

ASSESSMENT HANDBOOK

STAGE 5 2025

Year 9



Bethany College

Student Guidelines for Stage 5 Assessment Year 9 2025

Preface

The information in this book is designed to explain the Bethany College Assessment Policy and procedures to Stage 5 students and their parents.

The policy and procedures have been designed in keeping with the directives from the New South Wales Education Standards Authority (NESA) and seek to ensure that all students can perform their assessment tasks in a fair and just manner with minimum stress.

It is essential that students and parents are thoroughly familiar with the guidelines in this book, and that each student plans and prepares for assessment tasks well in advance.

Kristina Flanagan
Principal

Sarah Rowland
Leader of Curriculum

Contents

SUMMARY OF KEY POINTS IN THIS POLICY.....	3
RECORD OF SCHOOL ACHIEVEMENT.....	4
ASSESSMENT TASKS.....	4
SATISFACTORY AND NON-SATISFACTORY COMPLETION OF COURSES.....	5
N WARNINGS.....	5
APPEALING ASSESSMENT MARKS.....	5
INVALID OR UNRELIABLE TASKS.....	6
ASSESSMENT REGULATIONS.....	6
Hand in Assessment Tasks.....	7
Illness and Misadventure during an Assessment Task.....	8
Travel and Extensions.....	8
Change of Assessment Dates.....	8
MARKING AND REPORTING.....	8
Warnings.....	9
ACADEMIC MALPRACTICE.....	9
NON SERIOUS ATTEMPT.....	10
STUDENT RESPONSIBILITIES.....	10
Teaching and Learning Coordinators (T&L).....	11
Café Quality 100 hours.....	12
Child Studies 200 Hours.....	13
Commerce 100 Hours.....	14
Commerce 200 Hours.....	15
Dance 200 Hours.....	16
Design and Technology 100 Hours.....	17
Design and Technology 200 Hours.....	18
Drama 100 Hours.....	19
English.....	20
Food Technology 200 Hours.....	21
History.....	22
History Elective 100 Hours.....	23
History Elective 200 Hours.....	24
Industrial Technology Multimedia 100 Hours.....	25
iSTEM 100 Hours.....	26
Mathematics.....	28
Music 200 Hours.....	31
PDHPE.....	32
Physical Activity and Sport Studies 100 Hours.....	33
Physical Activity and Sport Studies 200 Hours.....	34
Religious Education.....	35
Science.....	36
Textiles Technology 200 Hours.....	37
Visual Arts 100 Hours.....	38
Visual Arts 200 Hours.....	39

SUMMARY OF KEY POINTS IN THIS POLICY

- You have the responsibility to make sure that the work you present is all your own work and not copied from someone else or the internet, completed by a tutor or in collaboration with others.
- You cannot claim technical problems for late submission of your work or if your work is lost. So back up your work constantly.
- Assessment tasks come in different forms, make sure from the task advice sheet that you know;
 - what is the form final submission should take
 - when is the due date
 - when is the time that the task is considered to be late
- Late submission of work leads to penalties;
 - 30% of the total mark for ONE day late
 - 60% for TWO days late
 - 100% for THREE days late
- Be organised, know when tasks are due and balance it with the other commitments you have, start early and work consistently.
- If you are sick you need a doctors certificate or other independent evidence, you cannot have your parents write a note to cover absence from an assessment task unless it is a case of bereavement, in which case, a funeral notice or death certificate will need to be provided.
- Students who miss a task due to illness must submit the online Assessment Appeal Form and independent evidence.
- For the purposes of this booklet all Stage 5 Courses include electives studied in Year 9 as well as History in Year 9. Grades in these two subjects will carry through to your RoSA.

RECORD OF SCHOOL ACHIEVEMENT

The Record of School Achievement (RoSA) is the credential which may be provided to students completing Year 10. It will provide details of all courses satisfactorily completed by the student. It will only be issued by NESA should a student leave the education system in the time after they complete Year 10 and prior to completing the Higher School Certificate (HSC) exams. Compulsory education extends in NSW schools until 17 years of age. Unless proof of work or another educational setting is provided, it is rare for students to receive a RoSA as the vast majority of students stay through to the completion of the HSC. Nonetheless, schools are required to submit to NSW Education Standards Authority, A to E grading at the completion of Year 10 across all courses for all students and NESA will keep these on file. The RoSA includes all mandatory completion of hours in Stage 4 and in Bethany's case, 100 hour electives completed in Year 9 or Year 10 and History studied in Year 9.

The RoSA will also note any extracurricular activities that students complete eg. music qualifications, first aid certificates, significant community, and sports representation as well as other matters, such that a more complete picture of student performance can be presented in the RoSA. The College therefore is storing all of this data, should a student leave and request from NESA a Record of School Achievement. Students are required to satisfactorily complete courses otherwise they may be unable to continue to Stage 6 of their education.

ASSESSMENT TASKS

You are required to complete a number of assessment tasks for the courses completed in Years 9 and 10. There will be a continued focus on a formative and summative model.

- Students in Years 9 and 10 will complete up to 4 summative tasks per subject across the academic year, this will generally be TWO per semester, as well as a number of formative tasks to inform their grade.
- Students will be graded A to E on semester reports according to Performance Band Description for each course.
- Students must complete assessment tasks both formative and summative.
- It should be noted that assessment tasks provide a measure of your **actual** achievement not your potential achievement and that the tasks are mapped to the course outcomes.
- The timing of tasks are set out clearly in assessment grids for each course studied in Stage 5.
- For Year 10, these formal assessment tasks will primarily be used to inform an A to E grade to NESA and for school reports, though formative tasks, classwork, and homework may also be used. Year 9 and Year 10, 100 hour electives and History in Year 9 are included in grades to NESA.

SATISFACTORY AND NON-SATISFACTORY COMPLETION OF COURSES

A student must prove by effort and achievement that she has completed a course. Merely attending classes regularly does not mean a student has satisfactorily completed a course. It is anticipated that students will complete all assessment tasks in each of their courses, as well as other assigned tasks, e.g. classwork, homework etc.

N WARNINGS

Should a student fail to meet course requirements an "N" indicator will be given for that course. The "N" indicator is shown for those courses **NOT** satisfactorily completed. This will then appear on the Record of School Achievement (RoSA) - the subject is not simply deleted. Receiving an "N" may also lead to the student not moving into the next year of schooling.

Students and parents will be warned if it appears that a student is at risk of receiving an "N" in any course. This would be in a formal letter issued as a warning to the student. The letter will state a series of actions which must be undertaken and completed. If this occurs the N warning is rescinded. If a student ignores the warning a second warning is issued. A Principal has the power to award an "N" for a Stage 5 course after only 2 formal warnings. There is an appeal process that can be accessed if you receive an "N" award in a subject. To access this process you would need to speak with the Leader of Curriculum.

APPEALING ASSESSMENT MARKS

Students who wish to appeal the result or seek further feedback on the marking of an assessment task should adhere to the following.

- First approach the teacher who marked the task and in an appropriate manner make known the concerns.
- Should you wish to appeal the outcome, consult the Teaching and Learning Coordinator responsible for that course. The Coordinator will make a judgement on the appeal in consultation with the Leader of Curriculum.
- Students who wish to appeal their mark or grade, may raise the matter with the Leader of Curriculum who will refer the appeal to the Academic Review Committee. Appeals on individual tasks must be made at the time the task is returned and do not form any part of any appeal to NESAs. NESAs will not hear appeals relating to the mark / grade awarded on an assessment task.
- The College Academic Review Committee will generally hear matters relating to determination of academic malpractice and appeals of marks and grades that have not been resolved at faculty level.

The decision of any appeal to the Academic Review Committee will be communicated to students and parents in a formal letter.

INVALID OR UNRELIABLE TASKS

If a task is deemed invalid by the Leader of Curriculum / Principal, students may be required to reattempt the task. The original assessment tasks completed by students are retained. The marks generated by the new task, however, are the marks that will be recorded in the markbook.

ASSESSMENT REGULATIONS

In School Assessment

Students absent for an in school assessment task must follow the steps outlined below.

Parents are to ring the school on the morning of the task and ask to speak to the Leader of Curriculum. If they are unavailable, ask to speak to your daughter's Year Coordinator. You must mention:

- i) **your daughter's name**
- ii) **that they are missing a task and reason**
- iii) **the subject in which the task is being missed**

Before the first day the student returns to school, you must complete the [online](#) Stage 5 Assessment Variation form. Ensuring you have attached a [Doctor's Certificate or other independent evidence](#). Students may not use a note from a parent. On the form the student will give a brief description of the circumstances surrounding their absence. This form will be emailed to the Leader of Curriculum, Mrs Rowland as well as the T & L Coordinator for the subject involved.

Students will have access to this form through their google classroom and also made available on Compass and the College website under the Curriculum tab.

A letter from your parents is not acceptable for assessment variations in either Year 9 or 10.

The information on the Assessment Appeal Form will be recorded on Compass. A determination as to what action will be taken regarding the matter will be made. This may be a completion of the same or an alternative task, an estimate, or a penalty. Penalties are applied for late submission, misadventure, and academic malpractice.

Students who submit a late task will incur the following penalties.

30% of the total mark for ONE day late.

60% of the total mark for TWO days late.

100% of the total mark for THREE days late.

Technical problems around computing and printing are not acceptable reasons for late or non submission of assessment tasks.

If you miss an exam/test the examination is to be completed generally on the FIRST day of return to school. This will be negotiated between the student, the Leader of Curriculum, the Teaching and Learning Coordinator and the Year Coordinator. It is your responsibility to ensure that you attend the College at this new time to complete your exam.

Hand in Assessment Tasks

For those Tasks requiring work to be completed by a set date the following rules will apply:

- The task must normally be handed to the class teacher during the lesson on the due date. Unless otherwise specified, you should look at the Assessment Notification to see when and how the assessment task should be submitted.
- Students must not be absent from any classes on the due date of the Assessment Task nor the day before tasks are due to complete tasks.
- The failure of computers, printers, etc **does not constitute a valid reason** for the non-submission of a task on the due date. It is strongly suggested that students **regularly ‘back-up’** their work during the course of the task.
- Records of student attendance are noted for those few days prior to a task being submitted. Students may be penalised if it is found that they have been absent themselves from school without valid reasons in order to complete assessment tasks.
- Students who submit any hand in assessment task late will incur the penalties listed on the previous page under the section ‘Assessment Regulations’.

If you are asked to submit an audio or video file, you are required to do the following:

- Check with your teacher about what is the preferred file format for submission such as “avi” and “mp4”.
- You should check with your teacher that the file can be opened and plays with both image and sound, then ensure that your work is completed in this format.
- Students are aware of where and how the assessment should be submitted. Your teacher in the task advice sheet will specify the dates when this process is to be completed and the location where the work should be uploaded to.
- Possible submission access points that can be used include; Google Drive or Turnitin.

Illness and Misadventure during an Assessment Task

Students who become ill during an assessment task such as a practical or exam should notify the teacher or supervisor of the task that you cannot continue. If there is still some time to the completion of the task you may be excused, and the relevant Teaching and Learning Coordinator and Leader of Curriculum will discuss whether an alternative task is given, or an estimate is generated. If students fully complete the task but believe that they were hampered by illness or misadventure, then they can appeal the mark. Students start this process with the Leader of Curriculum and the matter may be referred to the College Academic Review Committee for a decision on the appeal. If your appeal is upheld, then an estimate may be used instead of your original mark which utilises other marks and grades you have achieved in the course.

Travel and Extensions

Extensions will only be granted in cases where students have been absent for long periods of time. Requests need to be made in person well before the due date of the task to the Leader of Curriculum. Students should consider that extensions are the exception and only given in extreme cases.

It is important that students are in classes as much as possible, so any periods of travel should where possible be limited to the 10 weeks of holiday time indicated by the sanctioned school year. All leave applications must be placed with the College Principal at an appropriate time before travelling. Normally, students should give at least two terms notice of their leave. Students who are granted permission to travel when assessment tasks are due are required to either;

- Complete and submit the task before travelling, or
- Apply to the Leader of Curriculum for an official extension on a task
- In class tasks will be rewarded a zero

It is the student's responsibility to submit their tasks early or seek an extension. The class teachers, Coordinators or Leader of Curriculum will not be chasing up any missing tasks or paperwork.

If travel arrangements need to be organized quickly due to family matters, then at the College's discretion an estimate may be awarded.

Change of Assessment Dates

Students will be given adequate and reasonable notice of a change in assessment dates. This would normally be in writing and the students would be notified of the change a minimum of 2 weeks prior to the submission of the task.

MARKING AND REPORTING

All students will receive meaningful feedback on their performance in all assessment tasks. Generally, you should expect that tasks are corrected and returned within two weeks of submission. Marks and grades for all assessment tasks are stored in Compass for inclusion in reports. Remember teachers will assess your actual performance not your potential performance. Formal reports are issued twice yearly, midyear and at the end of the Course. Year 9 and 10 students will receive an A to E grade on their report.

Warnings

If a student receives a penalty for any assessment task a letter informing parents of the result will be sent home by the Leader of Curriculum or the Teaching and Learning Coordinator.

There are penalties for any late submission of a task, cheating, plagiarism, or other forms of academic malpractice.

ACADEMIC MALPRACTICE

The College has a zero tolerance of academic malpractice.

Penalties for academic malpractice can be up to 100% of a student's total mark. Student grades may be affected when outcomes of a task and course have not been met. The penalty that is given is based on the nature of the malpractice and the amount of malpractice that occurs. Students should be aware of how to reference in text and acknowledge the words and ideas of others in the correct manner or penalties will be applied. Research based tasks will generally be submitted through Turnitin or Google Classroom. Students should consult with their teacher or the College Librarian should they require assistance with referencing. In particular, students should know how to generate a similarity report and know its shading is indicating that this material has been submitted by other students or from websites and therefore that it is not their work or ideas and is therefore plagiarism.

Students must ensure that any use of AI tools in the completion of assessment tasks is properly referenced, unless its use is explicitly permitted by the teacher in the Assessment Notification. Use of AI without proper citation or teacher explicit direction will be considered academic malpractice.

Any students, who share their work with another student or who are deemed to have copied from another student will be awarded a ZERO. Students are cautioned about sharing their work with other students. When this is found to have occurred both parties will receive a ZERO mark. If it is found that a tutor or another party has completed the task then a ZERO will be awarded. In such cases the student who copied would still be required to submit a response which is their own work.

Whilst the College Learning Principles support collaboration, students should be cautious when using collaboration on individual assessment tasks. All submitted work must be a student's own and not the work of a group of people. Students should particularly look at a similarity report in Turnitin to make sure that they are using their own words, not those of a group who have collaborated. It should be noted that Turnitin will highlight sentences where only one or two words have been changed. It will also highlight any common phrases or sentences submitted by any students including Bethany students, adding to your similarity percentage.

For more information about school based assessment and advice regarding plagiarism students are referred to the HSC Online website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes>

as well as the NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/home> or their own *College Diary*.

NON SERIOUS ATTEMPT

If a student does not attempt to complete core components of any assessment task or does not attempt to complete the tasks required to achieve the outcomes of the task, the student's work will be judged as to whether it is a serious attempt at the task. If a student's work is judged to be a non-serious attempt the student will be requested to resubmit the task and, in most cases, the original mark will be maintained.

STUDENT RESPONSIBILITIES

It is the student's responsibility to;

- Be aware of assessment tasks in all of their courses and the requirements for their performance.

- Submit work which is their own.

- To correctly acknowledge the works and ideas of others by utilising correct referencing methods.

- Take full responsibility for submitting tasks on time.

Teaching and Learning Coordinators (T&L)

Key Learning Area	Course	Coordinator / Teacher in Charge
Religious Education	Religion	Ms Touma
English	English	Mrs Riley Ms Carruthers
Mathematics	Mathematics Mathematics Enrichment in the STEM World	Mrs Brooker Ms Papadopoulos
HSIE	Geography History History (Elective) <i>Year 9 only</i> Commerce (Elective) International Studies (Elective) <i>Year 10 only</i>	Mr Woollam Ms Metros
Performing Arts	Dance Drama Music	Ms Kyriacou Ms Pascuzzo
Visual Arts	Visual Arts	Mr McLean
Languages	Italian	Mr Gianni
PDHPE	PDHPE PASS	Mrs Oliver
Science	Science	Mrs Bass Mrs Kelly
Technology and Applied Studies	Industrial Technology - Multimedia Design and Technology Food Technology Textiles Technology	Mrs Odisho
VET	Cafe Quality	Miss Bartels
Librarian		Ms Sladen
Leader of Curriculum		Mrs Rowland

Café Quality 100 hours

Assessment Schedule

<i>Task</i>	<i>Due Date</i>	<i>Description</i>	<i>Course Outcomes</i>
1	Term 1, Week 9 Friday 4th April 9am	<i>Hygiene Heros Stay Safe & Brunches and Lunches</i> Practical: Assessed in class Theory: Online Submission	CAQ1, CAQ2, CAQ3, CAQ6
2	Term 2, Week 8 Friday 20th June 9am	<i>Consider This & Fusion Foods</i> Practical: Assessed in class Theory: Online Submission	CAQ1, CAQ11, CAQ12
3	Term 3, Week 9 Friday 19th September 9am	<i>Employ Me & Delightful Desserts</i> Practical: Assessed in class Theory: Online Submission	CAQ7, CAQ10, CAQ12

Course Outcomes

A student:

Outcome	Outcome Explanation
CAQ1	Practice food handling and preparation of basic food items while adhering to food safety regulations
CAQ2	Understand workplace safety guidelines and work safely in a cafe environment
CAQ3	Prevent food contamination and cross contamination
CAQ4	Learn basics of preparing espresso-based drinks
CAQ5	Advise customers and take food and coffee orders
CAQ6	Demonstrates effective workplace and teamwork skills required for cafe employment
CAQ7	Develop effective verbal and written communication skills for a cafe setting
CAQ8	Serve food and espresso coffee orders to cafe quality standards
CAQ9	Understands the importance of customer service in a cafe environment and handles customer complaints/special requests in a professional manner
CAQ10	Explore techniques for presenting visually appealing dishes
CAQ11	Learn to accommodate dietary restrictions and preferences
CAQ12	Plan menu items that balance flavours, textures and colours to enhance the dining experience

Child Studies 200 Hours

Assessment Schedule

<i>Task</i>	<i>Due Date</i>	<i>Description</i>	<i>Course Outcomes</i>
1	Term 1, Week 7 Tuesday 18th March	Growth and Development In Class	CS5-2, CS5-5, CS5-8
2	Term 2, Week 4 Friday 23rd May	Preparing for Parenthood In Class	CS5-8, CS5-9, CS5-12
3	Term 4, Week 2 Monday 20th October	Newborn Care Hand in / In class	CS5-2, CS5-6, CS5-10

Course Outcomes

A student:

Outcome	Outcome Explanation
CS5-2	describes the factors that affect the health and wellbeing of the child
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
CS5-8	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
CS5-12	applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Commerce 100 Hours

Assessment Schedule

<i>Task</i>	<i>Due Date</i>	<i>Description</i>	<i>Course Outcomes</i>
1	Term 2, Week 1 Wednesday 30th April	Consumer and Financial Decisions Research Report (in class)	COM5-4, COM5 - 6, COM5-7, COM5 - 8
2	Term 2, Week 9 Monday 23rd June	The Economic and Business Environment Stimulus Extended Response	COM5-1, COM5-5 COM 5 - 7, COM5-9
3	Term 3 Week 7 Wednesday 3rd September	Law in Action Research and Presentation	COM5-1,COM5-2, COM5-4 COM5-5, COM5-7

Course Outcomes

A student:

Outcome	Outcome Explanation
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.
COM5-4	analyses the 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.

Commerce 200 Hours

Assessment Schedule

<i>Task</i>	<i>Due Date</i>	<i>Description</i>	<i>Course Outcomes</i>
1	Term 2 - Week 1 Wednesday 30th April	Consumer and Financial Decisions Exam In class	COM5-4, COM5 - 6 COM5-7 COM5 - 8
2	Term 2 - Week 8 Wednesday 18th June	Business and Economic Environment Stimulus Extended Response	COM5-1, COM5-5 COM 5 - 7, COM5-9
3	Term 4 -Week 1 Wednesday 15th October	Running a Business and Promotion and Selling Video Presentation - Group Shark Tank style	COM5-5, COM5-6 COM5-8, COM5-9

Course Outcomes

A student:

Outcome	Outcome Explanation
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
COM5-4	analyses the 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.

Dance 200 Hours

Assessment Schedule

<i>Task</i>	<i>Due Date</i>	<i>Description</i>	<i>Course Outcomes</i>
1	Term 2, Week 4 Friday 23rd of May: Jazz Tech / Solos Wednesday 21st of May : Safe Dance Orals	Performance a) Dance Jazz Technique Group Exercises (20%) b) Performance Quality Styles Solo (20%) c) Safe Dance Oral (10%) <i>(in class)</i>	5.1.1, 5.1.3
2	Term 4, Week 4 Friday 7th of November: Comp Wednesday 5th of November: Analysis	Composition & Appreciation a) Shapes in Space: Small Group Composition (30%) b) Introduction to Dance Analysis First Impression Response (20%) <i>(in class)</i>	5.2.1, 5.2.2, 5.3.1. 5.3.2

Course Outcomes

A student:

Outcome	Outcome Explanation
5.1.1	demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances.
5.1.3	demonstrates an understanding and application of performance quality and interpretation through performance.
5.2.1	explores the elements of dance as the basis of the communication of ideas
5.2.2	composes and structures dance movement that communicates an idea
5.3.1	describes and analyses dance as the communication of the ideas within a context
5.3.2	identifies and analyses the link between their performances and compositions and dance works of art

Design and Technology 100 Hours

Assessment Schedule

<i>Task</i>	<i>Due Date</i>	<i>Description</i>	<i>Course Outcomes</i>
1	Term 2, Week 2 Friday 9th May	Practical Submission with Folio Hand In - Product & Portfolio	DT5-1, DT5-2, DT5-3, DT5-4, DT5-5, DT5-7
2	Term 3, Week 7 Friday 5th September	Practical Submission and Folio Hand In - Product & Portfolio	DT5-3, DT5-5, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10
3	Term 4, Week 3 Wednesday 29th October	Examination In class examination	DT5-1, DT5-3, DT5-4, DT5-5, DT5-6, DT5-7, DT5-9, DT5-10

Course Outcomes

A student:

Outcome	Outcome Explanation
DT5-1	analyses and applies a range of design concepts and processes
DT5-2	applies and justifies an appropriate process of design when developing design ideas and solutions
DT5-3	evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments
DT5-4	analyses the work and responsibilities of designers and the factors affecting their work
DT5-5	evaluates designed solutions that consider preferred futures, the principles of appropriate
DT5-6	develops and evaluates innovative, enterprising and creative design ideas and solutions
DT5-7	uses appropriate techniques when communicating design ideas and solutions to a range of audiences
DT5-8	selects and applies management strategies when developing design solutions
DT5-9	applies risk management practices and works safely in developing quality design solutions
DT5-10	selects and uses a range of technologies competently in the development and management of quality design solutions

Design and Technology 200 Hours

Assessment Schedule

<i>Task</i>	<i>Due Date</i>	<i>Description</i>	<i>Course Outcomes</i>
1	Term 2, Week 2 Friday 9th May	Practical Submission with Folio Hand In - Product & Portfolio	DT5-1, DT5-2, DT5-3, DT5-4, DT5-5, DT5-7
2	Term 3, Week 7 Friday 5th September	Practical Submission and Folio Hand In - Product & Portfolio	DT5-3, DT5-5, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10
3	Term 4, Week 3 Wednesday 29th October	Examination In class examination	DT5-1, DT5-3, DT5-4, DT5-5, DT5-6, DT5-7, DT5-9, DT5-10

Course Outcomes

A student:

Outcome	Outcome Explanation
DT5-1	analyses and applies a range of design concepts and processes
DT5-2	applies and justifies an appropriate process of design when developing design ideas and solutions
DT5-3	evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments
DT5-4	analyses the work and responsibilities of designers and the factors affecting their work
DT5-5	evaluates designed solutions that consider preferred futures, the principles of appropriate
DT5-6	develops and evaluates innovative, enterprising and creative design ideas and solutions
DT5-7	uses appropriate techniques when communicating design ideas and solutions to a range of audiences
DT5-8	selects and applies management strategies when developing design solutions
DT5-9	applies risk management practices and works safely in developing quality design solutions
DT5-10	selects and uses a range of technologies competently in the development and management of quality design solutions

Drama 100 Hours

<i>Task</i>	<i>Due Date</i>	<i>Description</i>	<i>Course Outcomes</i>
1	Term 1, Week 9 Wednesday 2 April	Playbuilding a) Group Performance (40%) b) Logbook (10%)	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.3.1, 5.3.3
2	Term 3, Week 9 Monday 15th of September Period 1	Melodrama a) In Class Scripted Drama Performance (30%) b) Hand In Drama Essay (20%)	5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.3.3

Course Outcomes A student:

Outcome	Outcome Explanation
5.1.1	manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
5.1.2	contributes, selects, develops and structures ideas in improvisation and playbuilding
5.1.3	devises, interprets and enacts drama using scripted and unscripted material or text
5.1.4	explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
5.2.1	applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
5.2.2	selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
5.2.3	analyses the contemporary and historical contexts of drama
5.3.1	responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
5.3.2	analyses the contemporary and historical contexts of drama
5.3.3	analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

English

Assessment Schedule

<i>Task</i>	<i>Due Date</i>	<i>Description</i>	<i>Course Outcomes</i>
1	Term 1, Week 6 Thursday 13th March	Persuasive Language Hand-in persuasive speech and in-class speech presentation	EN5-URA-01, EN5-ECA-01, EN5-ECB-01
2	Term 2, Week 6 Tuesday 3rd June Period 3	<i>Romeo & Juliet</i> In-class short answer exam	EN5-RVL-01, EN5-URA-01, EN5-URB-01
3	Term 3, Week 6 Friday 29th August	Examining Conflict Novel Study (Newman – <i>Animal Farm</i> ; Core – <i>The Outsiders</i>) In-class essay	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01

Course Outcomes

A student:

Outcome	Outcome Explanation
EN5-RVL-01	uses a range of personal, creative and critical strategies to interpret complex texts
EN5-URA-01	analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures
EN5-URB-01	evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes
EN5-URC-01	investigates and explains ways of valuing texts and the relationships between them
EN5-ECA-01	crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning
EN5-ECB-01	uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

Food Technology 200 Hours

Assessment Schedule

<i>Task</i>	<i>Due Date</i>	<i>Description</i>	<i>Course Outcomes</i>
1	Term 1 Week 9 Tuesday 1st April	Food Selection and Health In class practical / hand in	FT5-1, FT5-2, FT5-3, FT5-5, FT5-10
2	Term 2 Week 9 Wednesday 25th June	Food Selection and Health Online Hand In Research Task	FT5-1, FT5-4, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13
3	Term 3 Week 9 Wednesday 17th September	Food Trends Online Hand In Magazine Article	FT5-9, FT 5-11

Course Outcomes

A student:

Outcome	Outcome Explanation
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

History

Assessment Schedule

<i>Task</i>	<i>Due Date</i>	<i>Description</i>	<i>Course Outcomes</i>
1	Term 2, Week 1, Tuesday 29th April	Australia and Asia (Making a Nation and WW1) Source Task (In class)	HT5-1 HT5-4 HT5-7 HT5-8
2	Term 3, Week 1, Tuesday 22nd July	WW2 Research / in class writing task	HT5-2, HT5-5, HT5-6, HT5-7 HT5-8, HT5-9
3	Term 4, Week 2 Tuesday 21st Oct	The Modern World and Australia: Rights and Freedoms Australia in the Vietnam War era Skills Examination	HT5-1 HT5-3, HT5-4 HT5-7, HT5-8

Course Outcomes

A student:

Outcome	Outcome Explanation
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

History Elective 100 Hours

Assessment Schedule

<i>Task</i>	<i>Due Date</i>	<i>Description</i>	<i>Course Outcomes</i>
1	Term 1, Week 10 Tuesday 8th April	Topic 1 Research/ In class response (In class)	E5.1 E5.7,E5.8, E5.10
2	Term 2, Week 6	Portfolio submission	E5.2 E5.3,E5.4, E5.10
3	Term 3, Week 10 Tuesday 23rd September	Topic 4 In class response (In class)	E5.2, E5.3, E5.4, E5.5, 5.6 E5.7, E5.8, 5.9, 5.10
4	Term 4, Week 6	Portfolio submission	E5.2 E5.3,E5.4, E5.10

Course Outcomes

A student:

Outcome	Outcome Explanation
HTE-1	applies an understanding of history, heritage, archaeology and the methods of historical inquiry
HTE-2	examines the ways in which historical meanings can be constructed through a range of media
HTE-3	sequences major historical events or heritage features, to show an understanding of continuity, change and causation
HTE-4	explains the importance of key features of past societies or periods, including groups and personalities
HTE-5	evaluates the contribution of cultural groups, sites and/or family to our shared heritage
HTE-6	identifies and evaluates the usefulness of historical sources in an historical inquiry process
HTE-7	explains different contexts, perspectives and interpretations of the past
HTE-8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HTE-9	applies a range of relevant historical terms and concepts when communicating an understanding of the past
HTE-10	selects and uses appropriate forms to communicate effectively about the past for different audiences

History Elective 200 Hours

Assessment Schedule

<i>Task</i>	<i>Due Date</i>	<i>Description</i>	<i>Course Outcomes</i>
1	Term 1, Week 10 Wednesday 9th April	Topic 1 Research/ In class response (In class)	E5.1 E5.7,E5.8, E5.10
2	Term 2, Week 6	Portfolio submission	E5.2 E5.3,E5.4, E5.10
3	Term 3, Week 10 Wednesday 24th September	Topic 4 In class response (In class)	E5.2, E5.3, E5.4, E5.5, 5.6 E5.7, E5.8, 5.9, 5.10
4	Term 4, Week 6	Portfolio submission	E5.2 E5.3,E5.4, E5.10

Course Outcomes

A student:

Outcome	Outcome Explanation
HTE-1	applies an understanding of history, heritage, archaeology and the methods of historical inquiry
HTE-2	examines the ways in which historical meanings can be constructed through a range of media
HTE-3	sequences major historical events or heritage features, to show an understanding of continuity, change and causation
HTE-4	explains the importance of key features of past societies or periods, including groups and personalities
HTE-5	evaluates the contribution of cultural groups, sites and/or family to our shared heritage
HTE-6	identifies and evaluates the usefulness of historical sources in an historical inquiry process
HTE-7	explains different contexts, perspectives and interpretations of the past
HTE-8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HTE-9	applies a range of relevant historical terms and concepts when communicating an understanding of the past
HTE-10	selects and uses appropriate forms to communicate effectively about the past for different audiences

Industrial Technology Multimedia 100 Hours

Assessment Schedule

<i>Task</i>	<i>Due Date</i>	<i>Description</i>	<i>Course Outcomes</i>
1	Term 2, Week 2 Friday 9th May	You Spin Me Right Round- Core Module 1 Promotional Package & Portfolio	IND5-3, IND5-7, IND5-9
2	Term 3, Week 2 Friday 1st August	The Previews- Core Module 1 Video Production & Portfolio	IND5-4, IND5-5, IND5-6
3	Term 4, Week 3 Friday 31st October	Web Design- Core Module 1 Website & Portfolio	IND5-2, IND5-8, IND5-10

Course Outcomes

A student:

Outcome	Outcome Explanation
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

iSTEM 100 Hours

Assessment Schedule

<i>Task</i>	<i>Due Date</i>	<i>Description</i>	<i>Course Outcomes</i>
1	Term 1 Week 9 Friday 4th April	Unit 1: STEM fundamentals Practical Tasks & Report	ST5-5, ST5-6, ST5-7
2	Term 3 Week 3 Friday 8th August	Unit 2: Computer-aided design (CAD) CAD Products & Portfolio	ST5-1, ST5-3, ST5-4, ST5-8
3	Term 4 Week 3 Wednesday 29th October	Unit 3: Specialised Topic: Mechatronics and robotics Group Portfolio & Practical	ST5-2, ST5-3, ST5-8, ST5-9

Course Outcomes

A student:

Outcome	Outcome Explanation
ST5-1	designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems
ST5-2	demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts
ST5-3	applies engineering design processes to address real-world STEM-based problems
ST5-4	works independently and collaboratively to produce practical solutions to real-world scenarios
ST5-5	analyses a range of contexts and applies STEM principles and processes
ST5-6	selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems
ST5-7	selects and applies project management strategies when developing and evaluating STEM-based design solutions
ST5-8	uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences
ST5-9	collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decision
ST5-10	analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment

Italian 200 Hours

Assessment Schedule

<i>Task</i>	<i>Due Date</i>	<i>Description</i>	<i>Course Outcomes</i>
1	Term 1, week 9 Wednesday 2nd April	Task 1 – Speaking	ML5-INT-01
2	Term 2, week 6 Wednesday 4th June	Task 2 – Listening	ML5-UND-01
3	Term 3, week 9 Wednesday 17 th September	Task 3 - Reading	ML5-UND-01
4	Term 4, week 5 Wednesday 12th November	Task 4 – Writing	ML5-CRT-01

Course Outcomes

A student:

Outcome	Outcome Explanation
ML5-INT-01	exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language
ML5-UND-01	analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding
ML5-CRT-01	creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

Mathematics

Assessment Schedule

Task	Due Date	Description	Course Outcomes
1	Term 1, Week 8 Monday 24th March	Geometrical Representations; Working with Triangles In-class Test	MAO-WM-01, MA5-GEO-C-01, MA5-TRG-C-01, MA5-LIN-C-01, MA5-MAG-C-01, MA5-GEO-P-01 (Ext), MA5-GEO-P-02 (Ext), MA5-NET-P-01 (Sta), MA5-LIN-P-01 (Adv), MA5-IND-P-02 (Adv)
2	Term 2, Week 5 Thursday 29th May	Working with Triangles; Prisms and Cylinders In-class Test	MAO-WM-01, MA5-TRG-C-01, MA5-LIN-C-01, MA5-MAG-C-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-ALG-C-01, MA5-EQU-C-01, MA5-LIN-P-01 (Adv), MA5-IND-P-02 (Adv), MA5-ARE-P-01 (Sta/Adv), MA5-VOL-P-01 (Sta), MA5-EQU-P-02 (Adv)
3	Term 3, Week 8 Monday 8th September	Prisms and Cylinders; Index Laws; Financial Mathematics; Constant Rates of Change In-class Test	MAO-WM-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-ALG-C-01, MA5-EQU-C-01, MA5-IND-C-01, MA5-MAG-C-01, MA5-FIN-C-01, MA5-EQU-C-01, MA5-LIN-C-01, MA5-ARE-P-01 (Sta/Adv), MA5-VOL-P-01 (Sta), MA5-IND-P-01 (Adv), MA5-IND-P-02 (Adv), MA5-LIN-P-01 (Adv), MA5-EQU-P-02 (Adv), MA5-RAT-P-01 (Sta/Adv), MA5-RAT-P-02 (Adv)
4	Term 4, Week 5 Monday 10th November	Constant Rates of Change; Making Predictions In-class Test	MAO-WM-01, MA5-EQU-C-01, MA5-LIN-C-01, MA5-PRO-C-01, MA5-LIN-P-01 (Adv), MA5-EQU-P-02 (Adv), MA5-RAT-P-01 (Sta/Adv), MA5-RAT-P-02 (Adv), MA5-PRO-P-01 (Adv)

Course Outcomes

A student:

Outcome	Outcome Explanation
MAO-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions

MA5-RAT-P-01	identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)
MA5-RAT-P-02	analyses and constructs graphs relating to rates of change (Path: Stn, Adv)
MA5-ALG-P-01	simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv)
MA5-ALG-P-02	selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (Path: Adv)
MA5-IND-C-01	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5-IND-P-01	applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv)
MA5-IND-P-02	describes and performs operations with surds and fractional indices (Path: Adv)
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-EQU-P-01	solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3 = k$ (Path: Adv)
MA5-EQU-P-02	solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv)
MA5-LIN-C-01	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form
MA5-LIN-P-01	describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv)
MA5-NLI-C-01	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts
MA5-NLI-C-02	identifies and compares features of parabolas and exponential curves in various contexts
MA5-NLI-P-01	interprets and compares non-linear relationships and their transformations, both algebraically and graphically (Path: Adv)
MA5-POL-P-01	defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems (Path: Adv, Ext)
MA5-LOG-P-01	establishes and applies the laws of logarithms to solve problems (Path: Adv)
MA5-FNC-P-01	uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables (Path: Adv)
MA5-MAG-C-01	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems
MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression
MA5-TRG-P-01	applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (Path: Stn, Adv)
MA5-TRG-P-02	establishes and applies the properties of trigonometric functions and finds solutions to trigonometric

	equations (Path: Adv)
MA5-ARE-C-01	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
MA5-ARE-P-01	applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (Path: Stn, Adv)
MA5-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders
MA5-VOL-P-01	applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (Path: Stn, Adv)
MA5-GEO-C-01	identifies and applies the properties of similar figures and scale drawings to solve problems
MA5-GEO-P-01	establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (Path: Ext)
MA5-GEO-P-02	constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (Path: Ext)
MA5-CIR-P-01	applies deductive reasoning to prove circle theorems and solve related problems (Path: Ext)
MA5-NET-P-01	solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (Path: Stn)
MA5-DAT-C-01	compares and analyses datasets using summary statistics and graphical representations
MA5-DAT-C-02	displays and interprets datasets involving bivariate data
MA5-DAT-P-01	plans, conducts and reviews a statistical inquiry into a question of interest (Path: Stn, Adv)
MA5-PRO-C-01	solves problems involving probabilities in multistage chance experiments and simulations
MA5-PRO-P-01	solves problems involving Venn diagrams, 2-way tables and conditional probability (Path: Adv)

Music 200 Hours

Assessment Schedule

	<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Weighting</i>
Due Date	Term 2, Week 5 Monday 28th May, Monday 2nd June	Term 3, Week 7 Monday 1st September	Term 4, Week 4 Monday 3rd, Fri 7th November	
Nature of Task	A: Group Performance (30%) B: Musicology Discussion (20%) (in class)	Composition and analysis (hand in)	Solo Performance (in class)	
Outcomes	5.1, 5.3, 5.7, 5.8	5.4, 5.5, 5.6, 5.7, 5.9	5.1, 5.2, 5.3	
Weighting	50	25	25	100

Course Outcomes A student:

Outcome	Outcome Explanation
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	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
5.5	notates own compositions, applying forms of notation appropriate to the music selected for study
5.6	uses different forms of technology in the composition process
5.7	demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
5.8	demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
5.9	demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
5.10	demonstrates an understanding of the influence and impact of technology on music
5.11	demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
5.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

PDHPE

Assessment Schedule

<i>Task</i>	<i>Due Date</i>	<i>Description</i>	<i>Course Outcomes</i>
1	Term 1, Week 9 Friday 4th April	Nutrition, Media & Me In Class	PD5-2, PD5-6, PD5-7
2	Begin Term 1 Week 2 Practicals Finish Term 2 Week 5	Striking and Hitting / Net Court Practical	PD5-4, PD5-5
3	Term 3 Week 9 Friday 19th September	Movement Composition Practical Submission	PD5-4, PD5-11
4	Term 4 Week 4 Monday 3rd November	Girl Talk In Class	PD5-1, PD5-2, PD5-9

Course Outcomes

A student:

Outcome	Outcome Explanation
PD5-1	analyses how they can support their own and others' sense of self.
PD5-2	evaluates their capacity to reflect on and respond positively to challenges.
PD5-4	adapts, transfers and improvises movement skills and concepts to improve performance
PD5-5	composes, performs and appraises movement in a variety of challenging contexts.
PD5-6	analyses attitudes, behaviours and consequences related to health issues affecting young people.
PD5-7	analyses influences on health decision-making and develops strategies to promote health and safe behaviours.
PD5-9	formulates goals and applies strategies to enhance participation in lifelong physical activity.

Physical Activity and Sport Studies 100 Hours

Assessment Schedule

<i>Task</i>	<i>Due Date</i>	<i>Description</i>	<i>Course Outcomes</i>
1	Term 1 Week 8 Tuesday 8th April	Body Systems for Physical Activity In class / Hand in	PASS5-1, PASS5-10
2	Term 3 Week 1 - 10 In Practical Class Term 3 Week 7 Theory In Class Monday 1st September	Coaching	PASS5-5, PASS5-6, PASS5-7, PASS5-8
3	Term 4 Week 1-5 in-class Practical	Ultimate Frisbee	PASS5-5, PASS5-9

Course Outcomes

A student:

Outcome	Outcome Explanation
PASS5-1	discusses factors that limit and enhance the capacity to move and perform
PASS5-5	demonstrates actions and strategies that contribute to active participation and skilful performance
PASS5-6	evaluates the characteristics of participation and quality performance in physical activity and sport
PASS5-7	works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8	displays management and planning skills to achieve personal and group goals
PASS5-9	performs movement skills with increasing proficiency
PASS5-10	analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Physical Activity and Sport Studies 200 Hours

Assessment Schedule

<i>Task</i>	<i>Due Date</i>	<i>Description</i>	<i>Course Outcomes</i>
1	Term 1 Week 8 Monday 24th March	Fundamental Movement Skills Hand in	PASS5-1, PASS5-5, PASS5-10
2	Term 2 Week 4 Friday 23rd May	Promoting Active Lifestyle In Class	PASS5-6, PASS5-10
3	Term 3 Week 1 - Week 10 In Practical Class	Coaching In Practical Class	PASS5-5, PASS5-7, PASS5-8
4	Term 3 Week 8 Friday 12th September	Coaching In class	PASS5-5, PASS5-6

Course Outcomes

A student:

Outcome	Outcome Explanation
PASS5-1	discusses factors that limit and enhance the capacity to move and perform
PASS5-5	demonstrates actions and strategies that contribute to active participation and skilful performance
PASS5-6	evaluates the characteristics of participation and quality performance in physical activity and sport
PASS5-7	works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8	displays management and planning skills to achieve personal and group goals
PASS5-10	analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Religious Education

Assessment Schedule

<i>Task</i>	<i>Due Date</i>	<i>Description</i>	<i>Course Outcomes</i>
1	Term 1 Week 6 Monday, 10th March	Sacraments of Healing In Class	D9- Knowledge and skill
2	Term 2 Week 3 Monday, 12th May	Biblical Writing Hand In	A9- Knowledge and skill
3	Term 3 Week 6 Monday, 25th August	Living the Commandments and the Beatitudes In Class	E9- Knowledge and skill

Course Outcomes

A student:

Outcome	Outcome Explanation
RECKD9	explains the importance of the Sacraments of Healing in the Catholic tradition, and the lives of the faithful
RECSD9	investigates the scriptural underpinnings of the Sacraments of Healing
RECKA9	explains the features and purposes of a range of literary forms used in the Old and New Testaments
RECSA9	classifies Scripture passages according to their literary form and interprets them for their intended meaning
RECKE9	explains how the Ten Commandments and the Beatitudes guide the Christian life.
RECSE9	interprets the call of the Beatitudes and applies this to a range of life situations

Science

Assessment Schedule

Task	Due Date	Description	Course Outcomes
1	Term 2 Week 4 Tuesday 20th May (T) Wednesday 21st May (M,I,N,D,S,E)	Semester Test In class Response and Disease Atoms in Action	SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5- 14LW, SC5- 15LW, SC5-16CW,SC5-17CW
2	Term 3 Week 5 Monday 18th August M,I,N,S,E Tuesday 19th Aug D,T	Working Scientifically Task In class task Energy in the Home	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-10PW, SC5-11PW
3	Term 4, Week 3 Monday 27th October	Semester Two Test In class Energy in the Home, Ecosystem Dynamics Exploring the Universe	SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES

Course Outcomes A student:

Outcome	Outcome Explanation
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
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

Textiles Technology 200 Hours

Assessment Schedule

<i>Task</i>	<i>Due Date</i>	<i>Description</i>	<i>Course Outcomes</i>
1	Term 2 Week 2 Wednesday 7th May	Design - Non apparel Practical Submission	TEX5,10, TEX5-11, TEX5-12
2	Term 3 Week 4 Wednesday 13th August	Design, PPT - Apparel Practical Submission	TEX5-1, TEX5-4, TEX5-8, TEX5-9, TEX5-11, TEX5-12
3	Term 4 Week 2 Wednesday 22nd October	Design, PPT, Textiles & Society Test	TEX5-1, TEX5-3, TEX5-6, TEX5-7, TEX5-12

Course Outcomes

A student:

Outcome	Outcome Explanation
TEX5-1	explains the properties and performance of a range of textile items
TEX5-2	justifies the selection of textile materials for specific end uses
TEX5-3	explains the creative process of design used in the work of textile designers
TEX5-4	generates and develops textile design ideas
TEX5-5	investigates and applies methods of colouration and decoration for a range of textile items
TEX5-6	analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
TEX5-7	evaluates the impact of textiles production and use on the individual consumer and society
TEX5-8	selects and uses appropriate technology to creatively document, communicate and present design and project work
TEX5-9	critically selects and creatively manipulates a range of textile materials to produce quality textile items
TEX5-10	selects appropriate techniques and uses equipment safely in the production of quality textile projects
TEX5-11	demonstrates competence in the production of textile projects to completion
TEX5-12	evaluates textile items to determine quality in their design and construction

Visual Arts 100 Hours

Assessment Schedule

<i>Task</i>	<i>Due Date</i>	<i>Description</i>	<i>Course Outcomes</i>
1	Term 1 Week 10 Monday, 7th April	Written Response in-Class	5.7, 5.9
2	Term 2, Week 6 Tuesday, 3rd June	BOW 1 (Practical hand in) (a) POSTERIZED POP PAINTING (b) MIXED MEDIA WORK	5.1, 5.2, 5.4
3	Term 3, Week 5 Monday, 18th August	WRITTEN RESPONSE in-class	5.7, 5.9
4	Term 4, Week 6 Monday, 17th November	BOW 2 (Practical hand in) (a) STILL LIFE CHARCOAL DRAWING - REFLECTIVE SURFACES (b) PEN & INK DRAWING	5.3, 5.5, 5.6

Course Outcomes

A student:

Outcome	Outcome Explanation
5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
5.2	makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
5.3	makes artworks informed by an understanding of how the frames affect meaning
5.4	investigates the world as a source of ideas, concepts and subject matter in the visual arts
5.5	makes informed choices to develop and extend concepts and different meanings in their artworks
5.6	demonstrates developing technical accomplishment and refinement in making artworks
5.7	applies their understanding of aspects of practice to critical and historical interpretations of art
5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
5.9	demonstrates how the frames provide different interpretations of art
5.10	demonstrates how art criticism and art history construct meanings

Visual Arts 200 Hours

Assessment Schedule

<i>Task</i>	<i>Due Date</i>	<i>Description</i>	<i>Course Outcomes</i>
1	Term 1, Week 10 Monday, 7th April	Written Response in-Class	5.7, 5.9
2	Term 2, Week 6 Tuesday, 3rd June	BOW 1 Practical hand in (a) POSTERIZED POP PAINTING (b) MIXED MEDIA WORK	5.1, 5.2, 5.4
3	Term 3, Week 5 Monday, 18th August	Written Response in-Class	5.7, 5.9
4	Term 4, Week 6 Monday, 17th November	BOW 2 Practical hand in (a) STILL LIFE CHARCOAL DRAWING - REFLECTIVE SURFACES (b) PEN & INK DRAWING	5.3, 5.5, 5.6

Course Outcomes

A student:

Outcome	Outcome Explanation
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