



# CESSNOCK HIGH SCHOOL

We are present, we are kind and we give our best.

Principal  
Mr Peter Riley

EST. 1937  
What e'er you do, do well

P (02) 4990 1977  
F (02) 4991 1815

W [cessnock-h.schools.nsw.gov.au](http://cessnock-h.schools.nsw.gov.au)  
E [cessnock-h.school@det.nsw.edu.au](mailto:cessnock-h.school@det.nsw.edu.au)

# Year 10 2024 Assessment Booklet

# Section 1

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## Assessment Policy & Procedure

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# ATTENDANCE

Rules relating to school attendance remain unchanged. A principal may determine that, as a result of absence, course completion criteria might not be met.

A requirement for the award of the RoSA is that students attend until the final day of Year 10 as determined by the school system concerned or by the principal of non-systemic schools. In all cases, schools are to ensure that syllabus outcomes and course study requirements, including indicative hours of study as specified by the Board are met.

# RESPONSIBILITIES

Each student has the responsibility to:

- Understand the NESA course requirements and procedures for each course of study
- Be familiar with and fulfil the requirements of the School Assessment Policy as set out in this handbook
- Provide written evidence of reason for absence from or late submission of formal assessment tasks

Schools have the responsibility to:

- Provide students with assessment programs conducted in a fair and reasonable manner
- Inform students of dates and requirements of assessment tasks
- Provide students with appropriate information about the nature of the task, the requirements of submission and the aspects of the syllabus under assessment
- Provide students with detailed feedback on their performance, in a timely manner

The Cessnock High School Assessment Policy has been designed to ensure:

- Open and accountable procedures for all students consistent with the NESA requirements
- A fair and equitable environment in which each student can achieve individual excellence

# MANDATORY CURRICULUM REQUIREMENTS.

<b>English</b>	The Board Developed syllabus to be studied substantially throughout Years 7–10.400 hours to be completed by the end of Year 10.
<b>Mathematics</b>	The Board Developed syllabus to be studied substantially throughout Years 7–10.400 hours to be completed by the end of Year 10.
<b>Science</b>	The Board Developed syllabus to be studied substantially throughout Years 7–10.400 hours to be completed by the end of Year 10.
<b>Human Society and Its Environment</b>	To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage5.
<b>Languages Other than English</b>	100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
<b>Technological and Applied Studies</b>	The Board’s Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
<b>Creative Arts</b>	200 hours to be completed, consisting of the Board’s 100-hour mandatory courses in each of Visual Art and Music. It is the Board’s expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
<b>Personal Development, Health and Physical Education</b>	The Board’s mandatory 300-hour course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7–10.

# PATTERN OF STUDY.

	English	Maths	Science	PDHPE	HSIE	Mandatory Technology	Visual Art	Language	Sport
<b>7</b>									
<b>8</b>	English	Maths	Science	PDHPE	HSIE	Mandatory Technology	Music		Sport
<b>9</b>	English	Maths	Science	PDHPE	HSIE	X Elective	Y Elective		Sport
<b>10</b>	English	Maths	Science	PDHPE	HSIE	X Elective	Y Elective		Sport
<b>11</b>	Line 1 English	Line 2	Line 3	Line 4	Line 5	Line 6			
<b>12</b>	Line 1 English	Line 2	Line 3	Line 4	Line 5	Line 6			

# Year 10 Pattern of Study

<b>English</b>	8 Periods per cycle
<b>Mathematics</b>	8 Periods per cycle
<b>Science</b>	8 Periods per cycle
<b>PDHPE</b>	7 Periods per cycle
<b>Human Sciences and Its Environment</b>	7 Periods per cycle
<b>X Elective</b>	7 Periods per cycle
<b>Y Elective</b>	7 Periods per cycle
<b>Sport</b>	4 Periods Per cycle
<b>Careers</b>	1 Period Per cycle
<b>Writing</b>	1 Period Per cycle
<b>Total</b>	<b>58 periods</b>

<b>X Elective</b> 200hrs	Agriculture	IT Timber	Food Technology	Visual Arts	PASS	Child Studies
<b>Y Elective</b> 100hrs	Agriculture	Adventure & the Outdoors	Food Technology	Visual Arts	Child Studies	PASS
<b>Y Elective</b> 100hrs	Commerce	Crime Scene Investigations	Design & Media Studies	Music		

# ELIGIBILITY FOR THE RECORD OF SCHOOL ACHIEVEMENT (ROSA)

To qualify for the RoSA, a student must have:

- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA.
- Complied with all requirements imposed by the Minister or NESA.
- Completed Year 10.
- Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

## ASSESSMENT

In New South Wales, a standards-referenced approach is used to report student achievement. Achievement standards have two important components that can be thought of in terms of:

- what students are expected to learn; and
- how well they have achieved.

The NSW syllabuses state what students at each stage are expected to learn. A to E grade scales describe how well students have achieved.

Schools are responsible for awarding each student who completes a Stage 5 course or a Stage 6 Preliminary course (except Life Skills and VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA or HSC Record of Achievement. Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved.

Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do. Stage 4 and 5 assessment tasks are designed to determine how student achievement across the whole range of outcomes for any given course. Assessments also test a wide range of skills, such as oral skills, research skills, practical skills, and examinations.

### A. Purpose of Assessment

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. The key reasons for assessment are to:

- Provide opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- Enable students to demonstrate what they know and can do
- Clarify student understanding of concepts and promotes deeper understanding

### B. Understanding Assessment

The syllabus provides guidance in relation to the types of tasks that are suitable. The assessment tasks used should be appropriate to the outcomes and component of the course being assessed. For example, tasks could include assignments, fieldwork studies and reports, model making, oral reports, research projects, practical tests and open-ended investigations, viva voce, improvisations, arrangements, original compositions, portfolios, and presentations of performance. The assessment tasks should allow for a range of marks to allow for discrimination between the

performances of individual students and be set at an appropriate level of difficulty that allows the full range of marks to be available.

### C. Outcomes Based Assessment

All schools are required to deliver programs of study that comply with the requirements of the NSW Education Standards Authority (NESA) syllabuses. More detailed information concerning each course and syllabus outcomes are available on the NESA website or use the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>

For each course taught, it is a requirement of the assessment program that schools establish a program of assessment tasks. These tasks are conducted throughout the year, and each have a weighting which is used as a component of the reporting process. School-based assessment tasks are linked to performance descriptors (grades) because the task focuses on outcomes. They are valid instruments for what they are designed to assess, and the marking guidelines relate to the outcomes and the NESA performance standards. The assessment program at CHS incorporates the principles of assessment for learning, assessment as learning and assessment of learning.

- Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.
- Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions, and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.
- Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as '*summative assessment*', it usually occurs at defined key points during a teaching work or at the end of a unit, term, or semester, and may be used to rank or grade students.

This assessment booklet contains detailed assessment schedules and scope and sequences that clearly indicate:

1. Syllabus outcomes relevant to each course
2. Content being studied
3. Timing of the individual assessment task (weeks/ terms only)
4. Weightings of each task

### D. Satisfactory Completion of Course

Assessment Tasks are mandatory for each course. In addition, students are expected to apply themselves with diligence and sustained effort to all set tasks and experiences provided in the course to be considered as having satisfactorily completed the course. A variety of assessment task styles- for example speaking, listening, reading, and writing- are included in assessment programs to provide students with varied opportunities to demonstrate achievement of outcomes.

### E. Assessment Task Overview

- An individual task will not be worth less than 10%, no more than 50%, of the total assessment marks. One task may address several course outcomes.
- Head Teachers are required to validate each task prior to distribution to students.
- All assessment tasks for a course should be completed by each student.
- Tasks will be submitted by the student via CANVAS or in person by 9:00am on the submission due date
- Teachers will assess the students' actual performance, not potential performance.
- Students who indicate they are sick on the day of an assessment task should contact the Deputy Principal to discuss whether they should sit the task, and to discuss the required documentation for non-completion.

## F. Notifications

At least two weeks' notice of the details of a task should be provided to and signed off by students via CANVAS. In addition to the Assessment Schedule and Scope and Sequence provided to the student at the beginning of the course, each task should notify students of the precise date, outcomes assessed, weighting for components and marking guidelines. Students are to sign that they have received the assessment task notification.

If a student is absent on the day that a notification for an assessment task is given to students, the student will be able to access the notification via CANVAS.

## G. Submission of Tasks

All hand in assessment tasks must be submitted as directed on the assessment notification.

On occasions where tasks are to be submitted in an electronic form, students have a responsibility to ensure the correct electronic file is easily identified with the task title, and the file is accessible and not corrupt. A technology fault is not grounds for appeal.

During an in-class assessment task, students will be expected to follow all in class assessment instructions provided by the teacher and adhere to the Cessnock Way Expectations. Examination conditions include no talking during a task, placing bags where directed by the teacher and following safety protocols.

For separate classes completing the same course, Head Teachers are required to ensure that students receive the same information to ensure consistency in the administration of the assessment task. Where possible, the task should be completed on the same day/period to protect the integrity of the task and ensure that all students have the same examination conditions and experiences. Change of dates for assessment tasks will only occur in special circumstances with the Faculty Head Teacher and Deputy Principals permission.

## H. Procedures of Awarding Marks

There is a standard referenced approach be used for assessing and reporting student achievement.

Assessment tasks allow measurements of student performance in relation to course outcomes, including those not readily measured by an examination. This serves to provide several types of measurements over a period of time. In a standards-referenced approach, the assessment mark submitted to the NESA will reflect the rank order and relative difference between the achievements of students, based on the extent to which students have demonstrated the achievement of the outcomes.

Marks are calculated based on the mandatory assessment components and weightings found in the syllabus for each course.

Marks will be aggregated to the nearest whole number and ranked accordingly. Assessment marks should show the relative differences between students' performances. This is best achieved when a sufficiently wide mark range is used in allocating the marks for the individual tasks.

It is stressed that the final assessment mark should not be revealed to the students, but students must be informed that they can receive their final assessment rank. This will be provided as the assessment rank on their semester two report.



The general performance descriptors describe performance at each of five grade levels.

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

#### I. Procedures for Late Submission and Non-completion of tasks

Tasks handed in late will receive a 10% deduction unless the student has provided a valid explanation from a parent or carer. Where a student is absent on the day of a task, they will have an opportunity to complete the task at their next lesson, however they will still be required to submit a valid explanation for the absence. In either circumstance, a 10% deduction will apply unless a valid reason is provided. If the task is not resolved within a five-day period, a mark of zero will be applied and an N-Warning letter will be sent for the task.

If a student is on suspension from school at the time when an assessment item is due, it remains the student's responsibility to ensure the task is submitted on the due date. Where appropriate, the student may be asked to complete in class assessment tasks on return from suspension.

Where a teacher is absent on the day for an in-class task, the Faculty Head Teacher or senior teacher will arrange alternative cover to complete the task as required.

#### J. Procedures for illness/Misadventure

##### What Is Illness and Misadventure?

NESA will only consider awarding special consideration in cases of illness and misadventure. These are defined as:

**Illness:** Any sickness or injury that prevents a student from attending school

**Misadventure:** Any unforeseen circumstance or incident that prevents a student from attending school.

An Illness/Misadventure exemption can be applied when an assessment task is:

- Not submitted on time
- Submitted incomplete
- During extra-ordinary circumstances.

Where a student experiences a misadventure, the student should provide a valid explanation from a parent or carer. This must be done within a 5 day period to avoid penalties. If a student completes the task without a valid reason they will still receive a mark with a 10% penalty. If a misadventure is completed after the 5 day period, it will go directly to the Deputy Principal for consideration.

## K. Students can not apply for an illness/misadventure for:

- difficulties in preparation or loss of preparation time / technology fault
- alleged deficiencies in teaching
- long-term illness such as glandular fever unless they are suffering a flare-up of the condition during the examination or assessment period
- misreading the examination timetable
- misreading assessment task or examination instructions
- other commitments such as holidays, participation in entertainment, work or sporting events, or attendance at examinations conducted by other institutions or organisations.
- illness once the assessment paper is opened during the reading time, or after the examination commences.

## L. Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice

Where Malpractice is detected, a mark of 0 will be awarded for that section of the task to each student involved. Students will be given 5 days to rectify their malpractice and resubmit the task with a 10% penalty. If a student chooses against rectification a mark of 0 will remain for that section but will still be issued marks for any original assessment work. Classroom Teachers will make contact home when malpractice occurs.

## M. Invalidity of Assessment Tasks

Where invalid or unreliable results have been produced by an assessment task the Deputy Principal and faculty Head Teacher should be notified. This may be where a task does not function as required, or where there are problems in the administration.

The Deputy Principal will ascertain the reasons for the unreliable or invalid results and implement one or more of the following processes as appropriate:

- negotiation with all students affected
- implement an alternate task supplied for the whole or part of the original
- mark adjustment to discount the invalid part of the test other, as determined by the Deputy Principal.

## N. Feedback

Teachers should provide feedback to students to assist their learning. The effectiveness of feedback to students on their performance on assessment tasks can result in significantly improved student outcomes.

Feedback on tasks should be meaningful and provide students with an indication of their performance relative to the outcomes being assessed and their general progress. The wording of outcomes and the band descriptions can be used, where appropriate, for providing feedback to students.

Teachers are encouraged to make available work samples to students as a standards reference. Appropriate marking guidelines are devised prior to applying the task and certified by the Head Teacher.

For each assessment task students should receive clear feedback on their performance. This should include what they are able to do and what they need to do in order to improve their performance.

This advice should indicate:

- Student attainments in the task relative to the outcomes
- Student relative positions within the course group
- Students should sign the Assessment Task Register platform to acknowledge that feedback and task rank are received.

The top 3-5 achieving students within each class per task will be recognised with CODE+ for Academic Achievement on the App which will generate a positive letter home. These are to be issued at the same time as the cohort feedback is issued to students.

## O. N-Warning and Determination

If the Principal determines that a student is in danger of not completing a course satisfactorily, the student will be warned in writing in time for them to correct the problem and satisfactorily complete the course.

Classroom teachers will be required to send N-Warning for incompleteness of coursework two times a term and for any incomplete assessment tasks after 5 days. Students on a Life-Skills Pattern of Study can be issued with an N-Warning for incompleteness of coursework. Teachers will be required to contact home via phone or letter for students receiving an N-Warning prior to the first warning being sent home. Students with more than 4 N-Warnings within one course will be required to be flagged through the Learning and Support Process and followed up by Year Advisors. Students can rectify all N-Warnings and still receive marks for their assessment tasks with a 10% penalty unless completing the ILLNESS/MISADVENTURE Process. It is the responsibility of the student and classroom teacher to agree on a date to complete the outstanding task to rectify the N-Warning. Head Teacher consultation should be conducted throughout this process.

**The Principal will use the following as a guide for N-Determination:**

- **50% Rule:** In addition to any other set tasks and experiences in any course, students must complete assessment tasks that contribute in excess of 50% of available marks.
- **Set Tasks and Experiences:** Principals must determine if there is sufficient evidence to progress with an N determination for a student's application of diligence and sustained effort to the set tasks and experiences provided in the course by the school.

**If a decision is made to progress with an N-Determination:**

- i. The Principal or delegate will notify the parent/carer that in the school's view, their student has not met the completion requirements for the award of a ROSA
- ii. Offer an Appeal form (if required)
- iii. Form an Appeals panel (if required) and review the appeal
- iv. If the appeal is upheld, award the marks for the course.
- v. If the Appeal is declined, forward all documentation to the Board of Studies for determination.

If an 'N' determination is given:

- The course will be listed as 'Not Completed' on the Record of Achievement
- The student may be ineligible for the award of a ROSA.

## P. Special Provisions and Life Skills

It is a requirement under the Disability Standards for Education 2005 for schools to ensure that assessment tasks are accessible to students with disability. The Learning and Support Team is responsible for the identification and management of students requiring special provisions. A submission for all known cases is made to the NSW Education Standard Authority (NESA).

The Learning and Support Teacher will develop a list of students requiring special provisions. Additional students may be added during the year. Special provisions should apply to those assessment tasks affected by the student's specific provisions, only when approved by the Board of Studies or by emergency arrangement with the Principal. Students who believe they may be eligible for Special Provisions should see the Deputy Principal Inclusion for further information.

All students who complete a differentiated task, in any substantial capacity will receive an adapted grade on their final report. Differentiated tasks will be provided to identified students and parent contact will be made via the reporting process to communicate this. If parents have concerns they are to contact Deputy Principal Inclusion and Support or the Faculty Head Teacher.

# YEARLY OVERVIEW

	Term 1 2024	Term 2 2024	Term 3 2024	Term 4 2024
<b>1</b>				
<b>2</b>				
<b>3</b>				ASSESSMENT BLOCK
<b>4</b>		ASSESSMENT BLOCK		ASSESSMENT BLOCK
<b>5</b>		ASSESSMENT BLOCK	ASSESSMENT BLOCK	
<b>6</b>			ASSESSMENT BLOCK	
<b>7</b>				
<b>8</b>				
<b>9</b>	ASSESSMENT BLOCK	ASSESSMENT BLOCK	ASSESSMENT BLOCK	ALL MY OWN WORK
<b>10</b>	ASSESSMENT BLOCK	ASSESSMENT BLOCK	ASSESSMENT BLOCK	
<b>11</b>				

\*\* Assessment task submission/completion can fall at any point within the allocated blocks, please refer to the notification and assessment description provided by the class teacher for exact dates, submission requirements and task descriptions\*\*

## Specific Subject Assessment Schedules Page

English	15
Mathematics Advanced Stage 5.3	16
Mathematics Intermediate Stage 5.2	17
Mathematics Standard Stage 5.1	18
Science	19
PDHPE	20
Geography	21
History	22
Adventure and the Outdoors 100hrs	23
Agriculture 100hrs	24
Child Studies 100hrs	25
Commerce 100hrs	26
Crime Scene Investigations 100hrs	27
Design & Media Studies 100hrs	28
Food Technology 100hrs	29
Music 100hrs	30
PASS 100hrs	31
Visual Arts 100hrs	32
Agriculture 200hrs	33
Child Studies 200hrs	34
Food Technology 200hrs	35
Industrial Technology – Timber 200hrs	36
PASS 200hrs	37
Visual Arts 200hrs	38

# ENGLISH

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Discursive Response	Extended Response	Multimodal Representation	Skills/ Comprehension Examination
Timing		Term 1 Weeks 9/10	Term 2 Weeks 9/10	Term 3 Weeks 9/10	Term 4 Weeks 3/4
Submission method		Submit	In class	Submit	Examination
<b>Assessment Component</b>					
Knowledge	50%	15%	10%	15%	10%
Skills	50%	10%	15%	10%	15%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
Outcomes Assessed		EN5-1A EN5-7D EN5-8D	EN5-3B EN5-5C	EN5-2A EN5-4B EN5-9E	EN5-1A EN5-6C

## Course Outcomes:

- EN5-1A:** A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure.
- EN5-2A:** A student 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:** A student 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:** A student effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
- EN5-5C:** A student 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:** A student investigates the relationships between and among texts
- EN5-7D:** A student understands and evaluates the diverse ways texts can represent personal and public worlds
- EN5-8D:** A student questions, challenges, and evaluates cultural assumptions in texts and their effects on meaning.
- EN5-9E:** A student purposefully reflects on, assesses, and adapts their individual and collaborative skills with increasing independence and effectiveness.

# MATHEMATICS 5.1

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Written Task	Half Yearly Examination	Written Task	Yearly Examination
Timing		Term 1 Week 9/10	Term 2 Week 4/5	Term 3 Week 5/6	Term 4 Week 3/4
Submission method		In class	In class	In class	In class
Assessment Component		Investing Money and Spending Money Linear Relationships	Investing Money and Spending Money Linear Relationships Similarity and Scale	Right-Angled Trigonometry, Interpreting and Evaluating Statistical Reports in the Media	Right-Angled Trigonometry, Interpreting and Evaluating Statistical Reports in the Media, Probability Using Summary Statistics to compare sets of data
A - Knowledge	50%	12.5%	12.5%	12.5%	12.5%
B - Skills	50%	12.5%	12.5%	12.5%	12.5%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
Outcomes Assessed		MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.2-1WM, MA5.2-2WM, MA5.1-4NA, MA5.2-4NA MA5.1-6NA	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-11MG, MA5.2-1WM, MA5.2-2WM, MA5.1-4NA, MA5.2-4NA MA5.1-6NA	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.2-1WM, MA5.2-2WM, MA5.1-10MG, MA5.2-13MG	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-13SP MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-15SP, MA5.1-10MG, MA5.2-13MG

## Course Outcomes:

**MA5.1-1WM** uses appropriate terminology, diagrams and symbols in mathematical contexts

**MA5.1-2WM** selects and uses appropriate strategies to solve problems

**MA5.1-3WM** provides reasoning to support conclusions that are appropriate to the context

**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

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

**MA5.2-4NA** solves financial problems involving compound interest

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

**MA5.1-7NA** graphs simple non-linear relationships

**MA5.2-10NA** connects algebraic and graphical representations of simple non-linear relationships

**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

**MA5.2-13MG** applies trigonometry to solve problems, including problems involving bearings

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

**MA5.1-13SP** calculates relative frequencies to estimate probabilities of simple and compound events

**MA5.2-15SP** uses quartiles and box plots to compare sets of data, and evaluates sources of data



# MATHEMATICS 5.2

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Written Task	Half Yearly Examination	Written Task	Yearly Examination
Timing		Term 1 Week 9/10	Term 2 Week 4/5	Term 3 Week 5/6	Term 4 Week 3/4
Submission method		In class	In class	In class	In class
Assessment Component		Financial Maths Measurement	Financial Maths Measurement Algebraic Expressions and Indices	Single and Bivariate Data Linear Relationships	Properties of Geometrical Figures Right Angled Triangles Equations, Formulas and Inequalities
A - Knowledge	50%	12.5%	12.5%	12.5%	12.5%
B - Skills	50%	12.5%	12.5%	12.5%	12.5%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
Outcomes Assessed		MA 5.1-8MG MA5.1-9MG MA 5.2-11MG MA 5.2-12MG MA5.1-4NA MA5.2-4NA	MA 5.1-8MG MA 5.1-9MG MA 5.2-11MG MA 5.2-12MG MA5.1-4NA MA5.2-4NA MA5.2-6NA	MA5.1-12SP MA5.2-15SP MA5.2-16SP MA 5.1-6NA MA 5.2-5NA MA 5.2-9NA	MA 5.1-11MG MA 5.2-14MG MA 5.1-10MG MA 5.2-13MG MA5.2-8NA

## Course 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

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

**MA5.2-4NA** solves financial problems involving compound interest

**MA5.2-5NA** recognises direct and indirect proportion, and solves problems involving direct proportion

**MA5.2-6NA** simplifies algebraic fractions

**MA5.2-8NA** solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques

**MA5.2-9NA** uses the gradient-intercept form to interpret and graph linear relationships

**MA5.2-11MG** calculates the surface areas of right prisms, cylinders and related composite solids

**MA5.2-12MG** applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders

**MA5.2-13MG** applies trigonometry to solve problems, including problems involving bearings

**MA5.2-14MG** calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar

**MA5.2-15SP** uses quartiles and box plots to compare sets of data, and evaluates sources of data

**MA5.2-16SP** investigates relationships between two statistical variables, including their relationship over time

# MATHEMATICS 5.3 STANDARD

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Written Task	Half Yearly Examination	Written Task	Yearly Examination
Timing		Term 1 Week 9/10	Term 2 Week 4/5	Term 3 Week 5/6	Term 4 Week 3/4
Submission method		In class	In class	In class	In class
Assessment Component		Measurement Indices and Surds	Measurement Indices and Surds Single and Bivariate Data	Linear Relationships Geometrical Figures Right Angle Triangles	Equations, Inequations and Simultaneous Equations Quadratic Expressions Non-Linear Relationships
A - Knowledge	50%	12.5%	12.5%	12.5%	12.5%
B - Skills	50%	12.5%	12.5%	12.5%	12.5%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
Outcomes Assessed		MA 5.1-9MG MA 5.2-11MG MA 5.2-12MG MA 5.3-13MG MA 5.3-14MG MA 5.3-6NA	MA 5.1-9MG MA 5.2-11MG MA 5.2-12MG MA 5.3-13MG MA 5.3-14MG MA 5.3-6NA MA 5.1-12SP MA 5.2-15SP MA 5.2-16SP MA 5.3-18SP MA5.3-19SP	MA 5.1-6NA MA 5.2-5NA MA 5.2-9NA MA 5.3-8NA MA 5.1-11MG MA 5.2-14MG MA 5.3-16MG MA 5.3-17MG MA 5.1-10MG MA 5.2-13MG MA 5.3-15MG	MA 5.2-6NA MA 5.2-8NA MA 5.3-5NA MA 5.3-7NA MA 5.1-7NA MA 5.2-10NA MA 5.2-5NA MA 5.3-4NA MA 5.3-9NA MA 5.3-12NA

## Course Outcomes:

**MA5.3-4NA** draws, interprets and analyses graphs of physical phenomena

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

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

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

**MA5.3-8NA** uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line

**MA5.3-9NA** sketches and interprets a variety of non-linear relationships

**MA5.3-12NA** uses function notation to describe and sketch functions

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

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

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

**MA5.3-16MG** proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals

**MA5.3-17MG** applies deductive reasoning to prove circle theorems and to solve related problems

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

**MA5.3-19SP** collects, represents and interprets single sets of data, using appropriate statistical displays

# SCIENCE

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Practical Task	Skills Task	Student Research Project	Exam
Timing		Term 1 Weeks 9/10	Term 2 Weeks 5/6	Term 3 Weeks 9/10	Term 4 Weeks 3/4
Submission method		In class	In class	In class	In class
<b>Assessment Component</b>					
Working Scientifically	60%	20%	5 %	25%	10 %
Knowledge and Understanding	40%	5%	15 %		20 %
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-9WS SC5 - 17CW	SC5-7WS, SC5-8WS, SC5-9WS SC5-10PW, SC5-16CW, SC5-17CW	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-9WS	SC5-7WS, SC5-8WS SC5-10PW, SC5-14LW, SC5-15LW, SC5-16CW, SC5-17CW

## Course Outcomes:

### Working Scientifically Skills

SC5-4WS develops questions or hypotheses 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

### Knowledge and Understanding

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 transformations 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

# PDHPE

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Party Safely	Fighting Fit	Gymnastics Performance	End of Year Examination
Timing		Term 1 Week 9/10	Term 2 Week 4/5	Term 3 Week 5/6	Term 4 Week 3/4
Submission method		Submit	In class	In class	Exam
<b>Assessment Component</b>					
Knowledge and Understanding	40%	15%	5%	5%	15%
Skills	40%	10%	10%	10%	10%
Values and Attitudes	20%	5%	5%	5%	5%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		PD 5-3 PD 5-6 PD 5-10	PD 5-7 PD 5-8	PD 5-4 PD 5-5 PD 5-11	PD 5-1 PD 5-2 PD 5-6 PD5-7 PD 5-8

## Course Outcomes:

**PD 5-1** Assesses their own and others' capacity to reflect on and respond positively to challenges

**PD 5-2** Researches and appraises the effectiveness of health information and support services available in the community

**PD 5-3** Analyses factors and strategies that enhance inclusivity, equality and respectful relationships

**PD 5-4** Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts

**PD 5-5** Appraises and justifies choices of actions when solving complex movement challenges

**PD 5-6** critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

**PD 5-7** plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

**PD 5-8** designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity

**PD 5-9** applies self-management skills to effectively manage complex situations

**PD 5-10** critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

**PD 5-11** refines and applies movement skills and concepts to compose and perform innovative movement sequences

# GEOGRAPHY

Course Components	Syllabus Weightings	Task 1	Task 2
Task Type		Research and In class test	In class Test
Timing		Term 1 Week 9/10	Term 2 Week 4/5
Submission method		In class	In class
Assessment Component		Research and Writing Task	Skills Test and Knowledge
Total	100%	50%	50%
Outcomes Assessed		GE5-1, GE5-2, GE5-3	GE5-5, GE5-7, GE5-8

## Course 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 peoples, 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

**GE5-7** 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

**Related Life Skills outcomes:** *GELS-1, GELS-2, GELS-3, GELS-4, GELS-5, GELS-7, GELS-8*

# HISTORY

Course Components	Syllabus Weightings	Task 1	Task 2
Task Type		In class Written Response	Research and In class Exam
Timing		Term 3 Weeks 9/10	Term 4 Weeks 3/4
Submission method		In class	In class
Total	100%	50%	50%
Outcomes Assessed		HT5.1, HT5.3, HT5.5, HT5.9	HT5.2, HT5.6, HT5.8, HT5.10

## Course Outcomes:

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

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

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

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

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

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

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

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

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

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

# ADVENTURE AND THE OUTDOORS 100hrs

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Research and Reflection	Research and In class Presentation	Hike
Timing		Term 1 Week 9/10	Term 3 Week 5/6	Term 4 Week 3/4
Submission method		In class	In class	In class
Total	100%	35%	40%	35%
Outcomes Assessed		OE5-4, OE5-6	OE5-2, OE5-3, OE5-10, OE5-11, OE5-12	OE5-1, OE5-4, OE5-5, OE5-7, OE5-9, OE5-13

## Course Outcomes:

**OE5-1** participates safely in outdoor education activities demonstrating knowledge of natural environments

**OE5-2** investigates natural environments and their role in promoting health and wellbeing

**OE5-3** analyses the benefits of participation in experiences in natural environments to promote personal growth, health and wellbeing

**OE5-4** explains and applies key considerations and skills related to planning and preparing for outdoor education activities

**OE5-5** applies risk management techniques in outdoor education activities

**OE5-6** understands first aid and emergency response procedures relevant to outdoor education activities

**OE5-7** demonstrates skills and knowledge for relationship building and effective group functioning

**OE5-8** demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities

**OE5-9** demonstrates interpersonal and self-management skills to achieve personal and group goals in outdoor environments

**OE5-10** explains the relationship between environments and the health and wellbeing of people

**OE5-11** describes the impact of participation in practical outdoor education activities on natural environment/s over time

**OE5-12** proposes ways in which natural environments can be protected and/or managed

**OE5-13** demonstrates minimal impact techniques when participating in outdoor activities.

# AGRICULTURE 100hrs

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Research Task	Plant Trial	Practical Task	End of Year Examination
Timing		Term 1 Weeks 9/10	Term 2 Weeks 4/5	Term 3 Weeks 9/10	Term 4 Weeks 3/4
Submission method		In class	In class	In class	In class
<b>Assessment Component</b>					
Knowledge and Understanding	40%	10%	5%	5%	20%
Skills and Practical	60%	15%	20%	15%	10%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>
Outcomes Assessed		AG5-2, AG5-3, AG5-7, AG5-9, AG5-10	AG5-1, AG5-11, AG5-12, AG5-13	AG5-2, AG5-4, AG5-7, AG5-10, AG5-14	AG5-1, AG5-2, AG5-3, AG5-4, AG5-5, AG5-6, AG5-7, AG5-8, AG5-9, AG5-11, AG5-12

## Course 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

**AG5-2** 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

**AG5-4** Investigates and implements responsible production systems for plant and animal enterprises

**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

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

**AG5-10** Implements and justifies the application of animal welfare guidelines to agricultural practices

**AG5-11** Designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts

**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

**AG5-14** Demonstrates plant and/or animal management practices safely and in collaboration with others



# CHILD STUDIES 100hrs

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Becoming a Parent	The Miracle Of life	Growth and Development	Yearly Exam
Timing		Term 1, Week 9/10	Term 2, Week 4/5	Term 3, Week 9/10	Term 4, Week 3/4
Submission method		In class	In class	In class	In class
Knowledge, Understanding and Skills	60%	15%	15%	20%	10%
Values and Attitudes	40%	10%	10%	10%	10%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>20%</b>
Outcomes Assessed		CS5-3, CS5-5, CS5-6, CS5-7	CS5-51, CS5-2, CS5-11	CS5-1, CS5.2, CS5-4, CS5-6, CS5-7, CS5-12	CS5-8, CS5-9, CS5-11

## Course Outcomes:

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

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

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

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

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

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

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

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

**CS5-9** analyses the interrelated 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 100hrs

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		In class test	Research Task	Research Task
Timing		Term 1 Weeks 9/10	Term 2 Weeks 4/5	Term 3 Weeks 9/10
Submission method		In Class	In Class	Submit
Assessment Component		Skills Test	Research and Writing Task	Research
Total	100%	40%	30%	30%
Outcomes Assessed		COM5-1 COM5-2	COM5-4 COM5-7	COM5-6 COM5-8

## Course 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

**Related life skills outcomes:** COMLS-1, COMLS-2, COMLS-3, COMLS-4, COMLS-5, COMLS-6, COMLS-7, COMLS-8, COMLS-9, COMLS-10, COMLS-11, COMLS-12, COMLS-13

# CRIME SCENE INVESTIGATION 100 hrs

Course Components	Task 1	Task 2	Task 3
Task Type	Source Analysis	Extended Response	Historical Analysis
Timing	Term 1 Weeks 9/10	Term 2 Weeks 9/10	Term 3 Weeks 9/10
Submission method	In Class	In Class	Submit
Total	25%	25%	50%
Outcomes Assessed	HTE5.4, HTE5.6, HTE5.7, HTE5.9	HTE5.7 HTE5.9	HTE5.1, HTE5.10

## Course Outcomes:

**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.

# DESIGN AND MEDIA STUDIES 100hrs

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Design and Media Conventions Test	Graphic Design Task	Game Design Task	Process Log and Portfolio
Timing		Term 1 Weeks 9/10	Term 2 Weeks 4/5	Term 3 Weeks 5/6	Term 3 Weeks 9/10
Submission method		In class	Submit	Submit	Submit
Assessment Component					
Knowledge and understanding	40%	10%	5%	5%	20%
Processes and skills	60%	5%	15%	20%	20%
<b>Total</b>	<b>100%</b>	<b>15%</b>	<b>20%</b>	<b>25%</b>	<b>40%</b>
Outcomes Assessed		DM5-1, DM5-8, DM5-9	DM5-2, DM5-4, DM5-5	DM5-4, DM5-5	DM5-3, DM5-6, DM5-7, DM5-8, DM5-9

## Course Outcomes:

**DM5-1** refers to relevant ideas, histories, and theories to analyse and produce design and media works

**DM5-2** applies appropriate visual communication strategies to represent meaningful ideas about the world

**DM5-3** applies design and media conventions, practices, techniques, and processes that reflect creative industry standards

**DM5-4** works independently and collaboratively to produce design and media works that respond to provocations, stimulus, or creative briefs

**DM5-5** explores the interconnected roles of designers, products, audiences, and the world

**DM5-6** applies project management strategies to develop, plan, produce, and deliver design and media projects

**DM5-7** demonstrates creative intention and refinement to resolve design and media projects

**DM5-8** explains a range of safe working practices and diverse cultural protocols associated with design and media

**DM5-9** acknowledges the significance of Country, cultural protocols, and Aboriginal Peoples' perspectives and contributions in design and media

# FOOD TECHNOLOGY 100hrs

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Practical observations and mini research Food Safe Eat Safe	Research Task & practical Food Selection and Health	Pop up shop Food trends	Food product development food item
Timing		Term 1 Weeks 9/10	Term 2 Weeks 4/5	Term 3 Weeks 9/10	Term 4 Weeks 3/4
Submission method		Submit & in class	Submit & In class	Submit & in class	In class
<b>Assessment Component</b>					
	100%	15%	25%	30%	30%
<b>Total</b>	<b>100%</b>	<b>15%</b>	<b>25%</b>	<b>30%</b>	<b>30%</b>
Outcomes Assessed		FT5-2, FT5-4, FT5-5	FT5-1, FT5-6, FT5-8	FT5-7, FT5-10, FT5-11	FT5-9, FT5-12

## Course Outcomes:

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

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

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

**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 FT5-5

**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

# MUSIC 100hrs

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		COMPOSITION	PERFORMANCE	MUSICOLOGY	AURAL
Timing		Term 1 Week 9/10	Term 2 Weeks 4/5	Term 3 Weeks 5/6	Term 4 Weeks 3/4
Submission method		Submit	In class	Submit	In class
<b>Assessment Component</b>					
A - Composition	25%	25%			
B - Performance	25%		25%		
C - Musicology	25%			25%	
D - Aural	25%				25%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>Outcomes Assessed</b>		<b>5.5</b>	<b>5.3</b>	<b>5.7</b> <b>5.9</b>	<b>5.8</b>

## Course 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.

# PASS 100hrs

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Body Systems	First Aid Course	Components of Fitness	Coaching and officiating
Timing		Term 1 Week 9/10	Term 2 Week 4/5	Term 3 Week 5/6	Term 4 Week 3/4
Submission method		In class	In class	In class	In class
Knowledge & Understanding	40%	10%	10%	10%	10%
Skills	40%	10%	10%	10%	10%
Values & Attitudes	20%	5%	5%	5%	5%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
Outcomes Assessed		PASS5-1 PASS5-2	PASS5-10	PASS5-2 PASS5-8	PASS5-6 PASS5-5 PASS5-8

## Course 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 enjoyable participation and skilful performance

**PASS5-6** evaluates the characteristics of enjoyable 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 100hrs

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Artmaking VAPD & Artworks	Critical & Historical Analysis	Artmaking VAPD & Artworks	Critical & Historical Research Task
Timing		Term 1 Weeks 9/10	Term 2 Weeks 9/10	Term 3 Weeks 9/10	Term 4 Weeks 3/4
Submission method		Submit	Exam	Submit	Submit
<b>Assessment Component</b>					
A: Artmaking	50%	25%		25%	
B: Critical & Historical studies	50%		25%		25%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>Outcomes Assessed</b>		5.3	5.7	5.8	5.6

## Course Outcomes:

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures
- 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



# AGRICULTURE 200hrs

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Research Task	Animal Trial	Practical Task	End of Year Examination
Timing		Term 1 Weeks 9/10	Term 2 Weeks 4/5	Term 3 Weeks 9/10	Term 4 Weeks 3/4
Submission method		In class	In class	In class	In class
<b>Assessment Component</b>					
Knowledge and Understanding	40%	10%	5%	5%	20%
Skills and Practical	60%	15%	20%	15%	10%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		AG5-2, AG5-3, AG5-7, AG5-9, AG5-10	AG5-1, AG5-11, AG5-12, AG5-13	AG5-2, AG5-4, AG5-7, AG5-10, AG5-14	AG5-1, AG5-2, AG5-3, AG5-4, AG5-5, AG5-6, AG5-7, AG5-8, AG5-9, AG5-11, AG5-12

## Course 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

**AG5-2** 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

**AG5-4** Investigates and implements responsible production systems for plant and animal enterprises

**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

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

**AG5-10** Implements and justifies the application of animal welfare guidelines to agricultural practices

**AG5-11** Designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts

**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

**AG5-14** Demonstrates plant and/or animal management practices safely and in collaboration with others

# CHILD STUDIES 200hrs

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		The Diverse Needs of Children	Design a Healthy nutritious Meal for a Toddler	Media and Technology in Childhood	Research and Make a Toy from another Culture
Timing		Term 1 Weeks 9/10	Term 2 Weeks 4/5	Term 3 Weeks 9/10	Term 4 Weeks 3/4
Submission method		In class	In class	In class	In class
Assessment Component					
A - knowledge and understanding of child development from preconception to and including the early years	10 %			10%	
B - knowledge, understanding and skills required to positively influence the growth, development and wellbeing of children	5%			5%	
C - knowledge and understanding of external factors that support the growth, development and wellbeing of children	30%	15%		5%	
D - skills in researching, communicating and evaluating issues related to child development	65%	10%	15%	10%	30%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>15%</b>	<b>30%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		CS5-8, CS5-9, CS5-11	CS5-2, CS5-12	CS5-1, CS5-2, CS5-5, CS5-7 CS5-10	CS5-9, CS5-11

## Course Outcomes:

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

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

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

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

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

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

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

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

# FOOD TECHNOLOGY 200hrs

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Research Task Food Equity	Meal planning practical Food for Specific Needs	Party planner Food for Special Occasions	Yearly examination
Timing		Term 1 Weeks 9/10	Term 2 Weeks 9/10	Term 3 Weeks 9/10	Term 4 Weeks 3/4
Submission method		Submit	Submit & In class	Submit & In class	In class
<b>Assessment Component</b>					
	100%	20%	30%	25%	25%
<b>Total</b>	100%	20%	30%	25%	25%
Outcomes Assessed		FT5-6, FT5-7, FT5-9, FT5-13	FT5-2, FT5-5, FT5-10, FT5-11	FT5-1, FT5-8	FT5-12

## Course 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 TIMBER 200hrs

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Joints Exercise	Lathe Project	In class test (Practical Examination)	Major Practical /Portfolio (Bedside Table)
Timing		Term 1 Weeks 9/10	Term 2 Weeks 4/5	Term 3 Weeks 9/10	Term 4 Weeks 3/4
Submission method		In class	In class	In class	In class
<b>Assessment Component</b>					
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Knowledge and skills in the management, communication and production of projects	60%	10%	10%	20%	20%
<b>Total</b>	<b>100%</b>	<b>15%</b>	<b>20%</b>	<b>30%</b>	<b>35%</b>
Outcomes Assessed		IND5-2 IND5-3	IND5-1	IND5-7	IND5-5 IND5-8

## Course 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

# PASS 200hrs

Task Type		Training and Performance Test	Australia's Sporting Identity	Outdoor Education Task	Yearly Examination
Timing		Term 1 Week 9/10	Term 2 Week 4/5	Term 3 Week 5/6	Term 4 Week 3/4
Submission method		In class	In class	Submit	In class
<b>Assessment Component</b>					
Knowledge and Understanding	40%	10%	5%	10%	15%
Skills	40%	10%	10%	10%	10%
Values and Attitudes	20%	0%	5%	10%	5%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		PASS5-1 PASS5-2 PASS5-5 PASS5-7	PASS5-3 PASS5-4	PASS5-5 PASS5-6 PASS5-10	PASS5-2 PASS5-3 PASS5-4 PASS5-6 PASS5-10

## Course Outcomes:

Develop a foundation for efficient and enjoyable participation and performance in physical activity and sport

**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 enjoyable participation and skilful performance

**PASS5-6** evaluates the characteristics of enjoyable 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 200hrs

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Artmaking VAPD & Artworks	Critical & Historical Analysis	Artmaking VAPD & Artworks	Critical & Historical Research Task
Timing		Term 1 Weeks 9/10	Term 2 Weeks 4/5	Term 3 Weeks 9/10	Term 4 Weeks 3/4
Submission method		Submit	Exam	Submit	Submit
<b>Assessment Component</b>					
A: Artmaking	50%	25%		25%	
B: Critical & Historical studies	50%		25%		25%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>Outcomes Assessed</b>		<b>5.3</b>	<b>5.9</b>	<b>5.1</b>	<b>5.7</b>

## Course Outcomes:

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures
- 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
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- 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

# IMPORTANT LINKS

## A. NESA Online Resources

- NESA Home Page

<https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

- NESA Stage 5 Syllabus Home Page

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5>

- NESA Course Performance Descriptors Page

<https://arc.nesa.nsw.edu.au/go/sc/sc-grading/cpds/>

- NESA Assessment Resource Centre Home Page

<https://arc.nesa.nsw.edu.au/>

## B. Cessnock High School Specific Links

- Cessnock High School Website

[Home - Cessnock High School \(nsw.gov.au\)](https://www.nsw.gov.au/education/secondary/cessnock-high-school)

- Cessnock High School CANVAS Page

<https://cessnock.instructure.com>