



SPECTEMUR AGENDO



YEAR 9

ASSESSMENT INFORMATION

2024

Table of Contents

Assessment Schedule Year Planner	2
RECORD OF SCHOOL ACHIEVEMENT (RoSA) GRADING SYSTEM	3
DETERMINING RoSA GRADES	3
REQUIREMENTS OF STUDENTS	3
UNSATISFACTORY ATTENDANCE	4
NON-SERIOUS ATTEMPT – N Determination	5
NSW Education Standards Authority (NESA) 2024 Stage 5 Courses.....	6
APPENDIX 1 - MISADVENTURE FORM.....	7
OFFICIAL WARNING - NON COMPLETION OF A STAGE 5 COURSE	8-9
MANDATORY STAGE 5 COURSES	10
ENGLISH.....	11
MATHEMATICS	12
SCIENCE	13
GEOGRAPHY S1	14
GEOGRAPHY S2.....	15
HISTORY S1	16
HISTORY S2	17
PDHPE	18
200 HOUR ELECTIVE COURSES	19
ACCELERATED INVESTIGATING SCIENCE	20
CHINESE	21
COMMERCE	22
DANCE	23
FITNESS LEADER	24
FOOD TECHNOLOGY	25
GERMAN	26
INDUSTRIAL TECHNOLOGY ENGINEERING.....	27
INDUSTRIAL TECHNOLOGY MULTIMEDIA.....	28
INDUSTRIAL TECHNOLOGY TIMBER	29
JAPANESE.....	30
MUSIC.....	31
PHOTOGRAPHIC & DIGITAL MEDIA	32
TEXTILES TECHNOLOGY.....	33
VISUAL ARTS	34

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 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 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 9 students for the purpose of awarding A-E grades.

UNSATISFACTORY ATTENDANCE

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

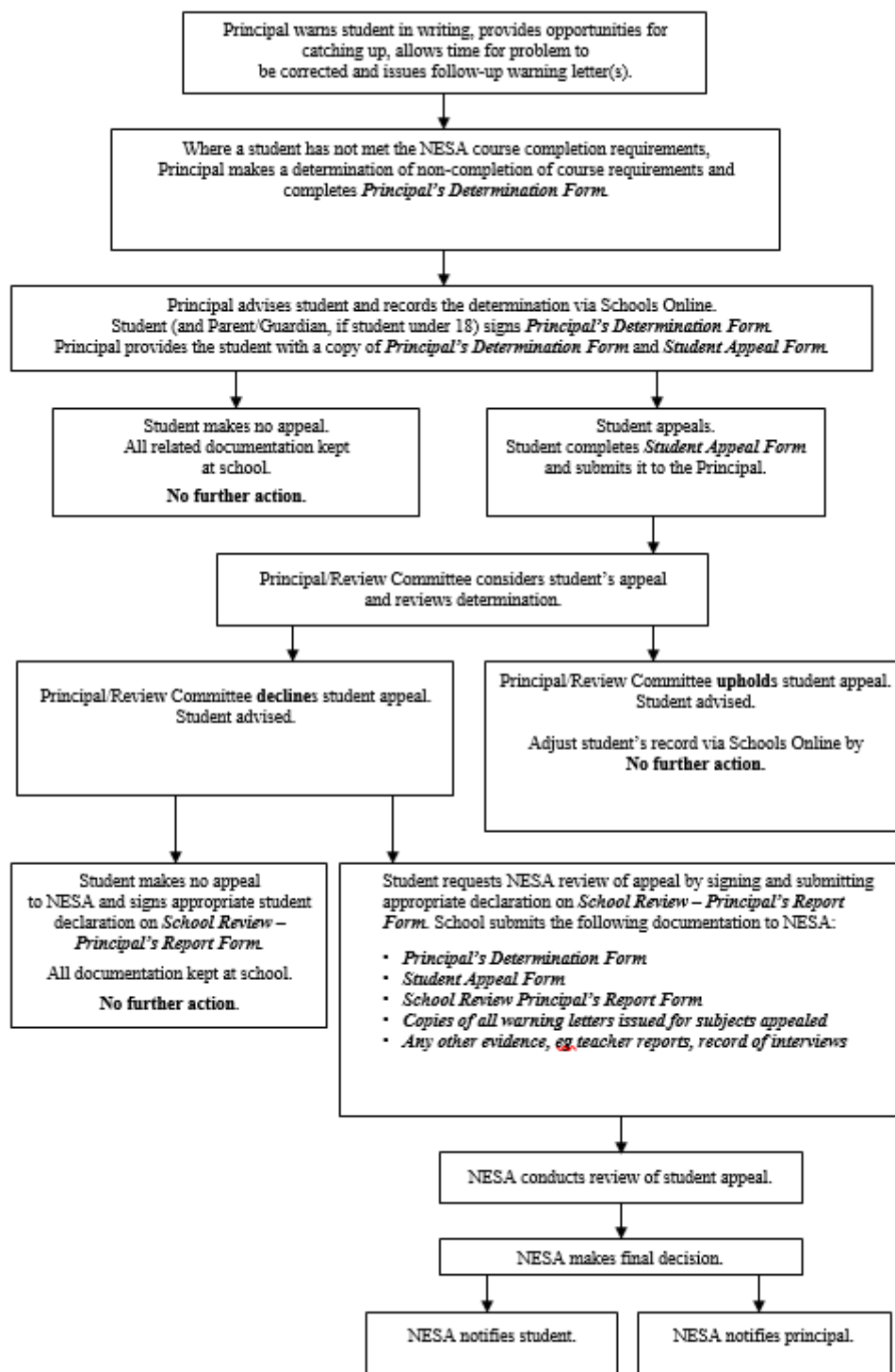
NON-SERIOUS ATTEMPT – N Determination

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

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

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

NSW Education Standards Authority (NESA) 2024 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: _____ Due Date: _____

I hereby apply for consideration with respect to the task for the following reasons: (Documentary evidence from Parent/Doctor must be provided other than in exceptional circumstances)

Reasons for not meeting 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 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*)

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

Please detach this section and return to the School

REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A STAGE 5 COURSE

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

- I am aware that this course may not appear on his/her Record of 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

Semester One

Term, Week	Unit Title	Weighting	Outcomes Assessed
Term 1, Week 8	Representation of Life Experiences	25%	EN5-URC-01 EN5-ECA-01
Term 2, Week 6	Macbeth	25%	EN5-URA-01

Semester Two

Term, Week	Unit Title	Weighting	Outcomes Assessed
Term 3, Week 5	Performance Poetry	25%	EN5-URB-01 EN5-ECA-01
Term 4, Week 4	Novel Study – Crime Fiction	25%	EN5-RVL-01

Stage 5 Outcomes

EN5-RVL-01	Uses a range of personal, creative and critical strategies to interpret complex texts
EN5-URA-01	Analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures
EN5-URB-01	Evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes
EN5-URC-01	Investigates and explains ways of valuing texts and the relationships between them
EN5-ECA-01	Crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning
EN4-ECB-01	Uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

MATHEMATICS

Students in this course become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that helps them to interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives.

Students undertake informal assessment in the form of topic tests, bookmarks and class observations. The formal assessment is below and contains four term tests and one assignment. All students will complete the same Core section of each assessment and then answer path questions linked to the class they are in. Students are able to bring an A4 handwritten reference sheet to each term examination. The marks from these assessments will determine the grades in the Mid-Year and Yearly reports.

Task Number and Date	Description of Task	Weighting	Areas of Learning
Term 1 Week 9	Assignment – Earning Money	10%	AL1, AL2
Term 1 Week 7	Test – Numeracy and Calculation and Financial Mathematics	20%	AL1, AL2
Term 2 Week 5/6	Test – Indices (and Surds) and Expressions and Equations	20%	AL1, AL2
Term 3 Week 5/6	Test – Trigonometry and Linear Relationships	25%	AL1, AL2, AL3
Term 4 Week 5	Test – Measurement and Geometry (and Algebraic Techniques)	25%	AL1, AL3

Areas of Learning	
AL1	Working Mathematically Students develop understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
AL2	Number and Algebra Students develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation
AL3	Measurement and Space 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 wanting to complete the Advanced course in Year 11 and 12 should be working towards the Advanced stream in Year 9.

SCIENCE

Task Number and Date	Description of Task	Weighting	Areas of Learning
Task 1 Term 1, Week 8	In-class data analysis task relating to Responding the Disease and Change	15%	AL1, AL7
Task 2 Term 2, Week 5	In-class Half-Yearly Examination covering the topics of Responding to Disease and Change (Term 1) and Waves, Energy and Electrical Circuits (Term 2)	25%	AL2, AL3
Task 3 Term 3, 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 4 Term 4, Week 4	Yearly examination to assess students' development of knowledge and skills across the Yea9 topics	30%	AL1-AL8

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

GEOGRAPHY

Semester 1

Task Number/Term/Week	Description of Task	Weighting	Areas of Learning
Task 1 Term 1 - Week 10	Extended Response Sustainable Biomes <i>Assessment for learning</i>	40%	AL1, AL2, AL3, AL5, AL6
Task 2 Term 2 – Week 8	Skills and Short Answer Test Changing Places <i>Assessment of learning</i>	40%	AL4, AL2, AL5, AL6
Task 3 Term 1 & 2	Class Mark	20%	AL6

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

AL	Areas 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

Task Number/Term/Week	Description of Task	Weighting	Areas of Learning
Task 1 Term 3 - Week 10	Extended Response Sustainable Biomes <i>Assessment for learning</i>	40%	AL1, AL2, AL3, AL5, AL 6
Task 2 Term 4 – Week 8	Skills and Short Answer Test Changing Places <i>Assessment of learning</i>	40%	AL4, AL2, AL5, AL6
Task 3 Term 3 & 4	Class Mark	20%	AL6

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.

AL	Areas 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
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 - 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

Week due and Task Number	Description of Task	Areas of Learning	Weight
Task 1 Term 1 Week 7	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	Areas 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

Week due and Task Number	Description of Task	Areas of Learning	Weight
Task 1 Term 3 Week 6	In-class Extended Response Industrial Revolution/ Movement of People <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	Areas 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 Week 10	Mental Health task	20%	AL1
Term 2 Week 5	Invasion Games	30%	AL2
Term 3 Week 6	Sexual Health Task	20%	AL3
Term 4 Week 5	Gymnastics Performance	30%	AL2

Areas of Learning

AL1 - Health, Wellbeing and Relationships

AL2 - Movement Skill and Performance

AL3 - 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



200 HOUR ELECTIVE COURSES

ACCELERATED INVESTIGATING SCIENCE

Task Number and Date	Description of Task	Weighting	Outcomes
Task 1 Term 4, Week 7 2024	Practical Investigation Design an Investigation Modules 1 & 2	30%	INS11/12-1, INS11/12-2, INS11/12-3 INS11/12-4, INS11/12-5, INS11/12-7, INS11-8, INS11-9
Task 2 Term 2, Week 7 2025	Depth Study Scientific Models Module 3	40%	INS11/12-1, INS11/12-4, INS11/12-5 INS11/12-6, INS11/12-7, INS11-8, INS11-9
Task 3 Term 3, Week 9-10 2025	Yearly Examination Exam Modules 1–4	30%	INS11/12-4, INS11/12-5, INS11/12-6 , INS11/12-7, INS11-8, INS11-9, INS11- 10 , INS11-11

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

CHINESE

Task Number and Date	Description of Task	Weighting	Areas of Learning
Task 1 Term 1 Week 7	Listening & Reading Assessment	25%	ML5-UND-01 ML5-INT-01
Task 2 Term 2 Week 7	Speaking & Writing Assessment	25%	ML5-INT-01 ML5-CRT-01
Task 3 Term 3 Week 8	Writing Assessment	25%	ML5-CRT-01
Task 4 Term 4 Week 6	Listening & Speaking Assessment	25%	ML5-UND-01 ML5-INT-01

NOTE: All Due Dates are subject to change. Exact due dates for tasks will be provided on the Assessment Notification given to students.

Areas of Learning

ML5-INT-01

Exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language.

ML5-UND-01

Analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding.

ML5-CRT-01

Creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language.

COMMERCE

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

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	Areas 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

DANCE

Task Number and Date	Description of Task	Weighting	Areas of Learning
Task 1 Term 2, Week 1	Contemporary dance technique class and evaluation	25%	AL1
Task 2 Term 2, Week 6	Dance analysis paper	20%	AL3
Task 3 Term 3, Week 5	MADD night performance	25%	AL1
Task 4 Term 4, Week 3	Group Composition and presentation	30%	AL2, AL3

Areas of Learning

1	Dance performance as a means of developing dance technique and performance quality to communicate ideas.
2	Dance composition as a means of creating and structuring movement to express and communicate ideas.
3	Dance appreciation as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context.

AL1 – Performance

- 5.1.1 demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
- 5.1.2 demonstrates enhanced dance technique by manipulating aspects of the elements of dance
- 5.1.3 demonstrates an understanding and application of aspects of performance quality and interpretation through performance

AL2 – Composition

- 5.2.1 explores the elements of dance as the basis of the communication of ideas
- 5.2.2 composes and structures dance movement that communicates an idea

AL3 – Appreciation

- 5.3.1 describes and analyses dance as the communication of ideas within a context
- 5.3.2 identifies and analyses the link between their performances and compositions and dance works of art
- 5.3.3 applies understandings and experiences drawn from their own work and dance works of art

Values and Attitudes

- 5.4.1 values and appreciates their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning

FITNESS LEADER

Task Number and Date	Description of Task	Weighting	Areas of Learning
Term 2 Week 2	In class exam: Body Systems	25%	AL1
Term 2 Week 9	Research Task: Issues in Physical Activity and Sports	25%	AL2
Term 3 Week 4	First Aid	25%	AL1
Term 4 Week 6	Event Management Plan	25%	AL3

Areas of Learning

AL1	Foundations of Physical Activity
AL2	Physical Activity and Sport in Society
AL3	Enhancing Participation and Performance

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%

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 .

GERMAN

Task Number and Date	Description of Task	Weighting	Areas of Learning
Task 1 Term 1 Week 7	Listening & Reading Assessment	25%	ML5-UND-01 ML5-INT-01
Task 2 Term 2 Week 7	Speaking & Writing Assessment	25%	ML5-INT-01 ML5-CRT-01
Task 3 Term 3 Week 8	Writing Assessment	25%	ML5-CRT-01
Task 4 Term 4 Week 6	Listening & Speaking Assessment	25%	ML5-UND-01 ML5-INT-01

NOTE: All Due Dates are subject to change. Exact due dates for tasks will be provided on the Assessment Notification given to students.

Areas of Learning

ML5-INT-01

exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language

ML5-UND-01

analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding

ML5-CRT-01

creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

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%

Areas of Learning

A student typically:

AL1 - Demonstrates **knowledge** and understanding of traditional, current, new and emerging technologies in the field of study

AL2 - **Independently applies** knowledge and skills to develop and produce new design solutions

AL3 - Consistently displays the **application of skills** and design principles, the use of appropriate materials, hand and machine tools to the development, modification and production of quality projects.

AL4 - Selects and uses a wide range of appropriate technical terminologies to **communicate to a range of audiences**, the development and production of the design solution.

AL5 - **Evaluates** the functional and aesthetics of material choices in commercial products and the social, cultural and environmental impacts of a wide range of technologies. .

AL6 - Demonstrates competence in assessing and managing risks and **consistently applying safe work practices**.

INDUSTRIAL TECHNOLOGY MULTIMEDIA

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

Task Number and Date	Description of Task Core Modules	Weighting	Areas of Learning
Term 1 Week 10	Practical Project and Folio (Graphics)	30%	AL1, AL2, AL3 AL4, AL5, AL6
Term 2 Week 10	Practical Project and Folio (3D Modelling)	20%	AL1, AL2, AL3 AL4, AL5, AL6
Term 4 Week 10	Practical Project and Folio (Video editing)	30%	AL1, AL2, AL3, AL4, AL5, AL6.
Term 4 Week 6	Practical Project and Folio (Animation)	20%	AL1, AL2, AL3, AL4, AL5, AL6.

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 Week 10	Workplace safety – risk assessment collaborative research task	AL4, AL6	15%
Term 2 Week 2	Practical Project and Folio (Trinket Box)	AL1, AL2, AL3 AL4, AL5, AL6	30%
Term 4 Week 2	Practical Project and Folio (Sling puck game)	AL1, AL2, AL3, AL4, AL5, AL6.	40%
Term 4 Week 6	Practical Project (TBC)	AL1, AL2, AL3	15%

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**.

JAPANESE

Task Number and Date	Description of Task	Weighting	Areas of Learning
Task 1 Term 1 Week 7	Listening & Reading Assessment	25%	ML5-UND-01 ML5-INT-01
Task 2 Term 2 Week 7	Speaking & Writing Assessment	25%	ML5-INT-01 ML5-CRT-01
Task 3 Term 3 Week 8	Writing Assessment	25%	ML5-CRT-01
Task 4 Term 4 Week 6	Listening & Speaking Assessment	25%	ML5-UND-01 ML5-INT-01

NOTE: All Due Dates are subject to change. Exact due dates for tasks will be provided on the Assessment Notification given to students.

Areas of Learning

ML5-INT-01

Exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language.

ML5-UND-01

Analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding.

ML5-CRT-01

Creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language.

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%	AL3
Task 2 Term 2, Week 8	Stage 5 Music night performance assessment	25%	AL1
Task 3 Term 3, Week 9	Composition of music to fit a short scene from a film of any genre. Submission of an individual portfolio documenting the composition process.	25%	AL2
Task 4 Term 4, Week 5	Ensemble performance of any Australian work. Aural examination based on Australian popular 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.

AL 1 – Performing

5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts

5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology

5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness

AL 2 – Composing

5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study

5.5 notates own compositions, applying forms of notation appropriate to the music selected for study

5.6 uses different forms of technology in the composition process

AL 3 – Listening

5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts

5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study

5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study

Values and Attitudes

5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform

5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

PHOTOGRAPHIC AND DIGITAL MEDIA

Date	Description of task	Weighting	Areas of learning
Term 1, Week 9	Research Assignment: 'Talbot and Man Ray'	15%	AL2
Term 2, Week 1	'The Mechanical Eye- Analogue Camera' Portfolio & Journal AND 'Darkroom Basics' Portfolio & Journal	30%	AL1
Term 3, Week 4	Research Assignment: 'Dali Atomicus'	15%	AL2
Term 4, Week 2	'The Self' Photoshop, Video Presentation & Journal AND 'Digital Dreams- Surrealist Digital Photography' Portfolio & Journal	40%	AL1

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>

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

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 5	The Journey Research Assignment	10%	AL2
Task 3 Term 3, Week 10	The Journey Body of Work/Visual Diary	30%	AL1
Task 4 Term 4, Week 5	Mambo Body of Work/Visual Diary	20%	AL1

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.