

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 E cessnock-h.school@det.nsw.edu.au

Year 10 2023 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.

RESPONSIBILITES

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.

| | The Board Developed syllabus to be studied substantially throughout Years 7–10.400 hours |
|--------------------|--|
| English | to be completed by the end of Year 10. |
| | The Board Developed syllabus to be studied substantially throughout Years 7–10.400 hours |
| Mathematics | to be completed by the end of Year 10. |
| | The Board Developed syllabus to be studied substantially throughout Years 7–10.400 hours |
| Science | to be completed by the end of Year 10. |
| | To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of |
| Human Society | Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours |
| and Its | each of Australian History and Australian Geography in Stage5. |
| Environment | |
| Languages Other | 100 hours to be completed in one language over one continuous 12-month period between |
| than English | Years 7–10 but preferably in Years 7–8. |
| Technological and | The Board's Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours. |
| Applied Studies | |
| | 200 hours to be completed, consisting of the Board's 100-hour mandatory coursesin each of |
| Creative Arts | 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. |
| Personal | The Board's mandatory 300-hour course in Personal Development, Health and Physical |
| Development, | Education. This integrated course is to be studied in each of Years 7–10. |
| Health and | - |
| Physical Education | |

PATTERN OF STUDY.

| 7 | English | Maths | Science | PDHPE | History / Geography Semesterise | Literacy | Mandatory Technology | Art | LOTE | | STEM | S p r t |
|----|---------|-----------------|-----------------|---|---------------------------------------|-----------------------|-------------------------|---------------------|---------|---------|------|-----------------------|
| 8 | English | Maths | Science | PDHPE | History / Geograph Semesteris | , Literacy y ed | Mandatory Technology | Musi | 5 | | STEM | S p o r t |
| 9 | English | Maths | Science | PDHPE | History / Geograph Semesteris | , Writing y ed | Electiv | Elective 1 Elective | | ve 2 | | S p o r t |
| 10 | English | Maths | Science | PDHPE | History / Geograph Semesteris | Writing | Electiv | /e 1 | Electi | ve 2 | | S p o r t |
| 11 | English | Line 2 Elective | Line 3 Elective | Line 4 Elective Line 5 Elective Line 6 Elective | | Line 5 Elective | | | Offline | 2 | | |
| 12 | English | Line 2 Elective | Line 3 Elective | Line 4 Elective | | Line 5 Elect | ive | Line 6 Elective | | Offline | | 5 |

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

| X Elective | Agriculture | Music | Food Technology | Visual Arts | PASS |
|------------|-------------|--------------------------|-----------------|-------------|------|
| Y Elective | Agriculture | Industrial Technology | Food Technology | Visual Arts | |

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 and how well:

- 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 openended 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 follow all in class assessment instructions provided by the teacher and adhere to the Cessnock Way Expectations. This could include, bringing and utilising own resources, placing bags to the front of the classroom 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 Head Teacher Senior Studies 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. |
|---|---|
| В | 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. |
| С | 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. |

Procedures for Late Submission and Noncompletion of tasks

Tasks handed in late, will receive a 10% deduction unless a student has completed ILLNESS/ MISADVENTURE APPEAL FORM that has been approved. Where a student is absent the day of a task, they have the opportunity to complete the task at their next lesson. Students will be issued a 10% deduction unless the student has a completed ILLNESS/ MISADVENTURE APPEAL FORM which has been approved. Failure to follow the above procedures will result in an N-Warning Letter being sent to parents/caregivers and a mark of zero awarded until the N-Warning has been resolved.

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 FORM is used when an assessment task is:

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

Where a student experiences a misadventure, the student should obtain an ILLNESS-MISADVENTURE APPEAL FORM from the front office (also available on the CHS website, within this booklet, and from the Faculty Head Teacher). This must be done within a 5 day period to avoid penalties. If a student completes the task without a misadventure 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 Appeals Committee.

Completing Illness/Misadventure forms

PART A: This section is to be completed by the student. Reasons for the Illness- Misadventure appeal must be documented in this section. Relevant documentation (e.g. doctor's certificate, statutory declaration) must be attached. This is signed by the student and parent/carer. It is the student's responsibility to complete the Illness-Misadventure Appeal Form and return it to the class teacher within 5 school days of the due date of the task. Late appeals may be considered but only in the event of exceptional circumstances.

PART B: The appeal is then completed by the Head Teacher, who may:

- i. uphold the appeal (marks may be awarded
- ii. dismiss the appeal (mark of zero is maintained
- iii. impose a penalty (marks are adjusted)

The result will be communicated to the student by the class teacher. If the Head Teacher dismisses the appeal, the student has the option of requesting an Appeals Committee review.

PART C: The Appeals Committee shall be convened by the Deputy Principal and Year Advisor. The committee will make a recommendation. The committee may:

- i. uphold the appeal (marks may be awarded)
- ii. dismiss the appeal (mark of zero is maintained)
- iii. impose a penalty (marks are adjusted)

The committee will communicate the outcome of the appeal to the student. This could include an extension of time, a substitute task or an estimated mark. All documents related to the appeal should be placed in the student's file and the class teacher's Monitoring folder.

K. Students Cannot Submit an appeal on

- 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 10 achieving students within each cohort per task will be recognised with a positive letter home and a CODE plus in Sentral, contributing to the whole school positive reward system. These are to be issued at the same time as the cohort feedback is issued to students. Head Teacher discretion at which staff member is to complete this administration within the faculty.

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 incompletion 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 incompletion 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 LifeSkills

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 or the Faculty Head Teacher.

YEARLY OVERVIEW

| | Term 1 2023 | Term 2 2023 | Term 3 2023 | Term 4 2023 |
|----|---|---|--|--|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | Assessment Block 5 Visual Arts, Music |
| 4 | | Assessment Block 2 Mathematics, Food Technology, Industrial Arts – Timber, Geography, PDHPE, PASS, Music | | Yearly Examination Period Mathematics, Food Technology, Industrial Arts – Timber, History, PDHPE, PASS, English |
| 5 | | | Assessment Block 3 Mathematics PDHPE Music History PASS | |
| 6 | | | | |
| 7 | | | | |
| 8 | | Work Experience | Assessment Block 4 Food Technology, Visual Arts, Industrial | Work Experience |
| 9 | Assessment Block 1 Mathematics. Food Technology. | | Arts – Timber, English. | |
| 10 | Industrial Arts – Timber, Geography, PDHPE, PASS, English, Music, Visual Arts | English Task 2 | | |
| 11 | | | | |

** 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**

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| PDHPE | 24 |
| Geography | 25 |
| History | 26 |
| Music | 27 |
| PASS | 28 |
| Industrial Technology - Timber | 29 |
| Visual Arts | 30 |
| Food Technology | 31 |
| Agriculture | 32 |

ENGLISH

| Course Components | Syllabus Weightings | Task 1 | Task 2 | Task 3 | Task 4 |
|-------------------------|------------------------|----------------------------|-------------------------|----------------------------|---------------------|
| Task Type | | Discursive Response | Essay | Multimodal | Examination |
| Timing | | Term 1 Weeks 9/10 | Term 2 Weeks 9/10 | Term 3 Weeks 8/9 | Term 4 Weeks 3/4 |
| Submission method | | Submit | In Class | Submit | Examination |
| Assessment Component | | | | | |
| Knowledge | 50% | 15% | 10% | 15% | 10% |
| Skills | 50% | 10% | 15% | 10% | 15% |
| Total | 100% | 25% | 25% | 25% | 25% |
| 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 ADVANCED

| 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 Weeks 9/10 | Term 2 Weeks 5/6 | Term 3 Weeks 4/5 | Term 4 Weeks 3/4 |
| Submission method | | In Class | In Class | In Class | Examination |
| 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% |
| Total | 100% | 25% | 25% | 25% | 25% |
| 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, MA5.2-2WM, 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 INTERMEDIATE

| 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 Weeks 9/10 | Term 2 Weeks 5/6 | Term 3 Weeks 4/5 | Term 4 Week 3/4 |
| Submission method | | In Class | In Class | In Class | Examination |
| 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% |
| Total | 100% | 25% | 25% | 25% | 25% |
| 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 Weeks 9/10 | Term 2 Weeks 5/6 | Term 3 Weeks 4/5 | Term 4 Weeks 3/4 |
| Submission method | | In Class | In Class | In Class | Examination |
| 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% |
| Total | 100% | 25% | 25% | 25% | 25% |
| 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 5.2-16SP 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 5.2-14MG 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:

MA5.1-4NA 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 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 | Syllabus | Task 1 | Task 2 | Task 3 | Task 4 |
|----------------|------------|----------------|-------------|---------------------|-----------------------|
| Components | Weightings | | | | |
| Task Type | | Practical Task | Skills Task | Student Research | Yearly Examination |
| | | | | Project | |
| Timing | | Term 1 | Term 2 | Term 3 | Term 4 |
| | | Weeks 9/10 | Weeks 5/6 | Weeks 8/9 | Weeks 3/4 |
| Submission | | In Class | In Class | In Class | Examination |
| method | | | | | |
| Assessment | | | | | |
| Component | | | | | |
| Working | 60% | 20% | 5 % | 25% | 10 % |
| Scientifically | | | | | |
| Knowledge and | 40% | 5% | 15 % | - | 20 % |
| Understanding | | | | | |
| Total | 100% | 25% | 20% | 25% | 30% |
| Outcomes | | SC5-4WS, | SC5-7WS, | SC5-4WS, | SC5-7WS, |
| Assessed | | SC5-5WS, | SC5-8WS, | SC5-5WS, | SC5-8WS |
| | | SC5-6WS, | SC5-9WS | SC5-6WS, | SC5-10PW, |
| | | SC5-7WS, | SC5-SC5 – | SC5-7WS, | SC5-14LW, |
| | | SC5-9WS | SC5-10PW, | SC5-9WS | SC5-15LW, |
| | | SC5-17CW | SC5-16CW, | | SC5-16CW, |
| | | | SC5-17CW | | 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 | Yearly Examination |
| Timing | | Term 1 Weeks 9/10 | Term 2 Weeks 5/6 | Term 3 Weeks 4/5 | Term 4 Weeks 3/4 |
| Submission method | | Submit | In Class | In Class | Examination |
| Assessment Componen | t | | | | |
| Knowledge and Understanding | 40% | 15% | 5% | 5% | 15% |
| Skills | 40% | 10% | 10% | 10% | 10% |
| Values and Attitudes | 20% | 5% | 5% | 5% | 5% |
| Total | 100% | 30% | 20% | 20% | 30% |
| Outcomes Assessed | | 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 5-4 PD 5-5 PD 5-11 |

Course Outcomes:

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

PD 5-2 Researches ad 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 | | In Class Test | Research and In-Class Test |
| Timing | | Term 1 Weeks 9/10 | Term 2 Weeks 5/6 |
| Submission method | | In Class | In Class |
| Assessment Component | | Skills Test | Research and Writing Task |
| 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

HISTORY

| Course Components | Syllabus Weightings | Task 1 | Task 2 |
|-------------------|------------------------|-------------------------------|--------------------------------|
| Task Type | | In Class Exam | Research and Examination |
| Timing | | Term 3 Weeks 4/5 | Term 4 Weeks 3/4 |
| Submission method | | In Class | Examination |
| 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.

MUSIC

| Course Components | Syllabus Weightings | Task 1 | Task 2 | Task 3 | Task 4 |
|-------------------------|------------------------|---------------------------|----------------------------------|----------------------------|-------------------------------------|
| Task Type | | Performance Rock Music | Composition Jazz and Blues | Aural Jazz and Blues | Musicology Music of a Culture |
| Timing | | Term 1 Weeks 8/9 | Term 2 Week 5/6 | Term 3 Week 4/5 | Term 4 Week 3/4 |
| Submission method | | In Class | Submit | In Class | In Class |
| Assessment Component | | | | | |
| A Performance | 25% | 25% | | | |
| B Composition | 25% | | 25% | | |
| C Musicology | 25% | | | | 25% |
| D Aural | 25% | | | 25% | |
| Total | 100% | 25% | 25% | 25% | 25% |
| Outcomes Assessed | | 5.1, 5.2, 5.3 | 5.4, 5.6, 5.9 | 5.7 | 5.8, 5.10 |

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

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

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.

INDUSTRIAL TECHNOLOGY - TIMBER

| Course | Syllabus | Task 1 | Task 2 | Task 3 | Task 4 |
|---|------------|------------------|-----------|------------------|-------------|
| Components | Weightings | | | | |
| Task Type | | Minor | Minor | Major | Yearly |
| | | Portfolio | Practical | Practical | Examination |
| Timing | | Term 1 | Term 2 | Term 3 | Term 4 |
| Ū | | Weeks 9/10 | Weeks 5/6 | Weeks 8/9 | Weeks 3/4 |
| Submission method | | In Class | In Class | In Class | Examination |
| Assessment Component | | - | - | - | - |
| Knowledge and understanding of course content | 40% | 5% | 10% | 10% | 15% |
| Knowledge and skills in the management, communication and production of projects | 60% | 10% | 20% | 20% | 10% |
| Total | 100% | 15% | 30% | 30% | 25% |
| Outcomes Assessed | | IND5-1 IND5-2 | IND5-3 | IND5-5 IND5-8 | IND5-7 |

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

VISUAL ARTS

| Course | Syllabus | Task 1 | Task 2 | Task 3 | Task 4 |
|-------------------------|------------|--------------|-----------|-----------|-----------|
| Components Task Type | weightings | Artmaking | | Artmaking | Critical |
| тазк туре | | & Historical | Δrtist | Body of | Analysis |
| | | Analysis | Statement | Work | Anarysis |
| Timing | | Term 1 | Term 2 | Term 3 | Term 4 |
| | | Weeks 9/10 | Weeks 5/6 | Weeks 8/9 | Weeks 3/4 |
| Submission | | In Class | In Class | In Class | In Class |
| Assessment | | | | | |
| Component | | _ | _ | - | - |
| A Artmaking | 50% | 15% | 10% | 25% | |
| В | 50% | 10% | 15% | | 25% |
| Critical/ | | | | | |
| Historical | | | | | |
| Studies | | | | | |
| Total | 100% | 25% | 25% | 25% | 25% |
| Outcomes | | 5.4 5.10 | 5.7 | 5.1 | 5.8 |
| Assessed | | | | | |
| | | | | | |
| | | | | | |

Course Outcomes:

5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks

5.2 makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience

5.3 makes artworks informed by an understanding of how the frames affect meaning

5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts

5.5 makes informed choices to develop and extend concepts and different meanings in their artworks

5.6 demonstrates developing technical accomplishment and refinement in making artworks

5.7 applies their understanding of aspects of practice to critical and historical interpretations of art

5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art

5.9 demonstrates how the frames provide different interpretations of art

5.10 demonstrates how art criticism and art history construct meanings

FOOD TECHNOLOGY

| 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 Exam |
| Timing | | Term 1 Weeks 9/10 | Term 2 Weeks 5/6 | Term 3 Weeks 8/9 | Term 4 Weeks 3/4 |
| Submission method | | In Class | In Class | In Class | Examination |
| Assessment Component | | 15% | 35% | 30% | 20% |
| Total | 100% | 15% | 35% | 30% | 20% |
| Outcomes Assessed | | FT5-6, FT5-7, FT5-9, FT5- 13 | FT5-2, FT5-5, FT5-10, FT5- 11, | FT5-1, FT5- 8 | FT5-13 |

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

AGRICULTURE

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

APPENDICES

| | Α. | Illness/Misadventure Form |
|--|----|---------------------------|
|--|----|---------------------------|

| Assessment Policy a | nd Procedure Document | |
|--|--|----------------|
| PART A: STUDENT SECTION // | ILLNESS/MISADVENTURE | APPEAL FORM |
| Student Name: | Subject: | Year: Date: |
| Class Teacher: Reason for failure to meet req | Task Title: <i>uirements:</i> (Please outline your reaso | Due Date: |
| Supporting Documentation (E o The following is attach o No evidence is attache | <i>g. Medical Certificate, Statutory Decla</i> ed: d | ration, other) |
| Student Signature: Date: * Please submit this form to t | Parent/Car Parent/Car | er Signature: |
| PART B: HEAD TEACHER D Based on the above recommen I uphold the appeal I dismiss the appeal | E CISION Idation; | |
| Deputy Principal Signature: PART C: PANEL DECISION (<i>If st</i> | Date: udent has appealed the original decisi | on) |
| Student Name: | Subject: | Year: Date: |
| Class Teacher: | Task Title: | Due Date: |
| Signature of Panel Member: _ | | |

IMPORTANT LINKS

A. NESA Online Resources

NESA Home Page
<u>https://educationstandards.nsw.edu.au/wps/portal/nesa/home</u>

• 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)

• Cessnock High School CANVAS Page https://cessnock.instructure.com