



TOORMINA HIGH SCHOOL

Year 9 Assessment Handbook 2023



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Education

INFORMATION FOR STUDENTS AND PARENTS/CAREGIVERS

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

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

What should I be aiming to achieve?

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

What are the responsibilities of Year 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 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 school¹
- ◇ Achieved some or all the course outcomes
- ◇ Seriously attempted all assessment tasks.

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

What happens if I fail to satisfactorily complete a course?

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

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

What is an assessment task?

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

How are grades awarded in Record of School Achievement subjects?

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

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

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

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

You will be given at least two 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	
	5	
	6	Science
	7	Agriculture, Music, PDM, Marine
	8	NAPLAN
	9	
	10	PDHPE, Geography, Commerce, Hospitality
	11	PASS, English, Maths
Term 2	1	
	2	Food Technology
	3	Visual Design
	4	Hospitality
	5	Exams – PASS, PDHPE, Geography, Commerce, Music, English, Science, Maths
	6	
	7	PDM
	8	Agriculture, Marine
	9	
	10	Hospitality
Term 3	1	
	2	
	3	Visual Design
	4	
	5	Food Technology
	6	Music, PDM
	7	Exams – PASS, PDHPE, Geography, Commerce, English, Science, Maths
	8	
	9	Agriculture, Marine
	10	Hospitality
Term 4	1	
	2	
	3	Science, Food Technology, Hospitality, Visual Design
	4	Agriculture, Commerce, English, Marine
	5	PDHPE, Geography, Food Technology
	6	PASS, Music, Maths, PDM
	7	
	8	
	9	
	10	

MANDATORY COURSES

English

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Multimodal Task Topic: Walking In Someone Else's Shoes	Half Yearly Examination Topic: Conflict	Essay Topic: Page to Screen	Yearly Examination Topic: Dystopian Worlds	
	Term 1, Week 10	Term 2, Week 5-6	Term 3, Week 9	Term 4, Weeks 4-5	
	Outcomes Assessed: EN5 – 1A EN5 – 2A EN5 – 5C EN5 – 9E	Outcomes Assessed: EN5 – 1A EN5 – 4B EN5 – 6C	Outcomes Assessed: EN5 – 1A EN5 – 3B EN5 – 6C EN5 – 9E	Outcomes Assessed: EN5 – 2A EN5 – 3B EN5 – 4B EN5 – 8D	
Total %	25	25	25	25	100
Outcomes:					
EN5 – 1A Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure					
EN5 – 2A Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies					
EN5 – 3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning					
EN5 – 4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts					
EN5 – 5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts					
EN5 – 6C investigates the relationships between and among texts					
EN5 – 7D understands and evaluates the diverse ways texts can represent personal and public worlds					
EN5 – 8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning					
EN5 – 9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness					

Geography

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

Mathematics – Stage 5.3

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Reference Assisted Test	Investigation Task	Examination	Assignment	
	Term 1 Week 11	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 MA5.2-6NA MA5.1-13SP	Outcomes Assessed MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.1-4NA	Outcomes Assessed MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.2-6NA, MA5.1-13SP, MA5.1-4NA, MA5.1-5NA, MA5.2-7NA, MA5.1-8MG, MA5.2-11MG, MA5.2-12MG, MA5.2-8NA, MA5.1-12SP, MA5.2-16SP	Outcomes Assessed MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.1-10MG MA5.2-13MG	
Total %	30%	20%	30%	20%	100 %
Outcomes:					
<p>MA5.1-4NA solves financial problems involving earning, spending and investing money</p> <p>MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases</p> <p>MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships</p> <p>MA5.1-7NA graphs simple non-linear relationships</p> <p>MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media</p> <p>MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events</p> <p>MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms</p> <p>MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures</p> <p>MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression</p> <p>MA5.1-11MG describes and applies the properties of similar figures and scale drawings</p> <p>MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions</p>			<p>MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices</p> <p>MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques</p> <p>MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships</p> <p>MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids</p> <p>MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders</p> <p>MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings</p> <p>MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar</p> <p>MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time</p> <p>MA5.3-1WM uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures</p> <p>MA5.3-2WM generalises mathematical ideas and techniques to analyse and solve problems efficiently</p> <p>MA5.3-3WM uses deductive reasoning in presenting arguments and formal proofs</p>		

Mathematics – Stage 5.2/5.1

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Reference Assisted Test	Investigation Task	Examination	Assignment	
	Term 1 Week 11	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 MA4-8NA MA5.1-13SP	Outcomes Assessed MA5.2-1WM MA5.2-2WM MA5.2-3WM MA5.1-4NA	Outcomes Assessed MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA4-8NA, MA5.1-13SP, MA5.1-4NA, MA5.1-5NA, MA5.1-8MG, MA4-13MG, MA4-14MG, MA5.2-8NA, MA5.1-12SP, MA5.2-16SP	Outcomes Assessed MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.1-10MG	
Total %	30%	20%	30%	20%	100 %
Outcomes:					
<p>MA4-8NA generalises number properties to operate with algebraic expressions</p> <p>MA4-13MG uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area</p> <p>MA4-14MG uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume</p> <p>MA4-17MG classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles</p> <p>MA5.1-4NA solves financial problems involving earning, spending and investing money</p> <p>MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases</p> <p>MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships</p> <p>MA5.1-7NA graphs simple non-linear relationships</p> <p>MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media</p> <p>MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events</p>			<p>MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms</p> <p>MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures</p> <p>MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression</p> <p>MA5.1-11MG describes and applies the properties of similar figures and scale drawings</p> <p>MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques</p> <p>MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time</p> <p>MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions</p> <p>MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems</p> <p>MA5.2-3WM constructs arguments to prove and justify results</p>		

Mathematics – Stage 5.1

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Reference Assisted Test	Investigation Task	Examination	Assignment	
	Term 1 Week 11	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 MA4-8NA MA5.1-13SP	Outcomes Assessed MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-4NA	Outcomes Assessed MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA4-8NA, MA5.1-13SP, MA5.1-4NA, MA4-9NA, MA4-10NA, MA4-13MG, MA4-14MG, MA4-20SP	Outcomes Assessed MA5.1-1WM MA5.1-2WM MA5.1-3WM MA4-16MG	
Total %	30%	20%	30%	20%	100 %
Outcomes:					
<p>MA4-8NA generalises number properties to operate with algebraic expressions</p> <p>MA4-9NA operates with positive-integer and zero indices of numerical bases</p> <p>MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations</p> <p>MA4-13MG uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area</p> <p>MA4-14MG uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume</p> <p>MA4-16MG applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems</p> <p>MA4-17MG classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles</p> <p>MA4-20SP analyses single sets of data using measures of location, and range</p>			<p>MA4-20SP analyses single sets of data using measures of location, and range</p> <p>MA5.1-4NA solves financial problems involving earning, spending and investing money</p> <p>MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships</p> <p>MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events</p> <p>MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures</p> <p>MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts</p> <p>MA5.1-2WM selects and uses appropriate strategies to solve problems</p> <p>MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context</p>		

Personal Development, Health & Physical Education

Components	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting %
	Nutrition Assessment	Practical	Half Yearly Exam	Practical	Research Task	Yearly Exam	
	Term 1 Week 10	Semester 1	Term 2 Week 5-6	Semester 2	Term 4 Week 5	Term 3 Week 7 - 8	
	PD5-2, PD5-9	PD5-4, PD5-5, PD5-6, PD5-8, PD5-11	PD5-1, PD5-2, PD5-3, PD5-6, PD5-9, PD5-10	PD5-4, PD5-5, PD5-6, PD5-8, PD5-11	PD5-1 PD5-3,	PD5-1, PD5-2, PD5-3, PD5-6, PD5-9, PD5-10	
Total %	5	25	10	25	15	20	100
Outcomes:							
PD5-1: Assesses their own and others' capacity to reflect on and respond positively to challenges.							
PD5-2: Researches and appraises the effectiveness of health information and support services available in the community.							
PD5-3: Analyses factors and strategies that enhance inclusivity, equality, and respectful relationships.							
PD5-4: Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts.							
PD5-5: Appraises and justifies choices of actions when solving complex movement challenges.							
PD5-6: Critiques contextual factors, attitudes, and behaviours to effectively promote health, safety, wellbeing, and participation in physical activity.							
PD5-7: Plans, implements, and critiques strategies to promote health, safety, wellbeing, and participation in physical activity in their community.							
PD5-8: Designs, implements, and evaluates personalized plans to enhance health and participation in a lifetime of physical activity.							
PD5-9: Assesses and applies self-management skills to effectively manage complex situations.							
PD5-10: Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts.							
PD5-11: Refines and applies movement skills and concepts to compose and perform innovative movement sequences.							

Science

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

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
Total %	25	25	25	25	100
Outcomes:					
AG5-2: explains the interactions within and between agricultural enterprises and systems					
AG5-3: explains the interactions within and between the agricultural sector and Australia's economy, culture and society					
AG5-5: investigates and applies responsible marketing principles and processes					
AG5-6: explains and evaluates the impact of management decisions on plant production enterprises					
AG5-7: explains and evaluates the impact of management decisions on animal production enterprises					
AG5-8: evaluates the impact of past and current agricultural practices on agricultural sustainability					
AG5-10: implements and justifies the application of animal welfare guidelines to agricultural practices					
AG5-12: collects and analyses agricultural data and communicates results using a range of technologies					
AG5-13: applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery					

Commerce

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Formal Report	Half-Yearly examination	Examination	Research Task	
	Term 1 Week 10	Term 2 Week 5-6	Term 3 Week 7 - 8	Term 4 Week 4	
	Outcomes Assessed: COM5-1, COM5-2, COM 5-4, COM5-8	Outcomes Assessed: COM5-1, COM5-2, COM5-3, COM5-9	Outcomes Assessed: COM5-1, COM5-2, COM5-4, COM5-5, COM5-9	Outcomes Assessed: COM5-1, COM5-2, COM5-5, COM5-6, COM5-7, COM5-8	
Core Study 1	25				
Study Option 3		25			
Core Study 3			25		
Study Options 4 and 6				25	
Total %	25	25	25	25	100
Outcomes:					
COM5-1 applies consumer, financial, economic, business, legal, political 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 information using a variety of sources					
COM5-8 explains information using a variety of forms					
COM5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes					

Food Technology

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Foodie Adventure Brochure	Hunger investigation	Food product development and package	Ongoing practical assessment	
	Term 2 – Week 2	Term 3 – Week 5	Term 4 – Week 3	Term 4 – Week 5	
	Outcomes Assessed: FT5-8, FT5-9, FT5-10, FT5-11, FT5-12	Outcomes Assessed: FT5-2, FT5-5, FT5-6, FT5-11, FT5-13	Outcomes Assessed: FT5-1, FT5-2, FT5-10, FT5-11, FT5-13	Outcomes Assessed: FT5-1, FT5-2, FT5-4, FT5-5, FT5-10	
Total %	25	25	25	25	100
Outcomes:					
FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product					
FT5-2 identifies, assesses, and manages the risks of injury and WHS issues associated with the handling of food					
FT5-3 describes the physical and chemical properties of a variety of foods					
FT5-4 accounts for changes to the properties of food which occur during food processing, preparation, and storage					
FT5-5 applies appropriate methods of food processing, preparation, and storage					
FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities					
FT5-7 justifies food choices by analysing the factors that influence eating habits					
FT5-8 collects, evaluates, and applies information from a variety of sources					
FT5-9 communicates ideas and information using a range of media and appropriate terminology					
FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes					
FT5-11 plans, prepares, presents, and evaluates food solutions for specific purposes					
FT5-12 examines the relationship between food, technology, and society					
FT5-13 evaluates the impact of activities related to food on the individual, society, and the environment					

School Name: Toormina High School

2023 Student Competency Assessment Schedule

Course: Certificate I in Hospitality SIT10216

Assessment Clusters for Certificate I in Hospitality SIT10216 ***Any changes to the TAS will impact the Assessment schedule. Please consult with the framework coordinator if you have made changes.			Cluster 1	Cluster 2	Cluster 3	Cluster 5	Cluster 6
			Term 1	Term 2	Term 2	Term 3	Term 4
			Week 10	Week 4	Week 10	Week 10	Week 3
			Date: 27/3/23	Date: 22/5/23	Date: 26/6/23	Date: /23	Date: /23
Cluster	Code	Unit of Competency					
Cluster 1 – Working Safely	SITXWHS001 SITXFSA001	Participate in safe work practices Use hygienic practices for food safety					
Cluster 2 We're countin' it.	TLIE1005	Carry out basic workplace calculations					
Cluster 3 Are you being served?	SITXCCS001 BSBWOR203	Provide customer information and assistance Work effectively with others					
Cluster 4 Enjoy every bite	SITHCCC003	Prepare and present sandwiches					
Cluster 5 Espresso yourself	SITHFAB005	Prepare and serve espresso coffee					
Cluster 6 Tools of the trade	SITHCCC001	Use food preparation equipment					
Cluster 7 Snack shack	SITHCCC002	Prepare and present simple dishes					
Cluster 8 Provide basic first aid	HLTAID010	Provide basic emergency life support					

Depending on the achievement of units of competency, the possible qualification outcome is a SIT10216 Certificate I in Hospitality or a Statement of Attainment towards a SIT10216 Certificate I in Hospitality. The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

* Selected units only to be confirmed by your teacher.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

Physical Activity & Sport Studies

Components	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting %
	Practical	Coaching Assessment	Half yearly	Fitness Assessment	Practical	Yearly Exam	
	Semester 1	Term 1 Week 11	Term 2	Term 4 Week 6	Semester 2	Term 3 Week 7 - 8	
	5.5, 5.6, 5.7, 5.8, 5.9	5.1, 5.2, 5.6, 5.10	5.1, 5.2, 5.4, 5.6, 5.10	5.1, 5.5, 5.6	5.5, 5.6, 5.7, 5.8, 5.9	5.1, 5.2, 5.4, 5.6, 5.10	
Total %	20	15	15	15	20	15	100
Outcomes:							
PASS5.1 Discusses factors that limit and enhance the capacity to move and perform							
PASS5.2 Analyses the benefits of participation and performance in physical activity and sport							
PASS5.3 Discusses the nature and impact of historical and contemporary issues in physical activity and sport							
PASS5.4 Analyses physical activity and sport from personal, social and cultural perspectives							
PASS5.5 Demonstrates actions and strategies that contribute to active participation and 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							

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 7	Term 2: Week 7	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	
Making	15	15	15	15	60
Critical & Historical	10	10	10	10	40
Total %	25	25	25	25	100
Outcomes:					
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					

Marine Studies

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

Music

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

Outcomes:

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

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

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

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

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

5.6 uses different forms of technology in the composition process

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

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

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

5.10 demonstrates an understanding of the influence and impact of technology on music

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

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

Visual Design

Components	Task 1	Task 2	Task 3	Weighting %
	Design: Folio Submission C & H studies Introduction to the practice (work booklet) Topic: 'Print'	Design: Folio Submission C & H studies Introduction to the frames (work booklet) Topic: 'Space & Time'	Design: Mini-Major Personal interest project C & H studies Introduction to the conceptual framework (work booklet) Topic: 'Object'	
	Term 2 Week 3	Term 3 Week 3	Term 4 Week 3	
	Outcomes Assessed M 5.1- 5.10	Outcomes Assessed M 5.1- 5.10	Outcomes Assessed M 5.1- 5.10	
Making	20	25	25	70
Critical & Historical	10	10	10	30
Total %	30%	35%	35%	100
Outcomes				
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			