



# 2022 Year 9 Assessment Handbook



Education  
Public Schools



## 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 9 students?

Year 9 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 school<sup>1</sup>
- b. Achieved some or all of the course outcomes
- c. Seriously attempted all assessment tasks.

---

<sup>1</sup> 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 award<sup>2</sup>
- ➔ 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 on the basis of 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.

---

<sup>2</sup> 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	
	5	
	6	Science
	7	
	8	PDHPE, Agriculture, Drama, Industrial Technology, Commerce,
	9	Geography, History, Music
	10	English
	11	PASS, Mathematics
Term 2	1	PDHPE
	2	Food Technology
	3	Visual Arts
	4	Child Studies
	5	English, Industrial Technology, Science, Geography, PDHPE, Commerce, PASS, Music, Mathematics
	6	
	7	Agriculture, Drama
	8	Food Technology
	9	History, Music, PASS
	10	
Term 3	1	
	2	
	3	Child Studies
	4	Visual Arts, Agriculture
	5	Food Technology
	6	Science, Music
	7	PDHPE, History
	8	Drama, Commerce,
	9	English, PASS
	10	Geography, Mathematics
Term 4	1	
	2	
	3	Visual Arts
	4	English, Industrial Technology, Mathematics, Science, Child Studies, Geography, PDHPE, Commerce, PASS, Music, Food Technology
	5	
	6	Agriculture, Drama
	7	History
	8	
	9	
	10	

# **Mandatory Courses**



## English

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Multimodal Task</b> Topic: Walking In Someone Else's Shoes	<b>Half Yearly Examination</b> Topic: Conflict	<b>Essay</b> Topic: Page to Screen	<b>Yearly Examination</b> Topic: Dystopian Worlds	
	<b>Term 1, Week 10</b>	<b>Term 2, Week 5-6</b>	<b>Term 3, Week 9</b>	<b>Term 4, Weeks 4-5</b>	
	<b>Outcomes Assessed:</b> EN5 – 1A EN5 – 2A EN5 – 5C EN5 – 9E	<b>Outcomes Assessed:</b> EN5 – 1A EN5 – 4B EN5 – 6C	<b>Outcomes Assessed:</b> EN5 – 1A EN5 – 3B EN5 – 6C EN5 – 9E	<b>Outcomes Assessed:</b> EN5 – 2A EN5 – 3B EN5 – 4B EN5 – 8D	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>
<b>Outcomes:</b>					
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 Year 9 Math Pathways Model

Mainmanes Year 4 Mainmanes Model							
Components	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting %
	Modules Completed	Rich Learning Assignment	Half Yearly Examination	Modules Completed	Rich Learning Assignment	Yearly Examination	
	Continuous	Term 1, Week 11	Term 2, Week 3/4	Continuous	Term 3, Week 10	Term 4, Week 4/5	
	Outcomes assessed MA4-1MW MA4-2MW MA4-6NA MA4-8NA MA4-10NA MA4-12MG MA4-16MG			Outcome assessed MA4-1MW MA4-3MW MA4-7NA MA4-8NA MA4-11NA MA4-13MG MA4-19SP MA4-20SP MA4-21SP			
Total %	50			50			100

### Outcomes:

- MA4-1WM** communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
- MA4-2WM** applies appropriate mathematical techniques to solve problems
- MA4-3WM** recognises and explains mathematical relationships using reasoning
- MA4-4NA** compares, orders and calculates with integers, applying a range of strategies to aid computation
- MA4-6NA** solves financial problems involving purchasing goods
- MA4-7NA** operates with ratios and rates, and explores their graphical representation
- MA4-8NA** generalises number properties to operate with algebraic expressions
- MA4-10NA** uses algebraic techniques to solve simple linear and quadratic equations
- MA4-11NA** creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
- MA4-12MG** calculates the perimeters of plane shapes and the circumferences of circles
- MA4-13MG** uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
- MA4-16MG** applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
- MA4-19SP** collects, represents and interprets single sets of data, using appropriate statistical displays
- MA4-20SP** analyses single sets of data using measures of location, and range
- MA4-21SP** represents probabilities of simple and compound events

## Mathematics – 5.2/5.1 Pathway

Components	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting %
	<b>Assignment</b>  Topics: Number	<b>Half Yearly Examination</b>  Topics: Number Measurement	<b>Topic Tests</b>  Topics: Algebra Number Measurement	<b>Assignment</b>  Topics: Data	<b>Yearly Examination</b>  Topics: Algebra Number Measurement Geometry Statistics	<b>Topic Tests</b>  Topics: Algebra Number Measurement Geometry Statistics	
	Term 1, Week 11	Term 2, Week 3/4	As advised by class teacher	Term 3, Week 10	Term 4, Week 4/5	As advised by class teacher	
	<b>Outcomes assessed</b> MA5.2-1WM MA5.2-3WM MA5.1-4NA	<b>Outcomes assessed</b> MA5.1-4NA MA5.1-8MG MA5.2-6NA MA5.2-9MG	<b>Outcomes assessed</b> MA5.1-4NA MA5.1-8MG MA5.2-6NA MA5.2-9MG	<b>Outcomes assessed</b> MA5.2-1WM MA5.2-2WM MA5.1-12SP	<b>Outcomes assessed</b> MA5.1-5NA MA5.1-6NA MA5.1-10MG MA5.1-11MG MA5.1-12SP MA5.2-7NA MA5.2-13MG	<b>Outcomes assessed</b> MA5.1-5NA MA5.1-6NA MA5.1-10MG MA5.1-11MG MA5.1-12SP MA5.2-7NA MA5.2-13MG	
<b>Total %</b>	<b>15</b>	<b>25</b>	<b>10</b>	<b>15</b>	<b>25</b>	<b>10</b>	<b>100</b>

### Outcomes:

**MA5.1-4NA** solves financial problems involving earning, spending and investing money

**MA5.1-6NA** determines the midpoint, gradient and length of an interval, and graphs linear relationships

**MA5.1-8MG** calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms

**MA5.1-9MG** interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures

**MA5.1-10MG** applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression

**MA5.1-11MG** describes and applies the properties of similar figures and scale drawings

**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

**MA5.2-6NA** simplifies algebraic fractions, and expands and factorises quadratic expressions

**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

## Mathematics – 5.3 Pathway

Components	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting %
	<b>Assignment</b>  Topics: Number	<b>Half Yearly Examination</b>  Topics: Algebra Number Measurement	<b>Topic Tests</b>  Topics: Algebra Number Measurement	<b>Assignment</b>  Topics: Statistics	<b>Yearly Examination</b>  Topics: Algebra Number Measurement Geometry Statistics	<b>Topic Tests</b>  Topics: Algebra Number Measurement Geometry Statistics	
	Term 1, Week 11	Term 2, Week 3/4	As advised by class teacher	Term 3, Week 10	Term 4, Week 4/5	As advised by class teacher	
	<b>Outcomes assessed</b> MA5.1-4NA MA5.3-1WM MA5.3-3WM	<b>Outcomes assessed</b> MA5.1-4NA MA5.2-6NA MA5.1-8MG MA5.1-9MG MA5.2-11MG	<b>Outcomes assessed</b> MA5.1-4NA MA5.2-6NA MA5.1-8MG MA5.1-9MG MA5.2-11MG	<b>Outcomes assessed</b> MA5.1-12SP MA5.2-15SP MA5.3-1WM MA5.3-2WM	<b>Outcomes assessed</b> MA5.1-5NA MA5.1-6NA MA5.1-10MG MA5.1-11MG MA5.1-12SP MA5.2-7NA MA5.2-8NA MA5.2-13MG MA5.2-14MG MA5.2-15SP MA5.3-6NA	<b>Outcomes assessed</b> MA5.1-5NA MA5.1-6NA MA5.1-10MG MA5.1-11MG MA5.1-12SP MA5.2-7NA MA5.2-8NA MA5.2-13MG MA5.2-14MG MA5.2-15SP MA5.3-6NA	
<b>Total %</b>	<b>15</b>	<b>25</b>	<b>10</b>	<b>15</b>	<b>25</b>	<b>10</b>	<b>100</b>

### Outcomes:

**MA5.1-4NA** solves financial problems involving compound interest

**MA5.1-6NA** simplifies algebraic fractions, and expands and factorises quadratic expressions

**MA5.1-12SP** uses statistical displays to compare sets of data, and evaluates statistical claims made in the media

**MA5.1-9MG** interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures

**MA5.2-6NA** simplifies algebraic fractions, and expands and factorises quadratic expressions

**MA5.2-7NA** applies index laws to operate with algebraic expressions involving integer indices

**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

**MA5.3-1WM** 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

**MA5.3-3WM** uses deductive reasoning in presenting arguments and formal proofs

**MA5.3-5NA** selects and applies appropriate algebraic techniques to operate with algebraic expressions

**MA5.3-6NA** performs operations with surds and indices

**MA5.3-16MG** measures and constructs angles, and applies angle relationships to find unknown angles

## Science

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research task	Half yearly examination	Practical task	Yearly examination	
	Term 1, Week 6	Term 2, Week 5-6	Term 3, Week 6	Term 4, Week 4-5	
	Sc5-7WS,8WS,9WS	SC5-4WS,5WS,6WS,7WS,8WS,10PW,14LW,15WS,16CW,	Sc5-6WS,7WS,8WS	Sc5-4WS,5WS,7WS,9WS,12ES,13ES,14LW.	
Knowledge		10	5	20	35
Skills	15	5	15	5	40
Book/Topic tests/Practical		12.5		12.5	25
<b>Total %</b>	15	27.5	20	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

## Geography

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Project	Half-Yearly Examination	Report	Yearly Examination	
	Term 1 Week 9	Term 2 Week 5-6	Term 3 Week 10	Term 4 Weeks 4-5	
	GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	GE5-1, GE5-3, GE5-4, GE5-5, GE5-6, GE5-7, GE5-8	
Sustainable Biomes	25				25
Changing Places		25			25
Environmental Change and Management			25		25
Human Wellbeing				25	25
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

### Outcomes:

GE5-1: explains the diverse features and characteristics of a range of places and environments

GE5-2: explains processes and influences that form and transform places and environments

GE5-3: analyses the effect of interactions and connections between people, places and environments

GE5-4: accounts for perspectives of people and organisations on a range of geographical issues

GE5-5: assesses management strategies for places and environments for their sustainability

GE5-6: analyses differences in human wellbeing and ways to improve human wellbeing

GE5-7: acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

GE5-8: communicates geographical information to a range of audiences using a variety of strategies.

## 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 %
	Nutrition Assessment	Practical	You Are What You Eat Booklet	Practical	Half Yearly Exam	Respect Ourselves and Others Booklet	Practical	Boost Your Performance Booklet	Yearly Exam	
Term & Week	Term 1 Week 8	Term 1	Term 2 Week 1	Term 2	Term 2 Week 5-6	Term 3 Week 1	Term 3	Term 3 Week 7	Term 4 Week 4-5	
Outcomes	PD5-2, PD5-9	PD5-4, PD5-5, PD5-6, PD5-8, PD5-11	PD5-2, PD5-6, PD5-9	PD5-4, PD5-5, PD5-6, PD5-8, PD5-11		PD5-1, PD5-3, PD5-6, PD5-10	PD5-4, PD5-5, PD5-6, PD5-8, PD5-11	PD5-7, PD5-8, PD5-10, PD5-11		
Total %	10	15	5	15	10	5	15	5	20	100
<b>Outcomes:</b>										
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 skills and concepts to compose and perform innovative movement sequences.										

# Electives



## Agriculture

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Veggies	Tubers	Sheep	Poultry	
	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4	Term 4 Week 6	
	AG5-1, AG5-4, AG5-6, AG5-8, AG5-11, AG5-14	AG5-1, AG5-4, AG5-6, AG5-11, AG5-14	AG5-1, AG5-4, AG5-7, AG5-8, AG5-9, AG5-11,	AG5-1, AG5-4, AG5-7, AG5-8, AG5-9, AG5-11, AG5-14	
Knowledge	5	5	5	5	20
Skills	10	10	10	10	40
Topic Test	10	10	10	10	40
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

### Outcomes:

AG5-1: explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets

AG5-4: investigates and implements responsible production systems for plant and animal enterprises

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

AG5-8: evaluates the impact of past and current agricultural practices on agricultural sustainability

AG5-9: evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics

AG5-11: designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts

AG5-14: demonstrates plant and/or animal management practices safely and in collaboration with others

## Child Studies

Components	Task 1	Task 2	Task 3	Weighting %
	Preparing for Baby Budget: Preparing for parenthood	Baby shower/reveal: Conception to birth	Topic Quiz	
	Term 2, Week 4	Term 3, Week 3	Term 4, Week 5	
	CS5-8, CS5-9, CS5-11	CS5-3, CS5-9, CS5-10	All outcomes	
Knowledge and Understanding of course content	10	15	15	40
Skills in researching, communicating, and evaluating issues related to child development	25	30	5	60
<b>Total %</b>	<b>35</b>	<b>45</b>	<b>20</b>	<b>100</b>
<b>Outcomes:</b>				
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
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>
<b>Outcomes:</b>					
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					

## Drama

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Improvisation	Group Devised Performance	Video Drama	Individual Project and Online Quiz	
	Term 1 Week 8	Term 2 Week 7	Term 3 Week 8	Term 4 Week 6	
	5.1.1, 5.1.2, 5.1.3, 5.3.3	5.1.1, 5.1.2, 5.1.3, 5.3.3	5.1.3, 5.1.4, 5.2.2,	Varied	
Making		10	10	10	30
Performing	20	20			40
Appreciating			10	20	30
<b>Total %</b>	<b>10</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

### Outcomes:

5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action

5.1.2 contributes, selects, develops and structures ideas in improvisation and play building

5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text

5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions

5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning

5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience

5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.

5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions

5.3.2 analyses the contemporary and historical contexts of drama

5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

## Elective History

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Site Study	Multi-Modal Presentation	Extended Response	Research Task	
	Term 1 Week 9	Term 2 Week 9	Term 3 Week 7	Term 4 Week 7	
	Outcomes assessed HTE5-1, HTE5-2, HTE5-6, HTE5-7, HTE5-8	Outcomes assessed HTE5-1, HTE5-3, HTE5-4, HTE5-8, HTE5-10	Outcomes assessed HTE5-1, HTE5-5, HTE5-6, HTE5-8, HTE5-9, HTE5-10	Outcomes assessed HTE5-2, HTE5-3, HTE5-4, HTE5-6, HTE5-8, HTE5-9	
Topic 1: History, Heritage and Archaeology	25				25
Topic 2: Ancient, Medieval and Modern Societies		25			25
Topic 3: Thematic Studies			25		25
Topic 4				25	25
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>
<b>Outcomes:</b>					
HTE5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry					
HTE5-2 examines the ways in which historical meanings can be constructed through a range of media					
HTE5-3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation					
HTE5-4 explains the importance of key features of past societies or periods, including groups and personalities					
HTE5-5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage					
HTE5-6 identifies and evaluates the usefulness of historical sources in an historical inquiry process					
HTE5-7 explains different contexts, perspectives and interpretations of the past					
HTE5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry					
HTE5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past					
HTE5-10 selects and uses appropriate forms to communicate effectively about the past for different audiences					

## Food Technology

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Foodie Adventure Brochure	Hunger Investigation	Design a Product and practical task	Ongoing practical assessment	
	FT5-8, FT5-9, FT5-10, FT5-11, FT5-12	FT5-2, FT5-5, FT5-6, FT5-11, FT5-13	FT5-1, FT5-2, FT5-10, FT5-11, FT5-13	FT5-1, FT5-2, FT5-4, FT5-5, FT5-10	
	Term 2 – Week 2	Term 3 – Week 5	Term 4 – Week 5	Term 4 – Week 5	
Knowledge and understanding of course content	5	5	5	5	20
Knowledge and skills in designing, researching, analysing and evaluating	5	5	5	5	20
Skills in experimenting with and preparing food by applying theoretical concepts	15	15	15	15	60
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

### 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 %
	Pencil Box	Tool Caddy	Bedside Table	
	Term 1, Week 7	Term 2, Week 5	Term 4, Week 4	
	IND5-1, IND5-2, IND5-3, IND5-5, IND5-9	IND5-1, IND5-2, IND5-3, IND5-5, IND5-7, IND5-8	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
<b>Total %</b>	<b>25</b>	<b>30</b>	<b>45</b>	<b>100</b>

### 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

## Music

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	<b>Music &amp; Technology</b> Composition	<b>Rock Music</b> Performance Half Yearly Aural Skills Examination	<b>Australian Music</b> Performance	<b>Music of a Culture- African influenced World Music</b> 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 5 (Y)	
	5.2, 5.4, 5.5, 5.6, 5.10	5.3, 5.7, 5.8, 5.9, 5.11	5.1, 5.2, 5.3, 5.12	5.1, 5.3, 5.7, 5.8, 5.9	
Performing		10	20	10	40
Composing	20				20
Listening		20		20	40
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>
<b>Outcomes</b>					
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	Coaching assessment	Archery	Fitness Assessment booklet Coaching assessment	Yearly Exam	
	<b>Term 1</b>	<b>Term 1 Week 11</b>	<b>Term 2</b>	<b>Term 2</b>	<b>Term 2 Week 9</b>	<b>Term 3</b>	<b>Term 3 Week 9</b>	<b>Term 4</b>	
	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	5.5, 5.6, 5.7, 5.8, 5.10	5.1, 5.5, 5.6	5.1, 5.5, 5.6	5.1, 5.2, 5.4, 5.6, 5.10	
<b>Total %</b>	<b>10</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>100</b>
<b>Outcomes:</b>									
PASS5.1 Discusses factors that limit and enhance the capacity to move and perform									
PASS5.2 Analyses the benefits of participation and performance in physical activity and sport									
PASS5.3 Discusses the nature and impact of historical and contemporary issues in physical activity and sport									
PASS5.4 Analyses physical activity and sport from personal, social and cultural perspectives									
PASS5.5 Demonstrates actions and strategies that contribute to active participation and skillful performance									
PASS5.6 Evaluates the characteristics of participation and quality performance in physical activity and sport									
PASS5.7 Works collaboratively with others to enhance participation, enjoyment and performance									
PASS5.8 Displays management and planning skills to achieve personal and group goals									
PASS5.9 Performs movement skills with increasing proficiency									
PASS5.10 Analyses and appraises information, opinions and observations to inform physical activity and sport decisions									



## Visual Arts – Drawing and Painting

Components	Task 1	Task 2	Task 3	Weighting %
	<b>Art Making Folio Submission</b> Various artworks Skills development	<b>Art Making Folio Submission</b> Modernist painting techniques	<b>Prac Mini-Major</b> Personal interest project	
	<b>Critical &amp; Historical</b> Investigation/Report	<b>Critical &amp; Historical</b> Visual Art Analysis Booklet	<b>Critical &amp; Historical</b> Slideshow investigation of personal interest artist	
	<b>Topic</b> Foundation Skills Draw and Paint	<b>Topic</b> The modernists. Paint in the 20th Century	<b>Topic</b> Express Yourself	
	<b>Term 2 Week 3</b> Outcomes Assessed AM 5.1, 5.2 CH 5.7,	<b>Term 3 Week 4</b> Outcomes Assessed AM 5.3, 5.4 CH 5.8, 5.10	<b>Term 4 Week 3</b> Outcomes Assessed AM 5.5, 5.6 CH 5.9	
<b>Art making</b>	20	20	20	<b>60</b>
<b>Art Criticism and Art History</b>	10	10	20	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>
<b>Outcomes</b>				
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 %
	<b>Art making:</b> Folio Submission Various Mixed Mediums <b>Critical/Historical</b> Artist statement Peer/Self-assessment <b>Topic:</b> 'Shifting Perspectives'	<b>Art making:</b> Folio Submission 3d& Low Relief Project. <b>Critical Historical</b> Artist research /Essay <b>Topic:</b> 'Reflections '	<b>Art making:</b> Folio Submissions Prints and mixed Medium <b>Critical/Historical</b> Artist Practice Assessment/essay <b>Topic:</b> 'Outcasts'	
	<b>Term 2 Week 3</b>	<b>Term 3 Week 4</b>	<b>Term 4 Week 3</b>	
	<b>M 5.2, 5.3, 5.4 CH , 5.10,</b>	<b>M 5.1, 5.6, 5.4 CH 5.7,</b>	<b>M 5.1, 5.5, 5.6 CH 5.9,</b>	
<b>Making</b>	20	20	20	<b>60</b>
<b>Critical &amp; Historical</b>	10	15	15	<b>40</b>
<b>Total %</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>
<b>Outcomes</b>				
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				