



**YEAR 10
ASSESSMENT INFORMATION
FOR 2023**

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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 - 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 email.
- 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.

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 NESA;

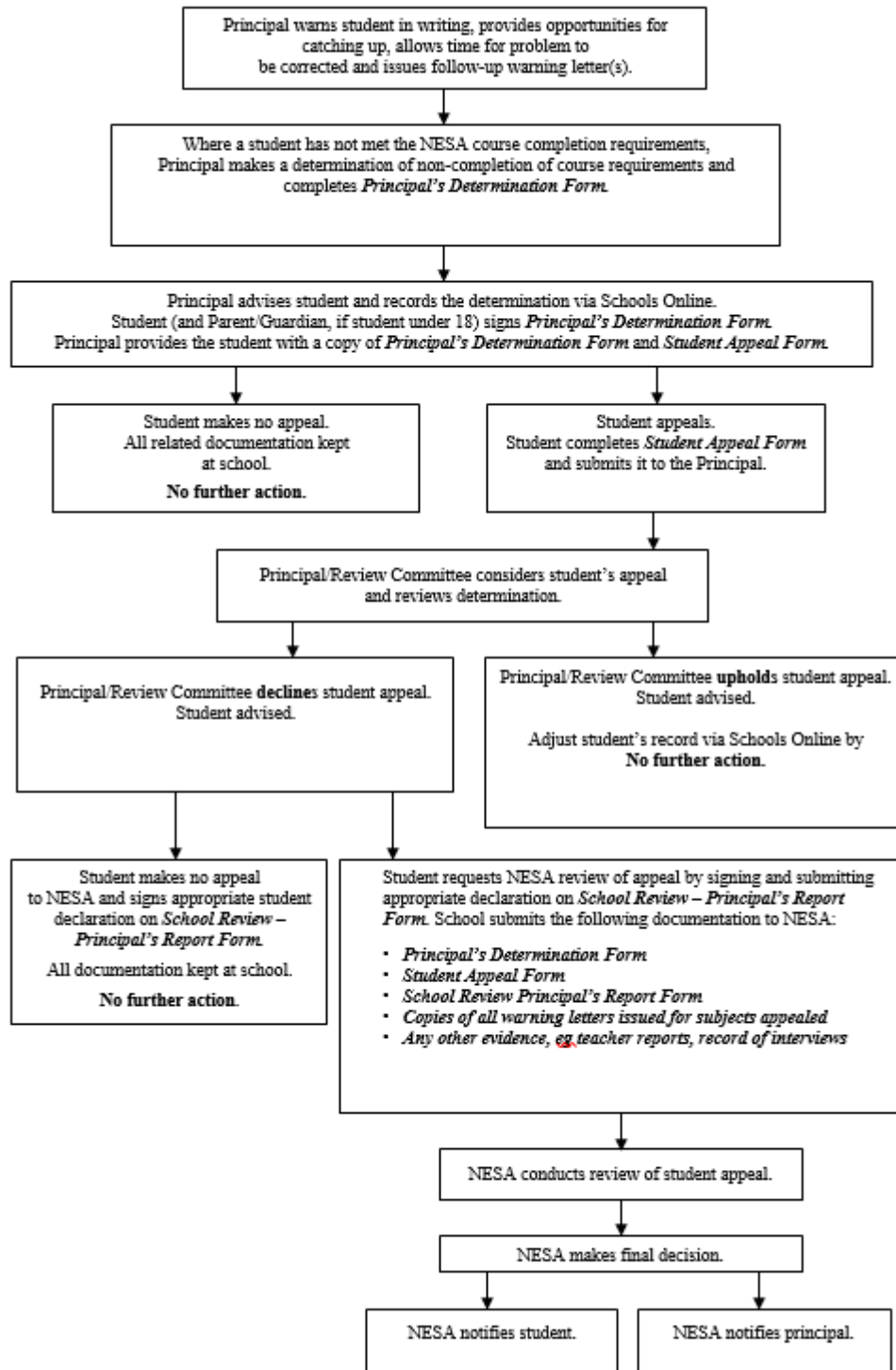
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the outcomes.

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.

NSW Education Standards Authority (NESA) 2023 Stage 5 Courses Determinations of Non-completion of Course Requirements



APPENDIX 1 - ASSESSMENT ILLNESS AND MISADVENTURE APPLICATION

STAGE 4 AND STAGE 5

The illness and misadventure process is available to support students who are unwell or have an accident or other misadventure at the time of an exam/ assessment. You need to submit a separate application and supporting evidence for each exam/assessment or exam component affected. If the whole school is affected by an event, your school will contact you directly with advice.

Date: _____

Name of Applicant: _____

Subject: _____

Task: _____ Due Date: _____

I hereby apply for consideration with respect to the task for the following reasons:

(Documentary evidence from Parent/Doctor must be provided other than in exceptional circumstances).

In applying for this special consideration, I assure the Principal that the information given above is accurate and that I am not seeking unfair advantage over other students in this course.

Student signature: _____ Parent / Caregiver signature: _____

Recommendation of Teacher / Head Teacher:

Teacher signature: _____ Head Teacher signature: _____

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 _____ Head Teacher _____ Principal _____

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

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

 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: _____



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 9	War Poetry Essay	A, B	20
2. Term 2 Week 6	On the Stage	B, C, E	20
3. Term 3 Week 2	Documentaries	A, B, E	20
4. Term 3 Week 8	8000 Words Portfolio and Reflection	A, D	10
5. Term 4	Yearly Exam	A, C, D	30

Areas of Learning

A	Communicate through speaking, listening, reading, writing, viewing and representing
B	Use language to shape and make meaning according to purpose, audience and context
C	Think in ways that are imaginative, creative, interpretive and critical
D	Express themselves and their relationships with others and their world
E	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 Week 5	Assignment - Spreadsheets	10	AL1, AL2
2. Term 1 Week 11	Test – Surds, Interest and Depreciation, Coordinate Geometry and Surface Area and Volume	25	AL1, AL2, AL3
3. Term 2 Week 7	Test – Products and Factors and Investigating Data	25	AL1, AL2, AL4
4. Term 3 Week 10	Test – Graphs, Trigonometry, Equations	30	AL1, AL2, AL3
5. Term 4 Week 4	Test - Common Stage 4/5 Test	10	AL1, AL2, AL3, AL4

Area of Learning	
AL1	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.
AL2	Number and Algebra Students develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation.
AL3	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.
AL4	Statistics and Probability 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 Week 5	Assignment - Spreadsheets	10	AL1, AL2
2. Term 1 Week 11	Test - Interest and Depreciation, Coordinate Geometry and Surface Area and Volume	25	AL1, AL2, AL3
3. Term 2 Week 7	Test – Algebra and Investigating Data	25	AL1, AL2, AL4
4. Term 3 Week 10	Test – Graphs, Trigonometry, Equations	30	AL1, AL2, AL3
5. Term 4 Week 4	Test - Common Stage 4/5 Test	10	AL1, AL2, AL3, AL4

Area of Learning	
AL1	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.
AL2	Number and Algebra Students develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation.
AL3	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.
AL4	Statistics and Probability 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 Week 8	Assignment - Spreadsheets	10	AL1, AL2
2. Term 1 Week 11	Test – Number, Percentages, Earning and Saving Money, Measurement	25	AL1, AL2, AL3
3. Term 2 Week 7	Test – Algebra, Analysing Data	25	AL1, AL2, AL4
4. Term 3 Week 10	Test – Lines and Curves, Pythagoras and Trigonometry, Ratio and Rates	30	AL1, AL2, AL3
5. Term 4 Week 4	Test - Common Stage 4/5 Test	10	AL1, AL2, AL3, AL4

Area of Learning	
AL1	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.
AL2	Number and Algebra Students develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation.
AL3	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.
AL4	Statistics and Probability 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

In Year 10 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 Task 1 Week 7	Extended response on biotechnology	20	AL1, AL7, AL8
10CHEM Task 1 Week 8	Student planned practical investigation into rates of reaction	20	AL2, AL6, AL7, AL8
10ES Task 1 Week 8	Depth Study: student designed change campaigns into an area of human impact on the world around us	20	AL3, AL7, AL8
10PHY Task 1 Week 5	Scientific practical report on an area of motion	20	AL4, AL6, AL7, AL8
10 VALID Testing window Term 3 Week 7-8	A 70minute external online assessment of students' progress in Scientific understanding and skills across Stage 5 (Year 9 and Year 10) sat by students across NSW	20	AL5

Areas of Learning	
AL1	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.
AL2	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.
AL3	Explains how scientific knowledge of the interactions of global systems can be used to inform decisions related to contemporary issues.
AL4	Applies models, theories and laws to explain situations involving energy, force and motion.
AL5	Applies knowledge and skills from across the course to 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.

Schedule of Study

Class	Term 1	Term 2	Term 3	Term 4
10A	PHY	ES	CHEM	BIO
10B	CHEM	ES	BIO	PHY
10C	BIO	ES	PHY	CHEM
10D	CHEM	ES	PHY	BIO
10E	PHY	ES	CHEM	BIO

GEOGRAPHY - SEMESTER ONE

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

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	
AL1	Students explain the diverse features and characteristics of a range of places and environments and the processes and influences that form and transform them.
AL2	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.
AL3	Students assess management strategies for places and environments for their sustainability.
AL4	Students analyses differences in human wellbeing and ways to improve human wellbeing.
AL5	Students acquire and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry.
AL6	Students communicate geographical information to a range of audiences using a variety of strategies.

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 TWO

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

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	
AL1	Students explain the diverse features and characteristics of a range of places and environments and the processes and influences that form and transform them.
AL2	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.
AL3	Students assess management strategies for places and environments for their sustainability.
AL4	Students analyses differences in human wellbeing and ways to improve human wellbeing.
AL5	Students acquire and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry.
AL6	Students communicate geographical information to a range of audiences using a variety of strategies.

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.

HISTORY – SEMESTER ONE

Week due and Task Number	Description of Task	Weighting (%)	Areas of Learning
1. Term 1 Week 9	Extended Response – Cold War <i>Assessment for learning</i>	40	AL1, AL2, AL4
2. Term 2 Week 4	Source Analysis Test - Rights and Freedoms <i>Assessment of learning</i>	40	AL1, AL2, AL3
3. Term 1 – 2	Class work <i>Assessment as learning</i>	20	AL3, AL4

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	
AL1	Students develop knowledge and understanding of the nature of history and significant changes and developments from the modern world and Australia.
AL2	Students develop knowledge and understanding of ideas, movements, people and events that shaped the modern world and Australia.
AL3	Students develop skills to undertake the process of historical inquiry.
AL4	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.

HISTORY – SEMESTER TWO

Week due and Task Number	Description of Task	Weighting (%)	Areas of Learning
1. Term 3 Week 9	Extended Response – Cold War <i>Assessment for learning</i>	40	AL1, AL2, AL4
2. Term 4 Week 3	Source Analysis Test - Rights and Freedoms <i>Assessment of learning</i>	40	AL1, AL2, AL3
3. Term 3 – 4	Class work <i>Assessment as learning</i>	20	AL3, AL4

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	
AL1	Students develop knowledge and understanding of the nature of history and significant changes and developments from the modern world and Australia.
AL2	Students develop knowledge and understanding of ideas, movements, people and events that shaped the modern world and Australia.
AL3	Students develop skills to undertake the process of historical inquiry.
AL4	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	Weighting (%)	Areas of Learning
1. Term 1,2,3 and 4	Participating in a variety of games situations	40	AL2
2. Term 1	Research and Analysis of Fitness Components	20	AL1
3. Term 3	Performing a movement sequence with apparatus	20	AL1 AL2
4. Term 3	Road Trauma in class assessment	20	AL3

Areas of Learning	
AL1	Health, Wellbeing and Relationships.
AL2	Movement Skill and Performance.
AL3	Healthy, Safe and Active Lifestyles.

Stage 5 Syllabus Outcomes

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

CHILD STUDIES

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
1. Term 1, 2, 3 and 4 (formative ongoing assessment in class)	Demonstration of skills related in researching, communicating, and evaluating issues related to child development	60	AL3
2. Term 1 Week 5	Research and Building a Toy for Children's Play	20	AL1, AL2
3. Term 3 Week 9	Analysis of Media and Multimedia Presentation	20	AL1, AL2,

Areas of Learning	
AL1	Knowledge and understanding of child development from preconception to and including the early years.
AL2	Knowledge, understanding and skills required to positively influence the growth, development, and wellbeing of children.
AL3	Skills in researching, communicating, and evaluating issues related to child development.

Stage 5 Syllabus Outcomes

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

COMMERCE

Week due and Task Number	Description of Task	Weighting (%)	Areas of Learning
1. Term 1 Week 6	Law, Society and Political Involvement Task In class Test <i>Assessment of Learning</i>	20	AL1, AL2
2. Term 2 Week 2	The Economic and Business Environment In class Test <i>Assessment as Learning</i>	20	AL1, AL2
3. Term 2 Week 10	Running a Business Running a Business <i>Assessment of Learning</i>	20	AL3, AL4
4. Term 3 Week 10	Employment and Work Futures Resume and Interview <i>Assessment as Learning</i>	20	AL3, AL4
5. Term 1 - 4	Classwork – Group Tasks, Bookwork, Homework <i>Assessment as Learning</i>	20	AL1, AL2, AL3, AL4

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	
AL1	Students develop knowledge and understanding of consumer, financial, business, legal and employment matters.
AL2	Students develop skills in decision making and problem solving in relation to consumer, financial, business, legal and employment issues.
AL3	Students develop skills in effective research and communication.
AL4	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	Weighting (%)	Areas of Learning
1. Term 1,2,3 and 4	Games unit of work in class – ongoing assessment	40	AL2
2. Term 1	Event Management	20	AL2, AL3
3. Term 2	Coaching of Students	20	AL1
4. Term 3	Physical Fitness Report and Multimedia presentation	20	AL3

Areas of Learning	
AL1	Foundations of physical activity.
AL2	Physical activity and sport in society.
AL3	Enhancing participation and performance.

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 skillful 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.

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	Weighting (%)	Areas of Learning
1. Term 1 Week 8	Food service and Catering- research task	25	AL1, AL2, AL3, AL4 , AL7
2. Term 2 Week 8	Food for special Occasions- specialty cake practical	25	AL1, AL2, AL3, AL7
3. Term 3 Week 8	Literacy Task - Food Trends	25	AL1, AL2, AL3, AL4, AL7
4. Term 4 Exam week	Yearly Examination	25	AL1, AL6, AL7

Areas of Learning	
AL1	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.
AL2	Independently applies knowledge and skills to develop and produce new design solutions.
AL3	Demonstrates technical skills in designing, and use of appropriate equipment, producing and evaluating quality solutions for specific food purposes.
AL4	Displays research skills and communicates information effectively using a range of techniques.
AL5	Evaluates the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.
AL6	Evaluates the influences that technology has on food supply and the impact of food-related activities or tasks on the individual, society and environment.
AL7	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	Weighting (%)	Areas of Learning
1. Term 1 and 2	Practical Project and Folio	30	AL1, AL2, AL3, AL4, AL5, AL6
2. Term 3 and 4	Major Project and Folio	40	AL1, AL2, AL3, AL4, AL5, AL6
3. Term 4	Yearly Examination - Short and Extended Responses	30	AL1, AL4, AL5, AL6

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

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

Areas of Learning	
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	Weighting (%)	Areas of Learning
1. Term 1	Practical Project	15	AL1, AL2, AL3, AL5, AL6
2. Term 2	Topics and Skills tests	30	AL1, AL2, AL3 AL4, AL5, AL6
3. Term 3	Practical Project	20	AL1, AL2, AL3, AL5, AL6
4. Term 4	Practical Project	20	AL1, AL2, AL3, AL5, AL6
5. Term 4	Literacy task – written research task	15	AL1

Areas of Learning	
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
1. Term 1 Week 5	Listening / Reading and responding	20	AL2, AL4
2. Term 2 Week 8	Speaking task – Question and answer between teacher and student	20	AL1, AL2, AL3, AL4
3. Term 3 Week 6	Writing –writing task	20	AL1, AL3, AL4
4. Term 4 Week 8	Yearly Examination	40	AL1, AL2, AL3, AL4

Areas of Learning	
AL1	Interacting – exchanging information, ideas and opinions, and socialising, planning and negotiating.
AL2	Accessing and responding – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts.
AL3	Composing – creating spoken, written, bilingual, digital and/or multimodal texts.
AL4	Systems of language – understanding the language system, including sound, writing, grammar and text structure; and how language changes over time and place.

MUSIC

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
1. Term 1 Week 9	Classical and Romantic Music period written and aural theoretical exam.	25	AL3
2. Term 2 Week 8	Stage 5 Music night ensemble performance assessment.	25	AL1
3. Term 3 Week 9	Composition of an original work, through the manipulation of recorded sounds and the use of music editing technology. Submission of an individual portfolio documenting the composition process, demonstrating knowledge of music concepts and compositional techniques.	25	AL2
4. Term 4 Week 4	Ensemble performance of any Australian work. Aural examination based on Australian contemporary music.	25	AL1, AL3

Areas of Learning	
AL1	Performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques.
AL2	Composing as a means of self-expression, musical creation and problem solving.
AL3	Listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

PHOTOGRAPHIC AND DIGITAL MEDIA

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
1. Term 2 Week 3	'Pinhole Camera Website' Journal, Booklet and Portfolio	30 10	AL1 AL2
2. Term 3 Week 1	Research Assignment: Contemporary Photographers	20	AL2
3. Term 3 Week 6	'Photography Portfolio' Journal, Digital, Photography, Wet Photography	20	AL1
4. Term 4 Week 5	'Genre Video' Journal, StoryBoard and Video Presentation	20	AL1

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.

VISUAL ARTS

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
1. Term 2 Week 2	Urban Environment		
	Artist Proposal	15	AL2
	Body of Work/Visual Diary	25	AL1
2. Term 3 Week 10	Art Through History		
	Research and Notes	5	AL2
	History Painting/Poster	20	AL1
3. Term 4 Week 4	Surrealism		
	Essay - Assessment task	10	AL2
	Body of Work/Visual Diary	25	AL1

Areas of Learning

AL1	Artmaking: Students will develop knowledge, understanding and skills to make artworks informed by their understanding of practice, the conceptual framework and the frames
AL2	Art Criticism and Art History: 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
1. Term 2 Week 3	Elements of Production Portfolio	30	AL1, AL2, AL3
2. Term 3 Week 5	MADD Night Performance	35	AL1, AL2
3. Term 4 Week 2	Film Performance and Logbook	35	AL1, AL2, AL3

Areas of Learning	
AL1	Develops skills in applying performance and acting techniques expressively to communicate dramatic meaning.
AL2	Devises, interprets and enacts drama using scripted and unscripted material.
AL3	Responds to, reflects upon and evaluates drama using drama concepts and relevant terminology.

CRIMINAL MINDS

Task Number and Date	Description	Weighting %	Area of Learning
1. Term 1	Preparation of Witness Statements	20	CM1, CM2
2. Term 2	Forensic Science Task	30	CM4, CM5, CM6
3. Term 3	TBA	30	CM3
4. Term 1 - 4	Classwork	20	CM1 - 6

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
1. Term 1 Week 10	Culture and cultural diversity in the contemporary world Feature Article	25	AL1, AL2, AL3
2. Term 2 Week 4	Culture and sport Poster	25	AL2, AL3, AL5
3. Term 3 Week 9	Culture and travel Travel Brochure	30	AL3, AL4, AL5
4. Term 4 Week 4	Culture and food Field work and personal reflection	20	AL1, AL2, AL5

Areas of Learning	
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.
AL4	Students demonstrate skills of intercultural communication.
AL5	Student selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures.

DESIGN STUDIO

The study of Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-world needs and situations. Students investigate existing solutions, analyse data and information, and generate, justify, and evaluate ideas. Students experiment with tools, materials and technologies to manage and produce prototypes, products and solutions to identified needs and problems.

Task Number and Date	Description of Task Core Modules	Weighting (%)	Areas of Learning
1. Term 1	Design concepts and processes (Practical and portfolio components)	25	AL1, AL2, AL3 AL4, AL5, AL6
2. Term 2	Spatial design research task (Practical and portfolio components)	25	AL1, AL2, AL3 AL4, AL5, AL6
3. Term 4	ICT Technologies and AutoCAD (Practical and portfolio components)	25	AL1, AL2, AL3, AL4, AL5, AL6.
4. Term 4	Major Work Prototype and AutoCAD (Practical and portfolio components)	25	AL1, AL2, AL3, AL4, AL5, AL6.

Areas of Learning	
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.

GRAPHICS AND MULTIMEDIA

The study of Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-world needs and situations. Students investigate existing solutions, analyse data and information, and generate, justify, and evaluate ideas. Students experiment with tools, materials and technologies to manage and produce prototypes, products and solutions to identified needs and problems.

Task Number and Date	Description of Task Core Modules		Weighting (%)	Areas of Learning
	Group A	Group B		
1. Term 1	Video editing (Prac & portfolio)	Graphic Design (Practical)	25	AL1, AL2, AL3 AL4, AL5, AL6
2. Term 2	Special Effects (Prac & portfolio)	Animation (Practical)	25	AL1, AL2, AL3 AL4, AL5, AL6
3. Term 3	Graphic Design (Practical)	Video editing (Prac & portfolio)	25	AL1, AL2, AL3, AL4, AL5, AL6.
4. Term 4	Animation (Practical)	Special Effects (Prac & portfolio)	25	AL1, AL2, AL3, AL4, AL5, AL6.

Areas of Learning	
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.

HORRIBLE HISTORIES

Term, week and task number	Description of Task	Weighting (%)	Area of Learning
1. Term 1 Week 8	Extended response task	20	HTE5-3, 5-9, 5-10
2. Term 2 Week 7	Historical investigation Report/Portfolio/Annotated Sources	20	HTE5-1, 5-2, 5-3
3. Term 2 Week 8	Presentation	20	HTE5-3, 5-9, 5-10
4. Term 4 Week 7	Source Analysis	20	HTE5-1, 5-3, 5-8
5. Terms 1-4	Class mark	20	HTE5-1, 5-4, 5-9

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.

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

OUTDOOR PHYSICAL PERFORMANCE

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
1. Term 1, 2, 3 and 4	Ongoing practical assessment on Recreational Activities	60	AL1, AL2, AL3
2. Term 2	In class examination on navigation	20	AL1, AL2, AL3
3. Term 3	Expedition Preparation	20	AL1, AL2, AL3

Areas of Learning	
AL1	Foundations of physical activity.
AL2	Physical activity and sport in society.
AL3	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.

SMARTER STUDY

Smarter Study provides students with effective goal setting and study skills techniques that they can apply to their other courses. Students are also given time and tailored support to develop their learning and study skills through a range of assistive technologies and personalised activities. Regular participation in weekly activities and submissions build to provide students with the opportunity to apply techniques and strategies to other courses that aim to increase their overall GPA scores.

Task Number and Date	Description of Task Core Modules	Weighting (%)	Areas of Learning
1. Term 1 Week 10	A GROWTH goal sheet that includes all detail of Tactics and Habits that they have introduced to their weekly behaviour.	20	AL1, AL2, AL4
2. Term 2 Week 2	A reflection on three strategies they have applied and the effectiveness of its application (300 words).	20	AL2, AL3
3. Term 3 Week 7	Vision board and Wheel of Life presentation.	20	AL3, AL4
4. Term 4 Week 6	Participation in weekly activities and submissions to Canvas.	40	AL1, AL2, AL3, AL4

Areas of Learning	
AL1	Students demonstrate knowledge and understanding of time management and their ability to make choices that support their GROWTH goals.
AL2	Students demonstrate knowledge and understanding of effective learning strategies.
AL3	Students demonstrate the skills of self-reflection and analysis to make improvements in their academic outcomes.
AL4	Student selects and uses a range of written, visual and oral forms, to describe, analyse and communicate.