



YEAR 9 ASSESSMENT INFORMATION FOR 2022

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Assessment Schedule Yearly Planner

- Complete this schedule to see where your assessment tasks will fall throughout the year.
- Assessment dates are approximate, and can be adjusted throughout the year.
- Every course will issue an Assessment Notification for each individual task, with the exact date of submission.

Week	Term 1	Term 2	Term 3	Term 4
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

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 – Stage 5. 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.

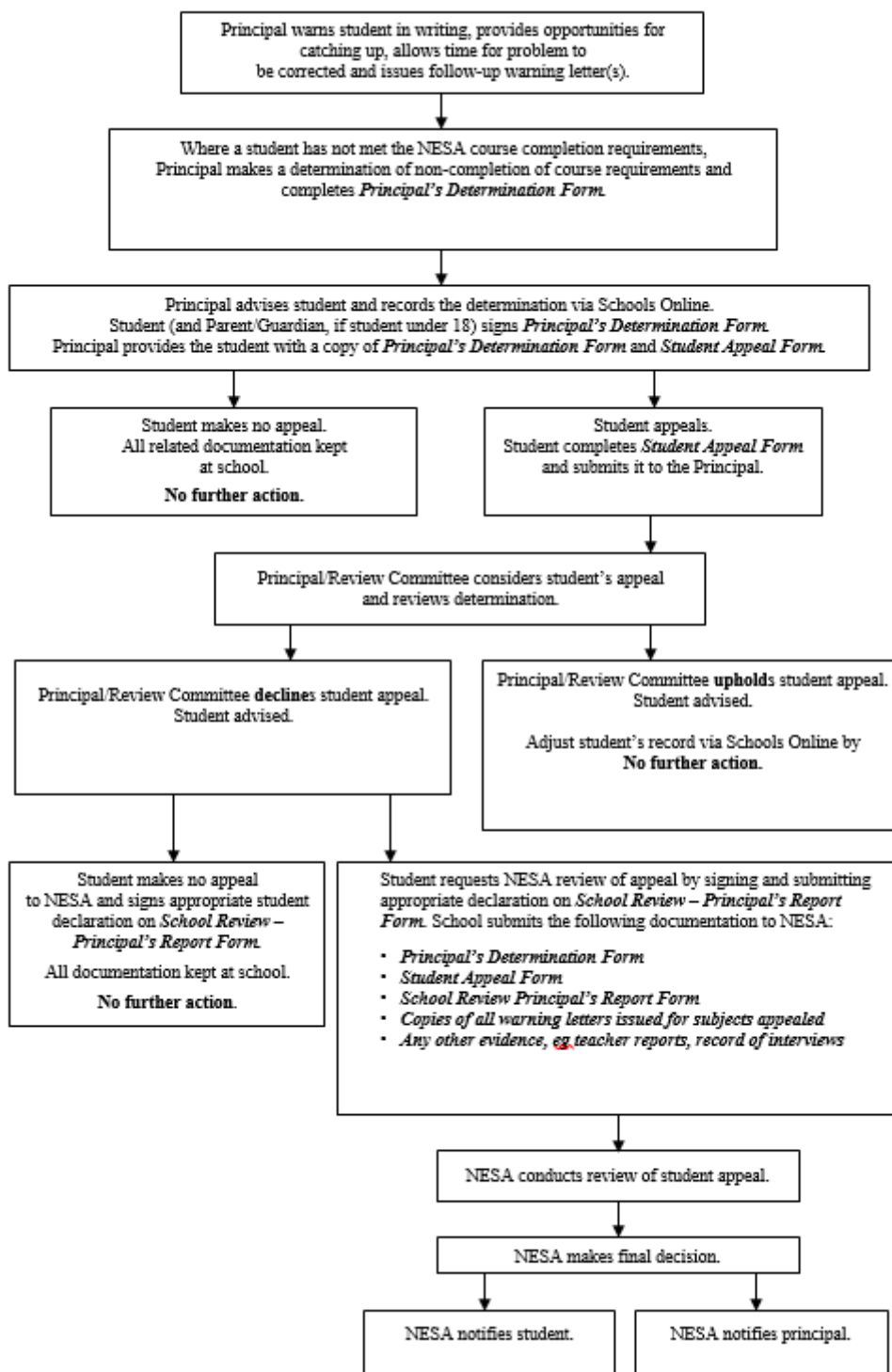
NON-SERIOUS ATTEMPT – N Determination

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.

NSW Education Standards Authority (NESA) 2022 Stage 5 Courses Determinations of Non-completion of 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:

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:

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 1st, 4th) 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 / Course Requirement / Course Outcome	Date/s Task/s Course Requirement/s Initially Due (if applicable)	Action required by Student	Date to be completed by (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 School 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: _____



MANDATORY STAGE 5 COURSES

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
TASK 1 Term 1, Week 8	Crime Fiction – Narrative	25%	A, B
TASK 2 Term 2, Week 4	Macbeth – Speech	25%	C, D, E
TASK 3 Term 3, Week 2	Walking in my Shoes – In Class Essay	25%	A, C
TASK 4 Term 4, Week 2	Performance Poetry and Reflection	25%	B, D, E

Areas of Learning

AL A – Communicates through speaking, listening, reading, writing, viewing and representing

AL B – Uses language to shape and make meaning according to purpose, audience and context

AL C – Thinks in ways that are imaginative, creative, interpretive and critical

AL D – Expresses themselves and their relationship with others and the world

AL E – Reflects on their learning through their study of English

MATHEMATICS 5.3/5.2/5.1

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 four term tests and one assignment. Each term test will contain common content from the 5.3 and 5.2 courses. 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 5.3/5.2 level only.

Task Number and Date	Description of Task	Areas of Learning	Weighting (%)
1. Term 1 Week 7/8	Test - Probability, Number	WM, NA, SP	20%
2. Term 1 Week 9/10	Assignment – Earning Money	WM, NA	10%
3. Term 2 Week 5	Test - Earning Money, Algebra	WM, NA	20%
4. Term 3 Week 4	Test – Geometry, Surds and Indices, Trigonometry	WM, NA, MG	25%
5. Term 4 Week 5	Test – Equations, Investigating Data, Measurement	WM, NA, SP, MG	25%
		TOTAL	100%

Areas of Learning

WM - Working Mathematically 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

NA - Number and Algebra Students develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation

MG - Measurement and Geometry 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

SP - Statistics and Probability Students collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements.

MATHEMATICS 5.2/5.1

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 or 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 four term tests and one assignment. Each term test will contain common content from the 5.2 and 5.1 courses. 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 5.2/5.1 level only.

Task Number and Date	Description of Task	Areas of Learning	Weighting (%)
1. Term 1 Week 7/8	Test - Probability, Number	WM, NA, SP	20%
2. Term 1 Week 9/10	Assignment – Earning Money	WM, NA	10%
3. Term 2 Week 5	Test - Earning Money, Algebra	WM, NA	20%
4. Term 3 Week 4	Test – Geometry, Indices, Trigonometry	WM, NA, MG	25%
5. Term 4 Week 4/5	Test – Equations, Investigating Data, Measurement	WM, NA, SP, MG	25%
		TOTAL	100%

Areas of Learning

WM - Working Mathematically 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

NA - Number and Algebra Students develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation

MG - Measurement and Geometry 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

SP - Statistics and Probability Students collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements.

SCIENCE

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
Task 1 Term 1 Week 8	Literacy passport extended response - Lines of Defence	20%	AL1, AL7, AL8

Task 2 Term 2 Week 6-9	Student-designed practical investigation to test a claim	30%	AL3, AL6, AL7, AL8
Task 3 Term 3 Week-7	In-class data analysis task based on electricity topic	20%	AL2, AL6, AL7, AL8
Task 4 Term 4 Week 6	Yearly examination to assess students' development of knowledge and skills across the Y9 topics	30%	AL4, AL5, AL6, AL7, AL8

Areas of Learning	
AL1	Describes the interdependence of internal systems in multicellular organisms needed to respond to changes in the environment and relates this to the need to conserve and maintain ecosystems
AL2	Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
AL3	Describes the key features of an atom and investigate a range of important chemical reactions that occur
AL4	Describes plate tectonics and explains patterns of geological activity and continental movement, describes impacts of natural events, including cyclones, volcanos or earthquakes, on the Earth
AL5	Applies knowledge and skills from the course to different situations in the yearly examination
AL6	Plans and conducts scientific investigations
AL7	Processes/analyses data to identify trends, solve problems, draw evidence-based conclusions
AL8	Communicates ideas scientifically

GEOGRAPHY

Semester 1, 2022

Week due and Task Number	Description of Task	Weighting %	Area of Learning
Task 1 Week – 9 Term – 1	Extended Response Sustainable Biomes <i>Assessment for learning</i>	40	AL 1, AL 2, AL 3, AL 5, AL 6
Task 2 Week – 5 Term – 2	Skills and Short Answer Test Changing Places <i>Assessment of learning</i>	40	AL 4, AL2, AL 5, AL 6
Task 3 Term 1 and 2	Class Mark	20	

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

AL	Area of Learning	Outcome
1	Explains diverse features and characteristics of a range of places and environments and the processes and influences that form and transform them	GE 5.1 5.2
2	Analyses 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	GE 5.3 5.4
3	Assesses management strategies for places and environments for their sustainability	GE 5.5
4	Analyses differences in human wellbeing and ways to improve human wellbeing	GE 5.6
5	Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry	GE 5.7
6	Communicates geographical information to a range of audiences using a variety of strategies	GE5.8

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

Geography

Semester 2, 2022

Week due and Task Number	Description of Task	Weighting %	Area of Learning
Task 1 Week – 9 Term – 3	Extended Response Sustainable Biomes <i>Assessment for learning</i>	40	AL 1, AL 2, AL 3 AL 5, AL 6
Task 2 Week – 4 Term – 4	Skills and Short Answer Test <i>Changing Places</i> <i>Assessment of learning</i>	40	AL 4, AL 2, AL 5, AL 6
Task 3 Term 3 and 4	Class Mark	20	

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

AL	Area of Learning	Outcome
1	Explains diverse features and characteristics of a range of places and environments and the processes and influences that form and transform them	GE 5.1 5.2
2	Analyses 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	GE 5.3 5.4
3	Assesses management strategies for places and environments for their sustainability	GE 5.5
4	Analyses differences in human wellbeing and ways to improve human wellbeing	GE 5.6
5	Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry	GE 5.7
6	Communicates geographical information to a range of audiences using a variety of strategies	GE5.8

Assessment Framework

- **Assessment FOR learning**

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- 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

History

Semester 1, 2022

Week due and Task Number	Description of Task	Area of Learning	Weight
Task 1 Term 1 Week 6	In-class Extended Response Industrial Revolution/Movement of People <i>Assessment for learning</i>	AL2, AL3, AL4	40%
Task 2 Term 2 Week 5	Examination on Australia in WWI Skills, Sources, Extended Response <i>Assessment of learning</i>	AL1, AL2, AL3, AL4	40%
Task 3 Term 1 and 2	Classwork		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 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

History

Semester 2, 2022

Week due and Task Number	Description of Task	Area of Learning	Weight
Task 1 Term 3 Week 6	In-class Extended Response Industrial Revolution <i>Assessment for learning</i>	AL2, AL3, AL4	40%
Task 2 Term 4 Week 5	Examination on Australia in WWI Skills, Sources, Extended Response <i>Assessment of learning</i>	AL1, AL2, AL3, AL4	40%
Task 3 Term 3 and 4	Classwork		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 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

PDHPE

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
Term 1,2,3 and 4	Participating in a variety of games situations	60	Movement Skill and Performance
Term 1 Week 10	Mental health task	20	Health, Wellbeing and Relationships
Term 3 Week 9	Health Brochure	20	Healthy, Safe and Active Lifestyles

Areas of Learning

AL 1 - Health, Wellbeing and Relationships

AL 2 - Movement Skill and Performance

AL 3 - Healthy, Safe and Active Lifestyles

PD5-1: assesses their own and others' capacity to reflect on and respond positively to challenges

PD5-2: researches and appraises the effectiveness of health information and support services available in the community

PD5-3: analyses factors and strategies that enhance inclusivity, equality and respectful relationships

PD5-4: adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts

PD5-5: appraises and justifies choices of actions when solving complex movement challenges

PD5-6: critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

PD5-7: plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

PD5-8: designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity

PD5-9: assesses and applies self management skills to effectively manage complex situations

PD5-10: critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

PD5-11: refines and applies movement skills and concepts to compose and perform innovative movement sequences



200 HOUR ELECTIVE COURSES

Term, Week and Task Number	Description of Task	Area of Learning	Weighting
<u>Task 1</u> Term 1 Week 8	Research Report Consumer and Financial Decisions <i>Assessment as Learning</i>	AL1, AL3, AL4	20%
<u>Task 2</u> Term 2 Week 6	Research Report Investing <i>Assessment for Learning</i>	AL1, AL2, AL3, AL4	20%
<u>Task 3</u> Term 3 Week 8	Research Report Travel <i>Assessment as Learning</i>	AL1, AL2, AL3, AL4	20%
<u>Task 5</u> Term 4 Week 4	Presentations Promoting and Selling <i>Assessment as Learning</i>	AL2, AL3, AL4	20%
<u>Task 6</u> Term 1 - 4	Classwork	AL 1, AL4	20%

Your report will record your final grade and the level you achieved in the course outcomes. All assignments must be submitted as a course requirement. **They must be submitted by the due date** or a mark of zero will be awarded, unless an acceptable reason is provided (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
1	Students develop knowledge and understanding of consumer, financial, economic, business, legal, political and employment matters
2	Students develop skills in decision-making and problem-solving in relation to consumer, financial, economic, business, legal, political 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 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

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
Term 1,2,3 and 4 (ongoing formative assessment)	Games units of work in class	60	Participation and performance in physical activity Strategic and tactical development
Term 2 Week 2	Body Systems in class test	20	Interaction of Body systems in sport
Term 3 Week 9	Practical first aid scenario and CPR test and on line e - module task	20	Safety in sport

Areas of Learning

- AL 1 – Interaction of Body systems in sport
- AL 2 – Safety in sport
- AL 3 – Participation and performance in physical activity
- AL 4 – Strategic and tactical development

Stage 5 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.

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 Term 1 Week 8	Food selection and Health- research task	AL1 AL3 AL4 AL5 AL6 AL7	25
Task 2 Term 2 Week 4	Food in Australia –cultural group task and presentation	AL1 AL2 AL3 AL4 AL6 AL7	30
Task 3 Term 3 Week 8	Food for specific needs	AL1 AL2 AL3 AL4 AL6 AL7	30
Task 4 Term 4 Week 4	Literacy task – Food Product Development - written research task	AL1	15
TOTAL			100%

Areas of Learning

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

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 Core Modules	Areas of Learning	Weighting (%)
Term 1	Workplace safety – risk assessment collaborative research task	AL4, AL6	15%
Term 2	Practical Project and Folio	AL1, AL2, AL3 AL4, AL5, AL6	30%
Term 4	Practical Project and Folio	AL1, AL2, AL3, AL4, AL5, AL6.	40%
Term 4	Literacy task – written research task	AL1	15%
	Total		100%

Areas of Learning- A student typically:

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

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 materials, processes and technologies in relations to the multimedia 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 Core Modules	Areas of Learning	Weighting (%)
Term 1	Workplace safety – risk assessment collaborative research task	AL4, AL6	15%
Term 2	Practical Project and Folio	AL1, AL2, AL3 AL4, AL5, AL6	30%
Term 4	Practical Project and Folio	AL1, AL2, AL3, AL4, AL5, AL6.	40%
Term 4	Literacy task – written research task	AL1	15%
	Total		100%

Areas of Learning- A student typically:

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

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 Core Modules	Areas of Learning	Weighting (%)
Term 1	Workplace safety – risk assessment collaborative research task	AL4, AL6	15%
Term 2	Practical Project and Folio	AL1, AL2, AL3 AL4, AL5, AL6	30%
Term 4	Practical Project and Folio	AL1, AL2, AL3, AL4, AL5, AL6.	40%
Term 4	Literacy task – written research task	AL1	15%
	Total		100%

Areas of Learning- A student typically:

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

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 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%
	Total		100%

Areas of Learning- A student typically:

AL1 - Demonstrates knowledge and understanding of a range of computer software and hardware
AL2 – Independently develops 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
AL3 – Consistently displays responsible and ethical attitude related to the use of information and software technology
AL4 - Demonstrates knowledge and understanding of the effects of past, current and emerging information and software technologies on the individual and society
AL5 –Identifies and applies effective communication skills and collaborative work practices leading to information and software technology solutions for specific problems
AL6 – Demonstrates competence in assessing and managing risks and consistently applying safe work practices.

JAPANESE

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
Task 1 Term 1 Week 8	Reading - Katakana assessment	20	2
Task 2 Term 2 Week 6	Listening / Reading and responding	20	2, 4
Task 3 Term 3 Week 3	Speaking	20	1, 5
Task 4 Term 4 Week 6	Yearly Assessment – listening, reading and writing	40	2, 3, 4
		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, text structure; and how language changes over time and place

AL 5 - **The role of language and culture** - understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity

MUSIC

Task Number and Date	Description of Task	Weighting	Areas of Learning
Task 1 Term 1 week 8	Baroque period written and aural theoretical exam.	20%	5.7, 5.8, 5.9, 5.11, 5.12
Task 2 Term 2 Week 8	Stage 5 Music night performance assessment	25%	5.1, 5.2, 5.3, 5.12
Task 3 Term 3 Week 9	Composition and portfolio	25%	5.4, 5.5, 5.6, 5.12
Task 4 Term 4 Week 5	Written aural exam Practical performance	15% 15%	5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.11, 5.12

Areas of Learning

AL 1 – Performing

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

AL 2 – Composing

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

AL 3 – Listening

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

Values and Attitudes

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

PHOTOGRAPHIC AND DIGITAL MEDIA

Date	Description of task	Weighting	Areas of learning
Term 1 Week 10	Research Assignment: 'Talbot and Man Ray'	15%	AL2
Term 2 Week 1	'The Self' Photoshop, Video Presentation & Journal AND 'Darkroom Basics' Portfolio & Journal	30%	AL1
Term 3 Week 4	Research Assignment: 'Dali Atomicus'	15%	AL2
Term 4 Week 1	'The Mechanical Eye- Analogue Camera' Portfolio & Journal AND 'Digital Dreams- Surrealist Digital Photography' Portfolio & Journal	40%	AL1
TOTAL			100%

Areas of Learning

AL1	Making Students will develop knowledge, understanding and skills to make photographic and digital works informed by their understanding of practice, the conceptual framework and the frames.
AL2	Critical and Historical Interpretations Students will develop knowledge, understanding and skills to critically and historically interpret photographic and digital works informed by their understanding of practice, the conceptual framework and the frames.

Task Number and Date	Description of Task	Weighting	Areas of Learning
Task 1 Term 2 Week 5	Environment and Impressionism Research Assignment Body of Work/Visual Diary	20% 20%	AL1, AL2 AL1
Task 2 Term 3 Week 10	The Journey Research Assignment Body of Work/Visual Diary	10% 30%	AL2 AL1
Task 3 Term 4 Week 5	Mambo Body of Work/Visual Diary	20%	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.



100 HOUR ELECTIVE COURSES

Task Number and Date	Description of Task	Weighting	Areas of Learning
Task 1 Term 2, week 3	Improvisation and evaluation	30%	AL 1 AL 2 AL 3
Task 2 Term 3, week 5	MADD night performance	35%	AL 1 AL 2
Task 3 Term 4, week 2	Scripted performance and logbook	35%	AL 1 AL 2 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
TOTAL			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

CM1	Identifies and explains the role of police in investigating criminal acts and preparing evidence for trial
CM2	Describes the roles of legal professionals (including prosecution and defence as well as expert witnesses) in achieving justice in response to criminal offences
CM3	Evaluates the effectiveness of the criminal trial process in achieving just outcomes for victims, offenders and society
CM4	Works scientifically using evidence to process and analyse data
CM5	Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
CM6	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 Week 9	Culture and cultural diversity in the contemporary world Portfolio task	25%	AL 1, AL 2, AL 3
Term 2 Week 4	Culture and gender Research task	25%	AL 2, AL 3, AL 5
Term 3 Week 9	Culture and the performing arts Creative task – group work	30%	AL 3, AL 4, AL 5
Term 4 Week 4	Culture and food Field work and personal reflection	20%	AL 1, AL 2, AL 5
	Total	100%	

Areas of Learning- A student typically:

AL1 – Students demonstrate knowledge and understanding of the nature of culture.
AL2 – Students demonstrate knowledge and understanding about factors that shape cultural interconnectedness and change.
AL3 – Students show the skills of cultural analysis.
AL 4 – Students demonstrate skills of intercultural communication.
AL 5 – 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 %
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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
TOTAL			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

DD1	Identifies and explains the ways that digital texts communicate information and opinions
DD2	Describes and analyses the strategies and techniques used in digital texts to position readers and viewers
DD3	Evaluates the effectiveness of a range of digital texts including written, visual, graphic and multimodal
DD4	Can identify, describe and evaluate online reading pathways
DD5	Presents own ideas, opinions and perspectives effectively using multimodal strategies
DD6	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 AL4 AL5 AL6	25%
Term 2	Apparel – Item & Design Folio	AL1 AL2 AL3 AL4 AL5 AL6	30%
Term 4	Furnishing – Item & Diary	AL1 AL2 AL3 AL4 AL5 AL6	30%
Term 4	Literacy task – written research task	AL1	15%
	Total		100%

Areas of Learning- A student typically:

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

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

TOTAL			100%
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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

KILN TIME

Task Number and Date	Description of Task	Weighting	Areas of Learning
Task 1 Term 2 Week 2	Notes, artist and artwork observations, sketches and resources Visual Diary	15%	AL2
Task 2	Pinch Pot Teapot		

Term 2 Week 3	Coil Vase Body of Work	35%	AL1
Task 3 Term 4 Week 1	Notes, artist and artwork observations, sketches and resources Visual Diary	15%	AL2
Task 4 Term 4 Week 2	Slab pot Moulding and Slip Casting Wheel Thrown Vessel 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%
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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
TOTAL			100%

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

WORK EDUCATION

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
TOTAL			100

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