



NORTHLAKES HIGH SCHOOL

ASSESSMENT SCHEDULES

YEAR 9

2023

ROSA - INTRODUCTION TO THE NSW RECORD OF SCHOOL ACHIEVEMENT

This booklet provides an outline of the school-based assessment program for Stage Five – Year 9. Students and parents should ensure that they understand the procedures, programs and applications of the materials presented.

The New South Wales Education Standards Authority (NESA) and the school places a lot of emphasis on school-based programs. Students should endeavour to do their best in all assessment tasks in order to attain a NSW Record of School Achievement (ROSA).

A ROSA will be available to students who leave school prior to the HSC and after they successfully complete Year 10.

SATISFACTORY COMPLETION OF A COURSE

A student will have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- Followed the course developed or endorsed by NESA.
- Applied himself or herself with diligence and sustained effort to ALL of the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes.
- Had a satisfactory record of attendance until the final day of Year 10 as defined by the school principal or school system authority. **Students at Northlakes High School whose attendance falls below 85% may be deemed as not having met satisfactory attendance.**

N DETERMINATIONS – NON-COMPLETION OF A COURSE

If a student is at risk of not meeting the requirements and/or of not satisfactorily completing a course, a warning will be given to indicate that the student may be in danger of “non-completion” of a course or courses. Non-completion of a course will result in an N Determination

The school will:

- (a) Advise the student in writing in time for the problem to be corrected and for the student to be able to redeem themselves.
- (b) Request from the student/parent a written acknowledgement of receipt of the warning letter.

Students who are not making a serious attempt at their courses will be interviewed by Head Teachers and/or the Deputy Principal to make them aware of the requirements and consequences. **PROCEDURES FOR ASSESSMENT**

1. Students should refer to the **assessment schedules and calendar** that are contained in this booklet and make a note of each of the tasks required of them.
2. Teachers will give students at least **14 days written notice** of the details of the assessment task. This notice will refer to the outcomes to be assessed, the type of task to be completed, and what students need to do in order to demonstrate their achievement of the outcomes.
3. Dates for the **Examinations are firmly set in place**. Students who are unable to complete an exam should contact the school immediately. Absence on family holidays will not be an acceptable reason for missing exams.
4. If a student is absent from school, it is their responsibility to approach their teacher immediately on their return to school, to determine if any tasks were notified during their absence.
5. If a student is **absent from an assessment task**, then:
 - If the absence is **known in advance**, the student should notify their teacher and negotiate a date and time for the task to be completed.
 - Where a legitimate illness prevents the completion of the task, the student must phone the school and leave a message for the teacher. A **Doctor's Certificate** MUST be presented to the relevant Head Teacher

on the day of return to school. The Head Teacher will determine the genuineness of the absence and make a recommendation to the teacher concerned with regard to action to be taken.

- Where 'misadventure' is the cause of the absence (eg family bereavement), then a **letter that fully explains the circumstances** MUST be presented to the Deputy Principal on the day of return to school. The Deputy will determine the genuineness of the absence and made a recommendation to the teacher concerned with regard to action to be taken.
6. If a task is due to be **handed in on a certain day**, then normally it would be handed in on the date and time specified in the assessment notification. A task submitted after this time will be given a mark of zero (0).
 7. Students found to be completing assessment tasks by:
 - Non-attendance at scheduled classes during the day
 - Working on tasks during other subject lessons, or
 - Deliberate school absencewill receive a mark of zero (0) for the task/s.
 8. **Malpractice in examinations and/or assessments tasks.** Cheating, plagiarism, copying another student's work, misuse of technology such as apps, translating software or direct copying from website, etc, will be viewed seriously by the school. The student will be interviewed by the Deputy Principal, and an appropriate penalty will be determined. A score of zero (0) may be recorded for a student in an examination or assessment task as a result of malpractice.
 9. Use of **electronic means for preparation and submission of assessment tasks.** If a student chooses this medium to prepare assessment tasks and/or assignments, then they must ensure that appropriate backup copies and hard copies are kept well in advance of the due date. Failure of technology (eg corrupt USB's, computer crashes, no ink in printer) without ample evidence of the stages of the 'lost' work is not acceptable as a reason for late or non-submission of work.
 10. **Appeals.** If a student feels that his or her mark or rank in an assessment task is incorrect, then they should firstly approach the Teacher or Head Teacher concerned. If the situation is not resolved satisfactorily, the student may appeal to the school's assessment committee for a review of the process. Students should speak to the Deputy Principal as soon as possible regarding any concerns with this issue.

WHAT ARE COMMON GRADE SCALES?

A set of Common Grade Scales is an assessment and reporting tool to assist teachers across the state in making sound and consistent judgments about overall student achievement at the end of a course.

Common Grade Scales are a series of statements that **summarise** observable and measurable features of student achievement and assist teachers to award grades to students based on descriptions of typical achievement from elementary to excellent.

Common Grade Scales describe the main features of typical students' performances at the end of the course. The Areas of Assessment consist of the knowledge and skills objectives from the syllabus.

The five vertical columns in the descriptors describe different levels of student performance. In using these descriptors, schools "match" each of their students to the descriptor column that best fits the student's overall achievement in the course. The corresponding grade for that descriptor is then awarded to the student.

The Common Grade Scales presented on the following page form a generic set of descriptors indicating five levels of achievement. They were used by groups of subject specialists to develop the Common Grade Scales for each course.

HOW THE COMMON GRADE SCALE RELATE TO THE CURRICULUM FRAMEWORK?

In New South Wales the Kindergarten to Year 12 (K-12) curriculum is organised into six stages. Stage 5 includes Years 9 & 10.

At the end of Stage 5, schools are required to make a judgment about each student's overall achievement of course objectives and outcomes in a given course for the purpose of credentialing. The NESA Common Grade Scale for Stage 5 describe levels of achievement that relate to the set of outcomes for this stage in each course.

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

N Determination	<p>Where "N" appears in place of an A to E grade opposite a course, the student has failed to meet one or more of the following requirements:</p> <ul style="list-style-type: none">a) followed the course developed by the Board of Studies;b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;c) achieved some or all of the course outcomes.
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English

Components	Weighting	Task 1	Task 2	Task 3	Task 3
		Week 7 Term 1, 2023	Week 9 Term 2, 2023	Week 9 Term 3, 2023	Week 4 Term 4, 2023
		<i>Speaking & Writing (Reflection) – Media and Persuasion</i>	<i>Critical Response – Survival</i>	<i>Multimodal – Shakespeare Comparative Study</i>	<i>Listening/Writing – Going Global</i>
Reading	25%		15%	10%	
Writing	30%	5%	15%		10%
Speaking	15%				
Listening	15%				15%
Viewing/ Representing	15%			15%	
TOTAL MARKS:	100%	30%	30%	25%	25%
Outcomes		EN5-3B, EN5-4B, EN5-9E	EN5-1A, EN5-7D	EN5-2A, EN5-6C , EN5-8D	EN5-3B, EN5-5C
OUTCOMES					
EN5-1A	A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.				
EN5-2A	A student effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.				
EN5-3B	A student selects and uses language forms, features, and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning.				
EN5-4B	A student effectively transfers knowledge, skills and understanding of language concepts into new and different contexts				
EN5-5C	A student thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts.				
EN5-6C	A student investigates the relationships between and among texts				
EN5-7D	A student understands and evaluates the diverse ways texts can represent personal and public worlds.				
EN5-8D	A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.				
EN5-9E	A student purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.				

Mathematics-Stage 5.1

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 9	Term 2 Week 5	Term 3 Week 9	Term 4 Week 5
		Topic/Content Number & Algebra, Measurement & Geometry, Working Mathematically	Topic/Content Number & Algebra, Measurement & Geometry, Working Mathematically	Topic/Content Number & Algebra, Working Mathematically	Topic/Content Measurement & Geometry, Statistics & Probability, Working Mathematically
		Task Type: Assignment/ Investigation task	Task Type: Assignment/ Investigation task	Task Type: Assignment/ Investigation task	Task Type: Yearly Exam
Understanding , Fluency and Communicatio n	50%	10%	15%	10%	15%
Problem Solving, Reasoning and Justification	50%	10%	15%	10%	15%
Total	100%	20%	30%	20%	30%
Course Outcomes		MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA4- 4NA, MA4-19MG, MA4-7NA	MA5.1-1WM, MA5.1- 2WM, MA5.1-3WM, MA4-7NA, MA4- 18MG, MA4-8NA	MA5.1-1WM, MA5.1- 2WM, MA5.1-3WM, MA4-6NA, MA4-8NA, MA4-9NA, MA4- 10NA	MA5.1-1WM, MA5.1- 2WM, MA5.1-3WM, MA4-12MG, MA4- 17MG, MA4-21SP

Note that up to 30% of the internal assessment in Stage 5 Mathematics may be based on the Stage 4 course. Some questions, based on the Stage 4 Course will be included in each assessment task.

OBJECTIVES

Knowledge, skills and understanding

Students:

Working Mathematically

- develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning

Number and Algebra

- develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation

Measurement and Geometry

- identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems

Statistics and Probability

collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements.

Mathematics- Stage 5.2

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 9	Term 2 Week 5	Term 3 Week 9	Term 4 Week 5
		Topic/Content Number & Algebra, Measurement & Geometry, Working Mathematically	Topic/Content Number & Algebra, Measurement & Geometry, Working Mathematically	Topic/Content Number & Algebra, Measurement & Geometry, Statistics & Probability, Working Mathematically	Topic/Content Number & Algebra, Measurement & Geometry, Statistics & Probability, Working Mathematically
		Task Type: Assignment/ Investigation task	Task Type: Assignment/ Investigation task	Task Type: Assignment/ Investigation task	Task Type: Yearly Exam
Understanding, Fluency and Communication	50%	10%	15%	10%	15%
Problem Solving, Reasoning and Justification	50%	10%	15%	10%	15%
Total	100%	20%	30%	20%	30%
Course Outcomes		MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.1-9MG, MA4-16MG, MA4-7NA	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA4-12MG, MA4-13MG, MA5.1-8MG, MA4-8NA	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.1-4NA, MA5.2-4NA, MA5.1-12SP, MA4-10NA, MA5.1-10MG, MA5.2-13MG	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.1-10MG, MA5.2-13MG MA5.1-6NA, MA5.1-11MG, MA5.1-5NA, MA5.2-7NA,

Note that up to 30% of the internal assessment in Stage 5 Mathematics may be based on the Stage 4 course. Some questions, based on the Stage 4 Course will be included in each assessment task.

OBJECTIVES

Knowledge, skills and understanding

Students:

Working Mathematically

- develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning

Number and Algebra

- develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation

Measurement and Geometry

- identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems

Statistics and Probability collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements

Mathematics-Stage 5.3

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 9	Term 2 Week 5	Term 3 Week 7	Term 4 Week 5
		Topic/Content Measurement & Geometry, Working Mathematically	Topic/Content Number & Algebra, Working Mathematically	Topic/Content Number & Algebra, Measurement & Geometry, Statistics & Probability, Working Mathematically	Topic/Content Number & Algebra, Measurement & Geometry, Statistics & Probability, Working Mathematically
		Task Type: Assignment/ Investigation task	Task Type: Assignment/ Investigation task	Task Type: Assignment/ Investigation task	Task Type: Yearly Exam
Understanding, Fluency and Communication	50%	10%	15%	10%	15%
Problem Solving, Reasoning and Justification	50%	10%	15%	10%	15%
Total	100%	20%	30%	20%	30%
Course Outcomes		MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.1-9MG, MA4-16MG, MA5.1-8MG, MA5.2-11MG, MA5.2-12MG	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.2-6NA, MA5.2-7NA	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.1-4NA, MA5.2-4NA, MA5.1-12SP, MA5.2-15SP, MA5.2-8NA, MA5.1-10MG, MA5.2-13MG, MA5.2-9NA, MA5.2-14MG, MA5.1-5NA, MA5.2-7NA	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.1-4NA, MA5.2-4NA, MA5.1-12SP, MA5.2-15SP, MA5.2-8NA, MA5.1-10MG, MA5.2-13MG, MA5.2-9NA, MA5.2-14MG, MA5.1-5NA, MA5.2-7NA

Note that up to 30% of the internal assessment in Stage 5 Mathematics may be based on the Stage 4 course. Some questions, based on the Stage 4 Course will be included in each assessment task.

OBJECTIVES

Knowledge, skills and understanding

Students:

Working Mathematically

- develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning

Number and Algebra

- develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation

Measurement and Geometry

- identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems

Statistics and Probability

- collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements.

Science

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Week 8 Term 1, 2023	Week 7 Term 2, 2023	Week 8 Term 3, 2023	Week 5 Term 4, 2022
		<i>Depth Study - Communication</i>	<i>Depth Study - Practical</i>	<i>Pre and Post Tests</i>	<i>Literacy Based Test</i>
Topic		Biology	Physics	Chemistry	Earth Science
Knowledge	40%	15%		10%	15%
Skills	60%	10%	25%	15%	10%
Total Marks	100%	25%	25%	25%	25%
Outcomes		5	3, 4	1, 2	5

OUTCOMES

1	Applies knowledge and understanding of scientific concepts to familiar situations. SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues SC5-14LW analyses interactions between components and processes within biological systems SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials
2	Applies knowledge and understanding of scientific concepts to problem solve in unfamiliar situations. SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
3	Plans and conducts scientific investigations. SC5-4WS develops questions or hypotheses to be investigated scientifically SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
4	Organises and analyses data and evaluates a scientific investigation. SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
5	Demonstrates scientific literacy when communicating scientific concepts. SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations

PDHPE

Components	Weighting	Task 1	Task 2	Task 3	
		Week 10 Term 1 2023	Week 10 Term 2 2023	Week 10 Term 3 2023	Skills Based Assessment Term 1-4
Respect	20%	20%			
Health Status of Young People	15%		15%		
Media Marketing & Health	15%			15%	
Practical units	50%	15% PD5-4, PD5-5, PD5-11	10% PD5-4, PD5-5, PD5-11	15% PD5-4, PD5-5, PD5-11	10% PD5-4, PD5-5, PD5-11
TOTAL MARKS:	100%	35%	25%	30%	10%
Outcomes		PD5-3, PD5-10	PD5-2, PD5-6	PD5-7 PD5-9	PD5-4, PD5-5, PD5-11
OUTCOMES					
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				
PD5-11	Refines and applies movement skills and concepts to compose and perform innovative movement sequences				

Geography

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 7, 2023	Term 2 Week 4, 2023	Term 2 Week 5, 2023	Term 2 Week 5, 2023
		Research: Sustainable Biomes	Geography Tools Skills Exam	Bookwork: Changing Places	AVID Engagement
Objective One	40%	30%		10%	
Objective Two	60%	10%	40%		10%
TOTAL MARKS	100%	40%	40%	10%	10%
Outcomes		GE5-1, GE5-2, GE5-7, GE5-8	GE5-7, GE5-8	GE5-3, GE5-4, GE5-5	GE5-7, GE5-8
OUTCOMES					
Objective 1: Students: <ul style="list-style-type: none">develop knowledge and understanding of the features and characteristics of places and environments across a range of scalesdevelop knowledge and understanding of interactions between people, places and environments					
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 environment				
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				
Objective 2: Students: <ul style="list-style-type: none">apply geographical tools for geographical inquirydevelop skills to acquire, process and communicate geographical information					
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

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 3 Week 7, 2023	Term 4 Week 4, 2023	Term 4 Week 5, 2023	Term 4 Week 5, 2023
		Research: Australia at War	Knowledge & Source Analysis Exam: Making a Nation	Bookwork	AVID Engagement
Objective One	20%		10%	10%	
Objective Two	40%	20%	20%		
Objective Three	40%	20%	10%		10%
TOTAL MARKS	100%	40%	40%	10%	10%
Outcomes		HT5-6, HT5-8, HT5-9, HT5-10	HT5-1, HT5-2, HT5-5, HT5-7 HT5-9, HT5-10	HT5-3, HT5-4	HT5-9, HT5-10
OUTCOMES					
Objective 1: Students: <ul style="list-style-type: none">develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australiadevelop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia.					
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				
Objective 2: Students develop skills to undertake the process of historical inquiry.					
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				
Objective 3: Students develop skills to communicate their understanding of history.					
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				

Agriculture 100hr

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Week 10 Term 1, 2023	Week 7 Term 2, 2023	Week 9 Term 3, 2023	Week 4 Term 4, 2023
Introduction	20%			20%	
Plant Production 1	30%		30%		
Animal Production 1	20%	20%			
Yearly Exam	30%				30%
TOTAL MARKS	100%	20%	30%	20%	30%
Outcomes		2, 3, 4	2, 3, 4	5	1, 2, 3, 4, 5

OUTCOMES

1	<p>Demonstrates knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives</p> <p>AG5-1 Explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets</p> <p>AG5-2 explains the interactions within and between agricultural enterprises and systems</p> <p>AG5-3 explains the interactions within and between the agricultural sector and Australia's economy, culture and society</p>
2	<p>Demonstrates knowledge of and skills in the effective and responsible production and marketing of agricultural products</p> <p>AG5-4 Investigates and implements responsible production systems for plant and animal enterprises</p> <p>AG5-5 investigates and applies responsible marketing principles and processes</p> <p>AG5-6 explains and evaluates the impact of management decisions on plant production enterprises</p> <p>AG5-7 explains and evaluates the impact of management decisions on animal production enterprises</p>
3	<p>Develops an understanding of sustainable and ethical practices that support productive and profitable agriculture</p> <p>AG5-8 evaluates the impact of past and current agricultural practices on agricultural sustainability</p> <p>AG5-9 evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics</p> <p>AG5-10 implements and justifies the application of animal welfare guidelines to agricultural practices</p>
4	<p>Demonstrates skills in problem-solving, including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts</p> <p>AG5-11 designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts</p> <p>AG5-12 collects and analyses agricultural data and communicates results using a range of technologies</p>
5	<p>Demonstrates knowledge and skills in implementing collaborative and safe work practices in agricultural contexts.</p> <p>AG5-13 applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery</p> <p>AG5-14 demonstrates plant and/or animal management practices safely and in collaboration with others</p>

Agriculture 200hr

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Week 10 Term 1, 2023	Week 7 Term 2, 2023	Week 9 Term 3, 2023	Week 2 Term 4, 2023
Introduction	20%	20%			
Plant Production 1	30%			30%	
Animal Production 1	20%		20%		
Yearly Exam	30%				30%
TOTAL MARKS	100%	20%	30%	30%	30%
Outcomes		3,5	1,2,4	1,2,4	1, 2, 3, 4, 5
OUTCOMES					

1	<p>Demonstrates knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives</p> <p>AG5-1 Explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets</p> <p>AG5-2 explains the interactions within and between agricultural enterprises and systems</p> <p>AG5-3 explains the interactions within and between the agricultural sector and Australia's economy, culture and society</p>
2	<p>Demonstrates knowledge of and skills in the effective and responsible production and marketing of agricultural products</p> <p>AG5-4 Investigates and implements responsible production systems for plant and animal enterprises</p> <p>AG5-5 investigates and applies responsible marketing principles and processes</p> <p>AG5-6 explains and evaluates the impact of management decisions on plant production enterprises</p> <p>AG5-7 explains and evaluates the impact of management decisions on animal production enterprises</p>
3	<p>Develops an understanding of sustainable and ethical practices that support productive and profitable agriculture</p> <p>AG5-8 evaluates the impact of past and current agricultural practices on agricultural sustainability</p> <p>AG5-9 evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics</p> <p>AG5-10 implements and justifies the application of animal welfare guidelines to agricultural practices</p>
4	<p>Demonstrates skills in problem-solving, including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts</p> <p>AG5-11 designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts</p> <p>AG5-12 collects and analyses agricultural data and communicates results using a range of technologies</p>
5	<p>Demonstrates knowledge and skills in implementing collaborative and safe work practices in agricultural contexts.</p> <p>AG5-13 applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery</p> <p>AG5-14 demonstrates plant and/or animal management practices safely and in collaboration with others</p>

AVID Stage 5

Components	Weighting	Task 1	Task 2
		Week 4 Term 2, 2023	Week 4 Term 4, 2023
		<i>Semester 1 Portfolio</i>	<i>Semester 2 Portfolio</i>
TOTAL MARKS	100%	50%	50%
Outcomes		1, 2, 3, 4, 5	1, 2, 3, 4, 5

OUTCOMES

1	Writing – Students will complete extended pieces of writing and take focussed notes using the Cornell notes strategy
2	Inquiry – Students are able to develop higher order questions and participate in a Socratic Seminar
3	Collaboration – Students participate with skill and enthusiasm in weekly tutorials
4	Organisation – Students will show organisation in their bookwork and Tutorial Referral Form preparation
5	Reading – Students demonstrate their ability to use critical reading strategies

Child Studies

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Week 8 Term 1	Week 8 Term 2	Week 8 Term 3	Week 4 Term 4
Media/Technology in Childhood	25%	25%			
Food and Nutrition	25%		25%		
Amazing Babies	25%			25%	
Diverse Needs of Children	25%				25%
TOTAL MARKS:	100%	25%	25%	25%	25%
Outcomes		CS5-3 5-4	CS5-2 5-5	CS5-1 5-9	CS5-8 5-11
OUTCOMES					
CS5-1	identifies the characteristics of a child at each stage of growth and development				
CS5-2	describes the factors that affect the health and wellbeing of the child				
CS5-3	analyses the evolution of childhood experiences and parenting roles over time				
CS5-4	plans and implements engaging activities when educating and caring for young children within a safe environment				
CS5-5	evaluates strategies that promote the growth and development of children				
CS5-6	describes a range of parenting practices for optimal growth and development				
CS5-7	discusses the importance of positive relationships for the growth and development of children				
CS5-8	evaluates the role of community resources that promote and support the wellbeing of children and families				
CS5-9	analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing				
CS5-10	demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts				
CS5-11	analyses and compares information from a variety of sources to develop an understanding of child growth and development				
CS5-12	applies evaluation techniques when creating, discussing and assessing information related to child growth and development				

Food Technology 100hr

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Week 6 Term 1, 2023	Week 7 Term 2, 2023	Week 6 Term 3, 2023	Week 5 Term 4, 2023
		<i>Food in Australia</i>	<i>Food Selection and Health</i>	<i>Food for Specific Needs</i>	<i>Yearly Examination</i>
Knowledge and Understanding,	40%	25%	10%		5%
Investigating and Researching,	10%			5%	5%
Communication,	15%		15%		
Food preparation,	15%		5%	10%	
Problem solving	20%	5%		15%	
TOTAL MARKS	100%	30%	30%	30%	10%
Outcomes		FT5-8, FT5-9, FT5-12	FT5-6, FT5-8, FT5-9	FT5-7, FT5-3, FT5-11	FT5-2, FT5-6, FT5-7, FT5-13

OUTCOMES

FT5-1	demonstrates hygienic handling of food to ensure a safe and appealing product
FT5-2	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
FT5-3	describes the physical and chemical properties of a variety of foods
FT5-4	accounts for changes to the properties of food which occur during food processing, preparation and storage
FT5-5	applies appropriate methods of food processing, preparation and storage
FT5-6	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT5-7	justifies food choices by analysing the factors that influence eating habits
FT5-8	collects, evaluates and applies information from a variety of sources
FT5-9	communicates ideas and information using a range of media and appropriate terminology
FT5-10	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT5-11	plans, prepares, presents and evaluates food solutions for specific purposes
FT5-12	examines the relationship between food, technology and society
FT5-13	evaluates the impact of activities related to food on the individual, society and the environment

Food Technology 200hr

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Week 6 Term 1, 2023	Week 7 Term 2, 2023	Week 6 Term 3, 2023	Week 5 Term 4, 2023
		<i>Food in Australia</i>	<i>Food Selection and Health</i>	<i>Food for Specific Needs</i>	<i>Yearly Examination</i>
Knowledge and Understanding,	40%	25%	10%		5%
Investigating and Researching,	10%			5%	5%
Communication,	15%		15%		
Food preparation,	15%		5%	10%	
Problem solving	20%	5%		15%	
TOTAL MARKS	100%	30%	30%	30%	10%
Outcomes		FT5-8, FT5-9, FT5-12	FT5-6, FT5-8, FT5-9	FT5-7, FT5-3, FT5-11	FT5-2, FT5-6, FT5-7, FT5-13

OUTCOMES

FT5-1	demonstrates hygienic handling of food to ensure a safe and appealing product
FT5-2	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
FT5-3	describes the physical and chemical properties of a variety of foods
FT5-4	accounts for changes to the properties of food which occur during food processing, preparation and storage
FT5-5	applies appropriate methods of food processing, preparation and storage
FT5-6	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT5-7	justifies food choices by analysing the factors that influence eating habits
FT5-8	collects, evaluates and applies information from a variety of sources
FT5-9	communicates ideas and information using a range of media and appropriate terminology
FT5-10	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT5-11	plans, prepares, presents and evaluates food solutions for specific purposes
FT5-12	examines the relationship between food, technology and society
FT5-13	evaluates the impact of activities related to food on the individual, society and the environment

Industrial Technology - Multimedia 1 100hr

Components	Weighting	Task 1	Task 2	Task 3
		Week 5, Term 2 2023	Week 3, Term 3 2023	Week 3, Term 4 2023
		<i>Practical Project & Portfolio</i>	<i>Research Assignment</i>	<i>Practical Project & Portfolio</i>
Skills Based Learning	40%	20%		20%
Investigation & Researching	20%		20%	
Knowledge & Understanding	20%	10%		10%
Communication	20%	10%		10%
Total Marks	100%	40%	20%	40%
Outcomes		IND5-1 IND5-2 IND5-3 IND5- 5 IND5-7	IND5-1 IND5-4 IND5-9 IND5-10	IND5-2 IND5-3 IND5-4 IND5-6 IND5-7 IND5-8
Outcomes				
IND5-1		identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies		
IND5-2		applies design principles in the modification, development and production of projects		
IND5-3		identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects		
IND5-4		selects, justifies and uses a range of relevant and associated materials for specific applications		
IND5-5		selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects		
IND5-6		identifies and participates in collaborative work practices in the learning environment		
IND5-7		applies and transfers skills, processes and materials to a variety of contexts and projects		
IND5-8		evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction		
IND5-9		describes, analyses and uses a range of current, new and emerging technologies and their various applications		
IND5-10		describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally		

Industrial Technology – Metal 100hr

Components	Weighting	Task 1	Task 2	Task 3
		Week 5 Term 2, 2023	Week 3 Term 3, 2023	Week 3 Term 4, 2023
		<i>Practical Project and Portfolio</i>	<i>Research Assignment</i>	<i>Practical Project and Portfolio</i>
Skills Based Learning	40%	20%		20%
Investigation & Researching	20%		20%	
Knowledge & Understanding	20%	10%		10%
Communication	20%	10%		10%
TOTAL MARKS:	100%	40%	20%	40%
Outcomes		IND5-1 IND5-2 IND5-3 IND5-5 IND5-7	IND5-1 IND5-4 IND5-9 IND5-10	IND5-2 IND5-3 IND5-4 IND5-6 IND5-7 IND5-8
OUTCOMES				
IND5-1	identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies			
IND5-2	applies design principles in the modification, development and production of projects			
IND5-3	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects			
IND5-4	selects, justifies and uses a range of relevant and associated materials for specific applications			
IND5-5	selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects			
IND5-6	identifies and participates in collaborative work practices in the learning environment			
IND5-7	applies and transfers skills, processes and materials to a variety of contexts and projects			
IND5-8	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction			
IND5-9	describes, analyses and uses a range of current, new and emerging technologies and their various applications			
IND5-10	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally			

Industrial Technology – Timber 100hr

Components	Weighting	Task 1	Task 2	Task 3
		Week 5 Term 2, 2023	Week 3 Term 3, 2023	Week 3 Term 4, 2023
		<i>Practical Project and Portfolio</i>	<i>Research Assignment</i>	<i>Practical Project and Portfolio</i>
Skills Based Learning	40%	20%		20%
Investigation & Researching	20%		20%	
Knowledge & Understanding	20%	10%		10%
Communication	20%	10%		10%
TOTAL MARKS:	100%	40%	20%	40%
Outcomes		IND5-1 IND5-2 IND5-3 IND5-5 IND5-7	IND5-1 IND5-4 IND5-9 IND5-10	IND5-2 IND5-3 IND5-4 IND5-6 IND5-7 IND5-8
OUTCOMES				
IND5-1	identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies			
IND5-2	applies design principles in the modification, development and production of projects			
IND5-3	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects			
IND5-4	selects, justifies and uses a range of relevant and associated materials for specific applications			
IND5-5	selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects			
IND5-6	identifies and participates in collaborative work practices in the learning environment			
IND5-7	applies and transfers skills, processes and materials to a variety of contexts and projects			
IND5-8	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction			
IND5-9	describes, analyses and uses a range of current, new and emerging technologies and their various applications			
IND5-10	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally			

Industrial Technology - Timber 200hr

Components	Weighting	Task 1	Task 2	Task 3
		Week 5 Term 2, 2023	Week 3 Term 4, 2023	Week 3 Term 4, 2023
		<i>Practical Project and Portfolio</i>	<i>Practical Project and Portfolio</i>	<i>Yearly Examination</i>
Skills based learning - Producing	30%	20%	20%	
Investigation & Researching	20%			10%
Knowledge & Understanding	30%	10%	10%	10%
Communication, Designing and Evaluating	20%	10%	10%	
TOTAL MARKS:	100%	40%	40%	20%
Outcomes		IND5-1 IND5-2 IND5-3 IND5-5 IND5-7	IND5-2 IND5-3 IND5-4 IND5-6 IND5-7 IND5-8	IND5-1 IND5-4 IND5-9 IND5-10
OUTCOMES				
IND5-1	identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies			
IND5-2	applies design principles in the modification, development and production of projects			
IND5-3	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects			
IND5-4	selects, justifies and uses a range of relevant and associated materials for specific applications			
IND5-5	selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects			
IND5-6	identifies and participates in collaborative work practices in the learning environment			
IND5-7	applies and transfers skills, processes and materials to a variety of contexts and projects			
IND5-8	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction			
IND5-9	describes, analyses and uses a range of current, new and emerging technologies and their various applications			
IND5-10	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally			

Marine and Aquaculture Technology 100hr

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Week 9 Term 1, 2023	Week 9 Term 2, 2023	Week 9 Term 3, 2023	Week 4 Term 4, 2023
		Core 1 – Introduction to Marine and Aquaculture Technology	Module 22 - Aquarium Design, Construction and Maintenance Module 6 Dangerous Marine Creatures	Module 6 - Dangerous Marine Creatures Module 18 - Fish Harvesting	Module 8 - Rock Platforms Module 16 - Basic Snorkelling
	Task	Practical tests	Depth Study	Depth Study	Yearly Examination
Knowledge & Understanding	40%	5%	5%	5%	25%
Skills	60%	20%	20%	20%	
TOTAL MARKS	100%	25%	25%	25%	25%
Outcomes		4	6	2	1
OUTCOMES					
1	knowledge and understanding of marine and aquatic environments MAR5.1 identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships MAR5.2 identifies, describes and evaluates the social and economic importance of marine ecosystems				
2	knowledge and understanding of the economical sustainability of aquaculture MAR5.3 identifies, describes and evaluates the effects humans have had on the marine environment				
3	knowledge, understanding and skills that promote ethical and sustainable practices in the use, management and protection of the marine environment MAR5.7 identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment MAR5.8 identifies, describes and evaluates policies for monitoring and conserving the marine environment				
4	knowledge, understanding and skills in the responsible selection and safe use of materials, equipment and techniques used in aquaculture and marine and maritime activities MAR5.9 selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings MAR5.10 demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations				
5	knowledge and understanding of the industries and organisations using, managing and regulating aquaculture and the marine environment MAR5.11 identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits				
6	knowledge and skills in researching, experimenting and communicating in marine and aquaculture contexts MAR5.13 collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information MAR5.14 recalls aspects of the marine environment using relevant conventions, terminology and symbols				

Music 100hr

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Week 9 Term 1, 2023	Week 5 Term 2, 2023	Week 9 Term 3, 2023	Week 5 Term 4, 2023
		<i>Performance Topic</i>	<i>Comp Topic</i>	<i>Topic 3</i>	<i>Performance Topic 4</i>
Performance	40%	15%		10%	15%
Composition	25%		25%		
Listening	35%		20%	15%	
TOTAL MARKS	100%	15%	45%	25%	15%
Outcomes		5.1, 5.2, 5.3	5.4, 5.5, 5.6, 5.7, 5.10	5.1, 5.3, 5.8, 5.9	5.3, 5.11, 5.12

OUTCOMES

5.1	Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
5.2	Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
5.3	Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
5.4	Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
5.5	Notates own compositions, applying forms of notation appropriate to the music selected for study
5.6	Uses different forms of technology in the composition process
5.7	Demonstrates an understanding of musical concepts through the analysis, comparison and critical discussion of music from different stylistic, social, cultural and historical contexts
5.8	Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
5.9	Demonstrates an understanding of musical literacy through the appropriate application of notation, terminology and the interpretation and analysis of scores used in the music selected for study
5.10	Demonstrates an understanding of the influence and impact of technology on music
5.11	Demonstrates an appreciation, tolerance and respect for the aesthetic values of music as an art-form
5.12	Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Physical Activity & Sports Studies

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Week 10 Term 1 2023	Week 8 Term 2 2023	Weeks 1-10 Term 3 2023	Skills Based Assessment Term 1/4
Drugs in Sport	25%	25%			
Sport for Specific Groups	25%		25%		
Coaching	25%			25%	
Practical units	25%				25%
TOTAL MARKS:	100%	25%	25%	25%	25%
Outcomes		PASS 5-3 5-4	PASS5-6	PASS 5-7 5-8	PASS5-5 5-9
OUTCOMES					
PASS5-1	discusses factors that limit and enhance the capacity to move and perform				
PASS5-2	analyses the benefits of participation and performance in physical activity and sport				
PASS5-3	discusses the nature and impact of historical and contemporary issues in physical activity and sport				
PASS5-4	analyses physical activity and sport from personal, social and cultural perspectives				
PASS5-5	demonstrates actions and strategies that contribute to 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.				

Photography 100hr

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Week 9 Term 1, 2023	Week 2 Term 2, 2023	Week 7 Term 3, 2023	Week 3 Term 4, 2023
		<i>Portfolio 1</i>	<i>Research Assignment</i>	<i>Research Assignment</i>	<i>Portfolio 2</i>
Critical and Historical	40%		20%	20%	
Making	60%	30%			30%
TOTAL MARKS	100%	30%	20%	20%	30%
Outcomes		5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.8, 5.9	5.7, 5.8, 5.9 5.10	5.1, 5.2, 5.3 5.4, 5.5, 5.6
OUTCOMES					
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 constructs different critical and historical accounts of photographic and digital works				
5.10	Constructs different critical and historical accounts of photographic and digital works				

Visual Arts 100hr

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Week 9 Term 1, 2023	Week 4 Term 2, 2023	Week 5 Term 3, 2023	Week 3 Term 4, 2023
		<i>Body of Work</i>	<i>Research Assignment</i>	<i>Research Assignment</i>	<i>Final Body of Work</i>
Making	60%	30%			30%
Critical/Historical Study	40%		20%	20%	
TOTAL MARKS	100%	30%	20%	20%	30%
Outcomes		5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.8, 5.9	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6
OUTCOMES					
5.1	Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks.				
5.2	Makes artworks informed by their understanding of the function of and relationships between artist-artwork-world-audience.				
5.3	Makes artworks informed by an understanding of how the frames affect meaning.				
5.4	Investigates the world as a source of ideas, concepts and subject matter in the visual arts.				
5.5	Makes informed choices to develop and extend concepts and different meanings in their artworks.				
5.6	Demonstrates developing technical accomplishment and refinement in making artworks.				
5.7	Applies their understanding of aspects of practice to critical and historical interpretations of art.				
5.8	Uses their understanding of the function of and relationships between artist-artwork-world-audience in critical and historical interpretations of art.				
5.9	Demonstrates how the frames provide different interpretations of art.				
5.10	Demonstrates how art criticism and art history construct meanings.				

Visual Arts 200hr

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Week 9 Term 1, 2023	Week 4 Term 2, 2023	Week 5 Term 3, 2023	Week 3 Term 4, 2023
		<i>Body of Work</i>	<i>Research Assignment</i>	<i>Research Assignment</i>	<i>Final Body of Work</i>
Making	60%	30%			30%
Critical/Historical Study	40%		20%	20%	
TOTAL MARKS	100%	30%	20%	20%	30%
Outcomes		5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.8, 5.9	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6
OUTCOMES					
5.1	Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks.				
5.2	Makes artworks informed by their understanding of the function of and relationships between artist-artwork-world-audience.				
5.3	Makes artworks informed by an understanding of how the frames affect meaning.				
5.4	Investigates the world as a source of ideas, concepts and subject matter in the visual arts.				
5.5	Makes informed choices to develop and extend concepts and different meanings in their artworks.				
5.6	Demonstrates developing technical accomplishment and refinement in making artworks.				
5.7	Applies their understanding of aspects of practice to critical and historical interpretations of art.				
5.8	Uses their understanding of the function of and relationships between artist-artwork-world-audience in critical and historical interpretations of art.				
5.9	Demonstrates how the frames provide different interpretations of art.				
5.10	Demonstrates how art criticism and art history construct meanings.				

Year 9 Assessment Calendar 2023

	Term 1, 2023	Term 2, 2023	Term 3, 2023	Term 4, 2023
Week 1	PD/H/PE Term 1 Skills Based Assessment	PD/H/PE Term 2 Skills Based Assessment	PD/H/PE Term 3 Skills Based Assessment • PASS (Week 1-10)	PD/H/DE Term 4 Skills Based Assessment
Week 2		• Photography 100hr		• Agriculture 200hr
Week 3			<ul style="list-style-type: none"> • Industrial Technology – Metal 100hr • Industrial Technology – Timber 100hr • Industrial Technology-Multimedia 100hr 	<ul style="list-style-type: none"> • Industrial technology – Metal 100hr • Industrial Technology – Timber 100hr • Industrial Technology – Timber 200hr (Tasks 2 & 3) • Industrial Technology-Multimedia 100hr • Photography 100hr • Visual Arts 100hr • Visual Arts 200hr • Dance 100hr
Week 4		<ul style="list-style-type: none"> • AVID • Geography • Visual Arts 100hr • Visual Arts 200hr 		<ul style="list-style-type: none"> • AVID • History • Child Studies • English • Agriculture 100hr • Food Technology 100hr • Food Technology 200hr • Marine Studies 100hr
Week 5		<ul style="list-style-type: none"> • Industrial Technology – Metal 100hr • Industrial Technology – Timber 100hr • Industrial Technology – Timber 200hr • Industrial Technology-Multimedia 100hr • Mathematics 5.1 • Mathematics 5.2 • Mathematics 5.3 • Geography • Music 100hr 	<ul style="list-style-type: none"> • Visual Arts 100hr • Visual Arts 200hr 	<ul style="list-style-type: none"> • Mathematics 5.1 • Mathematics 5.2 • Mathematics 5.3 • Science • History • Music 100hr
Week 6	<ul style="list-style-type: none"> • Food Technology 100hr • Food Technology 200hr 		<ul style="list-style-type: none"> • Food Technology 100hr • Food Technology 200hr 	
Week 7	<ul style="list-style-type: none"> • Geography • English 	<ul style="list-style-type: none"> • Science • Food Technology 100hr • Food Technology 200hr • Agriculture 100hr • Agriculture 200hr 	<ul style="list-style-type: none"> • Mathematics 5.3 • Photography 100hr • History 	
Week 8	<ul style="list-style-type: none"> • Child Studies • Science 	<ul style="list-style-type: none"> • Child Studies • PASS 	<ul style="list-style-type: none"> • Child Studies • Science 	

Week 9	<ul style="list-style-type: none"> • Mathematics 5.1 • Mathematics 5.2 • Mathematics 5.3 • Photography 100hr • Visual Arts 100hr • Visual Arts 200hr • Music 100hr • Marine Studies 100hr 	<ul style="list-style-type: none"> • Marine Studies 100hr • English 	<ul style="list-style-type: none"> • Agriculture 100hr • Agriculture 200hr • English • Mathematics 5.1 • Mathematics 5.2 • Music 100hr • Marine Studies 100hr 	
Week 10	<ul style="list-style-type: none"> • PASS • PD/H/PE • Agriculture 100hr • Agriculture 200hr 	<ul style="list-style-type: none"> • PD/H/PE 	<ul style="list-style-type: none"> • PD/H/PE 	



Northlakes High School

Assessment - Student Appeal Form

Student to complete:

Student Name:	Subject:
Teacher:	Circle one: HSC / Preliminary / RoSA
Task Title:	Original Due Date:

Details of circumstance that led to failure to complete/submit by the due date or details of misadventure'

If more space is required, use overleaf.

Student Signature	Date	Parent Signature	Date
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You must attach additional information; Medical Certificate/ Statutory Declaration or any other documentation to support your appeal. Insufficient supportive evidence will not assist the appeal panel in making a determination. Appeals are only considered based on the information provided with this form

Faculty Head Teacher to complete - Student Consultation:

Task details are correct? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Medical Certificate or Stat Dec attached? <input type="checkbox"/> Yes <input type="checkbox"/> No	
HT Recommendation: Should this appeal be approved?	
<input type="checkbox"/> Yes <input type="checkbox"/> Alternate task: Due Date: _____ <input type="checkbox"/> Extension: Due Date: _____ <input type="checkbox"/> Estimated Result: Estimate: _____ <input type="checkbox"/> Other	<input type="checkbox"/> No Justification:

Head Teacher	Signature	Date
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Deputy Principal to complete

Approval	
<input type="checkbox"/> Yes - Approved <input type="checkbox"/> Alternate task: Due Date: _____ <input type="checkbox"/> Extension: Due Date: _____ <input type="checkbox"/> Estimated Result: Estimate: _____ <input type="checkbox"/> Other	<input type="checkbox"/> No - Not Approved Justification:

Deputy Principal	Signature	Date
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Distribute copies; ☐ Student, ☐ Faculty, ☐ Original in PRC. ☐ Sentral Data Entry

Where possible, appeals must be submitted to the Deputy Principal prior to assessment due date. Appeals must be submitted no later than 3 days after the students return to school or 5 days after the original assessment due date, whichever comes first.