



Year 10

Assessment Handbook

2022



Phone: (02) 6653 3077

Fax: (02) 6658 2310

Email: toormina-h.school@det.nsw.edu.au

Website: www.toormina-h.schools.nsw.edu.au

Creating Our Future
Toormina High School
Armstrong Drive
Toormina NSW 2452



Education

INFORMATION FOR STUDENTS AND PARENTS/CAREGIVERS

The following material is provided for the information of students at Toormina High School and their parents/caregivers regarding assessment and class work that will be used to determine Record of School Achievement (ROSA) grades for each student.

The information is provided in a Question/Answer format to highlight the areas and issues of which students and their parents/carers should be aware. It is not definitive, and reference should be made to NSW Education Standard Authority (NESA) policy documents. **Read it thoroughly** and keep it handy for reference.

What should I be aiming to achieve?

- ➔ The award of a Record of School Achievement (ROSA)
- ➔ The best possible results for my courses for the Record of School Achievement
- ➔ Good school reports to enhance my job prospects and/or demonstrate that I am capable of proceeding to the Higher School Certificate

What are the responsibilities of Year 10 students?

Year 10 students should:

- ➔ Complete each assessment task and class exercises to the best of their ability
- ➔ Demonstrate through effort and achievement that they have met all of the course outcomes
- ➔ Follow all of the procedures outlined in this booklet

What is a Record of School Achievement (ROSA)?

The Record of School Achievement is a cumulative record, a grade, for all Years 9, 10 and 11 courses completed, awarded by the school, indicating the hours of study. Students will also receive a statement on this Record of School Achievement regarding the satisfactory completion of the mandatory course requirements.

What must I do to have satisfactorily studied a course?

The NSW Education Standards Authority (NESA) expects students to have followed the course developed or endorsed by NESA and

- a. Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school¹
- b. Achieved some or all of the course outcomes
- c. Seriously attempted all assessment tasks.

¹ This clause will apply to any students who **continually hand in work late, truant or who are absent without justification**, as determined by the NSW Department of Education

What happens if I fail to satisfactorily complete a course?

Where a student has failed to satisfactorily study a course, the Principal will:

- ➔ Apply an 'N' (Non-satisfactory) determination and advise NESA accordingly after they have received two or more 'N' Award letters. Courses which were not satisfactorily completed will not be printed on Records of School Achievement. This may result in a student being ineligible for the award²
- ➔ Advise the candidate of the submission and the right of appeal.

What is an assessment task?

An assessment task is a set piece of work or activity, designed to measure a student's performance in the subject being studied against the standards of that subject. Assessment tasks include tests; assignments; essays; examinations; practical projects; performances; speaking and/or listening exercises.

How are grades awarded in Record of School Achievement subjects?

NESA has prepared descriptions of five different levels of achievement, from Outstanding to Limited and assigned a grade letter from A to E to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated on nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2).

A number of different assessment tasks are used to accurately determine a student's level of achievement in all the knowledge and skills objectives is assessed. The choice of a particular grade is made on the basis that it provides the best overall description of a student's achievement of the syllabus outcomes. Teachers make the final judgement of the grade deserved based on available assessment information and with reference to the Course Performance Descriptors.

Are other class exercises and homework important?

Yes, other exercises, which are not detailed in this booklet are still valuable learning tasks and may be used in the calculation of a student's skills and abilities for the determination of grades.

Such tasks are important and should always be attempted to the best of a student's ability. It is by doing these exercises that students learn the skills of the subject and demonstrate their knowledge and abilities to meet the outcomes of the course. These tasks are also important in helping teachers recognise problems or weaknesses, which students need to overcome to achieve their best possible result in each course they study. Failure to complete these exercises would mean that students have not "applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school", which may result in a student receiving an 'N' notification.

² English, Mathematics, Science, Geography, History, PD/H/PE and the successful completion of 400 hours of electives in Years 9 and 10 are all compulsory elements required for the Record of School Achievement. Failure to achieve a satisfactory level of success in any one of these courses may result in a student being ineligible for the ROSA.

How much warning will I be given for an assessment task?

You will be given at least two week's warning for any assessment task. You should regard the dates in this schedule as your notice of a due task. Use a diary to map these tasks on your term overview sheets.

How do I submit assessment tasks?

It is the responsibility of students to submit work for assessment directly to the teacher and ensure that receipt is noted.

What if I am absent from an assessment task?

Students must make a **genuine attempt** at assessment tasks. All assessment tasks must be completed. If an attempt at a particular task scores a zero, it is the teacher's professional judgment if it is a genuine attempt.

If you are absent from school on the day of your assessment task, you will need to fill in an application form headed "ROSA Assessment Application for Special Consideration for Accident - Misadventure - Illness - Special Circumstance. You will need to make this request **within TWO days** following your absence, and you will have to show that you were away for a legitimate reason.

This form can be obtained from your Year Advisor, the front office, the Toormina High School web- site or copied from this booklet.

If you were absent for a medical reason, you will need to attach a Doctor's certificate. The completed form needs to be given to your class teacher.

If you are aware in advance that you will be absent for an assessment task, then you are required to submit the form headed "ROSA Assessment Request for Extension of Time/Substitute task **PRIOR** to that assessment task taking place.

If the reason for the absence is considered legitimate then the school may give you the same task at a later date, give you a substitute task, or (in exceptional cases **ONLY**) give you an estimate for the task based on other information. **It is clearly most important that you be present for assessment tasks.**

If the Principal considers that your absence was not for a legitimate reason you will receive **zero** for that task.

What if I hand in a task late?

You will receive zero marks, unless you have gained an extension of time. Extensions will only be granted in exceptional circumstances and must be arranged prior to the due date for the task. Absence from school on the due date will not necessarily ensure an extension. Each case will be treated on its merits.

To request an extension, you must fill out the form headed "ROSA Assessment Request for Extension of Time/Substitute Task. This form can be obtained from your Year Advisor, the front office, the Toormina High School website or copied from this booklet. If you were absent for a medical reason, you will need to attach a Doctor's certificate. The completed form needs to be given to your class teacher.

What about students who cheat or plagiarise assessment tasks?

If the Principal is satisfied that you cheated in any assessment task, a zero award will be made.

Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your results.

Will my parents be informed if I default in assessment tasks?

A letter will be sent home if you fail to hand in an assessment task, or get zero marks for some other reason such as cheating, copying, plagiarism etc.

Where else can I get information regarding assessment?

Students can access information from the NSW Education Standards Authority (NESA) website regarding courses and the ROSA. Students can also speak to their teachers and Careers Adviser for further assistance

Calendar

Term 1	1	
	2	
	3	
	4	Industrial Technology
	5	
	6	Science,
	7	
	8	Agriculture, Marine
	9	History, PDHPE
	10	English, Food Technology
	11	Mathematics, Commerce, PASS
Term 2	1	PDHPE
	2	
	3	Industrial Technology, Visual Arts
	4	Child Studies
	5	English, Science, Mathematics, History, PDHPE, Commerce, PASS
	6	
	7	Marine
	8	Food Technology, Agriculture
	9	
	10	PASS
Term 3	1	PDHPE
	2	
	3	Visual Arts
	4	Child Studies
	5	
	6	
	7	Science
	8	Agriculture, Commerce, Marine
	9	English, PASS
	10	History, Mathematics
Term 4	1	
	2	PDHPE, Food Technology, Visual Arts
	3	English, Science, Food Technology, Mathematics, History, PDHPE, Commerce, PASS, Food Technology
	4	
	5	Child Studies, Agriculture, Marine
	6	Industrial Technology
	7	
	8	
	9	
	10	

Mandatory Courses

English

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Essay Topic: Power - A study of Macbeth	Half Yearly Examination Topic: What's real? What's not?	Multimodal Presentation Topic: The Power of the Pen	Yearly Examination Topic: Belonging	
	Term 1, Week 10	Term 2, Week 5-6	Term 3, Week 9	Term 4, Weeks 3-4	
	Outcomes Assessed: EN5 – 1A EN5 – 2A EN5 – 3B	Outcomes Assessed: EN5 – 5C EN5 – 7D EN5 – 9E	Outcomes Assessed: EN5 – 1A EN5 – 4B EN5 – 6C EN5 – 7D	Outcomes Assessed: EN5 – 3B EN5 – 4B EN5 – 8D	
Total %	25	25	25	25	100
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 –5.1 / 5.2 Pathway

Components	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting %
	Assignment Topics: Statistics	Half Yearly Examination Topics: Algebra Measurement Number Statistics	Various Class Tasks Topics: Algebra Measurement Number Statistics	Assignment Topics: Number	Yearly Examination Topics: Algebra Measurement Number Probability	Various Class Tasks Topics: Algebra Measurement Number Probability	
	Term 1, Week 10	Term 2, Week 5/6	As advised by class teacher	Term 3, Week 11	Term 4, Week 3/4	As advised by class teacher	
	Outcomes assessed MA5.2-1WM MA5.2-2WM MA5.2-15SP MA5.2-16SP	Outcomes assessed MA5.2-9NA MA5.2-11MG MA5.2-12MG MA5.2-15SP MA5.2-16SP	Outcomes assessed MA5.2-9NA MA5.2-11MG MA5.2-12MG MA5.2-15SP MA5.2-16SP	Outcomes assessed MA5.2-1WM MA5.2-3WM MA5.1-4NA MA5.2-4NA	Outcomes assessed MA5.1-4NA MA5.2-4NA MA5.2-6NA MA5.2-8NA MA5.2-13MG MA5.2-14MG	Outcomes assessed MA5.1-4NA MA5.2-4NA MA5.2-6NA MA5.2-8NA MA5.2-13MG MA5.2-14MG	
Total %	15	25	10	15	25	10	100

Outcomes:

- MA5.1-4NA** solves financial problems involving earning, spending, and investing money
- MA5.2-1WM** selects appropriate notations and conventions to communicate mathematical ideas and solutions
- MA5.2-2WM** interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
- MA5.2-3WM** constructs arguments to prove and justify results
- MA5.2-4NA** solves financial problems involving compound interest
- MA5.2-6NA** simplifies algebraic fractions, and expands and factorises quadratic expressions
- MA5.2-8NA** solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
- MA5.2-9NA** uses the gradient-intercept form to interpret and graph linear relationships
- MA5.2-11MG** calculates the surface areas of right prisms, cylinders and related composite solids
- MA5.2-12MG** applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
- MA5.2-13MG** applies trigonometry to solve problems, including problems involving bearings
- MA5.2-14MG** calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
- MA5.2-15SP** uses quartiles and box plots to compare sets of data, and evaluates sources of data
- MA5.2-16SP** investigates relationships between two statistical variables, including their relationship over time
- MA5.2-17SP** describes and calculates probabilities in multi-step chance experiments

Mathematics –5.3 Pathway

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment Topics Data Analysis	Half Yearly Examination Topics Non-linear Relationships Data Analysis Area & Volume Trigonometry	Assignment Topics Inequations Logarithms	Yearly Examination Topics Coordinate Geometry Probability Inequations Logarithms	
	Term 1, Week 11	Term 2, Week 5	Term 3, Week 6	Term 4, Week 3/4	
	Outcomes assessed MA5.3-1WM MA5.3-18SP MA5.3-19SP	Outcomes assessed MA5.3-19SP MA5.3-13MG MA5.3-14MG MA5.3-15MG MA5.3-9NA MA5.3-18SP	Outcomes assessed MA5.3-2WM MA5.3-7NA MA5.3-11NA	Outcomes assessed MA5.2-17SP MA5.3-9NA MA5.3-7NA MA5.3-11NA	
Understanding, Fluency and Communicating	10	15	10	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Total %	20	30	20	30	100

Outcomes:

MA5.2-17SP describes and calculates probabilities in multi-step chance experiments

MA5.3-1WM uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures

MA5.3-2WM generalises mathematical ideas and techniques to analyse and solve problems efficiently

MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations

MA5.3-9NA sketches and interprets a variety of nonlinear relationships

MA5.3-11NA uses the definition of a logarithm to establish and apply the laws of logarithms

MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids

MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids

MA5.3-15MG applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions

MA5.3-18SP uses standard deviation to analyse data

MA5.2-17SP describes and calculates probabilities in multi-step chance experiments

MA5.3-19SP investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

Science

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Depth study	Half Yearly examination	Valid online external test	Final examination	
	Term 1, Week 6	Term 2, Week 5-6	Term 3, Week 7-9	Term 4, Week 3-4	
	Outcomes Sc5-4WS,5WS,6WS,7WS,9WS	Outcomes Sc5-15LW,16CW,17CW,10PW	Outcomes Sc5-4WS,5WS,7WS,8WS,9WS,10PW,11PW,12ES,13ES,14LW,15LW,16CW,17CW	Outcomes 4WS,5WS,7WS,8WS,9WS,10PW,11PW,12ES,13ES,14LW,15LW,16CW,17CW Sc5-	
Knowledge	5	5	5	20	35
Skills	20	5	10	5	40
Book/Topic tests/Practical		12.5		12.5	25
Total %	25	22.5	15	37.5	100
Outcomes:					
Sc5-4WS develops questions or hypothesis to be investigated scientifically					
Sc5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively					
Sc5- 6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively					
Sc5- 7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions					
Sc5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems					
Sc5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations					
Sc5-10PW applies models, theories and laws to explain situations involving energy, force and motion					
Sc5-11PW explains how scientific understanding about energy conservation, transfers and transformation is applied in systems					
Sc5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community					
Sc5- 13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues					
Sc5-14LW analyses interactions between components and processes within biological systems					
Sc5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society					
Sc5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available					
Sc5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials					

History

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Extended Response Research Task	Half-Yearly Examination	Research Task	Yearly Examination	
	Outcomes assessed HT5-1, HT5-2, HT5-4, HT5-6, HT5-9, HT5-10	Outcomes assessed HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9	Outcomes assessed HT5-1, HT5-2, HT5-4, HT5-7, HT5-9, HT5-10	Outcomes assessed HT5-1, HT5-2, HT5-3, HT5-4, HT5-6, HT5-7, HT5-9	
	Term1 Week 9	Term 2 Week 5-6	Term 3 Week 10	Term 4 Week 3-4	
Depth Study Making a Better World?	25				25
Depth Study Australians at War WW1 and WW2		25			25
Depth Study Rights and Freedoms			25		25
Depth Study The Globalising World				25	25
Total %	25	25	25	25	100

Outcomes:

HT5-1: explains and assesses the historical forces and factors that shaped the modern world and Australia

HT5-2: sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

HT5-3: explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

HT5-4: explains and analyses the causes and effects of events and developments in the modern world and Australia

HT5-5: identifies and evaluates the usefulness of sources in the historical inquiry process

HT5-6: uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

HT5-7: explains different contexts, perspectives and interpretations of the modern world and Australia

HT5-8: selects and analyses a range of historical sources to locate information relevant to an historical inquiry

HT5-9: applies a range of relevant historical terms and concepts when communicating an understanding of the past

HT5-10: selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Personal Development, Health & Physical Education

Components	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9	Weighting %
	Road Safety Assessment	It Couldn't Happen to me Booklet	Half Yearly Exam	Practical	It's Ok to not be Ok Booklet	Sexual Matters Booklet	Practical	Get Moving Booklet	Yearly Exam	
Term & Week	Term 1 Week 9	Term 2 Week 1	Term 2 Week 5-6	Term 2	Term 3 Week 1	Term3 Week 9	Term 3	Term 4 Week 2	Term 4 Week 3-4	
Outcomes	PD5-1, PD5-7 PD5-9	PD5-1 PD5-2, PD5-6, PD5-7 PD5-9		PD5-4, PD5-5, PD5-6, PD5-8, PD5-11	PD5-1, PD5-2, PD5.6, PD5-9	PD5-2, PD 5-3, PD 5-7, PD 5-9	PD5-4, PD5-5, PD5-6, PD5-8, PD5-11	PD5-2, PD 5-5, PD5-7, PD5-8, PD5-6, PD5-9		
Total %	10	5	10	25	5	5	25	5	10	100
Outcomes:										
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 community.										
PD5-8: Designs, implements and evaluates personalized 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 sills and concepts to compose and perform innovative movement sequences.										

Electives

Agriculture

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Beef	Sheep	Forage	Horticulture	
	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8	Term 4 Week 4	
	AG5-3, AG5-7, AG5-10, AG5-13	AG5-3, AG5-7, AG5-10, AG5-12, AG5-13	AG5-2, AG5-6, AG5-7, AG5-12, AG5-13	AG5-3, AG5-5, AG5-6, AG5-13	
Knowledge	5	5	5	5	20
Skills	10	10	10	10	40
Topic Test	10	10	10	10	40
Total %	25	25	25	25	100

Outcomes:

AG5-2: explains the interactions within and between agricultural enterprises and systems

AG5-3: explains the interactions within and between the agricultural sector and Australia's economy, culture and society

AG5-5: investigates and applies responsible marketing principles and processes

AG5-6: explains and evaluates the impact of management decisions on plant production enterprises

AG5-7: explains and evaluates the impact of management decisions on animal production enterprises

AG5-10: implements and justifies the application of animal welfare guidelines to agricultural practices

AG5-12: collects and analyses agricultural data and communicates results using a range of technologies

AG5-13: applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery

Child Studies

Components	Task 1	Task 2	Task 3	Weighting %
	Educational puppet show:	Safe play area:	Topic Quiz	
	Play and the developing child	Nutrition, health and safety for children		
	Term 2, Week 4	Term 3, Week 4	Term 4, Week 5	
	CS5-1, CS5-4, CS5-9		All outcomes	
Knowledge and Understanding of course content	15	15	10	40
Skills in researching, communicating, and evaluating issues related to child development	20	30	10	60
Total %	35	45	20	100

Outcomes:

CS5-1 identifies the characteristics of a child at each stage of growth and development

CS5-2 describes the factors that affect the health and wellbeing of the child

CS5-3 analyses the evolution of childhood experiences and parenting roles over time

CS5-4 plans and implements engaging activities when educating and caring for young children within a safe environment

CS5-5 evaluates strategies that promote the growth and development of children

CS5-6 describes a range of parenting practices for optimal growth and development

CS5-7 discusses the importance of positive relationships for the growth and development of children

CS5-8 evaluates the role of community resources that promote and support wellbeing of children and families

CS5-9 analyses the interrelationship factors that contribute to creating a supportive environment for optimal child development and wellbeing

CS5-10 demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts

CS5-11 analyses and compares information from a variety of sources to develop an understanding of child growth and development

CS5-12 applies evaluation techniques when creating, discussing, and assessing information related to child growth and development

Commerce

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Formal Report	Half-Yearly Examination	Research Task	Yearly Examination	
	Term 1 Week 9	Term 2 Week 5-6	Term 3 Week 8	Term 4 Week 3-4	
	COM4-1, COM4-2, COM4-3, COM4-4, COM4-5, COM4-6, COM4-7, COM4-8, COM4-9	COM4-1, COM4-2, COM4-4, COM4-5, COM4-6, COM4-7, COM4-8, COM4-9	COM4-1, COM4-2, COM4-3, COM4-4, COM4-5, COM4-6, COM4-7, COM4-8, COM4-9	COM4-1, COM4-2, COM4-4, COM4-5, COM4-6, COM4-7, COM4-8, COM4-9	
Core Study	25				25
Study Option		25			25
Core Study			25		25
Study Option				25	25
Total %	25	25	25	25	100
Outcomes:					
COM5.1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts					
COM5.2 analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts					
COM5.3 examines the role of law in society					
COM5.4 analyses key factors affecting decisions					
COM5.5 evaluates options for solving problems and issues					
COM5.6 develops and implements plans designed to achieve goals					
COM5.7 researches and assesses commercial and legal information using a variety of sources					
COM5.8 explains information using a variety of forms					
COM5.9 works independently and collaboratively to meet individual and collective goals within specified timeframes					

Food Technology

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Special occasions celebration	Food Trends Blog	Catering business and menu plan	Ongoing practical assessment	
	FT5-2, FT5-8, FT5-9, FT5-10, FT5-11	FT5-1, FT5-3, FT5-4, FT5-9, FT5-12	FT5-1, FT5-2, FT5-4, FT5-5, FT5-10	FT5-1, FT5-2, FT5-4, FT5-5, FT5-10	
	Term 1 – Week 10	Term 2 – Week 8	Term 4 – Week 2	Term 4 – Week 4	
Knowledge and understanding of course content	5	5	10		20
Knowledge and skills in designing, researching, analysing and evaluating	5	5	10		20
Skills in experimenting with and preparing food by applying theoretical concepts	10	10	15	25	60
Total %	20	20	35	25	100

Outcomes:

FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product

FT5-2 identifies, assesses, and manages the risks of injury and WHS issues associated with the handling of food

FT5-3 describes the physical and chemical properties of a variety of foods

FT5-4 accounts for changes to the properties of food which occur during food processing, preparation, and storage

FT5-5 applies appropriate methods of food processing, preparation, and storage

FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities

FT5-7 justifies food choices by analysing the factors that influence eating habits

FT5-8 collects, evaluates, and applies information from a variety of sources

FT5-9 communicates ideas and information using a range of media and appropriate terminology

FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes

FT5-11 plans, prepares, presents, and evaluates food solutions for specific purposes

FT5-12 examines the relationship between food, technology, and society

FT5-13 evaluates the impact of activities related to food on the individual, society, and the environment

Industrial Technology

Component	Task 1	Task 2	Task 3	Weighting %
	Devil's Knot Puzzle	Nail Box	Dartboard Cabinet	
	Term 1, Week 4	Term 2, Week 3	Term 4, Week 6	
	IND5-1, IND5-2, IND5-3, IND5-5,	IND5-1, IND5-2, IND5-3, IND5-5, IND5-7, IND5-9	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-7	
Knowledge and understanding	10	10	10	30
Practical skills	15	20	35	70
Total %	25	30	45	100
Outcomes				
IND5-1 identifies, assesses, applies, and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes, and technologies				
IND5-2 applies design principles in the modification, development, and production of projects				
IND5-3 identifies, selects, and uses a range of hand and machine tools, equipment, and processes to produce quality practical projects				
IND5-4 selects, justifies, and uses a range of relevant and associated materials for specific applications				
IND5-5 selects, interprets, and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects				
IND5-6 identifies and participates in collaborative work practices in the learning environment				
IND5-7 applies and transfers skills, processes, and materials to a variety of contexts and projects				
IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction				
IND5-9 describes, analyses, and uses a range of current, new, and emerging technologies and their various applications				
IND5-10 describes, analyses, and evaluates the impact of technology on society, the environment, and cultural issues locally and globally				

Marine

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Core 1	Basic Snorkeling	Antarctica Fish Biology	Marine Mammals Rock Platforms	
	Term 1 Week 3 and 8	Term 2 Week 7	Term 3 Week 8	Term 4 Week 5	
	Outcomes assessed: MAR5-1 MAR5-2 MAR5-3 MAR5-7 MAR5-9 MAR5-10 MAR5-11 MAR5-14	Outcomes assessed: MAR5-3 MAR5-9 MAR5-10 MAR5-11 MAR5-14	Outcomes assessed: MAR5-1 MAR5-2 MAR5-9 MAR5-10 MAR5-13 MAR5-14	Outcomes assessed: MAR5-1 MAR5-2 MAR5-3 MAR5-7 MAR5-8 MAR5-9 MAR5-13 MAR5-14	
Knowledge	5	5	5	5	20
Skills	10	10	10	10	40
Topic Test	10	10	10	10	40
Total %	25	25	25	25	100
Outcomes:					
MAR5-1 identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships					
MAR5-2 identifies, describes and evaluates the social and economic importance of marine ecosystems					
MAR5-3 identifies, describes and evaluates the effects humans have had on the marine environment					
MAR5-6 evaluates the economic and environmental sustainability of aquacultural pursuits					
MAR5-7 identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment					
MAR5-8 identifies, describes and evaluates policies for monitoring and conserving the marine environment					
MAR5-9 selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings					
MAR5-10 demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations					
MAR5-11 identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits					
MAR5-12 identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment					
MAR5-13 collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information					
MAR5-14 recalls aspects of the marine environment using relevant conventions, terminology and symbols					

Music

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Music & Technology Composition	Rock Music Performance Half Yearly Aural Skills Examination	Australian Music Performance	Music of a Culture- African influenced World Music Performance Yearly Aural Skills Examination	
	Term 1 Week 9	Term 2 Week 6 (HY) & Week 9 (P)	Term 3 Week 6	Term 4 Week 5 (P) & Week 6 (Y)	
	Outcomes Assessed 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.10, 5.12	Outcomes Assessed 5.3, 5.7, 5.8, 5.9, 5.11	Outcomes Assessed 5.1, 5.2, 5.3, 5.12	Outcomes Assessed 5.1, 5.3, 5.7, 5.8, 5.9, 5.11	
Performing		10	20	10	40
Composing	20				20
Listening		20		20	40
Total	20	30	20	30	100
Outcomes					
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 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 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 5.10 demonstrates an understanding of the influence and impact of technology on music 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					

Physical Activity & Sport Studies

Components	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Weighting %
	Badminton	Coaching work booklet	Half yearly	Mini tennis	Fitness Assessment booklet	Archery	Coaching assessment	Yearly Exam	
	Term 1	Term 1 Week 11	Term 2	Term 2	Term 2 Week 10	Term 3	Term 3 Week 9	Term 4	
	5.5, 5.7, 5.8, 5.9	5.1, 5.2, 5.6, 5.10	5.1, 5.2, 5.4, 5.6, 5.10	5.5, 5.8, 5.9	5.1, 5.5, 5.6	5.1, 5.5, 5.6	5.5, 5.6, 5.7, 5.8, 5.10	5.1, 5.2, 5.4, 5.6, 5.10	
Total %	10	10	15	10	15	10	20	10	100
Outcomes:									
PASS5.1 Discusses factors that limit and enhance the capacity to move and perform									
PASS5.2 Analyses the benefits of participation and performance in physical activity and sport									
PASS5.3 Discusses the nature and impact of historical and contemporary issues in physical activity and sport									
PASS5.4 Analyses physical activity and sport from personal, social and cultural perspectives									
PASS5.5 Demonstrates actions and strategies that contribute to active participation and skilful performance									
PASS5.6 Evaluates the characteristics of participation and quality performance in physical activity and sport									
PASS5.7 Works collaboratively with others to enhance participation, enjoyment, and performance									
PASS5.8 Displays management and planning skills to achieve personal and group goals									
PASS5.9 Performs movement skills with increasing proficiency									
PASS5.10 Analyses and appraises information, opinions, and observations to inform physical activity and sport decisions									

Visual Arts – Drawing and Painting

Components	Task 1	Task 2	Task 3	Weighting %
	Art Making: Folio Submission Various Mediums Critical & Historical Archibald Booklet Topic: Introduction to the art of Portraiture.	Art Making: Personal Portrait Project. Critical & Historical Essay Artists Practice Topic: Toormina 'Archibald'	Art Making: Folio Submission Various mediums Topic: Landscape and Environment. Painting from the earth	
	Term 2 Week 3	Term 3 Week 3	Term 4 Week 2	
	Outcomes Assessed M 5.1, 5.3, 5.4 CH 5.9, 5.10,	Outcomes Assessed M 5.5, 5.6, 5.4 CH 5.7,	Outcomes Assessed M 5.1, 5.2, 5.6 CH 5.8,	
Making	20	20	20	60
Critical & Historical	10	10	20	40
Total %	30	30	40	100
Outcomes				
5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks				
5.2 makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience				
5.3 makes artworks informed by an understanding of how the frames affect meaning				
5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts				
5.5 makes informed choices to develop and extend concepts and different meanings in their artworks				
5.6 demonstrates developing technical accomplishment and refinement in making artworks				
5.7 applies their understanding of aspects of practice to critical and historical interpretations of art				
5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art				
5.9 demonstrates how the frames provide different interpretations of art				
5.10 demonstrates how art criticism and art history construct meanings				

Visual Arts – Mixed Media

Components	Task 1	Task 2	Task 3	Weighting %
	Folio Submission Skateboard Design Topic: Chaos	Folio Submission Different paint mediums Topic: Streetscapes	Folio Submission Various Sculpture Mediums Topic: Figure It Out	
	Term 2 Week 3	Term 3 Week 3	Term 4 Week 2	
	M 5.1, 5.3, CH 5.9, 5.10,	M 5.2, 5.6, 5.4 CH 5.7,	M 5.1, 5.2, 5.6 CH 5.8,	
Making	20	20	20	60
Critical & Historical	15	10	15	40
Total %	35	30	35	100
Outcomes				
5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks				
5.2 makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience				
5.3 makes artworks informed by an understanding of how the frames affect meaning				
5.4 investigates the world as a source of ideas, concepts, and subject matter in the visual arts				
5.5 makes informed choices to develop and extend concepts and different meanings in their artworks				
5.6 demonstrates developing technical accomplishment and refinement in making artworks				
5.7 applies their understanding of aspects of practice to critical and historical interpretations of art				
5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art				
5.9 demonstrates how the frames provide different interpretations of art				
5.10 demonstrates how art criticism and art history construct meanings				