



ONE COLLEGE • THREE CAMPUSES • UNLIMITED OPPORTUNITIES

Tuncurry Campus

Assessment Schedule

Year 9 2023

Contents

Examination Expectations.....	3
Assessment and Reporting Guide	4
Reporting.....	5
NESA Year 10 Credential: Assessment and Reporting	5
What Are Performance Descriptors?.....	6
Mathematics Performance Descriptors.....	7
Procedures	8
Requests For An Extension Of Time On A Take Home Task	9
Plagiarism.....	10
N Warnings and Recording Ongoing Student Concern.....	11
Provisions For Students With Additional Needs	11
Assessment Guideline Flowchart.....	12
Illness/Misadventure Form	13
Referencing	0
Assessment Schedule Year 9.....	3
Child Studies.....	3
Commerce	4
English	0
Food Technology.....	1
Geography.....	2
History	3
Industrial Technology Metal	5
iSTEM	6
Marine Aquaculture Studies	7
Mathematics 5.1 Course	8
Mathematics 5.2 Course	9
Mathematics 5.3 Course	10
Music.....	11
Outdoor Education.....	12
PASS	13
PDHPE	14
Photographic and Digital Media	15
Science	16
Visual Arts	17
YEAR 9 - Assessment Matrix	36

Examination Expectations

As a student of Great Lakes College Tuncurry Campus, you are expected to follow the code of conduct and examination expectations. This includes:

Expectations Throughout the Examination Process

- Follow the supervisor's instructions at all times
- Behave in a polite and courteous manner towards supervisors
- Demonstrate the College Core Expectations – Respect, Personal Best, Responsibility

Prior to the Examination

- Be aware of when and where examinations are held
- Go to the toilet and have a drink before the examinations begin
- You must be wearing your school uniform
- Arrive at the examination prior to the start time to allow for the settling of all students and explanation of examination requirements
- Line up in classes as per assembly entrances- or all students line up in the orange COLA as per instructions
- Leave all phones, ipods, organiser, dictionary or computerised watch and other electronic devices in bags along the wall. Electronic devices must also be switched off

Entering the Examination Room

- Enter the hall quietly and in an orderly fashion. Talking is to cease as you enter the examination room
- All bags are to be left in the appropriate location to the side of the hall
- Take all necessary examination equipment with you
- Proceed quietly to your desk

During the Examination

- Write your name and your class in the spaces provided as directed by the supervisor
- Act appropriately in line with College expectations
- Check your examination paper to see if it has all the pages contained and it is in the correct order
- Make a serious attempt at answering ALL the questions in the test
- Students are to remain in their seats until the examination time is up and the supervisor has indicated to move

At the End of the Examination

- Remain seated and follow the directions of the examination supervisor
- Exit the examination quietly as directed by the supervisors. This is usually done in rows

Consequences for Failure to Follow the Expectations

- Students found to disrupt the test or the work of other students, or cheating will be removed and sent to the Head Teacher or the Deputy Principal. Parents will be informed of the incident
- Students may be issued with consequences which include but are not limited to, a zero mark, N Warning, detention or Formal Caution of Suspension for failure to behave in an appropriate manner or follow the expectations outlined above

Behaviours that will not be tolerated in examinations include:

- Signalling, distracting other students, borrowing of equipment, making inappropriate noises, and talking are not permitted
- Disrupting the test or the work of other students

- Students are not permitted to go to the toilet during examinations unless there is an emergency
- Eating is not permitted in the test room but you may bring in water in a clear bottle
- Attending a test while under the influence of alcohol or illicit drugs is a serious offence and will incur the appropriate consequences. Parents will also be notified.

Note: If you miss an examination it is **your** responsibility to see the Head Teacher of the subject immediately on your return to school. A note or Doctor's Certificate must be handed to the Head Teacher as well as an Illness & Misadventure form signed by your parents. You will complete the examination as arranged by staff.

Assessment and Reporting Guide

When a student enters Year 7, they start working towards gaining a NESA credential which is achieved at the end of Year 10. To be awarded a full credential at the end of Year 10, a student must satisfactorily complete all mandatory courses and elective courses throughout the four years.

NESA states that:

A student is considered to have satisfactorily completed a course if they have:

- followed the course developed by NESA;
- applied themselves with diligence and sustained effort to the tasks and experiences offered;
- and, achieved some or all of the course outcomes.

This means a student attends lessons, completes all set class tasks and assessments and makes a genuine attempt to learn the course material and satisfactorily complete a course.

SCHOOL ASSESSMENTS AND ACADEMIC REPORTING

Student achievement is assessed throughout all the courses in Year 7 to 10, but the Year 10 credential (known as the Record of School Achievement or RoSA) is based on a student's achievement in Years 9 and 10. Course Performance Descriptors are used to describe student outcomes and levels of achievement and tasks are set to help assess the extent of a student's skills and knowledge. The student's performance on the achievement of the outcomes for each course is what is important. Teachers have many different ways of measuring and assessing the achievement of outcomes. These methods may include:

- | | |
|----------------------|---------------------------|
| • Class Observations | • Completion Of Homework |
| • Book Reviews | • Topic Tests/Class Tests |
| • Excursion Reports | • Practical Projects |
| • Speaking Tasks | • Research Assignments |
| • Experiments | • Formal Examinations |

Reporting

Students will receive reports at the end of each semester. The report will indicate the overall performance of the student in each course. This will be determined by the quality of the student performance when measured against the course performance descriptors and course outcomes.

The marks and grades a student receives on these reports may mean different things from those in the NESA documents. NESA grades can be determined by the level of student application in class, the level of the course (eg Mathematics) and successful completion of the course. They also show the student's performance against a set of syllabus outcomes for each subject.

Feedback will be provided after each assessment task and through academic monitoring and school reports.

NESA Year 10 Credential: Assessment and Reporting

Eligibility for the Record of School Achievement (RoSA)

To be eligible for the award of the Year 10 credential a student must have:

- Satisfactorily completed courses that comprise the pattern of study required by NESA
- Complete all tasks as set by GLC Assessment Policy
- Sport is mandatory and each student must complete 400 hours of Sport to be eligible

NESA rules

The rules for the **RoSA** are set by NESA. NESA sends students a copy of these each year in a booklet called Guide to the Year 10 credential – Rules and Procedures.

The school is required to notify NESA whether students have or have not met the requirements for the award of a **RoSA**. The school also gives NESA grade recommendations for each course based on outcomes resulting from the student's achievements in course programs and assessment tasks.

Students are required to:

- Complete all assigned work and assessment tasks to the best of their ability
- Ensure that any questions about marks, grades or comments awarded for work are resolved with the teacher when the work is returned after marking
- Meet all course requirements.

What accreditation will students receive after completing their Year 10 Studies?

The NESA Portfolio of Results will consist of:

- The Testamur
- A Record of School Achievement showing the courses studied and the grades awarded based on performance descriptors and the school assessment.

Students who are studying a reduced pattern of course work or who receive an N Determination in a course will not receive a Record of Student Achievement. In such cases the student will receive a Statement of Attainment showing grades attained in satisfactorily completed courses. Students who are not eligible for a RoSA may not be eligible to continue their studies into Year 11 and 12.

Additional information about satisfactory completion of Year 10 can be obtained from the NESA website: www.boardofstudies.nsw.edu.au

What Are Performance Descriptors?

For all courses, each student's performance will be matched against **Course Performance Descriptors** based on the Knowledge and Skills objectives of courses.

General performance descriptors describe the main features of a typical student's performance at each level of achievement in that course. They serve as a standard or benchmark against which teachers will be able to match their assessment records and professional judgement in determining grades for particular students. There are descriptors for each Grade A - E.

Assessment Tasks and/or coursework will be used to determine the description, which best reflects the level of achievement of each student and thus the grade in a particular course.

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

Mathematics Performance Descriptors

Grade	Mathematics Performance Descriptors
A10	A student performing at this grade consistently selects efficient strategies and uses them accurately to solve unfamiliar multi-step problems; uses and interprets formal definitions and generalisations when explaining solutions; uses deductive reasoning in presenting clear and concise mathematical arguments and formal proofs; synthesises mathematical techniques, results and ideas across the course.
A9	A student performing at this grade selects and uses efficient strategies to solve unfamiliar multi-step problems; uses formal definitions and generalisations when explaining solutions; uses deductive reasoning in presenting mathematical arguments and formal proofs.
B8	A student performing at this grade selects and uses appropriate strategies to solve familiar and some unfamiliar multi-step problems; uses formal definitions when explaining solutions; uses some deductive reasoning in presenting mathematical arguments; may require some guidance to determine the most efficient methods.
B7	A student performing at this grade selects and uses appropriate strategies to solve familiar multi-step problems; uses appropriate mathematical language and notations in written, oral and/or graphical form; uses appropriate mathematical arguments to reach and justify conclusions; often requires guidance to determine the most efficient methods.
C6	A student performing at this grade uses appropriate strategies to solve familiar multi-step problems; uses appropriate mathematical language, notations and diagrams; uses some appropriate mathematical arguments to reach and justify conclusions.
C5	A student performing at this grade uses appropriate strategies, often with the assistance of given diagrams and formulae, to solve simple familiar problems; explains mathematical ideas using mathematical language, notations and diagrams; uses some mathematical arguments to reach conclusions.
D4	A student performing at this grade selects and uses standard procedures to solve simple familiar problems; communicates mathematical ideas using some mathematical language, notations and diagrams; explains and verifies simple mathematical relationships.
D3	A student performing at this grade uses standard procedures to solve simple familiar problems; communicates mathematical ideas using some mathematical language; may identify the strength/weakness of a particular strategy.
E2	A student performing at this grade uses, with guidance, standard procedures to solve simple familiar problems; identifies simple mathematical relationships.

The Year 10 grading system is concerned with grading student achievement at the end of each course. This final judgement about the grade awarded will be made on the basis of available assessment information and with reference to the Course Performance Descriptors.

Assessment Tasks are mandatory for each course. Students will be expected to complete set work regularly, in order to be determined as having satisfactorily studied the course. A variety of assessment task styles for example speaking, listening, reading and writing will be included in assessment programs to provide students with varied opportunities to demonstrate achievement of outcomes.

Procedures

Tasks

A maximum of five assessment tasks may be scheduled per course in a year. This may include both Semester 1 and 2 examinations. An assessment task may include more than one component.

Tasks are carefully timetabled to avoid student overload. A course assessment outline will be provided at the commencement of each calendar year to all students within Stage 5.

Notice To Students

General notice about assessment tasks and procedures must be given to all students at the commencement of the course.

A moratorium on excursions will be set during the week prior to semester examinations. Special exemptions will be at the campus Principal's discretion.

A common proforma on gold paper will be used indicating: date of the task, value of the task, required equipment, syllabus areas covered in the task, outcomes/ objectives to be assessed and marking criteria. Notice of upcoming tasks will be given to students two weeks before the assessment due date.

Late Submission/Absence On Date Of Task

If a student is absent on the day or part day that a task is to be completed or submitted, the following procedure must be followed:

1. For known absences prior to the task, students are responsible for making arrangements with their teacher to submit or sit the task prior to their absence. This includes school representation. Where applicable, students may make other arrangements with their teacher with regards to submitting tasks. An illness/Misadventure form is to be submitted prior to the student's absence.
2. For unforeseen absences, on the morning of the task, the parent/carer must contact the Tuncurry Campus office on 6555 0500 and leave a message for the relevant Head Teacher.
3. The student must be prepared to complete the task in the first lesson, or hand in the task on the first day of return to school.
4. The student must collect an Illness/Misadventure form on the first day of returning to school and it is to be submitted to the relevant classroom teacher within two days of return to school. Completion of the form does not guarantee that no penalties will apply. Reasons provided on the form must be deemed valid with supporting evidence where appropriate and be approved by the relevant Head Teacher.

If the task is handed in, or completed one day after the due date, then 50% of the achieved marks will be deducted. If a task is handed in or completed more than one day after the due date then a zero mark will be recorded for the task.

The task must still be completed for assessment and to meet NESA requirements.

Requests For An Extension Of Time On A Take Home Task

Requests for an extension because of illness or other extenuating circumstances must be made before the due date by submitting an Illness/Misadventure/Extension form to the relevant classroom teacher. Such requests will be considered by the classroom teacher and Head Teacher. Requests for extensions must be made as soon as possible after the need for such a request is realised.

Students must show the classroom teacher their progress on the task to demonstrate that they have made a genuine attempt prior to the request for extension.

Work experience **is NOT** considered as a reason sufficient to grant an extension. Students on work experience when a task is due must submit or complete the task **before** going on work experience.

Illness / Misadventure

If a student believes that his/her performance in an assessment task or test or examination was affected by illness on the day, then the student should notify the class teacher of this fact prior to or immediately following the completion of the task. A medical certificate may be required to support the student's case. The student submits a Misadventure/Illness form. These are available from the Head Teacher and Year Adviser.

Students should note that the loss of work through technological malfunction does not constitute a valid reason for misadventure. Students need to make provisions for such occurrences by using school computers and printers to prepare assessment tasks; save new work regularly to a USB drive; regularly print work; keep a back up of all work; submit the USB; or keep a copy of the rough draft.

Non-serious Attempts

Students are obliged to make a serious and genuine attempt at all assessment tasks and examinations. If, in the teacher's professional judgment, a student has not made a genuine attempt, a zero mark will be recorded and the student may be required to redo the task or complete an alternative task.

Malpractice

All students must be aware that assessment tasks have to be their own work. In cases of proven dishonesty (e.g. copying in examinations, copying other student's project/work) a zero mark will be recorded and the student will be required to redo the task.

Copyright

The Copyright Act covers not only writings but digital images, architectural design, the graphic arts, motion pictures and sound recordings. This material is someone else's intellectual property and students must acknowledge sources when any other persons work is copied. Students must use quotation marks when the work is clearly identifiable as not your own work. Students should include a bibliography at the end of all assignments.

Plagiarism

The school and NESAs take the issue of plagiarism very seriously. Students who use other people's work as their own, without acknowledging the source material (website, book etc) will receive: for Stage 4 the penalty is 50% of the available marks as a deduction; for Stage 5 the penalty is zero for the plagiarised work. Students will be required to resubmit the task. Plagiarism includes copying and pasting from the internet and claiming that work as your own. Teachers will and do check students work that is considered suspicious. Students are expected to follow accepted practices for acknowledging the use of other people's work.

Maintaining Secure Records

Head Teachers must ensure that secure copies of task results are filed both at school and at home.

Failure To Submit Tasks/Failure To Make A Serious Attempt

Teachers/Head Teachers are required to inform parents when students have failed to make a serious attempt or submit tasks and warn students that they are in danger of receiving an "N" Determination. If at any time students are at risk of not meeting their responsibilities in any course, written contact will be made with parents or caregivers. Specifically, contact will be made when a student fails to:

- **Follow** the course developed or endorsed by the Board; or
- **Apply** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; or
- **Achieve** some or all of the course outcomes.

This may be for:

- Failing to apply themselves with diligence and sustained effort to the set tasks e.g. Non-completion of assessment tasks, classwork or home work
- Non-completion of course requirement due to attendance, falling below 85% of programmed lesson time
- Non-completion of course requirements due to poor effort or misbehaviour

A NESAs letter "Non-completion of a Stage 5 Course" will be used in these circumstances. Phone contact and interviews with parents/caregivers may also be arranged. The letter sent to parents/caregivers will outline the nature of the work to be completed, the weighting of the task (if any), the original due date and a new date for task completion.

Student Appeals

Any request for a review of a mark awarded for any assessment task must be made at the time that the work and the mark are returned to the student. Students must direct all enquiries to the class teacher. Final decisions about appeals will be made by the relevant Head Teacher.

N Warnings and Recording Ongoing Student Concern

If at any time a student is at risk of receiving an 'N' determination in any course, a warning letter will be sent giving the student time to complete the required work.

The (head) teacher will determine a new due date for student work to be submitted. (Warning letter #1) A student is able to redeem that task by completing the requirements by the due date (but no marks will be awarded). (Warning letter #1 is redeemed.) The student therefore continues to have satisfactory status in that course.

If the student fails to submit the work by the new due date, then a follow up warning letter must be sent (Warning letter #2). The student remains unsatisfactory in this course until the task is redeemed.

If the student redeems this work, the next time the student fails to complete set tasks or work with due diligence Warning Letter # 3 will be sent. If the student does not redeem this work the follow up letter to this infringement would be Warning Letter # 4.

Each letter must include the details of the current task or work to be redeemed and any task details for previous warning letters still not redeemed.

Redeeming A Task

Students are expected to redeem any course work concerns which are identified in N Warning letters by the due date. Student must make a satisfactory attempt to complete all components of the set work to be redeemed. Where a student redeems a task they will be notified by their classroom teacher that the work is of an acceptable standard. This means that the N Warning letter that is aligned with the set work is redeemed. The classroom teacher or Head Teacher will then change the status of the N warning letter to 'Resolved' on SENTRAL.

Provisions For Students With Additional Needs

The Learning and Support team will work together to identify students who should apply for Special Provisions from NESA.

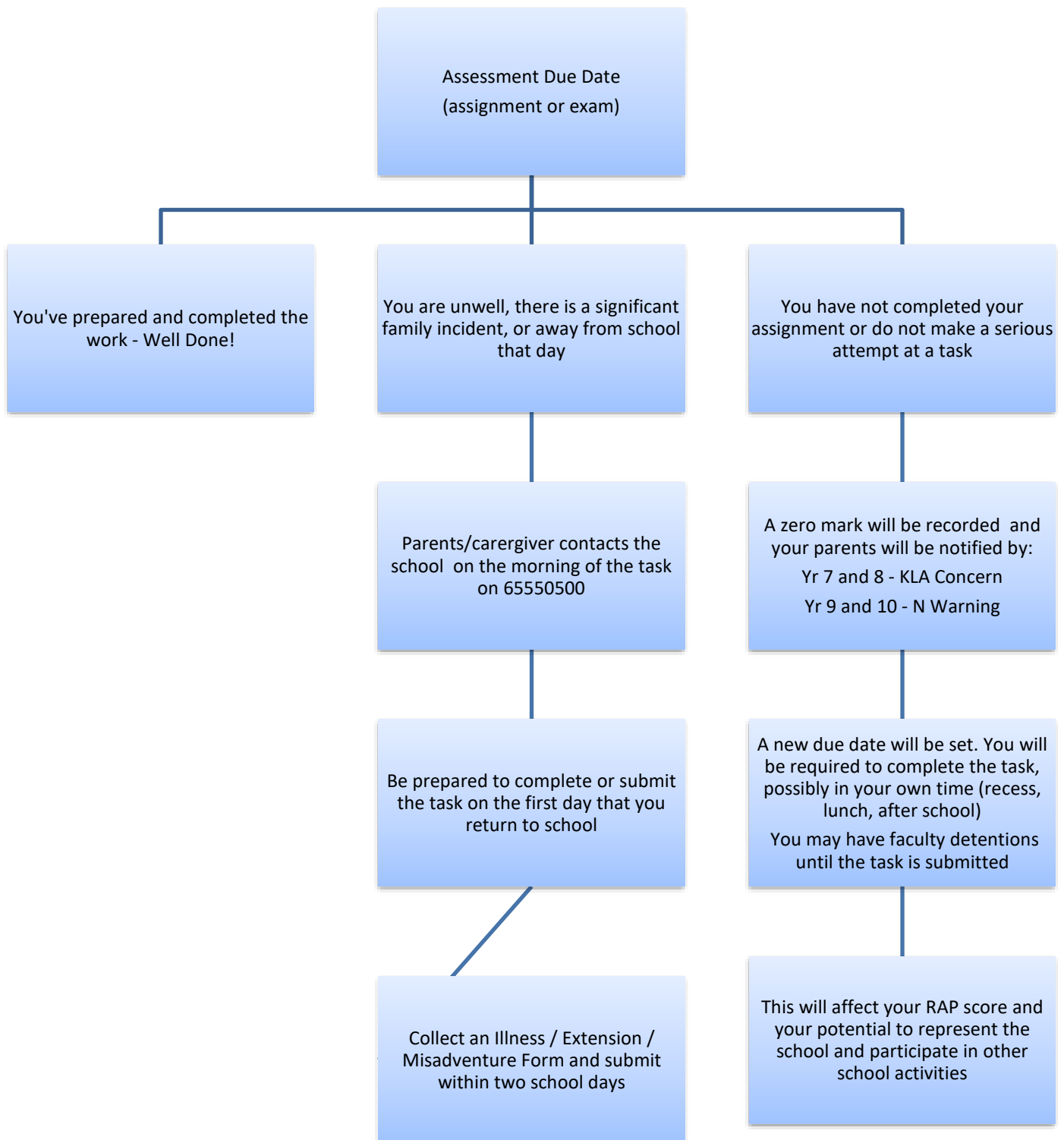
Special provisions may be available for school tests including oral/aural examinations. NESA may approve special provisions if a student has a disability which would, in a normal exam situation, prevent that student from:

- Reading and interpreting the exam question; and/or
- Communicating knowledge or understanding to an examiner as effectively as a student without that disability.

Special provisions are granted to address the effects of a disability on examination performance. Regardless of the nature of the disability, the provisions granted will be solely determined by the implications of that disability on examination performance.

NESA supports any decisions made at school level to offer provisions to students with disabilities in course work, assessment tasks and in-school examinations

Assessment Guideline Flowchart



Illness/Misadventure Form**Illness/Extension/Misadventure**

Our campus assessment policy aims to support and encourage students to take responsibility for completing and submitting tasks on time. The purpose of this form is to provide parents/carers with the opportunity to explain why the student was not able to submit or complete the task on the due date. Completing this form does not guarantee approval of your application or exemption from penalty. Please refer to the policy for further details.

Student section to complete and return within 2 school days

Student name: _____ Subject: _____

Task: _____ Due date of task: _____

Please tick the reason for your application

☐ Illness☐ Extension☐ Misadventure

Explain the reason you are making this application.

☐

Doctor's certificate attached

I hereby request: ☐ Extension new date: _____ ☐ Mark estimate ☐ No penalty for late submission/completion

Student signature: _____ Date: _____

Parent/carer signature: _____ Date: _____

Classroom teacher to complete

I have noted the above request and have made the following recommendation:

Teacher signature: _____ Date: _____

Head Teacher to completeBased on the above details this application has been ☐ Approved ☐ Not Approved

Head Teacher signature: _____ Date: _____☐ Form filed Date: _____

Referencing

At Tuncurry Campus, it is expected that you show references to demonstrate that you have researched and considered other people's intellectual property when completing assignments and assessments.

It also prevents plagiarism, which is where you use someone else's thoughts, words, ideas or images as if they were your own. It is technically stealing and can lead to an automatic failure in your assessment.

What is the difference between a Bibliography and a List of References?

A bibliography is a full list of all the reading and research sources you used, including background reading, to do your assignment.

A list of references has only the sources you have acknowledged in the text or images of your assignment.

What doesn't require referencing?

General knowledge does not need to be referenced, for example:

Canberra is the capital of Australia.

Also any images, tables or photographs that you produced yourself.

What does require referencing?

If you use information in your assessment that has been discovered, proven, produced or published by someone else then you are using their intellectual property. As a student, you must acknowledge this. This is called "attribution" and often appears as a statement showing the source of your information or image.

When are quotes used?

Quotes are used as either direct quotes (word-for-word) or as indirect quotes (paraphrased into your own words). They must be referenced to acknowledge where they came from, in other words the source.

Indirect quotes- For example:

Shop-bought food is the second highest cause of climate pollution after coal-fired power stations in Australia (Mobbs, 2012)

Mobbs (2012) argues that growing our own food can be one of the single most valuable thing to sustain our resources.

Direct quotes- (notice that the font has changed to italics and the text is indented from the margin to indicate the quote being used is the exact text. For example:

Even a casual reading of history shows that under the right circumstances any one, or any combination of political turmoil, climatic extremes, or resource abuse can bring down a society. (Mobbs, 2012, p 225)

How do you reference images?

Just like the intellectual property of text, words and ideas, you must also acknowledge if you use images, artworks, graphs or tables. This is done at the point where you use them. For example:

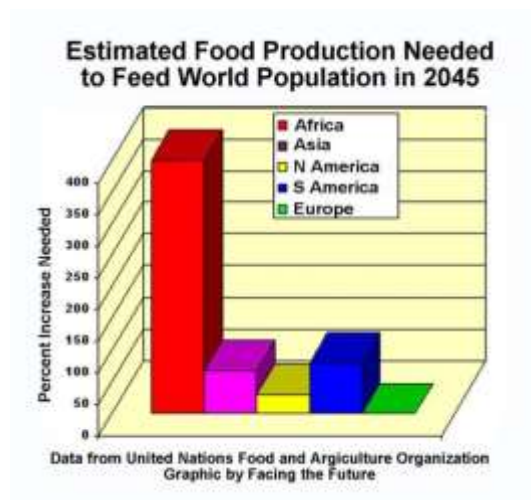


Table showing food production needed by 2045: (United Nations Food and Agriculture Organisation, 2015)



Drawing of sustainable food (Four reasons to eat sustainable food, 2014)



An image of sustainable food. (Sustainability, 2015)

When do you start your reference list?

The easiest way is to start the moment you begin your research. This will save you time and effort at the end of your assignment. As soon as you find a source, list the details that you need for the bibliography. There are tools in Word to assist with this. It would look something like this.

Bibliography

BOOKS

Mobbs, M. (2012). *Sustainable food*. Sydney: Choice Books.

INTERNET

Four reasons to eat sustainable food. (2014). Retrieved October 13, 2015, from Ten Rivers Foodweb:
<https://www.facingthefuture.org>

Sustainable food. (2015, May). Retrieved October 13, 2015, from Sustainability:
<http://www.uq.edu.au/sustainability/sustainable-food>

Sustainability. (2015, July). Retrieved October 23, 2015, from Wikipedia: <https://en.wikipedia.org/wiki/Sustainability>

United Nations Food and Agriculture Organisation. (2015, April). *Facing the future*. Retrieved October 13, 2015, from Global sustainability curriculum: <https://www.facingthefuture.org/Portals/0/Images/Trends/foodneeded.jpg>

Assessment Schedule Year 9

Child Studies

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Preparing for Childbirth	Term 1 Week 9	25%	CS5- 1 CS5- 5 CS5- 9
Task 2	Newborn Growth and Care	Term 2 Week 5	25%	CS5- 2 CS5- 6 CS5- 10

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 3	Play and the Developing Child	Term 3 Week 9	25%	CS5- 4 CS5- 8
Task 4	Media and Technology in Childhood	Term 4 Week 4	25%	CS5- 3 CS5- 5

COURSE OUTCOMES

OUTCOME	DESCRIPTION
CS5-1	Identifies the characteristics of a child at each stage of growth and development
CS5-2	Describes the factors that affect the health and wellbeing of the child
CS5-3	Analyses the evolution of childhood experiences and parenting roles over time
CS5-4	Plans and implements engaging activities when educating and caring for young children within a safe environment
CS5-5	Evaluates strategies that promote the growth and development of children
CS5-6	Describes a range of appropriate parenting practices for optimal growth and development
CS5-7	Discusses the importance of positive relationships on the growth and development of children
CS5-8	Evaluates the role of community resources that promote and support the wellbeing of children and families
CS5-9	Analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
CS5-10	Demonstrates a capacity to care for children in a positive, understanding and tolerant manner in a variety of settings and contexts
CS5-11	Analyses and compares information from a variety of sources to develop an understanding of child growth and development
CS5-12	Applies appropriate evaluation techniques when creating, discussing and assessing information related to child growth and development

Commerce

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Topic Test – Option: Towards Independence	Term 1 Week 9	25%	COM5-1 COM5-3 COM5-4 COM5-7 COM5-8
Task 2	Research Action Plan – Core 2: The Economic and Business Environment	Term 2 Week 5	25%	COM5-1 COM5-3 COM5-4 COM5-7 COM5-8 COM5-9

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 3	Multimodal Presentation – Core 3: Employment and Work Futures	Term 3 Week 4	25%	COM5-1 COM5-5 COM5-6 COM5-8
Task 4	Visual Presentation Task – Core 4: Law, Society and Political Involvement	Term 4 Week 6	25%	COM5-4 COM5-5 COM5-7

COURSE OUTCOMES

OUTCOME	DESCRIPTION
COMS 5-1	Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
COMS 5-2	Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
COMS 5-3	Examines the role of law in society
COMS 5-4	Analyses key factors affecting decisions
COMS 5-5	Evaluates options for solving problems and issues
COMS 5-6	Develops and implements plans designed to achieve goals
COMS 5-7	Researches and assess information using a variety of sources
COMS 5-8	Explains information using a variety of forms
COMS 5-9	Works independently and collaboratively to meet individual and collective goals within specified timeframes

English

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Analytical Response	Term 1 Week 9	30%	EN5-1A EN5-3B EN5-9E
Task 2	Storyboard & Analysis	Term 2 Week 10	30%	EN5-2A EN5-5C EN5-7D EN5-8D
Task 3	Semester 1 Class Mark	Ongoing	5%	All outcomes

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 4	Creative Task	Term 3 Week 9	30%	EN5-2A EN5-4B EN5-5C EN5-7D
Task 5	Semester 2 Class Mark	Ongoing	5%	All outcomes

COURSE OUTCOMES

OBJECTIVE	DESCRIPTION
EN5-1A	Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN5-2A	Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
EN5-3B	Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
EN5-4B	Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
EN5-5C	Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
EN5-6C	Investigates the relationships between and among texts
EN5-7D	Understands and evaluates the diverse ways texts can represent personal and public worlds
EN5-8D	Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
EN5-9E	Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Food Technology

SEMESTER 1					
	Task Description	Scheduled For	Weighting	Outcomes Assessed	
Task 1	Food and Australian Identity. WHS, food preparation skills, hygiene, food presentation	Term 1 Week 10	25%	FT5-8 FT5-10 FT5-12	FT5-9 FT5-11
Task 2	Food Selection and Health. Investigate food consumption in Australia and develop a food product	Term 2 Week 9	25%	FT5-7 FT5-11 FT5-3	FT5-8 FT5-12

SEMESTER 2					
	Task Description	Scheduled For	Weighting	Outcomes Assessed	
Task 3	Food Product Development. Develop a food product and document the process.	Term 3 Week 10	25%	FT5-1 FT5-10 FT5-13	
Task 4	Food equity. Inadequate access to food written task.	Term 4 Week 6	25%	FT5-2 FT5-6	FT5-5 FT5-11 FT5-13

COURSE OUTCOMES

OUTCOME	DESCRIPTION
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

Geography

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Research Task	Term 3 Week 9	60%	GE5-1 GE5-2 GE5-5 GE5-7 GE5-8
Task 2	Examination	Term 4 Week 6	40%	GE5-2 GE5-3 GE5-4 GE5-5 GE5-8

COURSE OUTCOMES

OUTCOME	DESCRIPTION
GE5-1	Explains the diverse features and characteristics of a range of places and environments
GE5-2	Explains processes and influences that form and transform places and environments
GE5-3	Analyses the effect of interactions and connections between people, places and environments
GE5-4	Accounts for perspectives of people and organisations on a range of geographical issues
GE5-5	Assesses management strategies for places and environments for their sustainability
GE5-6	Analyses differences in human wellbeing and ways to improve human wellbeing
GE5-7	Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
GE5-8	Communicates geographical information to a range of audiences using a variety of strategies

History

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Research Task	Term 2 Week 2	50%	HT5-2 HT5-4 HT5-5 Ht5-7
Task 2	Examination	Term 4 Week 5	50%	HT5-1 HT5-2 HT5-4 HT5-5 HT5-7

COURSE OUTCOMES

OUTCOME	DESCRIPTION
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

Industrial Technology Timber

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Workplace Health & Safety, hand tools and machines, materials use	Term 2 Week 2	20%	IND5-1 IND5-5
Task 2	Workplace Health & Safety, hand tools and machines, materials use. Evaluation of final project	Term 2 Week 10	30%	IND5-2 IND5-3 IND5-4 IND5-6 IND5-7 IND5-8

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 3	How communication techniques and emerging technologies impact on society, the environment and the globe	Term 3 Week 6	20%	IND5-9 IND5-10
Task 4	Workplace Health & Safety, hand tools and machines, materials use. Evaluation of final project	Term 4 Week 8	30%	IND5-2 IND5-3 IND5-4 IND5-6 IND5-7 IND5-8

COURSE OUTCOMES

OUTCOME	DESCRIPTION
IND5-1	Identifies, assesses, applies and manages the risk and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2	Applies design principles in the modification, development and production of projects
IND5-3	Identifies, selects and competently 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 suitable communication techniques in the development, planning, production and presentation of ideas and 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
IND5-8	applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects
IND5-9	Describes, analyses and uses a range of current, new and emerging technologies and their various application
IND5-10	Describes, analysis and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Industrial Technology Metal

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Workplace Health & Safety, hand tools and machines, materials use	Term 2 Week 2	20%	IND5-1 IND5-5
Task 2	Workplace Health & Safety, hand tools and machines, materials use. Evaluation of final project	Term 2 Week 10	30%	IND5-2 IND5-3 IND5-4 IND5-6 IND5-7 IND5-8

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 3	How communication techniques and emerging technologies impact on society, the environment and the globe	Term 3 Week 6	20%	IND5-9 IND5-10
Task 4	Workplace Health & Safety, hand tools and machines, materials use. Evaluation of final project	Term 4 Week 8	30%	IND5-2 IND5-3 IND5-4 IND5-6 IND5-7 IND5-8

OUTCOME	DESCRIPTION
IND5-1	Identifies, assesses, applies and manages the risk and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2	Applies design principles in the modification, development and production of projects
IND5-3	Identifies, selects and competently 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 suitable communication techniques in the development, planning, production and presentation of ideas and 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
IND5-8	Applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects
IND5-9	Describes, analyses and uses a range of current, new and emerging technologies and their various application
IND5-10	Describes, analysis and evaluates the impact of technology on society, the environment and cultural issues locally and globally

iSTEM

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	STEM Fundamentals	Term 1 Week 10	25%	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8, ST5-9, ST5-10
Task 2	Robotics and Mechatronics Task	Term 2 Week 5	25%	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8, ST5-9, ST5-10

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 3	Co2 Racers	Term 3 Week 10	25%	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8, ST5-9, ST5-10
Task 4	Rube Goldberg Machine Individual / Class Challenge	Term 4 Week 6	25%	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8, ST5-9, ST5-10

COURSE OUTCOMES

OUTCOME	DESCRIPTION
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 decisions
ST5-10	Analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment

Marine Aquaculture Studies

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Water Safety Practical and Written Test	Term 1 Week 8	25%	MAR5-1 MAR5-10
Task 2	Dangerous Marine Creatures Written Test	Term 2 Week 3	25%	MAR5-7

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 3	Aquariums Journal Assignment	Term 3 Week 1	25%	MAR5-10
Task 4	Closed Water Snorkelling Skills Test and Written Test	Term 4 Week 6	25%	MAR5-14 MAR5-11

COURSE OUTCOMES

OUTCOME	DESCRIPTION
MAR5-1	Identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships
MAR5-10	Demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations
MAR5-7	Identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment
MAR5-14	Recalls aspects of the marine environment using relevant conventions, terminology and symbols
MAR5-11	Identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits

Mathematics 5.1 Course

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Ongoing	Online Assessment	All terms	20%	All Outcomes
Task 1	Project	Term 1 Weeks 4-6	20%	MA5.1-4NA MA4-8NA
Task 2	Test	Term 2 Week 5	20%	MA4-8NA MA4-10NA MA5.1-6NA

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 3	Test	Term 3 Week 6	20%	MA4-7NA MA5.1-10MG MA5.1-8MG MA5.2-12MG
Task 4	Test	Term 4 Week 6	20%	MA5.1-9MG MA5.1-5NA MA5.1-12SP

COURSE OUTCOMES

OUTCOME	DESCRIPTION
MA5.1-4NA	Solves financial problems involving earning, spending and investing money
MA4-8NA	Generalises number properties to operate with algebraic expressions
MA4-10NA	Uses algebraic techniques to solve simple linear and quadratic equations
MA5.1-6NA	Determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA4-7NA	Operates with ratios and rates, and explores their graphical representation
MA5.1-10MG	Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-8MG	Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.2-12MG	Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.1-9MG	Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-5NA	Operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-12SP	Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-11MG	Describes and applies the properties of similar figures and scale drawings
MA5.1-7NA	Graphs simple non-linear relationships
MA5.1-1WM	Uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.1-2WM	Selects and uses appropriate strategies to solve problems
MA5.1-3WM	Provides reasoning to support conclusions that are appropriate to the context

Mathematics 5.2 Course

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Project	Term 1 Weeks 4-6	25%	MA5.1-4NA MA5.2-6NA
Task 2	Test	Term 2 Week 5	25%	MA5.2-6NA MA5.2-8NA MA5.2-9NA

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 3	Test	Term 3 Week 6	25%	MA5.2-5NA MA5.1-10MG MA5.2-11MG MA5.2-12MG
Task 4	Test	Term 4 Week 6	25%	MA5.1-9MG MA5.2-7NA MA5.2-15SP

COURSE OUTCOMES

OUTCOME	DESCRIPTION
MA5.1-4NA	Solves financial problems involving earning, spending and investing money
MA5.2-6NA	Simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-8NA	Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-9NA	Uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-5NA	Recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.1-10MG	Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.2-11MG	Calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG	Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.1-9MG	Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.2-7NA	Applies index laws to operate with algebraic expressions involving integer indices
MA5.2-15SP	Uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-14MG	Calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.2-10NA	Connects algebraic and graphical representations of simple non-linear relationships
MA5.2-1WM	Selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM	Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2-3WM	Constructs arguments to prove and justify results

Mathematics 5.3 Course

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Test	Term 1 Week 7	25%	MA5.1-4NA MA5.3-5NA
Task 2	Test	Term 2 Week 5	25%	MA5.3-7NA MA5.3-6NA

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 3	Project	Hand Out Term 2, Week 9 Submit Term 3, Week 4	25%	MA5.2-11MG MA5.2-12MG MA5.2-15SP
Task 4	Test	Term 4 Week 6	25%	MA5.3-8NA MA5.3-4NA MA5.3-15MG MA5.1-9MG

COURSE OUTCOMES

OUTCOME	DESCRIPTION
MA5.1-4NA	Solves financial problems involving earning, spending and investing money
MA5.3-5NA	Selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3-7NA	Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.3-6NA	Performs operations with surds and indices
MA5.2-11MG	Calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG	Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.3-15MG	Applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
MA5.3-8NA	Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
MA5.3-4NA	Draws, interprets and analyses graphs of physical phenomena
MA5.2-15SP	Uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.3-16MG	Proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
MA5.3-9NA	Sketches and interprets a variety of non-linear relationships
MA5.3-1WM	Uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
MA5.3-2WM	Generalises mathematical ideas and techniques to analyse and solve problems efficiently
MA5.3-3WM	Uses deductive reasoning in presenting arguments and formal proofs
MA5.1-9MG	Interprets very small and very large units of measurements, uses scientific notation, and rounds to significant figures

Music

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Performance (solo or group)	Term 1 Week 9	15%	5.3
Task 2	Composition & Examination	Term 2 Week 5	30%	5.4 5.7 5.8 5.10

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 3	Performance (group)	Term 3 Week 8	20%	5.1 5.2
Task 4	Composition & Examination	Term 4 Week 6	35%	5.5 5.6 5.9

COURSE OUTCOMES

OUTCOME	DESCRIPTION
5.1	Demonstrates an understanding of music through performing increasingly complex repertoire
5.2	Performs music in a range of styles using different forms of notation and technology
5.3	Performs music stylistically with an awareness of solo and/or ensemble skills
5.4	Demonstrates an understanding of music through composing in a range of styles
5.5	Notates own compositions using appropriate forms of notation.
5.6	Uses technology in the composition process
5.7	Demonstrates an understanding of music through analysis, comparison and discussion in a range of musical styles
5.8	Demonstrates an understanding of music through aural identification and discrimination in a range of musical styles
5.9	Demonstrates musical literacy through the application of notation and terminology in the analysis and interpretation of musical scores
5.10	Demonstrates an understanding of the impact of technology on music

Outdoor Education

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Experiencing the Outdoors Topic Test	Term 1 Week 10	30%	OE5 – 2 OE5 – 3 OE5 – 6
Task 2	First Aid and Survival in Outdoor Environments Research Task/Presentation	Term 2 Week 5	20%	OE5 – 4 OE5 – 5 OE5 – 6

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 3	Expedition Preparation Plan	Term 3 Week 7	20%	OE5 – 4 OE5 – 5
Task 4	Semester Two Examination	Term 4 Week 6	30%	OE5 – 2 OE5 – 3 OE5 – 6 OE5 – 10

COURSE OUTCOMES

OUTCOME	DESCRIPTION
OE5 – 1	Participates safely in outdoor education activities demonstrating knowledge of natural environments
OE5 – 2	Investigates natural environments and their role in promoting health and wellbeing
OE5 – 3	Analyses the benefits of participation in experiences in natural environments to promote personal growth, health and wellbeing
OE5 – 4	Explains and apply key considerations and skills related to planning and preparing for outdoor education activities
OE5 – 5	Applies risk management techniques in outdoor education activities
OE5 – 6	Understands first aid and emergency response procedures relevant to outdoor education activities
OE5 – 7	Demonstrates skills and knowledge for relationship building and effective group functioning
OE5 – 8	Demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities
OE5 – 9	Demonstrates interpersonal and self-management skills to achieve personal and group goals in outdoor environments
OE5 – 10	Explains the relationship between environments and the health and wellbeing of people
OE5 – 11	Describes the impact of participation in practical outdoor education activities on natural environment/s over time
OE5 – 12	Proposes ways in which natural environments can be protected and/or managed
OE5 – 13	Demonstrates minimal impact techniques when participating in outdoor activities

PASS

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Body Systems Examination	Term 1 Week 8	15%	PASS5-1 PASS 5-2 PASS5-10
Task 2	Practical Tasks: Team Building, Olympic Sports	Ongoing completed Term 2 Week 5	25%	PASS5-5 PASS5-9
Task 3	Issues in Physical Activity & Sport: Commonwealth Games Research Task	Term 2 Week 5	10%	PASS5-3 PASS5-4

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 3	Physical Fitness (Fitness Program Development)	Term 3 Week 10	15%	PASS5-7 PASS5-8
Task 4	Practical Tasks: Football Games, Alternate Physical Activity, Fitness	Ongoing completed Term 4 Week 6	25%	PASS5-6
Task 5	Nutrition and Physical Activity: Nutrition Plan & Product Analysis	Term 4 Week 4	10%	PASS5-1 PASS5-10

COURSE OUTCOMES

OUTCOME	DESCRIPTION
PASS5-1	Discusses factors that limit and enhance the capacity to move and perform
PASS5- 2	Analyses the benefits of participation and performance in physical activity and sport
PASS5-3	Discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4	Analyses physical activity and sport from personal, social and cultural perspectives
PASS5-5	Demonstrates actions and strategies that contribute to active participation and 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

PDHPE

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Let's Talk About Sex	Term 1 Week 10	15%	PD5-3 PD5-9 PD5-10
Task 2	Practical Tasks: Fitness, Invasion Games, Athletics	Ongoing Term 2 Week 5	25%	PD5-4 PD5-5
Task 3	Body Owner's Guide II	Term 2 Week 5	10%	PD5-6 PD5-7 PD5-8

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Practical Tasks: Net/Court Sports Striking Games	Ongoing completed Term 4 Week 5	25%	PD5-4 PD5-5
Task 2	Mind, Body and Soul	Term 3 Week 7	15%	PD5-1 PD5-2 PD5-10
Task 3	Better Safe Than Sorry	Term 4 Week 4	10%	PD5-6 PD5-7 PD5-9

COURSE OUTCOMES

OUTCOME	DESCRIPTION
PD5-1	Assesses their own and others' capacity to reflect on and respond positively to challenges
PD5-2	Researches and appraises the effectiveness of health information and support services available in the community
PD5-3	Analyses factors and strategies that enhance inclusivity, equality and respectful relationships
PD5-4	Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
PD5-5	Appraises and justifies choices of actions when solving complex movement challenges
PD5-6	Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
PD5-7	Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
PD5-8	Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
PD5-9	Assesses and applies self-management skills to effectively manage complex situations
PD5-10	Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

Photographic and Digital Media

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Photographical Historical Research	Term 1 Week 6	20%	5.7 5.8
Task 2	Portfolio of Photographic Works including Art Diary	Term 2 Week 3	30%	5.2 5.3 5.5

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 3	Critical Writing Task	Term 3 Week 6	20%	5.9 5.10
Task 4	Portfolio of Photographic Works including Art Diary	Term 4 Week 4	30%	5.1 5.4 5.6

COURSE OUTCOMES

OUTCOME	DESCRIPTION
5.1	Develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
5.2	Makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
5.3	Makes photographic and digital works informed by an understanding of how the frames affect meaning
5.4	Investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
5.5	Makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
5.6	Selects appropriate procedures and techniques to make and refine photographic and digital works
5.7	Applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
5.8	Uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works
5.9	Uses the frames to make different interpretations of photographic and digital works
5.10	Constructs different critical and historical accounts of photographic and digital works

Science

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Ecosystems Research Task	Term 1 Week 9	20%	SC5-2VA SC5-7WS SC5-14LW
Task 2	In Class Test (Periodic Table & Multicellular Organisms)	Term 2 Week 3	20%	SC5-16CW SC5-10PW SC5-14LW
Task 3	Ongoing Laboratory Skill Assessment	Ongoing	10%	SC5-6WS SC5-3VA

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 4	Atomic Model	Term 3 Week 7	20%	SC5-8WS SC5-9WS SC5-17CW SC5-1VA
Task 5	Semester 2 Examination (Space and the Universe, Electricity, Disease)	Term 4 Week 6	20%	SC5-10PW SC5-14LW SC5-16CW SC5-12ES
Task 6	Ongoing Laboratory Skill Assessment	Ongoing	10%	SC5-6WS SC5-3VA

COURSE OUTCOMES

OUTCOME	DESCRIPTION
SC5-1VA	Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC5-2VA	Shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
SC5-3VA	Demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
SC5-6WS	Undertakes first hand investigations to collect valid and reliable data and information, individually and collaboratively
SC5-7WS	Processes and analyses and evaluates data from a 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.
SC4- 9WS	Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions, and representations. appropriate scientific language, text types and representations.
SC5-10PW	Applies models, theories, and laws to explain situations involving energy, force and motion.
SC5-14LW	Analyses interactions between components and processes within biological systems
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
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

Visual Arts

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Historical Research Task	Term 1 Week 7	20%	5.8 5.10
Task 2	Portfolio of Artworks	By Term 2 Week 3	30%	5.4 5.5 5.6

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 3	Critical & Historical Study	Term 3 Week 8	20%	5.7 5.9
Task 4	Portfolio of Artworks	Term 4 Week 4	30%	5.1 5.2 5.3

COURSE OUTCOMES

OUTCOME	DESCRIPTION
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

YEAR 9 - Assessment Matrix

Term One

Week	Course/Task/Weighting				
1					
2					
3					
4					
5					
6	Photographic & Digital Media Research Task 20%		Mathematics 5.1 Project 20%		Mathematics 5.2 Project 25%
7	Mathematics 5.3 Test 25%			Visual Arts Research Task 20%	
8	PASS Examination 15%			Marine Practical & Written Test 25%	
9	Commerce Topic Test 25%	English Analytical Response 30%	Science Research Task 20%	Child Studies Task 1 25%	Music Performance 15%
10	Food Technology Task 1 25%		Outdoor Education Topic Test 30%	PDHPE Let’s Talk About Sex Task 15%	iSTEM STEM Fundamentals 25%
11					

Term Two

Week	Course/Task/Weighting						
1							
2	History Research Task 50%		Industrial Technology Metal Task 1 Activity 20%		Industrial Technology Timber Task 1 Activity 20%		
3	Marine Written Test 25%	Science Test 20%		Visual Arts Portfolio 30%		Photographic & Digital Media Portfolio & Art Diary 30%	
4							
5 Examination Week	Music Composition & Examination 30%	Outdoor Education Research Task/Presentation 20%	iSTEM Robotics & Mechatronics Task 25%		Mathematics 5.1 Test 20%	Mathematics 5.2 Test 25%	Mathematics 5.3 Test 25%
	PASS Ongoing Practical Tasks 25% Research Task 10%		Commerce Research Action Plan 25%		Child Studies Task 2 25%	History Examination 50%	PDHPE Body Owner’s Guide 10% Ongoing Practical Tasks 25%
6	Science Ongoing Laboratory Skill Assessment 10%						
7							
8							
9	Food Technology Food Consumption Trends Task 25%						
10	English Storyboard and Analysis 30% Semester 1 Class Mark (ongoing) 5%		Industrial Technology Timber Practical Project & Evaluation 30%		Industrial Technology Metal Practical Project & Evaluation 30%		

Term Three

Week	Course/Task/Weighting				
1	Marine Journal Assignment 25%				
2					
3					
4	Mathematics 5.3 Project 25%			Commerce Presentation 25%	
5					
6	Industrial Technology Timber Task 3 20%	Mathematics 5.1 Test 20%	Photographic & Digital Media Critical Writing Task 20%	Mathematics 5.2 Test 25%	Industrial Technology Metal Task 3 20%
7	Science Atomic Model 20%	PDHPE Mind, Body & Soul Task 15%		Outdoor Education Expedition Preparation Plan 20%	
8	Music Performance 20%			Visual Arts Critical & Historical Study 20%	
9	English Creative Task 30%	Geography Research Task 60%		Child Studies Task 3 25%	
10	iSTEM Co2 Racers 25%	Food Technology Food Product Development 25%		PASS Fitness Program 15%	

Term Four

Week	Course/Task/Weighting									
1										
2										
3										
4	PDHPE Better Safe Than Sorry Task 10%		Visual Arts Portfolio 30%		Child Studies Task 4 25%		PASS Nutrition Plan & Product Analysis 10%		Photographic & Digital Media Portfolio & Art Diary 30%	
5	PDHPE Ongoing Practical Tasks 25%									
6 Examination Week	Mathematics 5.3 Examination 25%		Mathematics 5.2 Examination 25%		Mathematics 5.1 Test 20%		Commerce Visual Presentation Task 25%		Outdoor Education Examination 30%	
	Marine Skills Test & Written Test 25%	Geography Examination 40%		Science Examination 20%		Food Technology Written Task 25%		Music Composition & Examination 35%		PASS Ongoing Practical Tasks 25%
7	English Semester 2 Class Mark (ongoing) 5%			Science Ongoing Laboratory Skill Assessment 10%				Mathematics 5.1 Ongoing Online Assessment 20%		
8	Industrial Technology Metal Task 4 30%					Industrial Technology Timber Task 4 30%				
9										
10										
11										