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**Creating Our Future  
Toormina High School  
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Toormina NSW 2452**

**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 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 the course outcomes.
- ◇ Follow all 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

- ◇ Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school<sup>1</sup>
- ◇ Achieved some or all the course outcomes
- ◇ Seriously attempted all assessment tasks.

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<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.

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<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 weeks 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 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.

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

What if I want to change my elective?

Students can make changes to their elective subjects in Term 1 up until Week 3 providing there are spaces in their desired alternative. Any changes after this time must have Deputy Principal approval and will only be made in very rare cases.

## Calendar

Term 1	1	
	2	
	3	Marine
	4	Industrial Technology
	5	
	6	Science
	7	Agriculture
	8	Maths, International Studies, Marine, Music, Psychology
	9	History, Drama, PDM
	10	English, Food Technology
	11	PDHPE
Term 2	1	
	2	
	3	Industrial Technology, Visual Design
	4	Visual Arts
	5	Exams – English, History, Maths, Science, Music
	6	
	7	International Studies, Marine, PDM
	8	Agriculture, Food Technology, Psychology
	9	Drama, PASS
	10	
Term 3	1	
	2	PASS
	3	Visual Arts, Visual Design
	4	
	5	
	6	PDM, Psychology
	7	Exams – English, History, Maths, PDHPE, Science, Music, PASS
	8	
	9	Agriculture, Drama, Food Technology, Marine
	10	International Studies,
Term 4	1	
	2	Visual Arts
	3	PDHPE, International Studies, Marine, PASS, Visual Design
	4	History, Agriculture, Drama, Food Technology
	5	English, Science, Music, Psychology
	6	Maths, Industrial Technology, PDM
	7	
	8	
	9	
	10	

# MANDATORY COURSE

## 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?	Examination Topic: Belonging	Multimodal Presentation Topic: The Power of the Pen	
	Term 1, Week 10	Term 2, Week 5-6	Term 3, Weeks 7-8	Term 4, Week 5	
	Outcomes Assessed: EN5 – 1A EN5 – 2A EN5 – 3B	Outcomes Assessed: EN5 – 5C EN5 – 7D EN5 – 9E	Outcomes Assessed: EN5 – 3B EN5 – 4B EN5 – 8D	Outcomes Assessed: EN5 – 1A EN5 – 4B EN5 – 6C EN5 – 7D	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

### 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



## History

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Extended Response Research Task	Half-Yearly Examination	Examination	Research Task	
	Outcomes assessed HT5-1, HT5-2, HT5-4, HT5-6, HT5-9	Outcomes assessed HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9	Outcomes assessed HT5-1, HT5-2, HT5-3, HT5-4, HT5-6, HT5-7, HT5-9	Outcomes assessed HT5-1, HT5-2, HT5-4, HT5-7, HT5-9, HT5-10	
	Term 1 Week 9	Term 2 Week 5-6	Term 3 Week 7-8	Term 4 Week 4	
Depth Study Making a Better World?	25				25
Depth Study Australians at War WW1 and WW2		25			25
Depth Study Rights and Freedom			25		25
Depth Study The Globalising World				25	25
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>
<b>Outcomes:</b>					
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					

## Mathematics –Stage 5.3

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Reference Assisted Test	Investigation Task	Examination	Assignment	
	Term 1 Week 9	Term 2 Week 5 - 6	Term 3 Week 7 - 8	Term 4 Week 6	
	Outcomes Assessed  MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.3-5NA MA5.3-6NA MA5.2-4NA	Outcomes Assessed  MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.3-13MG MA5.3-14MG	Outcomes Assessed  MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.3-5NA MA5.2-4NA MA5.3-6NA MA5.3-7NA MA5.3-13MG MA5.3-14MG MA5.2-8NA MA5.2-17SP MA5.3-8NA	Outcomes Assessed  MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.2-13MG MA5.3-15MG	
Total %	30%	20%	30%	20%	100 %

### Outcomes:

<p><b>MA5.2-4NA</b> solves financial problems involving compound interest</p> <p><b>MA5.2-7NA</b> applies index laws to operate with algebraic expressions involving integer indices</p> <p><b>MA5.2-8NA</b> solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques</p> <p><b>MA5.2-10NA</b> connects algebraic and graphical representations of simple non-linear relationships</p> <p><b>MA5.2-13MG</b> applies trigonometry to solve problems, including problems involving bearings</p> <p><b>MA5.2-17SP</b> describes and calculates probabilities in multi-step chance experiments</p> <p><b>MA5.2-15SP</b> uses quartiles and box plots to compare sets of data, and evaluates sources of data</p> <p><b>MA5.3-15MG</b> applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions</p> <p><b>MA5.3-16MG</b> measures and constructs angles, and applies angle relationships to find unknown angles</p> <p><b>MA5.3-19SP</b> investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes</p>	<p><b>MA5.3-1WM</b> uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures</p> <p><b>MA5.3-2WM</b> generalises mathematical ideas and techniques to analyse and solve problems efficiently</p> <p><b>MA5.3-3WM</b> uses deductive reasoning in presenting arguments and formal proofs</p> <p><b>MA5.3-5NA</b> selects and applies appropriate algebraic techniques to operate with algebraic expressions</p> <p><b>MA5.3-6NA</b> performs operations with surds and indices</p> <p><b>MA5.3-7NA</b> solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations</p> <p><b>MA5.3-8NA</b> uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line</p> <p><b>MA5.3-9NA</b> sketches and interprets a variety of non-linear relationships</p> <p><b>MA5.3-13MG</b> applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids</p> <p><b>MA5.3-14MG</b> applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids</p>
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## Mathematics –Stage 5.1/5.2

Components	Task 1	Task 2	Task 3	Task 4	Weighing %
	Reference Assisted Test	Investigation Task	Examination	Assignment	
	Term 1 Week 9	Term 2 Week 5 - 6	Term 3 Week 7 - 8	Term 4 Week 6	
	Outcomes Assessed  MA5.2-1WM MA5.2-2WM MA5.2-3WM MA5.2-6NA MA5.2-4NA MA5.2-7NA	Outcomes Assessed  MA5.2-1WM MA5.2-2WM MA5.2-3WM MA5.2-11MG MA5.2-12MG	Outcomes Assessed  MA5.2-1WM MA5.2-2WM MA5.2-3WM MA5.2-6NA MA5.2-4NA MA5.2-7NA MA5.2-11MG MA5.2-12MG MA5.2-8NA MA5.2-17SP MA5.1-6NA	Outcomes Assessed  MA5.2-1WM MA5.2-2WM MA5.2-3WM MA5.2-13MG	
Total %	30%	20%	30%	20%	100 %
Outcomes:					
MA5.1-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions	<div> 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  MA5.2-17SP describes and calculates probabilities in multi-step chance experiments  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 </div>			
MA5.2-4NA	solves financial problems involving compound interest				
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				
MA5.2-10NA	connects algebraic and graphical representations of simple non-linear relationships				
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids				

## Mathematics – Stage 5.1

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Reference Assisted Test	Investigation Task	Examination	Assignment	
	Term 1 Week 9	Term 2 Week 5 - 6	Term 3 Week 7 - 8	Term 4 Week 6	
	Outcomes Assessed  MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-4NA MA5.1-5NA MA5.2-4NA MA5.2-6NA	Outcomes Assessed  MA5.1-1WM MA5.1-2WM MA5.1-3WM MA4-14MG MA5.1-8MG	Outcomes Assessed  MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-4NA MA5.1-5NA MA5.1-6NA MA5.2-4NA MA5.2-6NA MA5.2-8NA MA4-14MG MA5.1-8MG MA5.1-13SP	Outcomes Assessed  MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-10MG	
Total %	30%	20%	30%	20%	100 %
Outcomes:					
MA4-14MG	uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume		MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media	
MA5.1-4NA	solves financial problems involving earning, spending and investing money		MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events	
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases		MA5.2-4NA	solves financial problems involving compound interest	
MA5.1-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions		MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions	
MA5.1-7NA	graphs simple non-linear relationships		MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques	
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms		MA5.1-1WM	uses appropriate terminology, diagrams and symbols in mathematical contexts	
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression		MA5.1-2WM	selects and uses appropriate strategies to solve problems	
MA5.1-11MG	describes and applies the properties of similar figures and scale drawings		MA5.1-3WM	provides reasoning to support conclusions that are appropriate to the context	

## Personal Development, Health & Physical Education

Components	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting %
	Road Safety Assessment	Half Yearly Exam	Practical	Yearly Exam	Practical	Research Task	
	Term 1 Week 11	Term 2 Week 5-6	Semester 2	Term 3 Week 7-8	Term 3	Term 4 Week 3	
	PD5-1, PD5-7, PD5-9	PD5-1, PD5-2, PD5-3 PD5-7, PD5-9 PD5-10	PD5-4, PD5-5, PD5-6, PD5-8, PD5-11	PD5-1, PD5-2, PD5-3 PD5-6 PD5-7, PD5-9 PD5-10	PD5-4, PD5-5, PD5-6, PD5-8, PD5-11	PD5-2 PD5-6 PD5-7	
<b>Total %</b>	<b>15</b>	<b>15</b>	<b>20</b>	<b>15</b>	<b>20</b>	<b>15</b>	<b>100</b>
<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.							

## 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 5	
	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 Sc5-4WS, 5WS, 7WS, 8WS, 9WS, 10PW, 11PW, 12ES, 13ES, 14LW, 15LW, 16CW, 17CW	
Knowledge	5	5	5	20	35
Skills	20	5	10	5	40
Book/Topic tests/Practical		12.5		12.5	25
<b>Total %</b>	<b>25</b>	<b>22.5</b>	<b>15</b>	<b>37.5</b>	<b>100</b>
<b>Outcomes:</b>					
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					

# ELECTIVE COURSES

## Agriculture

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Beef	Sheep	Vegetable Garden	Bees	
	Term 1 Week 7	Term 2 Week 8	Term 3 Week 9	Term 4 Week 4	
	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>
<b>Outcomes:</b>					
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					
AG5-8: evaluates the impact of past and current agricultural practices on agricultural sustainability					
AG5- I 0: implements and justifies the application of animal welfare guidelines to agricultural practices					
AG5- I 2: collects and analyses agricultural data and communicates results using a range of technologies					
AG5- I 3: applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery					



## Drama

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Styles of Theatre	Group Devised Performance	Class Performance	Individual Project	
	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	Term 4 Week 4	
	5.1.1, 5.1.2, 5.1.3, 5.3.3	5.1.1, 5.1.2, 5.1.3 5.2.1, 5.2.2, 5.2.3	5.1.3, 5.1.4, 5.2.2,	Varied	
Making		20		10	30
Performing	20		20		40
Appreciating			10	20	30
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>
<b>Outcomes:</b>					
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 playbuilding					
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.					

# Food Technology

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Special occasions celebrations	Food Trends blog	Catering business and menu plan	Ongoing practical assessment	
	Term 1 – Week 10	Term 2 – Week 8	Term 3 – Week 9	Term 4 – Week 4	
	<b>Outcomes Assessed:</b> FT5-2, FT5-8, FT5-9, FT5-10, FT5-11	<b>Outcomes Assessed:</b> FT5-1, FT5-3, FT5-4, FT5-9, FT5-12	<b>Outcomes Assessed:</b> FT5-1, FT5-2, FT5-4, FT5-5, FT5-10	<b>Outcomes Assessed:</b> FT5-1, FT5-2, FT5-4, FT5-5, FT5-10	
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>35</b>	<b>25</b>	<b>100</b>
<b>Outcomes:</b>					
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 - Year 10

Components	Task 1	Task 2	Task 3	Weighting %
	Laminated Box	Wood Lathe Project	Side Table	
	Term 1, Week 4	Term 2, Week 3	Term 4, Week 6	
	<b>Outcomes Assessed:</b> IND5-1, IND5-2, IND5-3, IND5-5,	<b>Outcomes Assessed:</b> IND5-1, IND5-2, IND5-3, IND5-5, IND5-7, IND5-9	<b>Outcomes Assessed:</b> IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-7	
<b>Total %</b>	<b>25</b>	<b>30</b>	<b>45</b>	<b>100</b>
<b>Outcomes:</b>				
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				

## International Studies

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assessment Task 1	Assessment Task 2	Assessment Task 3	Assessment Task 4	
	Outcomes assessed IS5-1, IS5-2, IS5-3, IS5-4	Outcomes assessed IS5-5, IS5-6, IS5-7, IS5-11	Outcomes assessed IS5-8, IS5-9, IS5-10, IS5-12	Outcomes assessed IS5-2, IS5-5, IS5-7, IS5-11	
	Term1 Week 8	Term 2 Week 7	Term 3 Week 10	Term 4 Week 3	
Topic 1	25				25
Topic 2		25			25
Topic 3			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>					
IS5-1 analyses a variety of definitions of culture					
IS5-2 describes characteristics of culture					
IS5-3 examines cultural similarities and differences					
IS5-4 examines cultural diversity					
IS5-5 accounts for the dynamic nature of culture					
IS5-6 identifies influences on cultures and their interconnectedness					
IS5-7 recognises bias and stereotypes					
IS5-8 analyses different contexts, perspectives and interpretations of cultural beliefs and practices					
IS5-9 evaluates culturally significant issues, events and scenarios from a variety of perspectives					
IS5-10 applies understanding of cultural differences when communicating across cultures					
IS5-11 applies strategies to challenge stereotype					
IS5-12 selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures.					

## Marine Studies

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 9	Term 4 Week 3	
	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
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>
<b>Outcomes:</b>					
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 %
	<b>Music For Radio Film &amp; television and Multimedia (Technology focus)</b>  Listening Research Task/ Performance	<b>Music for small Ensemble Performance</b>  Half Yearly Aural Skills Examination	<b>Popular Music Performance</b>  Yearly Aural Skills Examination	<b>Australian Music Composition</b>	
	<b>Term 1 Week 8</b>	<b>Term 2 Exam Week 5 &amp; Week 6</b>	<b>Term 3 Exam Week 7 &amp; 8</b>	<b>Term 4 Week 6</b>	
	<b>Outcomes Assessed</b> 5.2, 5.4, 5.5, 5.6, 5.10	<b>Outcomes Assessed</b> 5.3, 5.7, 5.8, 5.9, 5.11	<b>Outcomes Assessed</b> 5.1, 5.3, 5.7, 5.8, 5.9	<b>Outcomes Assessed</b> 5.1, 5.2, 5.3, 5.12	
Performing	10	15	15		<b>40</b>
Composing				20	<b>20</b>
Listening	10	15	15		<b>40</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</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					

## Photographic and Digital Media

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Still, Interactive and Moving forms	Still, Interactive and Moving forms	Still, Interactive and Moving forms	Still, Interactive and Moving forms	
	Elements and Principles of Design	Composition / Rule of thirds	Light/Shade	Unusual point of view	
	Term 1: Week 8	Term 2: Week 6	Term 3: Week 6	Term 4: Week 6	
	Outcomes: 5.1- 5.10	Outcomes: 5.1- 5.10	Outcomes: 5.1- 5.10	Outcomes: 5.1- 5.10	
<b>Making</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>60</b>
<b>Critical &amp; Historical</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>40</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>
<b>Outcomes:</b>					
5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works					
5.2 makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience					
5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning					
5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital works					
5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works					
5.6 selects appropriate procedures and techniques to make and refine photographic and digital works					
5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works					
5.8 uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works					
5.9 uses the frames to make different interpretations of photographic and digital works					
5.10 constructs different critical and historical accounts of photographic and digital works					

# Psychology

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Core 1 What is Psychology?</b> Inquiry-based research task: Investigate two of the major approaches to present-day psychology	<b>Core 2 Research Methods in Psychology</b> Presentation on ethical principles and practices	<b>Personality and Self</b> Practical & Self Reflection	<b>Forensic Psychology</b> Case Study/Exam	
	<b>Term 1, Week 8</b>	<b>Term 2, Week 8</b>	<b>Term 3, Week 6</b>	<b>Term 4, Week 5</b>	
	<b>Outcomes Assessed:</b> PSY5-1, PSY5-2, PSY5-4, PSY5-6, PSY5-8	<b>Outcomes Assessed:</b> PSY5-1, PSY5-2, PSY5-5, PSY5-7, PSY5-8	<b>Outcomes Assessed:</b> PSY5-1, PSY5-3, PSY5-4, PSY5-5, PSY5-7, PSY5-8	<b>Outcomes Assessed:</b> PSY5-1, PSY5-2, PSY5-5, PSY5-6, PSY5-7, PSY5-8	
<b>Total %</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>100</b>
<b>Outcomes:</b>					
<b>PSY5-1</b> explains how the field of psychology provides scientific explanations for the mind and behaviour through research, theories and approaches					
<b>PSY5-2</b> explains the main approaches to the study of the nature of human behaviour and the strengths and weaknesses of those approaches					
<b>PSY5-3</b> describes diversity and variation on the nature of personality, disease, disorders, intelligence and creativity and their influence on human behaviour					
<b>PSY5-4</b> explains a range of psychological theories and identifies the application of these theories to everyday life					
<b>PSY5-5</b> demonstrates an understanding of the importance of ethics in psychology, research and the interpretation of data					
<b>PSY5-6</b> recognises the applications and influence of psychology in popular culture and its importance to social factors					
<b>PSY5-7</b> examines suitable research methods including procedures and critical analysis when completing action based learning					
<b>PSY5-8</b> communicates psychological information and ideas using appropriate written, oral and visual forms					



# Physical Activity & Sport Studies

Components	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Weighting %
	Practical	Half yearly	Practical Assessment	Body Systems Assessment	Exam	Practical	Participating with Safety assessment	
	Semester 1	Term 2	Term 2 Week 9	Term 3 Week 2	Term 4	Semester 2	Term 3 Week 10	
	5.5, 5.7, 5.9	5.2, 5.4, 5.10	5.5, 5.7, 5.9	5.1, 5.10	5.1, 5.2, 5.4, 5.6, 5.10	5.5, 5.7, 5.9	5.1, 5.10	
<b>Total %</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>20</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

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 4	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 Design

Components	Task 1	Task 2	Task 3	Weighting %
	<b>Design: Folio Submission</b>  <b>C &amp; H studies</b> Introduction to the practice (work booklet)  <b>Topic:</b> 'Print'	<b>Design :</b> <b>Folio Submission</b>  <b>C &amp; H studies</b> Introduction to the frames (work booklet)  <b>Topic:</b> 'Space & Time '	<b>Design :</b> <b>Mini-Major</b> <b>Personal interest project</b> <b>C &amp; H studies</b> Introduction to the conceptual framework (work booklet) <b>Topic:</b> 'Object '	
	<b>Term 2</b> Week 3	<b>Term 3</b> Week 3	<b>Term 4</b> Week 3	
	<b>Outcomes Assessed</b> M 5.1- 5.10	<b>Outcomes Assessed</b> M 5.1- 5.10	<b>Outcomes Assessed</b> M 5.1- 5.10	
<b>Making</b>	20	25	25	<b>70</b>
<b>Critical &amp; Historical</b>	10	10	10	<b>30</b>
<b>Total %</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100</b>
<b>Outcomes</b>				
5.1	develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks			
5.2	makes visual design artworks informed by their understanding of the function of and relationships between artist - artwork - world - audience			
5.3	makes visual design artworks informed by an understanding of how the frames affect meaning			
5.4	investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks			
5.5	makes informed choices to develop and extend concepts and different meanings in their visual design artworks			
5.6	selects appropriate procedures and techniques to make and refine visual design artworks			
5.7	applies their understanding of aspects of practice to critically and historically interpret visual design artworks			
5.8	uses their understanding of the function of and relationships between artist - artwork -world - audience in critical and historical interpretations of visual design artworks			
5.9	uses the frames to make different interpretations of visual design artworks			
5.10	constructs different critical and historical accounts of visual design artworks			