



YEAR 10 ASSESSMENT INFORMATION FOR 2024

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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 letter.
- b) A **WRITTEN STATEMENT** from the student's parent/guardian explaining the absence and a **DOCTOR'S CERTIFICATE** must be provided where illness is involved. Other official documentation will be required in the case of misadventure.

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

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

Due to leave other than illness/misadventure

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

Students are required to submit their own work and not the work of other students. Dishonesty will result in zero marks. Students should also make themselves aware of the meaning of plagiarism. This too may result in a student receiving zero marks. Cases of cheating during examinations will also result in zero marks. Parents will be notified in writing of any zero mark awarded for dishonesty. Students submitting answers that are generated using artificial intelligence platforms, and presenting this as their own work constitutes malpractice. Our school uses Turn It In, and this program detects plagiarism and has a function to capture information generated using artificial intelligence platforms. In the event that plagiarism is detected a student may/ Year 11 and 12 students WILL receive a mark of zero."

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

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

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

UNSATISFACTORY ATTENDANCE

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

NON-SERIOUS ATTEMPT – N Determination

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

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

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

APPEALS AGAINST N Determination

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

APPENDIX 1 – ILLNESSES AND MISADVENTURE APPLICATION

Student's Name: _____ Date: _____

Subject: _____ Class Teacher: _____

Type of Task: _____ Date Scheduled: _____

Are you seeking special consideration for: (tick)

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

Reasons for Failure to meet Requirements:

Signature Student: _____ Date: _____

Signature Parent: _____ Date: _____

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

Head Teacher Recommendation:

Refer to Assessment Appeal Panel Yes No

Student Request for an Appeal/Review Yes No

Head Teacher Signature: _____ Date: _____

Class Teacher's Signature: _____ Date: _____

Appeal Panel Decision:

Signed: _____
Principal/Deputy Principal Year Adviser Head Teacher

Date: _____

OFFICIAL WARNING – Non completion of a Stage 5 Course

Dear _____

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

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

Subject: _____

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

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

Course Completion Criteria

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

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

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

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

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

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

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

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

Yours faithfully

Class Teacher _____

Principal _____

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

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

 Please detach this section and return to the School

REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A STAGE 5 COURSE

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

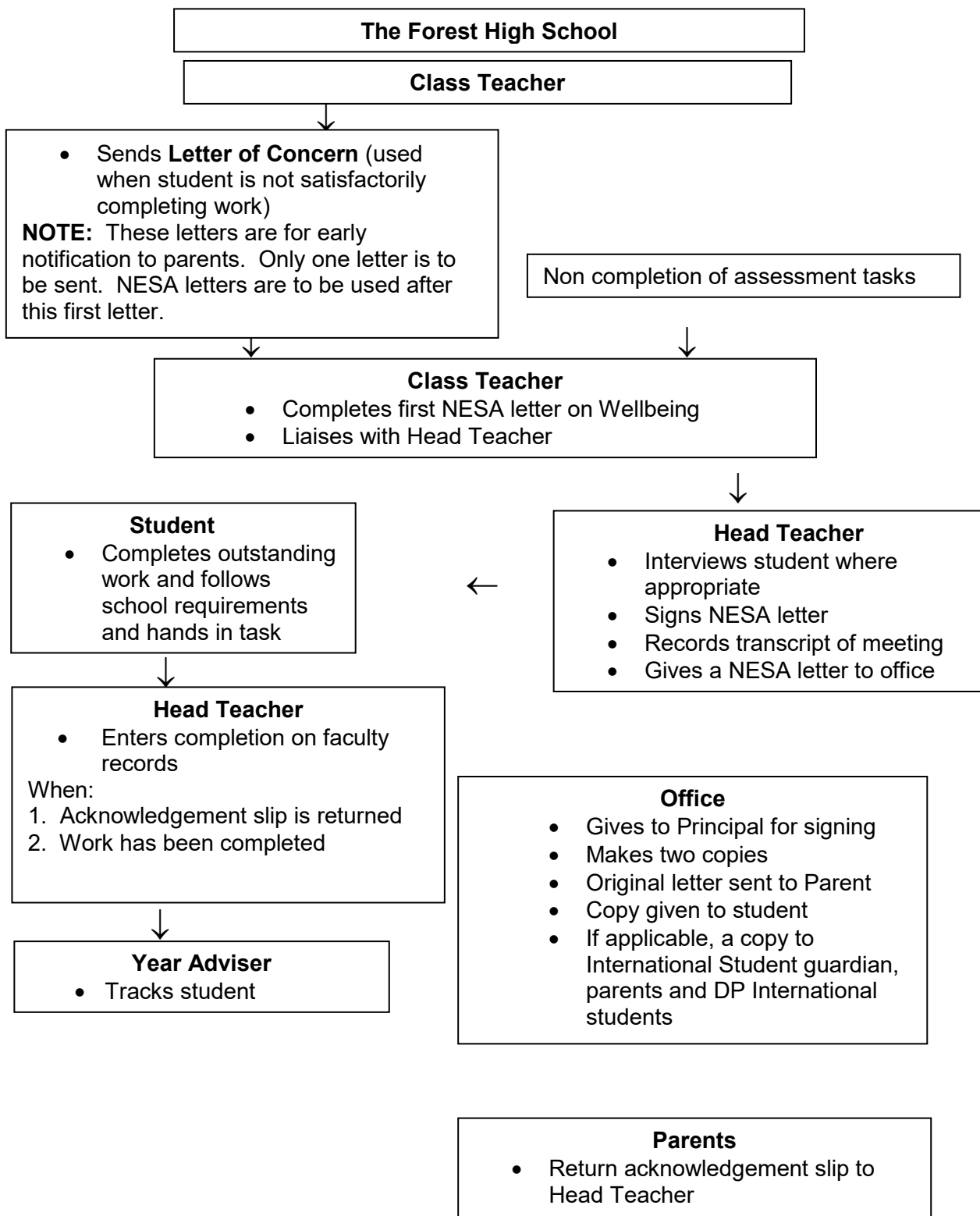
- I am aware that this course may not appear on his/her Record of Achievement
- I am also aware that the N Determination may make him/her ineligible to proceed to the Higher School Certificate course

Parent/Caregiver's signature: _____

Date: _____

Student's signature: _____

Date: _____



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



MANDATORY STAGE 5 COURSES

ENGLISH

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

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

Semester One

Unit Title	Task Mode(s) / Weighting	Outcomes Assessed	Term, Week
A Lens Into Another World: <i>In My Blood It Runs</i>	25%	EN5-1A EN5-7D	Week 8, Term 1
On the page - Novel Study	25%	EN5-4B EN5-5C EN5-9E	Week 7, Term 2

Semester Two

Unit Title	Task Mode(s) / Weighting	Outcomes Assessed	Term, Week
On the stage – dramatic texts	25%	EN5-2A EN5-3B EN5-9E	Week 8, Term 3
Area of Study – Change	25%	EN5-6A EN5-7D EN5-8D	Exam Block

Stage 5 Outcomes

EN5	1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN5	2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
EN5	3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
EN5	4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
EN5	5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
EN5	6C investigates the relationships between and among texts
EN5	7D understands and evaluates the diverse ways texts can represent personal and public worlds
EN5	8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
EN5	9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

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 11	Test – Surds, Interest and Depreciation, Coordinate Geometry and Surface Area and Volume	30%	AL1, AL2, AL3
2. Term 2 Week 7	Test – Products and Factors and Investigating Data	30%	AL1, AL2, AL4
3. Term 3 Week 10	Test – Graphs, Trigonometry, Equations	30%	AL1, AL2, AL3,
4. 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 11	Test - Interest and Depreciation, Coordinate Geometry and Surface Area and Volume	30%	AL1, AL2, AL3
2. Term 2 Week 7	Test – Algebra and Investigating Data	30%	AL1, AL2, AL4
3. Term 3 Week 10	Test – Graphs, Trigonometry, Equations and Simultaneous Equations	30%	AL1, AL2, AL3
4. 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 11	Test – Number, Percentages, Earning and Saving Money, Measurement	30%	AL1, AL2, AL3
2. Term 2 Week 7	Test – Algebra, Analysing Data,	30%	AL1, AL2, AL4
3. Term 3 Week 10	Test – Lines and Curves, Pythagoras and Trigonometry, Ratio and Rates	30%	AL1, AL2, AL3,
4. 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 2024, Y10 classes will rotate between subject specialist teachers. Therefore, task will be attempted in different terms for different classes. The table below indicates the week in which each task is given.

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
Task 1 Term 1, Wk 8	Student planned practical investigation into rates of reaction	20	AL2, AL6, AL7, AL8
Task 2 Term 2, Wk 8	Depth Study: Student designed change campaigns focusing on human environmental impact	20	AL3, AL7, AL8
Task 3 Term 3, Wk 7	Scientific practical report on an area of motion	20	AL4, AL6, AL7, AL8
Task 4 Term 4, Wk 4	An end of year examination covering content from across the Y10 syllabus	30	AL1-AL8

VALID 10 External Testing -Testing Window - Term 3 Week 7-8

A 70 minute external online assessment of students' progress in Scientific understanding and skills across Stage 5 (Y9 and Y10) sat by students across NSW

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

GEOGRAPHY SEMESTER ONE

Date & Task #	Description of Task	Area of Learning	Weighting 100%
Task 1 Week – 10 Term – 1	Environmental Change and Management Extended Response <i>Assessment for learning</i>	AL1, AL2, AL3, AL5, AL6	40%
Task 2 Week – 4 Term – 2	Skills and Short Answer Test <i>Assessment of learning</i>	AL 2, AL4, AL5,	40%
Task 3 Term 1 – 2	Class work	AL2, AL4, AL5,	20%

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

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

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

Assessment Framework

Assessment FOR learning

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

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

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

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

Assessment Framework

Assessment FOR learning

- 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

Date & Task #	Description of Task	Area of Learning	Weighting 100%
Task 1 Term 1 Week 9	In class Extended Response Cold War <i>Assessment for learning</i>	AL 1, AL 2, AL 4	40%
Task 2 Term 2 Week 3	Source Analysis Test Rights and Freedoms <i>Assessment of learning</i>	AL 1, AL 2, AL 3	40%
Task 3 Term 1 and 2	Class work Assessment as learning	AL 3, AL 4	20%

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

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

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

Assessment Framework

Assessment FOR learning

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

Assessment AS learning

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

Assessment OF learning

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



HISTORY – SEMESTER TWO

Date & Task #	Description of Task	Area of Learning	Weighting 100%
Task 1 Term 3 Week 7	In class Extended Response Cold War <i>Assessment for learning</i>	AL 1, AL 2, AL 4	40%
Task 2 Term 4 Week 3	Source Analysis Test Rights and Freedoms <i>Assessment of learning</i>	AL 1, AL 2, AL 3	40%
Task 3 Term 3 - 4	Class work	AL 3, AL 4	20%

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

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

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

Assessment Framework

Assessment FOR learning

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

Assessment AS learning

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

Assessment OF learning

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

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Task Number and Date	Description of Task	Areas of Learning	Weighting (%)
Task 1 - Term 1, Weeks 8 to 10	Athletics Performance task	AL2	15
Task 2 - Term 1, Week 10	Lifelong Physical Activity	AL1	20
Task 3 - Term 2, Week 5	Invasion Games	AL2	15
Task 4 - Term 3, weeks 8 or 9	Movement Performance task	AL2 AL1	15
Task 5 - Term 3, weeks 9 or 10	Road Trauma In-class task	AL3	20
Task 6 – Term 4, Week 3	Designing Modified Games	AL2	15
TOTAL			100%

Areas of Learning

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

5.1	Assesses their own and others' capacity to reflect on and respond positively to challenges
5.2	Researches and appraises the effectiveness of health information and support services available in the community
5.3	Analyses factors and strategies that enhance inclusivity, equality and respectful relationships
5.4	Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
5.5	Appraises and justifies choices of actions when solving complex movement challenges
5.6	Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
5.7	Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
5.8	Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
5.9	Assesses and applies self-management skills to effectively manage complex situations
5.10	Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences





200 HOUR ELECTIVE COURSES



CHILD STUDIES

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
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	A3
Term 1 Week 5	Research and Building a Toy for Children's Play	20	A1, A2
Term 3 Week 9	Analysis of media and Multimedia Presentation	20	A1, A2,

Areas of Learning

- A1: - Knowledge and understanding of child development from preconception to and including the early years
- A2: - Knowledge, understanding and skills required to positively influence the growth, development, and wellbeing of children
- A3: - Skills in researching, communicating, and evaluating issues related to child development

Outcomes addressed during the course

- CS5- identifies the characteristics of a child at each stage of growth and development
- CS5- describes the factors that affect the health and wellbeing of the child
- CS5- analyses the evolution of childhood experiences and parenting roles over time
- CS5- plans and implements engaging activities when educating and caring for young children within a safe environment
- CS5- evaluates strategies that promote the growth and development of children
- CS5- describes a range of parenting practices for optimal growth and development
- CS5- discusses the importance of positive relationships for the growth and development of children
- CS5- evaluates the role of community resources that promote and support the wellbeing of children and families
- CS5- analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
- CS5- demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
- CS5- analyses and compares information from a variety of sources to develop an understanding of child growth and development
- CS5- applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Date & Task #	Description of Task	Area of Learning	Weighting 100%
<u>Task 1</u> Term 1 Week 10	Law, society and political involvement Task In class Test <i>Assessment of Learning</i>	AL1 and AL2	20%
<u>Task 2</u> Term 2 Week 6	The Economic and Business Environment In class Test <i>Assessment of Learning</i>	AL1 and AL2	20%
<u>Task 3</u> Term 3 Week 5	Running a Business Running a Business <i>Assessment as Learning</i>	AL1 and AL4	20%
<u>Task 4</u> Term 4 Week 5	Employment and Work Futures Resume and Interview <i>Assessment as Learning</i>	AL3 and AL4	20%
<u>Task 5</u> Term 1 - 4	Classwork – Group Tasks, Bookwork, Homework <i>Assessment as Learning</i>	AL1, AL2, AL3, AL4	20%

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

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

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

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

Assessment Framework

Assessment FOR learning

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

Assessment AS learning

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

Assessment OF learning

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

Date & Task #	Description of Task	Areas of Learning	Weighting (%)
Term 1,2,3 and 4	Games unit of work in class	Physical activity and sport in society	40
Term 1 2024	Event Management	Physical activity and sport in society Enhancing participation and performance	20
Term 2 2024	Coaching of Students	Foundations of physical activity	20
Term 3 2024	Physical Fitness Procedure Multimedia presentation	Enhancing participation and performance	20
TOTAL			100%

Areas of Learning

1	Foundations of physical activity
2	Physical activity and sport in society
3	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.

Date & Task #	Description of Task	Areas of Learning	Weighting (%)
Task 1 Term 1 Week 10	Food service and Catering- research task	AL1 AL2 AL3 AL4 AL7	25
Task 2 Term 2 Week 8	Food for special Occasions- specialty cake practical	AL1 AL2 AL3 AL7	25
Task 3 Term 3 Week 8	Literacy Task - Food Trends	AL1 AL2 AL3 AL4 AL7	25
Task 4 Term 4 Exam week	Yearly examination	AL1 AL6 AL7	25
TOTAL			100%

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.

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

Areas of Learning

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.

Date & Task #	Description of Task	Areas of Learning	Weighting (%)
Term 1 and 2	Practical Project (60%) Folio (40%)	AL1, AL2, AL3, AL4, AL5, AL6	50
Term 3 and 4	Practical Project (60%) Folio (40%)	AL1, AL2, AL3, AL4, AL5, AL6	50
			100

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.

Date & Task #	Description of Task Core Modules	Areas of Learning	Weighting (%)
Term 1	Practical Project	AL1, AL2, AL3, AL5, AL6	20%
Term 2	Topics and Skills tests	AL1, AL2, AL3 AL4, AL5, AL6	40%
Term 3	Practical Project	AL1, AL2, AL3, AL5, AL6	20%
Term 4	Practical Project	AL1, AL2, AL3, AL5, AL6	20%
	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

Semester 1 and 2 , 2024

Date & Task #	Description of Task	Weighting (%)	Areas of Learning
Task 1 Term 1, Week 7	Listening / Reading and responding	20	AL2, AL4
Task 2 Term 2, Week 4	Speaking task – Question and answer between teacher and student	20	AL1, AL3,
Task 3 Term 3, Week 8	Writing –writing task	20	AL1, AL3, AL4
Task 4 Term 4, Week 4	Yearly Examination	40	AL1, AL2, AL3, AL4
		100	

Note: Assessment due dates may be subject to change

Areas of Learning

- AL 1 - **Interacting** – exchanging information, ideas and opinions, and socialising, planning and negotiating
- AL 2 - **Accessing and responding** – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts
- AL 3 - **Composing** – creating spoken, written, bilingual, digital and/or multimodal texts
- AL 4 - **Systems of language** – understanding the language system, including sound, writing, grammar and text structure; and how language changes over time and place

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
Task 1, Term 1 Week 9	Classical and Romantic Music period written and aural theoretical exam.	25%	AL3
Task 2, Term 2 Week 8	Stage 5 Music night ensemble performance assessment	25%	AL1
Task 3, Term 3, Week 10	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
Task 4, Term 4, Week 4	Ensemble performance of any Australian work. Aural examination based on Australian contemporary music.	25%	AL1, AL3

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.

Explanation of Assessment Schedule Requirements

Note: This information is for teachers and should not be included with the final published assessment schedule

Table elements:

Task number and date: Tasks numbered based on final date of each task and the term and week of completion listed e.g. task 1, term 1 week 8.

Description of Task: Task name, type of task, relevant content/skills

Weighting: contribution to overall assessment grade for the entirety of the course. This should add up to 100%.

Areas of Learning: codes corresponding with relevant areas of learning in table below

Area of Learning List: list of areas of learning/objectives as they will appear on half year and end of year report (report outcomes)

PHOTOGRAPHIC AND DIGITAL MEDIA

Date	Description of task	Weighting (%)	Areas of learning
Term 2 Week 3	'Pinhole Camera Website' Journal, Booklet and Portfolio	30% 10%	AL2 AL1
Term 3 Week 1	Research Assignment: Contemporary Photographers	20%	AL1
Term 3 Week 6	'Photography Portfolio' Journal, Digital, Photography, Wet Photography	20%	AL2
Term 4 Week 3	'Genre Video' Journal, StoryBoard and Video Presentation	20%	AL2
TOTAL		100%	30% AL1 70% AL2

Areas of Learning

AL1	<p>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.</p>
AL2	<p>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.</p>

VISUAL ART

Date & Task #	Description of Task	Weighting (%)	Areas of Learning
Task 1, Term 2 week 2.	Urban Environment		
	Artist Proposal	15%	AL2
	Body of Work/Visual Diary	25%	AL1
Task 2, Term 3 Week 9	Recreating History/Still Life-Fast Moving		
	Extended response	10%	AL2
	Body of Work/Visual Arts Diary	20%	AL1
Task 3, Term 4. Week 3.	Surrealism		
	Short answer response	5%	AL2
	Body of Work(Progress Check)/Visual Diary	25%	AL1
TOTAL		100%	

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.

GERMAN

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
Task 1 Term 1, Week 7	Listening / Reading and responding	20	AL2, AL4
Task 2 Term 2, Week 4	Writing – Rules & Advice	20	AL1, AL3
Task 3 Term 3, Week 8	Speaking task – Question and answer between teacher and student	20	AL1, AL3, AL4
Task 4 Term 4, Week 4	Yearly Examination	40	AL1, AL2, AL3, AL4
		100	

Note: Assessment due dates may be subject to change

Areas of Learning

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

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

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

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

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	Areas of Learning	Weighting (%)
Task 1 Term 1	Focus Area: Apparel Item & Folio Fashion Forecasting	AL1 AL2 AL3 AL4 AL5 AL6	30%
Task 2 Term 3	Focus Area: Student choice Item & Folio Mini-Major Work	AL1 AL2 AL3 AL4 AL5 AL6	35%
Task 3 Term 4	In class – Written Test	AL1, AL5	35%

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 .



100 HOUR ELECTIVE COURSES



Acting 101

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

Areas of Learning

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

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

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

OUTDOOR PHYSICAL PERFORMANCE

Task Number and Date	Description of Task	Areas of Learning	Weighting (%)
Term 1	Depth Study – Experiencing the Outdoors	AL1,2 & 3	20%
Term 2	Examination – Navigation and Bushcraft	AL 1,2& 3	20%
Term 2	Shelter Building Incursion	AL1,2 & 3	20%
Term 3	Orienteering	AL1,2 & 3	20%
Term 4	First Aid in the Outdoors	AL 1, 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

SMARTER STUDY

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

Week due and Task Number	Description of Task	Area Learning of	Weighting 100%
Task 1 Term 1 Week 10	Develop an effective GROWTH goal Presentation Assessment as Learning	AL1, AL2 & AL4	50%
Task 2 Term 3 Week 5	Development of writing skills Hand in task Assessment of Learning	AL3	50%

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 demonstrate knowledge and understanding of time management and their ability to make choices that support their GROWTH goals.
2	Explain how interactions and connections between people, places and environments result in change and examine different perspectives of people and organisations on a range of geographical issues.
3	Students effectively utilize provided strategies in improving the quality of writing skills and reflect honestly on their personal performance to identify further areas of improvement.
4	Student selects and uses a range of written, visual and oral forms, to describe, analyse and communicate.

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

GERMAN HISTORY AND CULTURE

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
Task 1 Term 1, Week 9	Presentation – Effects of the Holocaust	20	AL1, AL2, AL4
Task 2 Term 2, Week 6	Writing – Critical Analysis, The Berlin Wall	20	AL1, AL3, AL4
Task 3 Term 3, Week 8	Debate – Positives & Negatives of German Reunification	20	AL1, AL3, AL4
Task 4 Term 4, Week 5	Persuasive Essay – What event in German history has had the biggest impact on the modern country?	40	AL1, AL3, AL4
		100	

Note: Assessment due dates may be subject to change

Areas of Learning

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

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

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

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

ABORIGINAL STUDIES – SHORT COURSE

Week Due and Task Number	Description of Task	Area of Learning
Task 1 Term 2 Week 2	Aboriginal Identities – Brochure (40%) <i>Assessment as learning</i>	AL1, AL3, AL4, AL5
Task 2 Term 3 Week 4	Aboriginal Self-Determination and Autonomy – Project (40%) <i>Assessment of learning</i>	AL2, AL3, AL4, AL5
Task 3 Term 4 Week 2	Option (Class Votes) – Case Study (20%)	AL1, AL2, AL3, AL4, AL5

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

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.

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	OUTCOMES
AL1: Students develop knowledge and understanding of similarities and diversity in Aboriginal identities, communities and cultural expression.	AST5-1 describes the factors that contribute to an Aboriginal person's identity AST5-2 explains ways in which Aboriginal Peoples maintain identity AST5-3 describes the dynamic nature of Aboriginal cultures AST5-4 explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location AST5-5 explains the importance of families and communities to Aboriginal Peoples
AL2: Students develop understanding of the importance of Aboriginal self-determination and autonomy.	AST5-6 explains the importance of self-determination and autonomy to Aboriginal Peoples' participation nationally and internationally
AL3: Students develop understanding of Aboriginal Peoples' ongoing local, regional, national and international roles, and range of relationships with non-	AST5-7 assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally AST5-8 analyses the range of relationships between

Aboriginal peoples.	Aboriginal Peoples and non-Aboriginal peoples
AL4: Students develop knowledge and understanding of the factors influencing non-Aboriginal peoples' range of perceptions of Aboriginal Peoples and cultures, and the effects of these perceptions.	AST5-9 analyses the factors that influence non-Aboriginal peoples' range of perceptions of Aboriginal Peoples and cultures
AL5: Students develop research and communication skills that use appropriate protocols and ethical practices when working with Aboriginal communities.	AST5-10 identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data AST5-11 selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

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

INVESTIGATING SCIENCE – ACCELERATED COURSES

	Task 1	Task 2	Task 3	
	Practical Investigation Design an Investigation Modules 1 & 2	Depth Study Scientific Models Module 3	Yearly Examination Exam Modules 1–4	
ESTIMATED SUBMISSION	Term 2, Week 3	Term 3, Week 2	Term 3, Week 9-10	
Component	Outcomes assessed	Outcomes assessed	Outcomes assessed	Weighting
	INS11/12-1, INS11/12-2, INS11/12-3 INS11/12-4, INS11/12-5, INS11/12-7, INS11-8, INS11-9	INS11/12-1, INS11/12-4, INS11/12-5 INS11/12-6, INS11/12-7, INS11-8, INS11-9	INS11/12-4, INS11/12-5, INS11/12-6 , INS11/12-7, INS11-8, INS11-9, INS11-10 , INS11-11	
Skills in Working Scientifically	20	20	20	60
Knowledge and Understanding	10	20	10	40
Total	30	40	30	100

Syllabus Outcomes

Working Scientifically

- INS11/12-1** develops and evaluates questions and hypotheses for scientific investigation
- INS11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- INS11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- INS11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- INS11/12-5** analyses and evaluates primary and secondary data and information
- INS11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- INS11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding

- INS11-8** identifies that the collection of primary and secondary data initiates scientific investigations
- INS11-9** examines the use of inferences and generalisations in scientific investigations
- INS11-10** develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
- INS11-11** describes and assesses how scientific explanations, laws and theories have developed

