

Ulladulla High School



Assessment Guidelines

Year 10

2024

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Principal's Message

As Year 10 2024 enter their final year of junior school, it is a time to reflect on the progress made, along with building skills and dispositions for learning that will serve them well for their senior studies. 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.

The purpose of assessment is to gather valid, reliable, and useful information about student learning in order to:

- monitor student achievement in relation to outcomes
- guide future teaching and learning opportunities
- provide ongoing feedback to students to improve learning.

Monitoring student progress

Students will be provided with opportunities to demonstrate their learning through a variety of assessment activities as part of an ongoing process. This booklet outlines all the subject assessment schedules, the outcomes, and the requirements of each task across all subjects.

Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students, and a range of resources.

Teachers consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning. Assessment enables students to demonstrate what they know and can do.

While the formal assessments are part of the final grade, it is important to understand that all assessment (formal and informal) is part of an ongoing process, the enhances the learning and assessment cycle. Therefore, we encourage students to be consistent, and show sustained effort in their approach to their studies

Achievement and success are a combination of passion, effort, resilience, and perseverance. I commend all students to develop your skills and knowledge, seek timely advice, feedback and be the connoisseurs of critique, essential for improving students' work and result.

To the Class of 2026, set your goals, be kind to yourself and go for excellence. This will be your opportunity to truly build the foundations for lifelong learning that will serve you well, today, and beyond.

Denise Lofts

Principal

Completion Requirements for Year 10

The purpose of this booklet is to provide students and their parents with:

- details of how students meet completion requirements for Year 10 RoSA
- how this affects courses in Year 10
- students' rights and responsibilities

YEAR 10 COMPLETION

All students are now required to complete a minimum of Year 10 prior to leaving school. (Students must also be 17 or proceeding to full time work, Apprenticeship, Traineeships, or full time TAFE to leave school). This means that students must meet syllabus requirements, participate in learning, and apply themselves with diligence and sustained effort to all tasks identified throughout Year 10 learning.

Students who leave school on completion of Year 10 will be eligible for a "Record of School Achievement" (RoSA). This record will identify a student's performance in every subject by the awarding of a Grade. A student may also opt to complete a literacy and numeracy test. This may be required for TAFE entry post Year 10.

Most students will continue into Year 11 and Year 12 to complete the Higher School Certificate. Should a student leave school after completion of Year 10 and before completion of the Higher School Certificate, a "Record of School Achievement" will be produced at that point in time. It will include Year 10 student performance grades.

YEAR 10 GRADES

Year 10 Grades are awarded for every subject at the end of Year 10 and entered by the school into the student's "Record of School Achievement" with the NESAA (NSW Education Standards Authority).

The final Grade is determined by combining the student's assessment performance in Semester 1 with the student's assessment performance in Semester 2 in each course. The Grade awarded at the end of Year 10 may be different from the Grade awarded on the school report in each semester during Year 10.

SATISFACTORY PARTICIPATION IN YEAR 10 LEARNING

Satisfactory completion of assessment and non-assessment tasks, applying yourself with diligence and sustained effort and participating in learning will lead to a student satisfactorily meeting NESAA requirements of Year 10 learning.

Students must meet the requirements for the award of a final Grade in each of the compulsory subjects and the equivalent of two 2-year electives to be deemed to have completed Year 10. The compulsory Year 10 subjects include English, Mathematics, Science, History, Geography and PDHPE. They will then be eligible for a "Record of School Achievement".

WHAT IS ASSESSMENT?

Assessment provides an indication of a student's achievement based on:

- a) Subject specific assessment tasks for students in Year 10 (outlined in this booklet)
- b) A wide range of syllabus outcomes, including skills.
- c) Measures and observations obtained throughout the course rather than at a single point in time.

HOW WILL EACH SUBJECT BE ASSESSED?

Various tasks such as tests, assignments, projects, practical work, oral/aural work will be used to provide the marks which will form the assessment.

Each course syllabus provided by NESA has specific Aims and Objectives which students are expected to achieve. In each course these objectives will be grouped to form components of the course, often referred to as outcomes. A selection of these outcomes will appear on each semester report.

COMPLETION OF NON-ASSESSMENT TASKS

Students must fulfill **all** requirements of the syllabus to satisfactorily apply themselves with diligence and sustained effort and hence meet course outcomes. This means each course will also contain a range of activities that students are expected to complete but which may not contribute to the assessment reported in Semester 1 and Semester 2 reports.

Non completion of these tasks means a student has failed to satisfy NESA requirements in these courses. A student may then be deemed not to have met the minimum requirement for the completion of Year 10 and the attainment of the "Record of School Achievement".

ILLNESS and MISADVENTURE

Illness, accident, or misadventure as a reason for non-completion of Assessment and Non-Assessment Tasks will only be considered when application is made to the Assessment Excellence Board via the Registrar (library) and required supporting documentation is provided (see details in the General Provisions below).

UNSATISFACTORY PARTICIPATION IN YEAR 10 LEARNING

- **Students who do not satisfactorily attempt assessment tasks** to the value of more than 50% of the total assessment mark in any course may be deemed to be unsatisfactory in that course and will not receive a Grade. This puts at risk the attainment of the "Record of School Achievement" and may lead to non-completion of Year 10 in that course or in extreme cases, in all courses resulting in repeating Year 10.
- **Students who receive two or more 'N' Determination warning letters AND have not completed the work** the 'N' Determination' warning letters refer to, will be deemed unsatisfactory for the award of the Grade for the "Record of Achievement" in that course. It is the student's responsibility to redeem him/herself if they receive an 'N' Determination' warning letter.

Warning letters are issued when Assessment Tasks are not completed on time or at all, when students fail to apply themselves with diligence and sustained effort, when exams, classwork or assessment tasks are not attempted seriously, when malpractice occurs or when sufficient outcomes in the course are not being met.

General provisions for completion of assessment - All courses at UHS

FOR ALL COURSES, THE FOLLOWING GENERAL ASSESSMENT POLICY APPLIES:

- a) A minimum of **two weeks' notice** will be given by teachers for all Assessment Tasks. All students are deemed to have been given adequate notice for assessment tasks that appear in this booklet. Variations of due dates from this booklet will be provided to students at least two weeks in advance of the task being undertaken. This variation will be in writing and approved, in advance, by the Deputy Principal.
- b) Failure to hand in the required material at or before the required time will result in a **zero mark** for that assessment task unless misadventure is granted.
 - **The class teacher** interviews the student and may contact the parent. An “N” determination-warning letter is given to the student and a copy is posted home. The letter provides details of what is required for the student to redeem him/herself. **The student has 2 weeks** or may have a negotiated time to complete the work.
 - **The Head teacher.** After 2 weeks or specified time if the work is not completed then the **Head Teacher** of the Faculty will interview the student and contact the parents. A second “N” determination-warning letter is given to the student with additional incomplete work and a copy is posted home.
 - **The Deputy Principal.** If, after another 2 weeks or specified time the work is still not complete the Head Teacher will refer the student to the **Deputy Principal** who will organize **an interview with the student and parents.** Student is placed on an **improvement plan** and is now at risk of not completing the requirements of the year 10 Rosa.
 - **Principal.** If the work is still not complete, then the **Principal** will issue the official “N” Determination. The student will be presented with the options of either repeating year 10 or appealing to NESAs
- c) **Students with planned absences** including holidays, excursions, sporting trips and family commitments are expected to complete tasks prior to the due date if they will be absent on the due date. Students must complete the official “Application for Planned Leave” (see page 7) and lodge with the Registrar. The application can be collected from the Registrar in the library or downloaded from the UHS website. Students and families are encouraged to organise their vacation outside of school terms.
- d) **Students who are ill** in the period leading up to the due date for an Assessment Task or who are ill on the due date may lodge a request for misadventure or request for extension on or before the due date. Illness must be supported by a **medical certificate** to be accepted as a legitimate reason for the misadventure or extension. Students must complete the official “Illness/Misadventure Form” or “Application for Extension Form” and lodge with the Registrar. The application can be collected from the Registrar in the library or downloaded from the UHS website.
- e) **Students who disrupt exams/tests** through inappropriate behaviour or talking will be given an unsatisfactory determination, may receive a “N” determination warning letter for that exam and receive zero marks. There is no right of appeal in these cases. Further consequences through the school's welfare policy may also occur.
- f) **Students joining the course from another school** or repeating Year 10 will be placed in rank order based on their performance tasks completed in common with the current cohort. Students may be required to complete additional tasks to allow this to be fair to all students in the cohort.

Assignment, research, and home-based tasks:

- g) All assignment, research and homework for assessment purposes will be the **student's own work**. Students who are found to have collaborated or copied work from another source will **score zero on the task concerned**. This is considered malpractice. Further consequences through the school's welfare policy may also occur.
- h) All assignment, research and homework for assessment purposes will have a clear time limit for submission. If the teacher is unavailable, students should hand their work to the Head Teacher concerned. The excuse that the Assessment Task was left on a teacher's desk will not be accepted. If no faculty record exists for the receipt of the Assessment Task, then it will be deemed that the task was not submitted.
- i) All assignment, research and homework for assessment purposes will have a **prescriptive marking criterion** issued at least two weeks prior to the task being due. If students are absent when this is distributed it is the student's responsibility to obtain a copy of this criteria.
- j) Each student is required to keep either a copy of the original or first draft and notes in case of loss or damage to their submitted work for all assignment, research, and homework for assessment purposes.
- k) Speech and computer-based research, assignment or home-based Assessment Tasks must have a paper-based backup. This paper-based backup is required in cases where misadventure is applied for.

Malpractice

- l) Students who do not make a serious attempt in an assessment task **will be given zero** for that task. This may be considered malpractice.
- m) Students who cheat in any way will be given zero for that task and may be reported to NESA, this is considered malpractice.
- n) Copying material from the Internet or any other source is considered plagiarism and hence is malpractice. Submitting work that is not the student's own work is considered malpractice.
- o) Malpractice in any course in Assessment can lead to the non-award of the "Record of School Achievement" and may lead to non-completion of Year 10 in that course or in extreme cases, in all courses. Further consequences through the school's welfare policy are also likely to occur.

General Advice to Students and Parents

The Grades awarded in Year 10 stay with you for life – Make them count.

- Attend school every day and participate in every learning opportunity the school has to offer.
- Be respectful and be always responsible.
- Be organised from the beginning of the year and highlight when Assessment Tasks are due on a calendar. Revisit the calendar often.
- Do your own work. – Do not be tempted to copy other people's work.
- If you do not know, ask. If you get behind, catch up early.
- If there is a reason a task cannot be completed when required see the Deputy Principal early – Before it is due.

The Minimum Standards

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan.

The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple-choice reading test, a multiple-choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still

- Sit the HSC exams.
- Receive an ATAR for University applications
- Receive a ROSA
- Receive an HSC minimum standard report.

There are no pre-requisites for choosing subjects for stage 5 or stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in stage 5 or 6.

Practice tests are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard.

Students will have four opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser. Students get up to four times per year to sit each minimum standard reading, writing or numeracy test.

Disability provisions and exemptions: Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and Writing minimum standard tests. Students studying Life Skills maths will be exempt from the Numeracy minimum standard test.

Further Information NSW Education Standards Authority (NESA)

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

ASSESSMENT EXCELLENCE BOARD

APPLICATION FOR CONSIDERATION Years 10, 11 & 12

ONE form per subject required



Student Name: _____	Year: _____	Subject: _____		
Assessment number: _____	Assessment Type: Test / Assignment / Speech	Task Weighting: _____%		
Class Teacher: _____	Head Teacher: _____	Assessment Due Date: _____		
Application for: <input type="checkbox"/> Illness	<input type="checkbox"/> Misadventure	<input type="checkbox"/> Leave	<input type="checkbox"/> Extension	<input type="checkbox"/> Appeal

Submission

Submit this form to the Registrar in the library or email to ulladulla-h.school@det.nsw.edu.au when complete

- Leave and Extension - two weeks prior to assessment
- Appeals - within two school days of receiving result
- Illness and Misadventure - immediately upon return to school

Details: Supporting documentation attached. Eg: Doctors certificate, accident report, holiday bookings Yes No

Have you previously made an 'Application for Consideration' for this course? Yes No

_____/_____/_____
Student Signature Date Parent Signature Date

Head Teacher recommendation: Select ONE option below:

- Extension: Specify new date: ___/___/___
- Assessment to be completed and full marks awarded without penalty
- Alternative task
- Other: _____

Teacher Comment:

_____/_____/_____
Class Teacher Signature Date Head Teacher Signature Date

Office Use Only

Date Received: ___/___/___ Registrar uploaded to Sentral Registrar Signature: _____

Assessment Excellence Board Decision:

Approved Not Approved Signature: _____ Date: ___/___/___

Moderated Mark: Estimate mark based on average of all assessment tasks completed in the course, in consultation with Principal.
NB: Estimates or modifications to results cannot be made to more than 50% of tasks.

Assessment task completed and awarded marks will be revisited prior to NESA submission
Comment:

Course Specific Assessment Information

Agriculture

Course Description: Through the study of Agricultural Technology students develop knowledge, understanding and skills which enable them to contribute positively to their own lifestyle and to the social, economic, and environmental future of Australia. This syllabus provides scope for students to explore the many and varied career opportunities in agriculture and its related service industries. It also provides students with an opportunity to experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of outside activities.

Date	Task	Weight	Skills & Report Outcomes
Term 1 Week 6 Due this week	Cropping and Pastures	25%	Designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts
Term 2 Week 4 Due this week	Sheep Production	25%	<ul style="list-style-type: none"> ▪ Explains the interactions within and between agricultural enterprises and systems Implements and justifies the application of animal welfare guidelines to agricultural practices
Term 3 Week 9 Due this week	Dairy Production	25%	<ul style="list-style-type: none"> ▪ Investigates and applies responsible marketing principles and processes Collects and analyses agricultural data and communicates results using a range of technologies
Term 4 Week 4 Due this week	Landscaping and Weed Management	25%	<ul style="list-style-type: none"> ▪ Evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics Applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery

Child Studies

Course Description: Enhances a student's ability to explore and understand interrelated factors that influence the early years and their impact on the next generation of successful, creative and confident learners.

Date	Task	Weight	Skills & Report Outcomes
Term 1 Week 9 Due this week	Party Cookbook	25%	<ul style="list-style-type: none"> ▪ Describes the factors that affect the health and wellbeing of the child. ▪ Analyses and compares information from a variety of sources to develop an understanding of child growth and development.
Term 2 Week 6 Due this week	Household Safety Report	25%	<ul style="list-style-type: none"> ▪ Describes the factors that affect the health and wellbeing of the child ▪ Evaluates strategies that promote the growth and development of children
Term 3 Week 8 Due this week	Childcare services - Job Application	30%	<ul style="list-style-type: none"> ▪ Explores community resources that support children and families ▪ Identify a range of childcare services and examine the roles and responsibilities of childcare providers
Term 4 Week 4 Due this week	Celebrating Culture and Diversity	20%	<ul style="list-style-type: none"> ▪ Evaluates the role of community resources that promote and support the wellbeing of children and families. ▪ Develop an understanding of how cultural practices and traditions influence the health and wellbeing of children

Commerce

Course Description: The aim of the Commerce Years 7–10 Syllabus is to enable young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, economic, business, legal, political and employment issues in order to make informed and responsible decisions as individuals and as part of the community.

Date	Task	Weight	Skills & Report Outcomes
Term 1 Week 7 Tuesday 12 March	Law, Society and Political Involvement Research PBL	25%	5.1 Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts. 5.3 Examines the role of law in society. 5.5 Evaluates options for solving problems and issues. 5.7 Researches and assesses information using a variety of sources.
Term 2 Week 6 Due this week	The Economic and Business Environment Group Research Presentation	35%	5.1 Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts. 5.2 Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts. 5.4 Analyses key factors affecting decisions. 5.6 Develops and implements plans designed to achieve goals.
Term 3 Week 7 Tuesday 3 September	Towards Independence Portfolio	40%	5.1 Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts. 5.7 Researches and assesses information using a variety of sources. 5.8 Explains information using a variety of forms. 5.9 Works independently and collaboratively to meet individual and collective goals within specified timeframes.

Dance

Course Description: The aim of the Dance Years 7–10 Syllabus is for students to experience, understand, value, and enjoy dance as an artform through the interrelated study of the performance, composition, and appreciation of dance.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 6 Due this week	Safe Dance Practice	25%	<p>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.</p> <p>5.1.2 demonstrates enhanced dance technique by manipulating aspects of the elements of dance.</p> <p>5.1.3 demonstrates an understanding and application of aspects of performance quality and interpretation through performance.</p> <p>5.4.1 values and appreciates their involvement as a dance performer, composer, and audience member and how their involvement contributes to lifelong learning.</p>
Term 2 Week 10 Due this week	Aboriginal Dance	25%	<p>5.2.1 explores the elements of dance as the basis of the communication of ideas.</p> <p>5.2.2 composes and structures dance movement that communicates an idea.</p> <p>5.3.1 describes and analyses dance as the communication of ideas within a context.</p> <p>5.4.1 values and appreciates their involvement as a dance performer, composer, and audience member and how their involvement contributes to lifelong learning.</p>
Semester Two			
Term 3 Week 10 Due this week	Composition	25%	<p>5.2.1 explores the elements of dance as the basis of the communication of ideas</p> <p>5.2.2 composes and structures dance movement that communicates an idea</p> <p>5.3.1 describes and analyses dance as the communication of ideas within a context</p> <p>5.4.1 values and appreciates their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning</p>
Term 4 Week 5 Due this week	Pioneers of Modern Dance	25%	<p>5.3.1 describes and analyse dance as the communication of ideas within a context</p> <p>5.3.2 identifies and analyses the link between their performances and compositions and dance works of art</p> <p>5.3.3 applies understandings and experiences drawn from their own work and dance works of art</p> <p>5.4.1 values and appreciates their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning</p>

Drama

Course Description: The Stage 5 Drama course aims to develop student's ability to communicate with skills and confidence, to work cooperatively and creatively in performance situations, to observe actively and accurately real and enacted situations and to reflect on and evaluate their creative work. Students will gain knowledge and understanding of improvisation and play-building, scripted and unscripted drama, a variety of dramatic styles, performance techniques and technical aspects of theatre, through making, performing and appreciating. This course may lead to further study of drama in Years 11 & 12.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 10 Due this week	Theatrical style <ul style="list-style-type: none"> ▪ Logbook/Research (5%) ▪ Monologue/Duologue (20%) 	30%	<ul style="list-style-type: none"> ▪ Performance, space ▪ Dramatic elements ▪ Performing devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience
Term 2 Week 9 Due this week	Melodrama <ul style="list-style-type: none"> ▪ Written Script & Logbook (10%) ▪ Performance (20%) 	30%	<ul style="list-style-type: none"> ▪ Dramatic form ▪ Play building ▪ Scripting ▪ Applies acting and performance techniques expressively to communicate meaning by exploring structures, refining ideas, using dramatic forms, performance style and dramatic techniques
Semester Two			
Term 3 Week 7 Due this week	Production Elements <ul style="list-style-type: none"> ▪ Design Portfolio & Logbook (15%) ▪ Fashion Parade/Installation (20%) 	30%	<ul style="list-style-type: none"> ▪ Technical aspect of production ▪ Improvisation ▪ Contributes, selects and develops structures and ideas through the collaborative play-building process
Term 4 Week 5 Due this week	Theatre in Education <ul style="list-style-type: none"> ▪ Script – Work in Progress (10%) ▪ Primary School performances 	10%	<ul style="list-style-type: none"> ▪ Performance, Theatrical conventions ▪ Scripted drama, Dramatic form ▪ Demonstrates knowledge, understanding and skills, collaboratively, through making drama that explores a range of imagined and created

English Semester 1

Course Description: The aim of English in Year 10 is to enable students to use, understand, appreciate, reflect on, and enjoy the English language in a variety of texts and to shape meaning in ways that are imaginative, interpretive, critical, and powerful.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 8 Due this week	Short texts essay Completed In-Class	25%	<p>EN5-2A: Effectively use and critically assess a wide range of processes, skills and strategies for responding to and composing a wide range of texts in different media.</p> <p>EN5-3B: selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning</p> <p>EN5-5C: thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts</p> <p>EN5- 6C: investigate the relationships between and amongst texts</p>
Term 2 Week 5 Due this week	Imaginative Writing Completed In-Class	25%	<p>EN5-3B: selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning</p> <p>EN5-5C: think imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts</p> <p>EN5-7D: understands and evaluates the diverse ways texts can represent personal and public worlds</p> <p>EN5-8D: question, challenge and evaluate cultural assumptions in texts and their effects on meaning</p>

English Semester 2

Course Description: The aim of English in Year 10 is to enable students to use, understand, appreciate, reflect on, and enjoy the English language in a variety of texts and to shape meaning in ways that are imaginative, interpretive, critical and powerful.

Date	Task	Weight	Skills & Report Outcomes
English Semester Two			
Term 3 Week 4 Due this week	Dramatic persuasive presentation Script upload to Canvas before 9am Presentations to take place during English class	25%	<p>EN5-1A: respond to and compose increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure</p> <p>EN5-3B: select and use language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning</p> <p>EN5-4B: effectively transfer knowledge, skills and understandings of language concepts into new and different contexts</p> <p>EN5-5C: think imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts</p> <p>EN5-8D: question, challenge and evaluate cultural assumptions in texts and their effects on meaning</p>
Term 4 Week 5 Due this week	Yearly Examination	25%	<p>EN5-2A: effectively use and critically assess a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies</p> <p>EN5-3B: select and use language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning</p> <p>EN5-5C: think imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts</p> <p>EN5- 6C: investigate the relationships between and amongst texts</p>

Food Technology

Course Description: The aim of the *Food Technology Years 7–10 Syllabus* is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status, and the quality of life. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 7 Friday 15 March	Food Equity Practical: 10% Theory 15%	25%	<p>FTS-6: describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities</p> <p>FTS-8: collects, evaluates and applies information from a variety of sources</p> <p>FTS-13: evaluates the impact of activities related to food on the individual, society and the environment</p>
Term 2 Week 3 Friday 17 May	Food for Special Occasions Practical: 15% Theory 10%	25%	<p>FTS-1: demonstrates hygienic handling of food to ensure a safe and appealing product</p> <p>FTS-3: describes the physical and chemical properties of a variety of foods</p> <p>FTS-11: plans, prepares, presents and evaluates food solutions for specific purposes</p>
Semester Two			
Term 3 Week 1 Friday 26 July	Food Trends Practical: 15% Theory 10%	25%	<p>FTS-12: examines the relationship between food, technology and society</p>
Term 4 Week 2 Due this week	Food Product and Development Practical: 10% Theory 15%	25%	<p>FTS-2: identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food</p> <p>FTS-4: accounts for changes to the properties of food which occur during food processing, preparation and storage</p> <p>FTS-7: justifies food choices by analysing the factors that influence eating habits</p>

Geography

Course Description:

Students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. Students undertake an investigative study of the causes and consequences of environmental change in an environment in Australia and another country. Students examine the nature of, and differences in, human wellbeing and development that exist within and between countries. They describe ways of measuring human wellbeing and development to reveal spatial variations and develop explanations for differences. Students studying HSIE in Semester 2 are completing the Mandatory Australian Geography course. The report will be based on the two tasks printed below and all tasks will be used to determine the grade for the award of the ROSA in this course.

Date	Task	Weight	Skills & Report Outcomes
Semester Two			
Term 3 Week 5 Due this week	Overview - Geographical Skills and Issues Skills and Literacy Task	20%	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
Term 3 Week 10 Due this week	Environmental Change and Management Environmental Investigation Report	40%	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
Term 4 Week 5 Due this week	Human Wellbeing Extended Response, Multiple Choice and Geography Skills	40%	GE5-2 explains processes and influences that form and transform places and environments GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing

History

Course Description: History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. It allows students to locate and understand themselves and others in the continuum of human experience up to the present. Students studying HSIE in Semester 1 are completing the Mandatory Australian History Curriculum course. The report will be based on the three tasks printed below and all tasks will be used to determine the grade for the award of the ROSA in this course.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 6 Due this week	Overview- The Modern World and Australia Skills and Literacy Task	20%	<ul style="list-style-type: none"> ▪ applies a range of relevant historical terms and concepts when communicating an understanding of the past ▪ identifies and evaluates the usefulness of sources in the historical inquiry process
Term 1 Week 11 Tuesday 9 April	The Globalising World – Migration Experiences Research and Speech	40%	<ul style="list-style-type: none"> ▪ uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia ▪ sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
Term 2 Week 9 Due this week	Rights and Freedoms – 1945 to Present Portfolio	40%	<ul style="list-style-type: none"> ▪ identifies and evaluates the usefulness of sources in the historical inquiry process ▪ selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences ▪ explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

Industrial Technology – Metal

Course Description: Through practical projects, students will develop their understanding of manufacturing industries. They will become skilled in a range of technical processes and learn to thoroughly document their work.

Date	Task	Weight	Outcomes
Semester One			
Term 1 Week 9 Due this week	Project 1 Box or creeper	15%	<ul style="list-style-type: none"> ▪ Selects and uses appropriate materials ▪ Selects, applies and interprets a range of suitable communication techniques
Term 2 Week 6 Due this week	Project 2 Box or creeper	15%	<ul style="list-style-type: none"> ▪ Select and use appropriate tools and techniques ▪ Plan and organise projects ▪ Carry out work in safe manner
Term 2 Week 7 Due this week	Half yearly Exam	10%	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of course content
Semester Two			
Term 4 Week 4 Due this week	Major project	50%	<ul style="list-style-type: none"> ▪ Evaluates products in terms of functional, economic, aesthetic and quality of construction ▪ Assess and select appropriate materials ▪ Use planning to effectively manage and coordinate tasks within a given timeframe
Term 4 Week 7 Due this week	Yearly Exam	10%	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of course content

Industrial Technology – Timber

Course Description: Through practical projects, students will develop their understanding of manufacturing industries. Students will become skilled in a range of technical processes and learn to thoroughly document their work.

Date	Task	Weight	Outcomes
Semester One			
Term 1 Week 10 Due this week	Project and folio	25%	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 IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
Term 2 Week 10 Due this week	Project and folio	25%	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 IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications
Semester Two			
Term 3 Week 8 Due this week	Theory examination	15%	IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects 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
Term 4 Week 3 Due this week	Major project and folio completion	35%	IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects 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

Information & Software Technology

Course Description: Core content of the Information and Software Technology Syllabus provides students with specialised knowledge of past, current and emerging technologies, data, hardware, software and people involved in the field of information and software technology. The core also includes legal, ethical, social and industrial issues. Options include authoring and multimedia, database design, digital media, the Internet and website development, networking systems, and software development and programming including game, App and animation development.

Participation in Information and Software Technology appeals to students through practical activities and their enjoyment of learning about and using computers. As a result of studying this course, students will be equipped to make appropriate use of and informed choices about information and software technology both at a personal level and in the workplace.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 8 Due this week	Hardware Projects: Theory Client builds (10%) Practical Identification of components (10%)	20%	<ul style="list-style-type: none"> ▪ Demonstrates practical knowledge and understanding of computer hardware components ▪ Demonstrates theoretical knowledge and understanding of computer hardware components
Term 2 Week 5 Due this week	Software Test (10%) 3D Unity Game (20%)	30%	<ul style="list-style-type: none"> ▪ Demonstrates knowledge and understanding of software in a test situation ▪ Applies problem-solving skills when using software such as Unity for producing projects in a 3D environment
Semester Two			
Term 3 Week 9 Due this week	Algorithm design and Coding (workbook) (10%) Python programming (Grok) 10%	20%	<ul style="list-style-type: none"> ▪ Designs, creates and modifies algorithms and code ▪ Produces and evaluates appropriate solutions to a range of challenging problems
Term 4 Week 5 Due this week	Computer Networks (20%) Workbook (10%)	30%	<ul style="list-style-type: none"> ▪ Creates an interactive tour of a computer network ▪ Applies project management techniques to project work

International Studies

Course Description: International studies is an inter-disciplinary course that provides a unique conceptual framework for the study of culture, and the promotion of intercultural understanding. Through education, travel, work and trade, students increasingly understand how the study of culture requires knowledge to inform values and develop individual and community participation, action and commitment to be a global citizen.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 11 Friday 12 April	Celebrating Elements of Culture	25%	<ul style="list-style-type: none"> ▪ recognises bias and stereotypes ▪ applies understanding of cultural differences when communicating across cultures ▪ selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures ▪ examines cultural diversity ▪ accounts for the dynamic nature of culture ▪ identifies influences on cultures and their interconnectedness
Term 2 Week 10 Friday 5 July	Where in the World	25%	<ul style="list-style-type: none"> ▪ recognises bias and stereotypes ▪ applies understanding of cultural differences when communicating across cultures ▪ selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures ▪ examines cultural diversity ▪ accounts for the dynamic nature of culture ▪ identifies influences on cultures and their interconnectedness
Semester Two			
Term 3 Week 10 Friday 27 September	Culture and Belief Systems	25%	<ul style="list-style-type: none"> ▪ selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures ▪ examines cultural diversity ▪ accounts for the dynamic nature of culture ▪ identifies influences on cultures and their interconnectedness
Term 4 Week 4 Thursday 7 November	Core: Understanding Culture and Diversity in Today's World	25%	<ul style="list-style-type: none"> ▪ analyses different contexts, perspectives and interpretations of cultural beliefs and practices ▪ evaluates culturally significant issues, events and scenarios from a variety of perspectives ▪ applies strategies to challenge stereotypes

Japanese

Course Description: Students will develop basic Japanese language skills (speaking, listening, reading, and writing) and become familiar with Japanese culture. Students will also learn to understand the nature of languages as systems by describing and comparing linguistic features between English and Japanese, and learn about the different viewpoints, customs and traditions in Japanese-speaking communities.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 8 Due this week	Listening task	25%	ML5-UND-01 analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding ML5-INT-01 exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language
Term 2 Week 4 Due this week	Reading task	25%	ML5-UND-01 analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding ML5-INT-01 exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language
Semester Two			
Term 3 Week 8 Due this week	Speaking task	25%	ML5-INT-01 exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language ML5-CRT-01 creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language
Term 4 Week 3 Due this week	Writing task	25%	ML5-INT-01 exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language ML5-CRT-01 creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

Marine Studies

Course Description: Marine and Aquaculture Technology fits into an emerging field of study relating to sustainability of marine and related environments. At a time of pressure on the marine environment there is a recognised need to deliver sound marine educational programs through formal structures within state and national curricula. Australians must be aware of and understand this fragile environment and consider how to effectively manage 69 630 kilometers of coastline, 14.8 million square kilometers of continental shelf, 12 000 islands, 783 major estuaries and the life they contain.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 8 Due this week	Dangerous Marine Creatures	25%	<ul style="list-style-type: none"> ▪ Identifies, describes and evaluates the effects humans have had on the marine environment ▪ Identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment
Term 2 Week 4 Due this week	Food From the Sea	25%	<ul style="list-style-type: none"> ▪ Identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits
Semester Two			
Term 3 Week 6 Due this week	Microscopic marine creatures	25%	<ul style="list-style-type: none"> ▪ Identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships ▪ Demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations
Term 4 Week 4 Due this week	Yearly Exam	25%	<ul style="list-style-type: none"> ▪ Collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information ▪ Recalls aspects of the marine environment using relevant conventions, terminology and symbols

Mathematics 5.2/5.3 Pathway

Course Description: The aim of Stage 5 Mathematics is to develop students' mathematical thinking, understanding, competence and confidence in the application of mathematics, their creativity, enjoyment and application of the subject, and their engagement in lifelong learning. Throughout the course students will be assessed by class tests, assignments and investigations and by formal testing in the form of half and yearly examinations. Each student will follow a 5.3 or 5.2 or 5.1. Pathway.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 7 Due this week	Assessment Task 1	20%	<ul style="list-style-type: none"> ▪ Working Mathematically; Problem solving, Multiple choice, Extended answer questions. ▪ <u>Topics may include:</u> Financial Mathematics, Measurement: length, area, volume, capacity, Algebraic Expressions and Indices
Term 2 Week 5 Due this week	Assessment Task 2	30%	<ul style="list-style-type: none"> ▪ Working Mathematically; Problem solving, Multiple choice, Extended answer questions. ▪ <u>Topics may include:</u> Algebra, Linear Equations & Simultaneous Equations (5.3), Financial Mathematics (5.2)
Semester Two			
Term 3 Week 5/6 Due this week	Assignment including Research Task/Assessment Test.	20%	<ul style="list-style-type: none"> ▪ Explore mathematical concepts, developing research skills ▪ Develop and demonstrate perseverance in undertaking mathematical challenges.
Term 4 Week 3 Due this week	Assessment task 4	30%	<ul style="list-style-type: none"> ▪ Working Mathematically; Problem solving, Multiple choice, Extended answer questions. ▪ <u>Topics may include:</u> Linear relationships, Angle relationships and geometrical figures, Circle Geometry (5.3), Algebra including solving Simultaneous equations, Non-linear relationships.

Mathematics 5.1 Pathway

Course Description: The aim of Stage 5 Mathematics is to develop students' mathematical thinking, understanding, competence and confidence in the application of mathematics, their creativity, enjoyment and application of the subject, and their engagement in lifelong learning. Throughout the course students will be assessed by class tests, assignments and investigations and by formal testing in the form of half and yearly examinations. Each student will follow a 5.3 or 5.2 or 5.1. Pathway.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 7 Due this week	In Class assessment (test)	20%	<ul style="list-style-type: none"> ▪ <u>Topics may include:</u> Financial Mathematics, Measurement: length, area, volume, capacity, Algebraic Expressions and Indices
Term 2 Week 5 Due this week	Assessment Task 2	30%	<ul style="list-style-type: none"> ▪ Applies knowledge of probability to solve calculator and non-calculator problems, demonstrates an understanding of probability and data use in real-life. ▪ <u>Topics may include:</u> Financial Mathematics
Semester Two			
Term 3 Week 5/6 Due this week	Assignment including Research Task/Assessment Test	20%	<ul style="list-style-type: none"> • Explore mathematical concepts, developing research skills • Develop and demonstrate perseverance in undertaking mathematical challenges.
Term 4 Week 3 Due this week	Yearly Exam	30%	<ul style="list-style-type: none"> • Working Mathematically; Problem solving, Multiple choice, short answers. • <u>Topics may include</u> Linear relationships, Angle relationships and geometrical figures, Algebra, Non-linear relationships.

Music

Course Description: The elective music course aims to give the students more detailed understanding of music through a broad range of Musical styles and activities. Learning experiences include **performing, composing** and **listening**. Students will be building on the skills they have gained in Years 7 and 8 Music as well as their personal experiences and learning.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 9 Due this week	Rock Music (Protest Music) (In class ensemble Performance & Listening Exam- Concepts of Music)	25% Performance (10%) Listening (15%)	<ul style="list-style-type: none"> • Performance technical skills, ensemble skills, understanding of music notation. 5.3 • Critical listening and analysis of Music via the concepts of Music 5.8
Term 2 Week 7 Due this week	Music of Another Culture Performance and Listening Task (In-class Performance & Listening Presentation)	25% Performance (15%) Listening (10%)	<ul style="list-style-type: none"> • Performance skills, group work, understanding of music notation • understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts 5.7, 5.11
Semester Two			
Term 3 Week 9 Due this week	Music for Film, TV and Multimedia Composition Task (Melody writing for film characters)	25%	<ul style="list-style-type: none"> ▪ Composition-Melody writing, pitch, tonality, scales, intervals, writing for different instruments, duration and rhythm, the effect of dynamics. 5.2 ▪ Uses different forms of technology in the composition process including computer based composing software. 5.6
Term 4 Week 5 Due this week	Jazz Performance and Composition (In class ensemble Performance & 12 bar Blues melody Composition SoundTrap)	25% Performance (15%) Composition(10%)	<ul style="list-style-type: none"> ▪ Performance skills, group work, understanding of music notation. 5.2, 5.12 ▪ Critical listening and analysis of Music via the concepts of Music 5.4, 5.6

Outdoor Education

Course Description: Introduces students to a range of environments and outdoor recreational activities. Builds concepts of conservation, minimal impact, teamwork, communication and wellbeing in the outdoors.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 9 Due this week	Part A - First Aid Quiz & Practical Scenario Part B - Participation (Surfing/Snorkeling)	25%	OE5-6 understands first aid and emergency response procedures relevant to outdoor education activities OE5-5 applies risk management techniques in planning and participating in water-based activities
Term 2 Week 5 Due this week	Part A - Conservation Case Study Part B - Participation (Climbing)	25%	OE5-12 proposes ways in which natural environments can be protected and/or managed OE5-8 demonstrates actions and strategies that contribute to enjoyable participation in rock climbing activities
Semester Two			
Term 3 Week 8 Due this week	Part A -Portfolio & Shelter Building Challenge Part B - Participation (Mountain Biking)	25%	OE5-9 demonstrates interpersonal and self-management skills to achieve personal and group goals in outdoor environments OE5-1 participates safely in mountain biking demonstrating knowledge of natural environments
Term 4 Week 7 Due this week	Part A - Group Assignment (Trangia meal plan & preparation) Part B - Participation (Expedition)	25%	OE5-4 explains and applies key considerations and skills related to planning and preparing for outdoor expeditions OE5-7 demonstrates skills and knowledge for relationship building and effective group functioning on expeditions

PDHPE

Course Description: This course develops students' capacity to enhance personal health and wellbeing, enjoy an active lifestyle, maximise movement potential and advocate lifelong health and physical activity.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 8/9 Due this week	Forever Fit - Biathlon (20-3-23) Level Up - Skill application (11-9-23)	25%	<ul style="list-style-type: none"> ▪ Engages in practical activities to develop cardiovascular fitness and participate in a Biathlon. (T1 W8) ▪ Engage in team activity of choice to demonstrate transfer of movement skills. (T3 W9)
Term 2 Week 7 Due this week	Dance	25%	<ul style="list-style-type: none"> ▪ Compose and perform a movement sequence using elements of composition.
Semester Two			
Term 3 Week 4 Due this week	Together in Harmony	20%	<ul style="list-style-type: none"> ▪ Demonstrates a variety of ways to create and support an inclusive environment.
Term 4 Week 2 Due this week	Exam	30%	<ul style="list-style-type: none"> ▪ Demonstrates a broad understanding of concepts across the PDHPE course.

Physical Activity & Sports Studies (PASS)

Course Description: This course enhances a students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 5 Due this week	Theory - Australia's sporting identity	25%	<ul style="list-style-type: none"> ▪ Demonstrates how behaviours can influence Australian sporting identity.
Term 2 Week 3 Due this week	Theory - Body Systems	25%	<ul style="list-style-type: none"> ▪ Written test multiple choice, short response to demonstrate understanding of body systems.
Semester Two			
Term 3 Week 8 Due this week	Practical - Pass perfect	20%	<ul style="list-style-type: none"> ▪ Demonstrates how the use of technology is used to improve performance.
Term 4 - Term 4 Due this week	Practical - Skills, fitness and participation	30%	<ul style="list-style-type: none"> ▪ Safely and actively participates in practical lessons. ▪ Displays physical skills and fitness across a variety of activities.

Physical Activity and Sports Studies (Surfing)

Course Description: This course enhances a students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 11 Due this week	Save the Waves	25%	<ul style="list-style-type: none"> ▪ selects and uses a range of oral, written, visual, and digital forms to communicate effectively about surfing and its environment.
Semester Two			
Term 3 Week 8 Due this week	Film and photography	30%	<ul style="list-style-type: none"> ▪ investigates the use of technology in surfing ▪ selects and uses a range of oral, written, visual and digital forms to communicate effectively about surfing ▪ designs products, using a range of technologies, applicable to the surfing industry ▪ identifies and evaluates surfing as a source of employment and leisure
Term 4 Week 2 Due this week	Work Experience	25%	<ul style="list-style-type: none"> ▪ completes work placement in a relevant industry ▪ reflects on and documents experience
Term 2 Week 4 Term 4 Week 4 Due this week	Practical Application & Logbooks	20%	<ul style="list-style-type: none"> ▪ Safely and actively participates in practical lessons. ▪ Displays physical skills and fitness across a variety of activities.

Psychology

Course Description: Psychology provides students with an understanding and a critical awareness of the nature of human behaviour and the influence of biological, cognitive and socio-cultural factors on individuals and society. Students develop knowledge and understanding of human nature by asking questions and undertaking studies into the fields of neuroscience, cognitive sciences and social psychology.

Date	Task	Weight	Skills & Report Outcomes
Term 1 Week 11 Due this week	How We Learn Journal	25%	<p>PSY5-1 explains how the field of psychology provides scientific explanations for the mind and behaviour through research, theories and approaches</p> <p>PSY5-2 explains the main approaches to the study of the nature of human behaviour and the strengths and weaknesses of those approaches</p> <p>PSY5-3 describes diversity and variation on the nature of personality, disease, disorders, intelligence and creativity and their influence on human behaviour</p> <p>PSY5-4 explains a range of psychological theories and identifies the application of these theories to everyday life</p> <p>PSY5-7 examines suitable research methods including procedures and critical analysis when completing action based learning</p> <p>PSY5-8 communicates psychological information and ideas using appropriate written, oral and visual forms.</p>
Term 2 Week 10 Due this week	Intelligence and Creativity Test and model	25%	<p>PSY5-3 describes diversity and variation on the nature of personality, disease, disorders, intelligence and creativity and their influence on human behaviour</p> <p>PSY5-7 examines suitable research methods including procedures and critical analysis when completing action based learning</p> <p>PSY5-8 communicates psychological information and ideas using appropriate written, oral and visual forms.</p>
Term 3 Week 7 Due this week	Psychology and Society Practicum	25%	<p>PSY5-1 explains how the field of psychology provides scientific explanations for the mind and behaviour through research, theories and approaches</p> <p>PSY5-3 describes diversity and variation on the nature of personality, disease, disorders, intelligence and creativity and their influence on human behaviour</p> <p>PSY5-4 explains a range of psychological theories and identifies the application of these theories to everyday life</p> <p>PSY5-5 demonstrates an understanding of the importance of ethics in psychology, research and the interpretation of data</p>
Term 4 Week 5 Due this week	Personality and Self Visual Representation	25%	<p>PSY5-5 demonstrates an understanding of the importance of ethics in psychology, research and the interpretation of data</p> <p>PSY5-6 recognises the applications and influence of psychology in popular culture and its importance to social factors</p> <p>PSY5-7 examines suitable research methods including procedures and critical analysis when completing action based learning</p> <p>PSY5-8 communicates psychological information and ideas using appropriate written, oral and visual forms.</p>

Photographic & Digital Media

Course Description: The course has been written to provide students with opportunity to explore the visual world of digital imaging and studio photography in a contemporary context. Students will specialise in the art of digital imaging and computer-generated forms of image making and specialist photographic techniques. The depth of study will complement Visual Arts and enhance students' understanding of digital processes in computer image making and graphics.

The course is both theory and practical with much emphasis on the development of skills and knowledge in the use of “photo and movie programs” and industry-based computer software, design elements and studio photography.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 10 Due this Week	Conceptual Portrait Photographic Series In Class Task	30%	<ul style="list-style-type: none"> ▪ Develop skills in Critical and Historical interpretations of still and moving images
Term 2 Week 9 Due this Week	Production of Music Video	20%	<ul style="list-style-type: none"> ▪ Develop procedures and techniques to make and refine still and moving images. Documentation of process.
Semester Two			
Term 3 Week 8 Due this Week	Narrative Photographic Series	20%	<ul style="list-style-type: none"> ▪ Refine skills to create meaning in Photographic and digital/film
Term 4 Week 4 Due this Week	Personal Project (still/film) Research Presentation: Contemporary Artist	30%	<ul style="list-style-type: none"> ▪ Applies their understanding of practice to interpret Photographic and digital/film media works

Science

Course Description: Science provides a distinctive view and way of thinking about the world. The study of science has led to an evolving body of knowledge organised as an interrelated set of models, theories, laws, systems, structures and interactions. It is through this body of knowledge that science provides explanations for a variety of phenomena and enables sense to be made of the biological, physical and technological world. In addition to the following tasks, class tasks will be completed which will address other course outcomes for their semester one and semester two reports.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 7 Due this week	Motion Practical Report	25%	<ul style="list-style-type: none"> ▪ Produces a plan to investigate identified questions, hypotheses or problems about the motion of objects ▪ Applies correct formulae to calculate the relationships between speed, distance, time, force, mass and acceleration
Term 2 Week 4 Due this week	SRP Depth Study Presentation	25%	<ul style="list-style-type: none"> ▪ Develops questions or hypotheses to be investigated scientifically ▪ Undertakes first-hand investigations to collect valid and reliable data and information
Term 2 Week 10 Due this week	Biotechnology Research Task	25%	<ul style="list-style-type: none"> ▪ Applies scientific understanding and critical thinking skills to suggest possible solutions to identified ethical problems with biotechnology ▪ Discusses advantages and disadvantages of the use and applications of biotechnology, including social and ethical considerations
Semester Two			
Term 3 Week 7/8 Due this week	VALID Quiz	25%	<ul style="list-style-type: none"> ▪ Processes, analyses and evaluates data from secondary sources to develop evidence-based arguments and conclusions

Textiles and Design

Course Description: The study of Textiles Technology provides students with knowledge of the properties, performance and uses of textiles. They explore fabrics, yarns, fibres and colouration. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools, and the quality of textile items. Textile projects give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 2 Week 4 Due this week	Apparel 'Dress to Impress' Portfolio and Practical Work	35%	<ul style="list-style-type: none"> ▪ TEX5-11 -demonstrates competence in the production of textile projects to completion ▪ TEX5-8- selects and uses appropriate technology to creatively document, communicate and present design and project work. ▪ TEX5-1- explains the properties and performance of a range of textile. ▪ TEX5-2 - justifies the selection of textile materials for specific end uses ▪ TEX5-12- evaluates textile items to determine quality in their design and construction
Semester Two			
Term 3 Week 4 Due this week	Upcycling Project and Portfolio of Work	25%	<ul style="list-style-type: none"> ▪ TEX5-7- evaluates the impact of textiles production and use on the individual consumer and society ▪ TEX5-9- critically selects and creatively manipulates a range of textile materials to produce quality textile items ▪ TEX5-11 -demonstrates competence in the production of textile projects to completion
Term 4 Week 7/8 Due this week	Costume and Portfolio of Work	40%	<ul style="list-style-type: none"> ▪ 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 ▪ TEX5-3- explains the creative process of design used in the work of textile designers ▪ TEX5-4 - generates and develops textile design ideas ▪ TEX5-10- selects appropriate techniques and uses equipment safely in the production of quality textile projects

Visual Arts

Course Description: The elective Visual Arts Course gives students opportunities to explore a vast range of media - sculpture, painting, drawing, pottery design, block printing - and develop technical skills in these media. Students are encouraged to develop visual perception, analytical skills and the creative manipulation of materials. The course subject matter evolves from the student's world - (imaginary and real) and the world of Art, Craft and Design.

Date	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 10 Due this week	Making – Architecture Lino Print Series	20%	<ul style="list-style-type: none"> ▪ makes artworks informed by an understanding of how the frames affect meaning ▪ makes informed choices to develop and extend concepts and different meanings in their artworks
Term 2 Week 10 Due this week	Making – The Isms Painting CHS – In class theory task	30%	<ul style="list-style-type: none"> ▪ demonstrates how the frames provide different interpretations of art ▪ demonstrates how art criticism and art history construct meanings
Semester Two			
Term 3 Week 4 Due this week	Making – Forgotten Figures Collaborative Painting CHS – Submitted Essay Task	30%	<ul style="list-style-type: none"> ▪ applies their understanding of aspects of practice to critical and historical interpretations of art ▪ uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
Term 3 Week 10 Due this week	Making – Art Nouveau Ceramics	20%	<ul style="list-style-type: none"> ▪ makes artworks informed by an understanding of how the frames affect meaning ▪ makes informed choices to develop and extend concepts and different meanings in their artworks

