



YEAR 9 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 – 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 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:

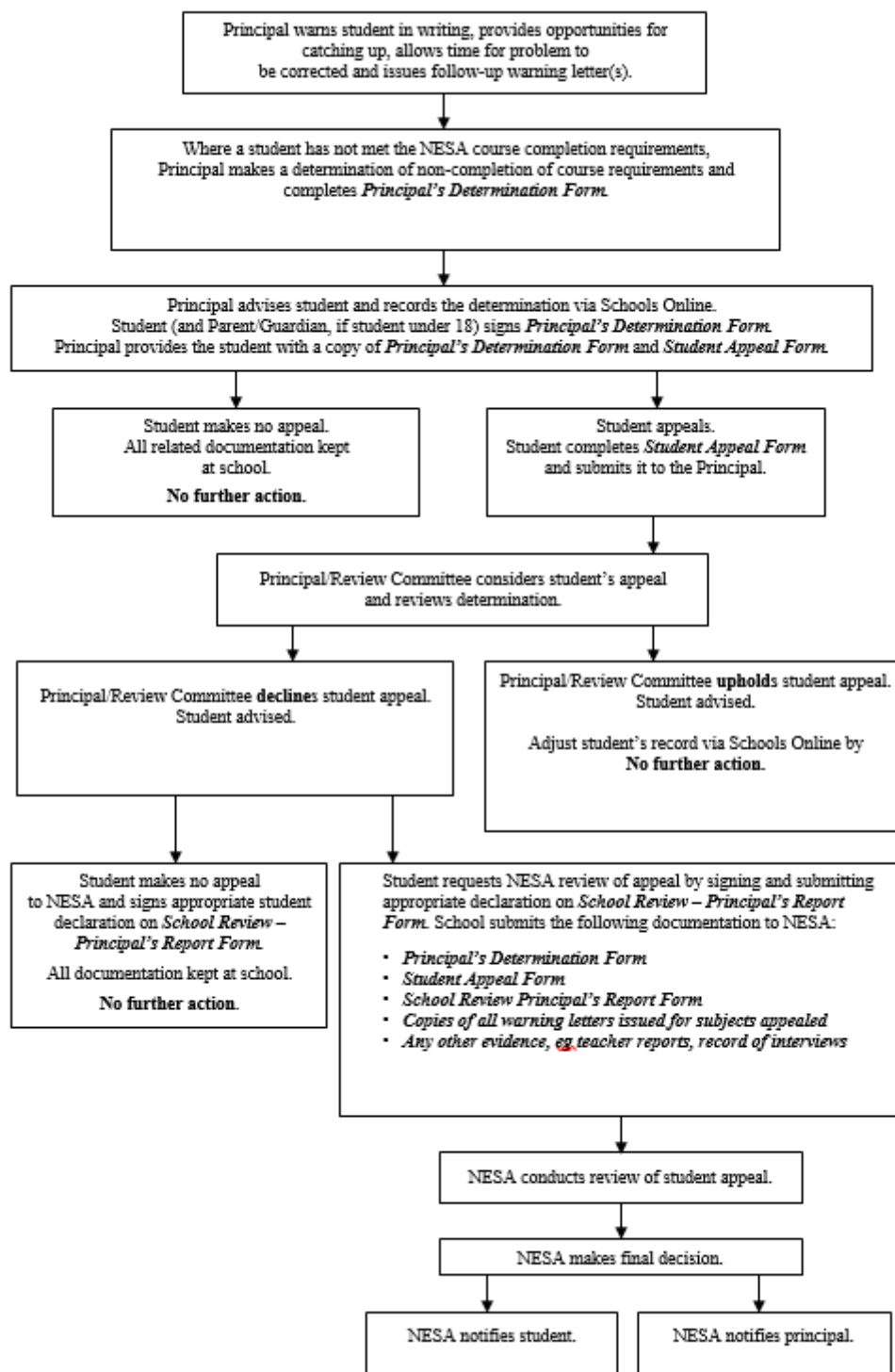
- a) followed the course developed or endorsed by NESAs;



- 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) 2023 Stage 5 Courses Determinations of Non-completion of Course Requirements





APPENDIX 1 – ILLNESS / 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:

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

Refer to Assessment Appeal Panel Yes No

Student Request for an Appeal/Review Yes No

Head Teacher Signature: _____ Date: _____

Class Teacher's Signature: _____ Date: _____

Appeal Panel Decision:

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

Signed: _____
Principal/Deputy Principal Year Adviser Head Teacher

Date: _____

OFFICIAL WARNING – Non completion of a Stage 5 Course

Dear _____

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

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

Subject: _____

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the _____ (eg 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

ENGLISH

| Task Number and Date | Description of Task | Weighting (%) | Areas of Learning |
|---------------------------|--------------------------------------|---------------|-------------------|
| TASK 1 Term 1, Week 10 | Crime Fiction – Narrative | 25% | A, B |
| TASK 2 Term 2, Week 7 | Macbeth – Speech | 25% | C, D, E |
| TASK 3 Term 3, Week 4 | 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

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 content from the 5.3, 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 5.3 level only.

| Task Number and Date | Description of Task | Weighting (%) | Areas of Learning |
|-----------------------|---|---------------|--------------------|
| 1. Term 1 Week 4 | Assignment – Earning Money | 10% | AL1, AL2 |
| 2. Term 1 Week 8 | Test – Practise Naplan Test | 20% | AL1, AL2, AL3, AL4 |
| 3. Term 2 Week 5 | Test –Probability and Algebra | 20% | AL1, AL2, AL4 |
| 4. Term 3 Week 4 | Test – Surds and Indices, Geometry, Trigonometry | 25% | AL1, AL2, AL3 |
| 5. Term 4 Week 4/5 | Test – Equations, Investigating Data, Measurement | 25% | AL1, AL2, AL3, AL4 |

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

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 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 level only.

| Task Number and Date | Description of Task | Weighting (%) | Areas of Learning |
|-----------------------|---|---------------|--------------------|
| 1. Term 1 Week 4 | Assignment – Earning Money | 10% | AL1, AL2 |
| 2. Term 1 Week 8 | Test – Practise Naplan Test | 20% | AL1, AL2, AL3, AL4 |
| 3. Term 2 Week 5 | Test – Probability, Algebra | 20% | AL1, AL2, AL4 |
| 4. Term 3 Week 4 | Test – Indices, Geometry, Trigonometry | 25% | AL1, AL2, AL3 |
| 5. Term 4 Week 4/5 | Test – Equations, Investigating Data, Measurement | 25% | AL1, AL2, AL3, AL4 |

Areas 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 attempting the 5.1 course will cover all the work in the 5.1 course and be extended with 5.2 content at the teacher's discretion.

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 content from the 5.1 course and optional content from the 5.2 course. 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 4 | Assignment – Earning Money | 10% | AL1, AL2 |
| 2. Term 1 Week 8 | Test – Practise Naplan Test | 20% | AL1, AL2, AL3, AL4 |
| 3. Term 2 Week 5 | Test – Probability, Algebra | 20% | AL1, AL2, AL4 |
| 4. Term 3 Week 4 | Test – Indices, Geometry, Trigonometry | 25% | AL1, AL2, AL3, |
| 4. Term 4 Week 4/5 | Test – Equations, Investigating Data Measurement | 25% | 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. |

* Students completing content from the 5.1 level of Mathematics are prepared to take the Numeracy course in Year 11 and 12. Only those at the very top of this level could be considered to do Standard Mathematics.

| Task Number and Date | Description of Task | Weighting (%) | Areas of Learning |
|----------------------------|--|---------------|-------------------|
| Task 1 Term 1 Week 8-10 | Student-designed practical investigation to test a claim. Students are required to plan an investigation, collect data, process their results and complete a scientific report of their findings | 30% | AL6, AL7, AL8 |
| Task 2 Term 2 Week 6 | In class Half-Yearly Examination covering the topics of "Types of chemical reactions" and "Waves, Energy and electrical circuits" | 25% | AL2, AL3 |
| Task 3 Term 3 Week 8 | Literacy passport task: students write an explanation on how the body protects itself from disease using the lines of defense | 15% | AL1, AL8 |
| Task 4 Term 4 Week 6 | Yearly examination to assess students' development of knowledge and skills across the Y9 topics | 30% | AL5 |

| 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, 2023

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

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, 2023

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

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

History

Semester 1, 2023

| 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, 2023

| 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 Report | 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 4</u> Term 4 Week 4 | Presentations Promoting and Selling <i>Assessment as Learning</i> | AL2, AL3, AL4 | 20% |
| <u>Task 5</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.

FOOD TECHNOLOGY

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

| Task Number and Date | Description of Task | Areas of Learning | Weighting (%) |
|-------------------------|---|----------------------------|---------------|
| Task 1 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 | 25% |
| Task 3 Term 3 Week 8 | Food for specific needs – written research task and practical task | AL1 AL2 AL3 AL4 AL6 AL7 | 25% |
| Task 4 Term 4 Week 4 | Food Product Development - written research task and practical task | AL1 | 25% |
| 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 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 | Listening / Reading and responding Reading - Katakana assessment | 20 | 2,4 |
| Task 2 Term 2 Week 6 | Reading - Katakana assessment | 20 | 2 |
| Task 3 Term 3 Week 3 | Speaking and writing | 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. | 25% | AL 3 |
| Task 2 Term 2 Week 8 | Stage 5 Music night performance assessment | 25% | AL 1 |
| Task 3 Term 3 Week 9 | Composition and portfolio | 25% | AL 2 |
| Task 4 Term 4 Week 5 | Written aural exam Practical performance | 25% | AL 1, AL 3 |

Areas of Learning

| | |
|---|--|
| 1 | Performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques |
| 2 | Composing as a means of self-expression, musical creation and problem solving |
| 3 | Listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts. |

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. |

TEXTILES TECHNOLOGY

Students undertaking this course will design, produce, and evaluate quality textile items with confidence through project work. They will apply knowledge and understanding of the properties and performance of textiles through the study of fabrics, colouration, yarns and fibres when developing projects. Awareness is increased about the development of technology and its impact on the textile industry and society. In addition, students demonstrate knowledge, skills and understanding of various techniques, tools, and materials appropriate to producing and using textiles.

| Task Number and Date | Description of Task Core Modules | Weighting (%) | Areas of Learning |
|----------------------|--|---------------|----------------------------|
| Term 1 | Focus Area: Apparel Item & Folio The Luxe Collection | 25% | AL1 AL2 AL3 AL4 AL5 AL6 |
| Term 2 | Focus Area: Costume Item & Folio The world is a stage! | 25% | AL1 AL2 AL3 AL4 AL5 AL6 |
| Term 3 | Focus Area: Furnishing Item & Folio The Inside Story | 25% | AL1 AL2 AL3 AL4 AL5 AL6 |
| Term 4 | In class – Written Test | 25% | AL1, AL5 |
| | 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 . |

VISUAL ARTS

| 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

Acting 101

| Task Number and Date | Description of Task | Weighting (%) | Areas of Learning |
|--------------------------|----------------------------------|---------------|----------------------|
| Task 1 Term 2, week 3 | Elements of Production Portfolio | 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 | Film 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

CRIMINAL MINDS

| 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 10 | Culture and cultural diversity in the contemporary world Portfolio task | 25% | AL 1, AL 2, AL 3 |
| Term 2 Week 4 | Culture and sport Poster | 25% | AL 2, AL 3, AL 5 |
| Term 3 Week 9 | Culture and travel Travel brochure | 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 % |
|----------------------|-------------------------------------|------------------|-------------|
| 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

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% |

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

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 2023 | In class examination on navigation | AL 1,2& 3 | 20% |
| Term 3 2023 | Expedition Preparation | AL1,2 & 3 | 20% |

Areas of Learning

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

Stage 5 Outcomes

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

SPANISH BEGINNERS

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

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

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

HORRIBLE HISTORIES

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

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

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

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

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

| AL | Area of Learning |
|---------|--|
| 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 |

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 | | Areas of Learning | Weighting (%) |
|----------------------|------------------------------------|------------------------------------|----------------------------------|---------------|
| | Group A | Group B | | |
| Term 1 | Video editing (Prac & portfolio) | Graphic Design (Practical) | AL1, AL2, AL3 AL4, AL5, AL6 | 25% |
| Term 2 | Special Effects (Prac & portfolio) | Animation (Practical) | AL1, AL2, AL3 AL4, AL5, AL6 | 25% |
| Term 3 | Graphic Design (Practical) | Video editing (Prac & portfolio) | AL1, AL2, AL3, AL4, AL5, AL6. | 25% |
| Term 4 | Animation (Practical) | Special Effects (Prac & portfolio) | AL1, AL2, AL3, AL4, AL5, AL6. | 25% |
| | 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**.

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