Number and Date | Description                           | Area of Learning | Weighting % |
|----------------------|---------------------------------------|------------------|-------------|
| Term 1               | Topic Quiz                            | AL 1             | 15          |
| Term 2               | Exploring Post-School Pathways        | AL3              | 20          |
| Term 3               | Digital Essentials Task               | AL 4             | 35          |
| Term 4               | Preparing for the Workforce Portfolio | AL2 & AL5        | 30          |
| <b>TOTAL</b>         |                                       |                  | 100         |

| Area of Learning | Outcomes  |
|------------------|---|
| AL1              | World of Work <ul style="list-style-type: none"> <li>WE5-1</li> <li>WE5-2</li> </ul>  |
| AL2              | Role of Individuals in Diverse organisations within the local and Australian community <ul style="list-style-type: none"> <li>WE5-3</li> <li>WE5-4</li> </ul> |
| AL3              | The role of education, employment and training in planning and managing transitions <ul style="list-style-type: none"> <li>WE5-5</li> <li>WE5-6</li> </ul>    |
| AL4              | Skills related to workplace contexts, entrepreneurship and managing transitions <ul style="list-style-type: none"> <li>WE5-7</li> <li>WE5-8</li> </ul>        |
| AL5              | Research and communication skills that relate to the world of work <ul style="list-style-type: none"> <li>WE5-9</li> <li>WE5-10</li> </ul>                    |