

# Northlakes High School

Opportunities for Future Success

## STAGE 5

(YEARS 9 & 10)

Assessment Policy

Subject Assessment Schedules

2024



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## Principal's Message

Dear Students and Caregivers,

The aim of this document is to express in detail how assessment tasks are organised and scheduled throughout Years 9 and 10. It contains an explanation of procedures for assessment tasks in courses provided by Northlakes High School.

It is important that students know for all subjects:

- What is to be assessed
- How it is to be assessed
- When it is to be assessed

These assessment procedures should reward diligent students, while inadequate effort will be reflected by poor results. The failure to complete sufficient assessment tasks could jeopardise a student's eligibility to receive a Record of School Achievement (RoSA).

The Northlakes High School assessment policy and scheduling expects consistent and effective work patterns, a commitment to meeting deadlines and a determination to present work of the highest standard. Parents are urged to familiarise themselves with the assessment policy and schedule. Parents should help to encourage their children to manage these tasks to plan and organise an effective study program which will assist students in achieving their academic potential.

This document includes:

- The Northlakes High School Assessment Policy, Assessment Calendar and general procedures which are followed by all subjects
- The individual subject assessment task schedules showing the tasks, timing and relative weightings

Staff members are always available to assist students with the requirements of Year 9 & 10. If any student experiences difficulties in meeting the requirements of assessments, they could speak to the classroom teacher, Head Teacher or Year Advisor to develop strategies to address the difficulties.

Despite our best intentions, it is possible that changes may occur to assessment scheduling. Any change, if it does occur, is expected to be minor and notice will be given to the students involved.

Conscientious engagement and completion of our Stage 5 courses lays a strong foundation for the transition to Stage 6 (Year 11 and 12) and successful lifelong learning. Success will be rewarded for those who are committed to our core values of Respect, Responsibility and Personal Best.



Mr Warren Welham  
Principal

## Introduction to Assessment in Years 9 & 10

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 9 & 10) and Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Year 11 Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because students can show it to potential employers or places of further learning.

### Eligibility for a RoSA

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements, including assessments, for Years 7 to 10.
- Attended a government school, an accredited non-government school or recognises school outside NSW.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the Education Act.

### Pattern of Study

To be eligible for a RoSA students must complete mandatory curriculum requirements as stipulated by NESA (ref. ACE 4007). In addition to mandatory curriculum students must also complete 400hrs of electives in stage 5. One subject studied for 1 year equates to 100hr of study. At Northlakes High School student generally complete one 200hr course (1 continuous course for years 9 & 10) and two 100hr courses (one course in year 9 and a different course in year 10).

### Leavers, Arrivals and Transfers

Students who leave school prior to the completion of Year 10 are not entitled to a credential from NESA. For students arriving to Northlakes High School after Term 2, Year 10, it is the previous school's responsibility to submit grades to NESA. Students arriving from another school prior Year 10, Term 2 Northlakes High School may request the student supply a copy of their last report and/or a copy of assessments submitted at the previous school (ref ACE 4005).

### RoSA Reporting and Grades

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- Completed courses and the awarded grade (see NESA Common Grade Scale)
- Courses a student has participated in but did not complete before leaving school
- Results of any minimum standard literacy and numeracy tests that may have been sat
- Date the student left school

This includes an A to E grade for all Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses, the student has satisfactorily completed.

Grades are:

- Based on student achievement in their assessment work
- Submitted to NESA by the school in Term 4 for year 10 cohort
- Monitored by NESA for fairness and consistency

### Students online

Students Online provides students in Years 10, 11 and 12 with useful information about senior school study, particularly on assessment, examinations and results, and requirements of the HSC. Year 10, 11 and 12 students in NSW are eligible for a Students Online account. The email address students have provided to NESA through their Confirmation of Entry along with the NESA Student Number are needed to activate the account. If you need to access your NESA Student Number, please see Ms Pidgeon (Head Teacher Secondary Studies)

## NESA Common Grade Scale

Grade	Description
<b>A</b>	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>B</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.
<b>C</b>	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.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	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.

Note: Mathematics has separate course performance descriptors

### Life Skills

All students are entitled to participate in and progress through curriculum. Life Skill courses provide options for students with disabilities in Stage 5, who cannot access the regular course outcomes. Decisions on about appropriate Life Skills Courses involves collaboration between Parents/ Carers and Northlakes High Learning Support Team. For every successfully completed Life Skills course, an accompanying Profile of Student Achievement is included with the RoSA to provide students with more details of their achievements from each course

### Student Responsibilities

Students have the following responsibilities:

- To become familiar with, and follow, the NHS Stage 5 Assessment Policy and the individual subject programs, in relation to assessment tasks
- To register with Schools Online and ensure their personal details are correctly recorded with NESA (Year 10)
- To attend all scheduled lessons, unless there is a valid reason they can't
- To complete and submit all set tasks on the due date
- To follow up any concerns with tasks at the time they are marked and returned
- To not engage in any behaviour which could be considered malpractice or cheating
- To ensure that all assessment work is their own, or acknowledge the contribution of others.
- To maintain a balance between the time and effort devoted to formal assessment tasks and other work

### Student's who don't qualify for a RoSA

Student's who leave school before finishing Year 10 are not eligible for a RoSA. If students leave after Year 10 and still don't meet RoSA requirements they will be issued with a Transcript of Study. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.

While formal RoSA credentials are for school leavers, all Years 11 and 12 students will be able to access their cumulative academic results, the courses they are enrolled in and print an eRecord via their Student Online account.

### 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.
- A satisfactory record of **attendance** as defined by the school principal

### Attendance in relation to the satisfactory completion of a course

Students should not plan absences during term time unless there are exceptional circumstances (e.g. medical operation). In general, students travelling or holidaying outside of NSW School vacation dates cannot be exempted from attendance at school. An application for extended leave should be submitted to the Principal. A certificate of extended leave is issued if the Principal determines the travel is in the student's best interest. The taking of holidays will not be considered to be exceptional circumstances. Any requests for special consideration should be discussed with the Principal well before the date in question. Principal's discretion will apply in relation to course completion for students on approved extended leave.

**Students at Northlakes High School whose attendance falls below 85% may be deemed as not having met satisfactory attendance.**



### School Assessments under Examination Conditions

In-school assessments are occasionally carried out under examination conditions. Northlakes High School uses examination procedures modelled on those used for NESA external examinations. Students need to be aware of the examination procedures and code of conduct. They ensure the smooth running of examinations and an environment in which all students can respond to the best of their ability without disruption from others. Students must make a serious attempt. Where it is considered that a student has made a non-serious attempt, a zero may be awarded and an 'N' Determination issued.

### Academic Integrity

Academic Integrity is a collection of positive values that allow the thoughts and work of an individual to hold meaning through a commitment to fairness and honesty in all academic endeavours. Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating. Examples of behaviour considered to be cheating include:

- copying, buying, stealing or borrowing some else's work in part or in whole, and presenting it as their own.
- using material directly from books, journals, CDs or the Internet without acknowledging the source;
- submitting work that contains a large contribution from another person or Artificial Intelligence, such as a parent, coach, subject expert, or AI that is not acknowledged;
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals.

These examples are generally referred to as plagiarism. Students who submit work for assessment purposes that contain evidence of plagiarism may be awarded a zero mark for the task. It will be the student's responsibility to prove to the faculty Head Teacher that the submitted work in question is their own.

## **Plagiarism**

Plagiarism is using the words or ideas of others and presenting them as your own.

### **Common Forms of Plagiarism**

- Downloading an assignment from an online source and submitting it as your own work.
- Buying, stealing or borrowing an assignment and submitting it as your own work.
- Copying a section of a book, article or AI and submitting it as your own work.
- Quoting from a source 'word for word', without using quotation marks
- Copying, cutting and pasting text from an electronic source and submitting it as your own work.
- Using the words of someone else and presenting them as your own.
- Using significant ideas from someone else and presenting them as your own.
- Putting someone else's ideas into your own words and not acknowledging the source.
- Copying the written expressions of someone else without proper acknowledgement. Lifting sentences or paragraphs from someone else, even with proper acknowledgement' gives the impression that the idea or information comes from the source cited, but that the Phrasing, the choice of words to express it, is your own contribution.
- Relying too much on other people's material.
- Avoid repeated use of long quotations. Too many direct quotations (even with quotation marks and with proper acknowledgement) result in your sources speaking for you, meaning your own contribution is minimal. Use your own words more and rely less on quotations.

### **Plagiarism and the Internet**

The Internet including Artificial Intelligence can be a great source of information and an effective research tool. However, just because electronic information is easily available does not mean it is 'free'. Remember that the information you find online should be referenced, just like any other source. Online sources should be used with care, fully acknowledged and evaluated in the same way you would any print-based source of information. There are an increasing number of websites that feature school assignments that students can access and download. Downloading an assignment from one of these sites and submitting it as your own is plagiarism and carries heavy penalties. If you are tempted to do this, please remember that teachers are experts in the words and ideas of their discipline and are thoroughly familiar with the latest research - this is why they are teaching! They are also aware of these 'cheat' sites and have developed strategies to identify internet plagiarists.

### **Generative Artificial Intelligence (AI) and malpractice**

The use of Generative Artificial Intelligence is considered malpractice unless a task explicitly asks for the use of AI. Malpractice may also occur when the use of Generative AI is not cited. All work in assessment tasks must be a student's own or must be acknowledged appropriately. Northlakes High School uses a variety of AI detective software when assessing student tasks. Students identified as using AI to generate assessment tasks, unless explicitly asked for, will be referred to the relevant Deputy Principal for investigation under malpractice. For students who engage in malpractice, a zero mark may be awarded.



## **Assessment Procedure**

Assessment tasks are designed to measure knowledge, skills, and understanding in relation to a wide range of outcomes. Tasks may include exams, written assessments, practical activities, fieldwork and projects.

This document includes the assessment schedules of all stage 5 courses delivered at Northlakes High School. There will be a maximum of FOUR tasks in all courses.

### **Assessment Task Notification**

Students must be informed in writing of:

- the assessment components of the course;
- the outcomes being assessed in each task;
- the date due at least two weeks prior to the task being due;
- the task and what is required; and
- the assessment criteria for marking that will be used in each task.

Students must receive adequate feedback in relation to the task and their performance. Reports will be given TWICE a year at the end of each semester.

### **Submission of Assessment Tasks**

Tasks completed at home must be submitted directly to the teacher before 2:30pm on the due date. In the event of the teacher being unavailable, assessment tasks must be submitted to the Head Teacher or Deputy Principal of that student.

In the case of written assessment tasks completed at home, students are required to keep a good copy of the submitted task. A digital back-up copy or a photocopy is acceptable. The copy must be produced on request and it will provide a student with security against loss of or damage to the submitted copy. Loss of a task, either electronic or physical, will not generally be accepted as a valid reason for late submission.

### **Electronic Submission of Assessment Tasks**

Students are not to assume that they may submit assessment tasks by email or by other digital media. However, on some occasions, the Head Teacher may allow students to submit electronically. Head Teachers may also require students to hand in a printed copy of the task. Any such instructions will be made clear on the assessment task notification.

When electronic submission does occur, the following rules will apply:

1. The school will not be responsible for unreadable, unusable or virus infected files or media.
2. The school will only accept assessment tasks which are written in applications to which school staff have ready access, and in a format which can be read by most school computers.
3. The assessment task should be readily identifiable.
4. An assessment task is not considered submitted if conditions (1), (2) and (3) are not satisfied.
5. The school will not be responsible for not receiving emails. If submitting work by email, students must request that the teacher let them know that he/she has received their work. Teachers will acknowledge receipt as soon as possible. Only receipts generated by the school's email system will be considered valid. If a student does not receive a receipt within a reasonable time, it will mean that the teacher did not receive the work.

### **School Sanctioned Activities**

It is the student's responsibility to prepare their own calendar of assessment tasks for their pattern of study. Students must be familiar with all assessment task requirements and deadlines.

Students must make prior arrangements with their teacher or Head Teacher if attendance in class or assessment task requirements will be disrupted by work placement or other school-sanctioned activities. This must be done prior to work placement or school-sanctioned activities.

### **Absence due to Suspension**

Students absent from school due to suspension will not be entitled to apply for an extension of assessment. At the time of suspension, the Deputy Principal will notify the Head Teacher Secondary Studies (HT SS) and relevant Head Teachers. Head Teacher Secondary Studies will;

- student will be responsible to submit task on time either by delivery to school by a third party or online, when applicable.
- for in-class assessment tasks, HT SS and relevant Head Teacher will reschedule an alternative date for the tasks, which will be communicated to the students and parent/carer.
- For examinations, HT SS will arrange for student to sit the examination at the schedule time in an alternative school-based location. This will be communicated to the student, parent/ carer and relevant faculty Head Teacher.

Failure to comply with these procedures may result in a zero mark being awarded.

### **Extensions**

If there are difficulties of which students are aware of before the due date of a task, students may apply for an extension of time for submission of the task. The application for extension must be submitted to the faculty Head Teacher at least 5 school days before the assessment due date. Applications for extensions should be avoided because it often means that there is less time available for the preparation of the next task. Planning will usually mean that an application for extension is not necessary.

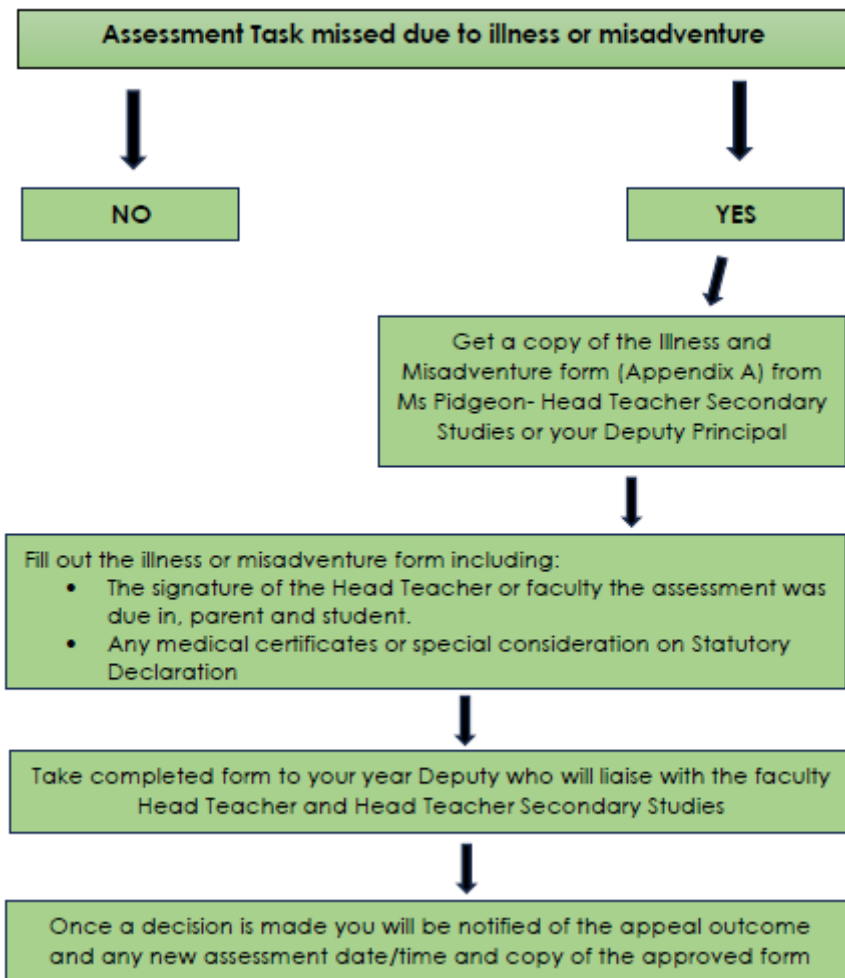
### **Illness/Misadventure**

If a student requires additional time to complete an assessment or was absent on the day an assessment was due and there is genuine reason, the student may complete an Illness/Misadventure Appeal form. This form is to be completed by the student, signed by the parent and handed to the faculty Head Teacher within 5 days following the specified due date or by the first day of return to school after an absence which encompasses the due date (whichever is sooner).

Students are strongly urged to supply evidence, such as a medical certificate, to support consideration of their claim in such circumstances. If an appeal is not lodged under these conditions, then the awarded mark will stand. Copies of appeal forms can be found with Deputy Principals.

Note:

- There is no ground for appeal against the value of the mark awarded.
- Medical certificates and/or other supplementary evidence must be provided to cover absences.
- The NESA guidelines of illness and misadventure shall form the basis for determination of appeals.
- In the event of a student missing a significant number of tasks, other assessment avenues may be explored.



### Non completion of Assessment Tasks

Assessment tasks must be submitted on time. If a student fails to do an assessment task, or to submit an assessment task on time without a valid reason, a zero mark must be recorded for that task.

A 'Non completion of a NESA course warning letter' (N Warning) will be sent home informing parent that their student is not meeting NESA requirements and is at risk of not successfully completing a course. The student is still required to complete the task to meet course requirements.

Students must make a genuine attempt at assessment tasks. If a student's attempt at a particular task scores zero or less than 50% of a task is attempted, it is a matter for the teacher's professional judgement whether the attempt is genuine. If a student does not attempt tasks with a net worth in excess of 50% in a particular course, the Principal may indicate that the course has not been satisfactorily completed.

If a student is unable to complete any assessment task by the due date, they may submit the assessment unfinished and receive marks according to the quality of the work done.

Work placement, excursions, extra-curricular activities are not a reason for non-completion of an assessment task.

### **Non-completion of course 'N' Determination Procedures**

To be eligible for the award of the HSC, Principals must certify that students have met the eligibility and pattern of study requirements as detailed by NESAs. Warning letters must be issued in time for students to redeem their assessment tasks. The letters must contain the correct information regarding NESAs policy on satisfactory completion of course requirements. If course requirements aren't completed satisfactorily, the following will occur:

#### **Stage One – Warning No. 1**

1. Classroom teacher sends an "N" Warning letter home because of non-completion of an assessment task, non-completion of coursework due to poor attendance or poor attitude in class thus leading to non-completion of course requirements.
2. A new due date for the task is recorded on the letter.
3. Letter is signed by Head Teacher and Deputy Principal then posted home.
4. Tear off slip is returned to Head Teacher or Classroom Teacher.
5. Task is redeemed but a 'zero' mark recorded.

#### **Stage Two – Warning No. 2**

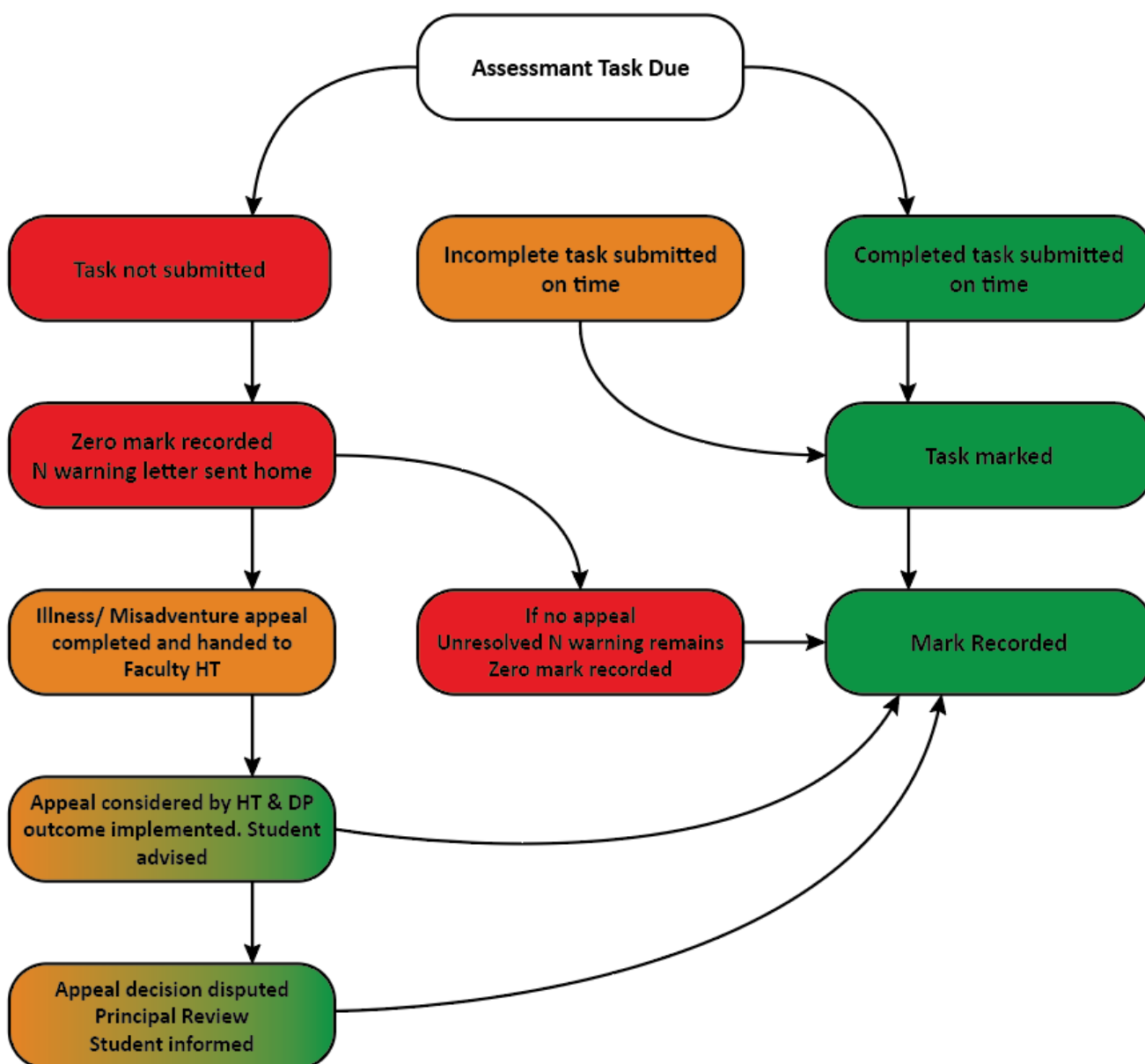
1. Classroom teacher sends a second warning letter home (if another task is not completed) or if initial task has not been completed by the new due date.
2. Letter is signed by teacher and Deputy Principal and posted home to parents.
3. Concerns are discussed with the Parent and student by the faculty Head Teacher and/or Deputy Principal.
4. Head Teacher improvement plan developed.

#### **Stage Three – Warning No. 3- Non completion**

1. If the student has not redeemed assessment tasks, or completed course requirement parents will be notified by the Deputy Principal and informed that their child is at-risk of not meeting requirements in that subject.
2. DP improvement plan developed

#### **Stage Four – Ongoing failure to complete N-warning or additional N-warnings issued**

1. If the student hasn't completed the work required or additional N-warnings are issued, then a parent meeting will be organised with the Deputy Principal informing the parents and the student that they will be 'N' Determined as they have not qualified to complete the course.
2. Parents will have the option to appeal this process to the school Principal. If the appeal is not upheld by the Principal, the parent can then appeal to NESAs.
3. Parents, Students and the Deputy Principal will discuss educational and/or employment pathways.



### Non-completion of Course 'N' Determination

NESA has delegated to Principals the authority to determine if students seeking the award of the Preliminary Certificate at their school have satisfactorily completed each course in which they are enrolled in accordance with the requirements issued.

Principals therefore will determine if there is sufficient evidence that each student has applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

While NESA does not stipulate attendance requirements, Principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences.

The Principal must:

- advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected;
- advise the parent/carer in writing (if the student is under 18 years of age);
- request from the student/parent/carer a written acknowledgement of the warning;
- issue at least one follow-up warning letter if the problem has not been corrected;
- retain copies of the warning notice(s) and other relevant documentation.

Students who have not complied with the requirement for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course.

The Principal must advise the student of the 'N' Determination, its consequences and the student's right to a school review and subsequent appeal to NESA.

### **Review of 'N' Determination**

The procedures for a school review of an 'N' Determination are as follows:

- A student seeking a review of a 'N' Determination must apply to the Principal.
- The school upholds the appeal, the school advises NESA by the date stipulated in the Preliminary Events Timetable.
- If the appeal is declined, the student may appeal to NESA.

NESA's review will focus on whether the school reviewed properly and correctly considering the matters before it. NESA will advise students and Principals of the outcome of any appeal as soon as possible.

# Illness/Misadventure Appeal Form



## Northlakes High School

Assessment - Student Appeal Form

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.

<i>Student to complete:</i>			
Student Name:		Subject:	
Teacher:		Circle one: Y12 / Y11 / RoSA	
Task Title:		Original Due Date:	
Details of circumstance that led to failure to complete/submit by the due date or details of misadventure			
<i>If more space is required, use overleaf.</i>			
Student Signature		Date	
Parent Signature		Date	

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

<i>Faculty Head Teacher to complete - Student Consultation:</i>			
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		Date	

<i>Deputy Principal to complete</i>			
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		Date	

Distribute copies; ☐ Student, ☐ Faculty, ☐ Original in PRC. ☐ Sentral Data Entry

## English - Year 9

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		<b>Week 6 Term 1, 2024</b>	<b>Week 9 Term 2, 2024</b>	<b>Week 10 Term 3, 2024</b>	<b>Week 4 Term 4, 2024</b>
		<i>Speaking and Writing (Reflection)- Media and Persuasion</i>	<i>Critical Response</i>	<i>Multimodal – Shakespeare Comparative Study</i>	<i>Listening/Writing – Going Global</i>
Reading	25%		15%	10%	
Writing	30%	5%	15%		10%
Speaking	15%	15%			
Listening	15%				15%
Viewing/ Representing	15%			15%	
<b>Total Marks</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>25%</b>	<b>25%</b>
Outcomes		EN5-ECA-01, EN5-ECB-01, EN5-URA-01	EN5-RVL-01, EN5-URA -01, EN5-URC-01	EN5-ECA-01, EN5-URB-01, EN5-URC-01	EN5-RVL-01, EN5-URB-01, EN5-ECB-01

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



## English - Year 10

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		<b>Week 9 Term 1, 2024</b>	<b>Week 9 Term 2, 2024</b>	<b>Week 8 Term 3, 2024</b>	<b>Week 3 Term 4, 2024</b>
		<i>Reading and Writing Extended response</i>	<i>Speaking &amp; Writing Burton critical study</i>	<i>Multimodal- Shakespeare Macbeth website</i>	<i>Listening/ Writing Speculative Fiction (Reflection)</i>
Reading	25%	15%		10%	
Writing	30%	15%	10%		5%
Speaking	15%		15%		
Listening	15%				15%
Viewing/ Representing	15%			15%	
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>
Outcomes		EN5-1A, EN5-4B EN5-5C	EN5-9E, EN5-6C	EN5-2A, EN5-7D, EN5-8D	EN5-5C, EN5-3B

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 - Year 9 Core

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Week 9 Term 1, 2024	Week 5 Term 2, 2024	Week 9 Term 3, 2024	Week 5 Term 4, 2024
		<i>Working Mathematically, Number &amp; Algebra, Pythagoras Theorem, Trigonometry. <b>Task Type:</b> Scaffolded Learning/ Investigation task</i>	<i>Working Mathematically, Probability, Financial Mathematics. <b>Task Type:</b> Assignment/ Investigation task</i>	<i>Working Mathematically, Data Analysis, Equations, Indices, Area. <b>Task Type:</b> Assignment/ Investigation task</i>	<i>Working Mathematically, Geometry, Linear Relationships, Numbers of any magnitude. <b>Task Type:</b> Yearly Exam</i>
Understanding, Fluency and Communication	50%	10%	15%	10%	15%
Problem Solving, Reasoning and Justification	50%	10%	15%	10%	15%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>
<b>Course Outcomes</b>		MAO-WM-01, MA5-TRG-C-01.	MAO-WM-01, MA5-PRO-C-01, MA5-FIN-C-01.	MAO-WM-01, MA5-DAT-C-01, MA5-EQU-C-01, MA5-IND-C-01, MA5-ARE-C-01.	MAO-WM-01, MA5-GEO-C-01, MA5-LIN-C-01, MA5-MAG-C-01.

**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.

**Outcomes for the new syllabus can be found using the link below:**

<https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10-2022/outcomes>

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## Mathematics - Year 9 Core & Selected Pathways V

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Week 9 Term 1, 2024	Week 5 Term 2, 2024	Week 9 Term 3, 2024	Week 5 Term 4, 2024
		Working Mathematically, Numbers of any magnitude, Pythagoras Theorem, Trigonometry. <b>Task Type:</b> Scaffolded Learning/ Investigation task	Working Mathematically, Probability, Financial Mathematics. <b>Task Type:</b> Assignment/ Investigation task	Working Mathematically, Data Analysis, Equations, Indices, Area. <b>Task Type:</b> Assignment/ Investigation task	Working Mathematically, Geometry, Linear Relationships. <b>Task Type:</b> Yearly Exam
Understanding, Fluency and Communication	50%	10%	15%	10%	15%
Problem Solving, Reasoning and Justification	50%	10%	15%	10%	15%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>
<b>Course Outcomes</b>		MAO-WM-01, MA5-MAG-C-01, MA5-TRG-C-01.	MAO-WM-01, MA5-PRO-C-01, MA5-FIN-C-01.	MAO-WM-01, MA5-DAT-C-01, MA5-EQU-C-01, MA5-IND-C-01, MA5-ARE-C-01.	MAO-WM-01, MA5-GEO-C-01, MA5-LIN-C-01.

**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.

**Outcomes for the new syllabus can be found using the link below:**

<https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10-2022/outcomes>

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## Mathematics - Year 9 Core & Selected Pathways A

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Week 9 Term 1, 2024	Week 5 Term 2, 2024	Week 9 Term 3, 2024	Week 5 Term 4, 2024
		<i>Working Mathematically, Numbers of any magnitude, Indices, Pythagoras Theorem, Trigonometry.</i> <b>Task Type:</b> <i>Scaffolded Learning/ Investigation task</i>	<i>Working Mathematically, Probability, Financial Mathematics.</i> <b>Task Type:</b> <i>Assignment/ Investigation task</i>	<i>Working Mathematically, Data Analysis, Equations, Area.</i> <b>Task Type:</b> <i>Assignment/ Investigation task</i>	<i>Working Mathematically, Geometry, Algebraic Techniques, Linear Relationships.</i> <b>Task Type:</b> <i>Yearly Exam</i>
Understanding, Fluency and Communication	50%	10%	15%	10%	15%
Problem Solving, Reasoning and Justification	50%	10%	15%	10%	15%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>
<b>Course Outcomes</b>		MAO-WM-01, MA5-MAG-C-01, MA5-IND-C-01, MA5-TRG-C-01.	MAO-WM-01, MA5-PRO-C-01, MA5-FIN-C-01.	MAO-WM-01, MA5-DAT-C-01, MA5-EQU-C-01, MA5-EQU-P-01 MA5-ARE-C-01.	MAO-WM-01, MA5-GEO-C-01, MA5-ALG-C-01, MA5-LIN-C-01.

**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.

**Outcomes for the new syllabus can be found using the link below:**

<https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10-2022/outcomes>

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## Mathematics 5.1 - Year 10

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		<b>Week 10 Term 1, 2024</b>	<b>Week 9 Term 2, 2024</b>	<b>Week 8 Term 9, 2024</b>	<b>Week 4 Term 4, 2024</b>
		Number & Algebra, Measurement & Geometry, Working Mathematically <b>Task Type:</b> Scaffolded Learning/ Investigation task	Number & Algebra, Measurement & Geometry, Working Mathematically <b>Task Type:</b> Assignment/ Investigation task	Number & Algebra, Measurement & Geometry, Statistics & Probability, Working Mathematically <b>Task Type:</b> Assignment/ Investigation task	Number & Algebra, Measurement & Geometry, Statistics & Probability, Working Mathematically <b>Task Type:</b> Written Exam
Understanding, Fluency and Communication	50%	15%	15%	15%	5%
Problem Solving, Reasoning and Justification	50%	15%	15%	15%	5%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>30%</b>	<b>10%</b>
Outcomes		MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-9MG, MA4-16MG, MA5.1-9NA	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-9NA, MA5.1-9MG, MA4-12MG, MA4-13MG, MA5.1-8MG	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-13SP, MA5.1-6NA, MA5.1-10MG, MA5.1-7NA	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-7NA, MA5.1-4NA, MA5.1-11MG, MA5.1-12SP

Objectives	
Knowledge, skills & understanding:	Students:
Working Mathematically <b>WM</b>	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 <b>NA</b>	Develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation
Measurement and Geometry <b>MG</b>	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 <b>SP</b>	Collect, represent, analyse, interpret and evaluate data, assign and use probabilities and make sound judgements.

## Mathematics 5.2 - Year 10

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		<b>Week 10 Term 1, 2024</b>	<b>Week 9 Term 2, 2024</b>	<b>Week 8 Term 3, 2024</b>	<b>Week 4 Term 4, 2024</b>
		<i>Topic/Content Number &amp; Algebra, Measurement &amp; Geometry, Working Mathematically <b>Task Type:</b> Scaffolded Learning/ Investigation task</i>	<i>Topic/Content Number &amp; Algebra, Measurement &amp; Geometry, Working Mathematically <b>Task Type:</b> Assignment/ Investigation Task</i>	<i>Topic/Content Number &amp; Algebra, Measurement &amp; Geometry, Working Mathematically <b>Task Type:</b> Assignment/ Investigation task</i>	<i>Topic/Content Number &amp; Algebra, Statistics &amp; Probability, Working Mathematically <b>Task Type:</b> Written Exam</i>
Understanding, Fluency and Communication	50%	15%	15%	15%	5%
Problem Solving, Reasoning and Justification	50%	15%	15%	15%	5%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>30%</b>	<b>10%</b>
Outcomes		MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.1-5NA, MA5.2-7NA, MA4-16MG, MA4-7NA, MA5.2-6NA, MA5.2-4NA	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-4NA, MA5.1-8MG, MA5.2-11MG, MA5.2-12MG, MA5.2-6NA	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-6NA, MA5.2-14MG, MA5.1-10MG, MA5.2-13MG, MA5.2-8NA	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-8NA, MA5.2-15SP, MA5.2-16SP, MA5.2-9NA

Objectives	
Knowledge, skills & understanding	Students:
Working Mathematically <b>WM</b>	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 <b>NA</b>	Develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation
Measurement and Geometry <b>MG</b>	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 <b>SP</b>	Collect, represent, analyse, interpret and evaluate data, assign and use probabilities and make sound judgements.

## Mathematics 5.3 - Year 10

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		<b>Week 10 Term 1, 2024</b>	<b>Week 9 Term 2, 2024</b>	<b>Week 8 Term 3, 2024</b>	<b>Week 4 Term 4, 2024</b>
		Number & Algebra, Measurement & Geometry, Working Mathematically <b>Task Type:</b> Scaffolded Learning/ Investigation task	Number & Algebra, Measurement & Geometry, Working Mathematically <b>Task Type:</b> Assignment/ Investigation task	Number & Algebra, Statistics & Probability, Working Mathematically <b>Task Type:</b> Assignment/ Investigation task	Number & Algebra, Measurement & Geometry, Statistics & Probability, Working Mathematically <b>Task Type:</b> Written Exam
Understanding, Fluency and Communication	50%	15%	15%	15%	5%
Problem Solving, Reasoning and Justification	50%	15%	15%	15%	5%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>30%</b>	<b>10%</b>
Outcomes		MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-4NA, MA5.3-6NA, MA5.2-12MG, MA5.3-13MG, MA5.3-14MG	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-5NA, MA5.2-12MG, MA5.3-13MG, MA5.3-14MG	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-15MG, MA5.3-18SP, MA5.3-7NA, MA5.3-8NA	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-16SP, MA5.3-8NA, MA5.3-16MG

Objectives	
Knowledge, skills & understanding	Student:
Working Mathematically <b>WM</b>	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 <b>NA</b>	Develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation
Measurement and Geometry <b>MG</b>	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 <b>SP</b>	Collect, represent, analyse, interpret and evaluate data, assign and use probabilities and make sound judgements.

## Science - Year 9

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		<b>Week 9 Term 1, 2024</b>	<b>Week 7 Term 2, 2024</b>	<b>Week 8 Term 3, 2024</b>	<b>Week 4 Term 4, 2024</b>
		<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%
<b>Total Marks</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
Outcomes		5	3, 4	1,2	5

## Science - Year 10

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		<b>Week 9 Term 1, 2024</b>	<b>Week 8 Term 2, 2024</b>	<b>Week 9 Term 3, 2024</b>	<b>Week 4 Term 4, 2024</b>
		<i>Physics Research Project</i>	<i>Chemistry Practical Depth Study</i>	<i>Biology – Communication</i>	<i>Yearly Examination</i>
Knowledge	40%			15%	25%
Skills	60%	25%	20%	10%	5%
<b>Total Marks</b>	<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>
Outcomes		3, 4	3,4	5	1,2,4



Science Outcomes	
1	<p><b>Applies knowledge and understanding of scientific concepts to familiar situations</b></p> <p>SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion</p> <p>SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems</p> <p>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</p> <p>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</p> <p>SC5-14LW analyses interactions between components and processes within biological systems</p> <p>SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society</p> <p>SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available</p> <p>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</p>
2	<p><b>Applies knowledge and understanding of scientific concepts to problem solve in unfamiliar situations.</b></p> <p>SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems</p>
3	<p><b>Plans and conducts scientific investigations.</b></p> <p>SC5-4WS develops questions or hypotheses to be investigated scientifically</p> <p>SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p>SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively</p>
4	<p><b>Organises and analyses data and evaluates a scientific investigation.</b></p> <p>SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p>
5	<p><b>Demonstrates scientific literacy when communicating scientific concepts.</b></p> <p>SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p>

## PDHPE - Year 9

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		<b>Week 10 Term 1, 2024</b>	<b>Week 10 Term 2, 2024</b>	<b>Week 10 Term 3, 2024</b>	<b>Skills Based Assessment Term 4</b>
		<i>Respect Assignment</i>	<i>Health Status of Young People Topic Test</i>	<i>Media, Marketing and Health Research Task</i>	<i>Fitness Movement Skills</i>
Respect	<b>20%</b>	20%			
Health Status of Young People	<b>15%</b>		15%		
Media Marketing & Health	<b>15%</b>			15%	
Practical units	<b>50%</b>	15%- Athletics XC PD5-4, PD5-5, PD5-11	10% Net Games PD5-4, PD5-5, PD5-11	15% Court Sports PD5-4, PD5-5, PD5-11	10% PD5-4, PD5-5, PD5-11
<b>Total Marks</b>	<b>100%</b>	<b>35%</b>	<b>25%</b>	<b>30%</b>	<b>10%</b>
Outcomes		PD5-3, PD5-10	PD5-2, PD5-6	PD5-7 PD5-9	PD5-4, PD5-5, PD5-11

## PDHPE - Year 10

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		<b>Week 10 Term 1, 2024</b>	<b>Weeks 9-10 Term 2, 2024</b>	<b>Weeks 9-10 Term 3, 2024</b>	<b>Weeks 6-10 Term 3, 2024</b>
		<i>White Ribbon Assignment</i>	<i>Risk Taking Topic test</i>	<i>Diversity Research Task</i>	<i>Game Sense Movement Skills</i>
White Ribbon	15%	15%			
Risk Taking- Drugs/Mind Matters	15%		15%		
Diversity, acceptance and inclusion	20%			20%	
Practical	50%	15% Dance/Performance PD5-4, PD5-5	15% Invasion Games PD5-4, PD5-5	10% Games of the World PD5-4, PD5-5	10% Game Sense PD5-4, PD5-5 PD5-11
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>30%</b>	<b>10%</b>
Outcomes		PD5-3, PD5-10	PD5-2, PD5-6, PD5-8	PD5-7, PD5-9	

<b>PDHPE Outcomes</b>	
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 – Stage 5

<b>Course Outline:</b> 1. Sustainable Biomes 2. Changing Places 3. Human Wellbeing 4. Environmental Change and Management	<b>Weighting</b>	Task 1	Task 2	Task 3	Task 4
		<b>Week 6 Term 1, 2024</b>	<b>Week 4 Term 2, 2024</b>	<b>Week 6 Term 1, 2025</b>	<b>Week 4 Term 2, 2025</b>
		<i>Research: Sustainable Biomes</i>	<i>Geography Tools Skills &amp; Changing Places Exam</i>	<i>Research: Human Wellbeing</i>	<i>Geography Tools Skills &amp; Environmental Change and Management Exam</i>
Objective One	<b>50%</b>	15%	10%	15%	10%
Objective Two	<b>50%</b>	10%	15%	10%	15%
<b>Total Marks</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>Outcomes</b>		GE5-1, GE5-2, GE5-7, GE5-8	GE5-3, GE5-7, GE5-8	GE5-4, GE5-6, GE5-7, GE5-8	GE5-5, GE5-7, GE5-8

## Geography - Year 10 (2024 Only)

<b>Components</b>	<b>Weighting</b>	Task 1	Task 2	Task 3	Task 4
		<b>Week 8 Term 1, 2024</b>	<b>Week 4 Term 2, 2024</b>	<b>Week 5 Term 2, 2024</b>	<b>Week 5 Term 2, 2024</b>
		<i>Research: Human Wellbeing</i>	<i>Geography Tools Skills Exam</i>	<i>Bookwork: Environmental Change and Management</i>	<i>AVID Engagement</i>
Objective One	<b>40%</b>	30%		5%	5%
Objective Two	<b>60%</b>	10%	40%	5%	5%
<b>Total Marks</b>	<b>100%</b>	<b>40%</b>	<b>40%</b>	<b>10%</b>	<b>10%</b>
<b>Outcomes</b>		GE5-2, GE5-3, GE5-4, GE5-6, GE5-7, GE5-8	GE5-7, GE5-8	GE5-1, GE5-5, GE5-7, GE5-8	GE5-1, GE5-5, GE5-7, GE5-8

## Geography Outcomes

### Objective 1:

- Develop knowledge and understanding of the features and characteristics of places and environments across a range of scales
- Develop 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 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

### Objective 2:

- Apply geographical tools for geographical inquiry
- Develop 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 Stage 5

Course Outline 1. Making a Nation 2. Australia and War 3. Rights and Freedoms 4. The Holocaust 5. Popular Culture	Weighting	Task 1	Task 2	Task 3	Task 4
		<b>Week 6 Term 3, 2024</b>	<b>Week 4 Term 4, 2024</b>	<b>Week 6 Term 3, 2025</b>	<b>Week 4 Term 4, 2025</b>
		<i>Research: Australia at War</i>	<i>Knowledge &amp; Source Analysis Exam: Making a Nation</i>	<i>Research: Popular Culture</i>	<i>Knowledge &amp; Source Analysis Exam: Rights and Freedoms &amp; The Holocaust</i>
Objective One	<b>40%</b>	10%	10%	10%	10%
Objective Two	<b>40%</b>	5%	15%	5%	15%
Objective Three	<b>20%</b>	10%		10%	
<b>Total Marks</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>Outcomes</b>		HT5-3, HT5-4, HT5-8, HT5-9, HT5-10	HT5-1, HT5-2, HT5-5, HT5-6, HT5-7	HT5-3, HT5-4, HT5-8, HT5-9, HT5-10	HT5-1, HT5-2, HT5-5, HT5-6, HT5-7

## History - Year 10

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		<b>Week 8 Term 3, 2024</b>	<b>Week 4 Term 4, 2024</b>	<b>Week 5 Term 4, 2024</b>	<b>Week 5 Term 4, 2024</b>
		<i>Research: Popular Culture</i>	<i>Knowledge &amp; Source Analysis Exam: Rights and Freedoms</i>	<i>Bookwork</i>	<i>AVID Engagement</i>
Objective One	<b>30%</b>	10%	10%	5%	5%
Objective Two	<b>30%</b>	10%	20%		
Objective Three	<b>40%</b>	20%	10%	5%	5%
<b>Total Marks</b>	<b>100%</b>	<b>40%</b>	<b>40%</b>	<b>10%</b>	<b>10%</b>
<b>Outcomes</b>		HT5-3, HT5-8, HT5-9, HT5-10	HT5-1, HT5-5, HT5-6, HT5-7, HT5-9, HT5-10	HT5-2, HT5-4, HT5-9, HT5-10	HT5-1, HT5-2, HT5-4, HT5-9, HT5-10

History Outcomes	
Objective 1: <ul style="list-style-type: none"> <li>Students develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia</li> <li>Students develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia.</li> </ul>	
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: <ul style="list-style-type: none"> <li>Students develop skills to undertake the process of historical inquiry</li> </ul>	
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: <ul style="list-style-type: none"> <li>Students develop skills to communicate their understanding of history</li> </ul>	
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

## Aboriginal Studies – 100hr (Year 9 & 10)

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		<b>Week 9 Term 1, 2024</b>	<b>Week 5 Term 2, 2024</b>	<b>Week 10 Term 3, 2024</b>	<b>Week 5 Term 4, 2024</b>
		<i>Case Study: Aboriginal Identities</i>	<i>Research Task: Aboriginal Enterprises and Organisations</i>	<i>Mini Project: Visual Arts, Film and Television</i>	<i>AVID Engagement</i>
Core Study: Aboriginal Identities	<b>40%</b>	40%			
Option 1: Aboriginal Enterprises and Organisations	<b>20%</b>		10%		10%
Option 2: Aboriginal Peoples and the Visual Arts	<b>20%</b>			20%	
Option 6: Aboriginal Peoples and Film and Television	<b>20%</b>			20%	
<b>Total Marks</b>	<b>100%</b>	<b>40%</b>	<b>10%</b>	<b>40%</b>	<b>10%</b>
Outcomes		AST5-1 AST5-2 AST5-3 AST5-5 AST5-10 AST5-11	AST5-6 AST5-7 AST5-8 AST5-10 AST5-11	AST5-4 AST5-9 AST5-10 AST5-11	AST5-10 AST5-11



<b>Aboriginal Studies Outcomes</b>	
<b>Objective 1</b>	<b>Students develop knowledge and understanding of similarities and diversity in Aboriginal identities, communities and cultural expression.</b>
AST5-1	Describes the factors that contribute to an Aboriginal person's identity
AST5-2	Explains ways in which Aboriginal Peoples maintain identity
AST5-3	Describes the dynamic nature of Aboriginal cultures
AST5-4	Explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
AST5-5	Explains the importance of families and communities to Aboriginal Peoples
<b>Objective 2</b>	<b>Students develop understanding of the importance of Aboriginal self-determination and autonomy.</b>
AST5-6	Explains the importance of self-determination and autonomy to Aboriginal Peoples' participation nationally and internationally
<b>Objective 3</b>	<b>Students develop understanding of Aboriginal Peoples' ongoing local, regional, national and international roles, and range of relationships with non-Aboriginal peoples</b>
AST5-7	Assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally
AST5-8	Analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples
<b>Objective 4</b>	<b>Students develop knowledge and understanding of the factors influencing non-Aboriginal peoples' range of perceptions of Aboriginal Peoples and cultures, and the effects of these perceptions.</b>
AST5-9	Analyses the factors that influence – peoples' range of perceptions of Aboriginal Peoples and cultures
<b>Objective 5</b>	<b>Students develop research and communication skills that use appropriate protocols and ethical practices when working with Aboriginal communities.</b>
AST5-10	Identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data
AST5-11	Selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

## Agriculture – 100hr (Year 9 & 10)

Components	Weighting	Task 1	Task 2	Task 3
		<b>Week 9 Term 1, 2024</b>	<b>Week 10 Term 2, 2024</b>	<b>Week 9 Term 3, 2024</b>
		<i>Safety Poster – Self, Plants &amp; Animals</i>	<i>Practical Investigation</i>	<i>Research &amp; Report</i>
Core A - Animal Production 1	<b>55%</b>	15%		40%
Core A - Plant Production 1	<b>45%</b>	15%	30%	
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
Outcomes		AG5-3, AG5-13, AG5-14	AG5-1, AG5-4, AG5-11, AG5-12	AG5-7, AG5-9, AG5-14

## Agriculture – 200hr (Year 10)

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		<b>Week 10 Term 1, 2024</b>	<b>Week 7 Term 2, 2024</b>	<b>Week 9 Term 3, 2024</b>	<b>Week 4 Term 4, 2024</b>
		<i>Portfolio</i>	<i>Practical Investigation</i>	<i>Research &amp; Report</i>	<i>Yearly Examination</i>
Core A - Animal Production 2	<b>35%</b>	25%			10%
Core A - Plant Production 2	<b>35%</b>		25%		10%
Core B	<b>30%</b>			20%	10%
<b>Total Marks</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>
Outcomes		AG5-4, AG5-13	AG15-11, AG5-1	AG5-3, AG5-5	AG5-1, AG5-4, AG5-14

<b>Agriculture Outcomes</b>	
1	<p><b>Demonstrates knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives</b></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><b>Demonstrates knowledge of and skills in the effective and responsible production and marketing of agricultural products</b></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><b>Develops an understanding of sustainable and ethical practices that support productive and profitable agriculture</b></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><b>Demonstrates skills in problem-solving, including investigating, collecting, analysing, interpreting and communicating information in agricultural context</b></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><b>Demonstrates knowledge and skills in implementing collaborative and safe work practices in agricultural contexts.</b></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 (Years 9 & 10)

Components	Weighting	Task 1	Task 2
		<b>Week 4 Term 2, 2024</b>	<b>Week 4 Term 4, 2024</b>
		<i>Semester 1 Portfolio</i>	<i>Semester 1 Portfolio</i>
Writing	20%	10%	10%
Inquiry	20%	10%	10%
Collaboration	20%	10%	10%
Organisation	20%	10%	10%
Reading	20%	10%	10%
<b>Total Marks</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>
Outcomes		1,2,3,4,5	1,2,3,4,5

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

## Child Studies (Year 9 & 10)

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		<b>Week 9</b> <b>Term 1, 2024</b>	<b>Week 8</b> <b>Term 2, 2024</b>	<b>Week 8</b> <b>Term 3, 2024</b>	<b>Week 4</b> <b>Term 4, 2024</b>
		<i>Assignment</i>	<i>Research Task</i>	<i>In Class task</i>	<i>Online Quiz</i>
Preparing for Parenthood	<b>25%</b>	25%			
Geography Conception to Birth	<b>25%</b>		25%		
Newborn Care	<b>25%</b>			25%	
Child Health and Safety	<b>25%</b>				25%
<b>Total Marks</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>Outcomes</b>		CS5-7, CS5-8, CS5-9	CS5-1, CS5-11	CS5-6, CS5-10	CS5-2, CS5-4

Child Studies 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

## Dance – 200hr (Year 9)

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		<b>Week 9 Term 1, 2024</b>	<b>Week 2 Term 2, 2024</b>	<b>Week 10 Term 3, 2024</b>	<b>Week 3 Term 4, 2024</b>
		<i>Performance and Written Safe Dance Practice Task</i>	<i>Composition Workshop Task</i>	<i>Appreciation In- Class Examination</i>	<i>Practical Assessment of Group Musical Theatre Dance &amp; Poster/Program Design</i>
Performance	<b>40%</b>	25%			15%
Composition	<b>30%</b>		20%		10%
Appreciation	<b>30%</b>			20%	10%
<b>Total Marks</b>	<b>100%</b>	25%	20%	20%	35%
Outcomes		5.1.1, 5.1.3	5.2.1, 5.2.2	5.3.1, 5.3.2, 5.3.3	5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.3.3

Dance Outcomes	
5.1.1	demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
5.1.2	demonstrates enhanced dance technique by manipulating aspects of the elements of dance
5.1.3	demonstrates an understanding and application of aspects of performance quality and interpretation through performance
5.2.1	explores the elements of dance as the basis of the communication of ideas
5.2.2	composes and structures dance movement that communicates an idea
5.3.1	describes and analyses dance as the communication of ideas within a context
5.3.2	identifies and analyses the link between their performances and compositions and dance works of art
5.3.3	applies understandings and experiences drawn from their own work and dance works of art

## Food Technology – 100hr (Year 9 & 10)

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		<b>Week 6 Term 1, 2024</b>	<b>Week 7 Term 2, 2024</b>	<b>Week 6 Term 3, 2024</b>	<b>Week 5 Term 4, 2024</b>
		<i>Food in Australia Research Task (Flyer)</i>	<i>Food Selection and Health Research Task</i>	<i>Food for Specific Needs Research Task &amp; Recipe Development</i>	<i>Yearly Examination</i>
Knowledge and Understanding	<b>40%</b>	25%	10%		5%
Investigating and Researching	<b>10%</b>			5%	5%
Communication	<b>15%</b>		15%		
Food preparation	<b>15%</b>		5%	10%	
Problem solving	<b>20%</b>	5%		15%	
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>30%</b>	<b>10%</b>
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

## Food Technology – 200hr (Year 10)

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		<b>Week 7 Term 1, 2024</b>	<b>Week 6 Term 2, 2024</b>	<b>Week 6 Term 3, 2024</b>	<b>Week 4 Term 4, 2024</b>
		<i>Food Quality Written Report</i>	<i>Food Trends Practical Task</i>	<i>Food Product Development Research &amp; Design Task</i>	<i>Yearly Examination</i>
Knowledge and Understanding	<b>15%</b>			5%	10%
Investigating and Researching	<b>15%</b>	5%	5%	5%	
Communication	<b>10%</b>	5%	5%		
Food preparation	<b>40%</b>	15%	10%	15%	
Problem solving	<b>20%</b>	5%	10%	5%	
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>30%</b>	<b>10%</b>
Outcomes		FT5-2, FT5-6, FT5-8, FT5-10	FT5-9, FT5-11, FT5-12	FT5-1, FT5-3, FT5-4, FT5-5	FT5-2, FT5-6, FT5- 7, FT5-13

<b>Food Technology Outcomes</b>	
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 – 100hr (Year 9 & 10)

Components	Weighting	Task 1	Task 2	Task 3
		<b>Week 5 Term 2, 2024</b>	<b>Week 3 Term 3, 2024</b>	<b>Week 3 Term 4, 2024</b>
		<i>Practical Project and Portfolio</i>	<i>Research Assignment</i>	<i>Practical Project and Portfolio</i>
Skills Based Learning	<b>40%</b>	20%		20%
Investigation & Researching	<b>20%</b>		20%	
Knowledge & Understanding	<b>20%</b>	10%		10%
Communication	<b>20%</b>	10%		10%
<b>Total Marks</b>	<b>100%</b>	<b>40%</b>	<b>20%</b>	<b>40%</b>
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,

## Industrial Technology Multimedia – 200hr (Year 10)

Components	Weighting	Task 1	Task 2	Task 3
		<b>Week 5 Term 2, 2024</b>	<b>Week 3 Term 4, 2024</b>	<b>Week 3 Term 4, 2024</b>
		<i>Practical Project and Portfolio Apps &amp; Interactivity</i>	<i>Practical Project and Portfolio Games &amp; Simulations</i>	<i>Yearly Exam</i>
Skills based learning - Producing	<b>40%</b>	20%	20%	
Investigation & Researching	<b>10%</b>	5%	5%	
Knowledge & Understanding	<b>30%</b>	5%	5%	20%
Communication, Designing and Evaluating	<b>20%</b>	10%	10%	
<b>Total Marks</b>	<b>100%</b>	<b>40%</b>	<b>40%</b>	<b>20%</b>
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

<b>Industrial Technology Multimedia Outcomes</b>	
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 (Year 9 & 10)

Components	Weighting	Task 1	Task 2	Task 3
		<b>Week 5 Term 2, 2024</b>	<b>Week 3 Term 3, 2024</b>	<b>Week 3 Term 4, 2024</b>
		<i>Practical Project and Portfolio</i>	<i>Research Assignment</i>	<i>Practical Project and Portfolio</i>
Skills Based Learning	<b>40%</b>	20%		20%
Investigation & Researching	<b>20%</b>		20%	
Knowledge & Understanding	<b>20%</b>	10%		10%
Communication	<b>20%</b>	10%		10%
<b>Total Marks</b>	<b>100%</b>	<b>40%</b>	<b>20%</b>	<b>40%</b>
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

## Industrial Technology Metal – 200hr (Year 10)

Components	Weighting	Task 1	Task 2	Task 3
		<b>Week 5 Term 2, 2024</b>	<b>Week 3 Term 4, 2024</b>	<b>Week 3 Term 4, 2024</b>
		<i>Practical Project and Portfolio</i>	<i>Practical Project and Portfolio</i>	<i>Yearly Exam</i>
Skills based learning - Producing	<b>40%</b>	20%	20%	
Investigation & Researching	<b>10%</b>	5%	5%	
Knowledge & Understanding	<b>30%</b>	5%	5%	20%
Communication, Designing and Evaluating	<b>20%</b>	10%	10%	
<b>Total Marks</b>	<b>100%</b>	<b>40%</b>	<b>40%</b>	<b>20%</b>
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

<b>Industrial Technology Metal Outcomes</b>	
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 (Year 9 & 10)

Components	Weighting	Task 1	Task 2	Task 3
		<b>Week 5 Term 2, 2024</b>	<b>Week 3 Term 3, 2024</b>	<b>Week 3 Term 4, 2024</b>
		<i>Practical Project and Portfolio</i>	<i>Research Assignment</i>	<i>Practical Project and Portfolio</i>
Skills Based Learning	<b>40%</b>	20%		20%
Investigation & Researching	<b>20%</b>		20%	
Knowledge & Understanding	<b>20%</b>	10%		10%
Communication	<b>20%</b>	10%		10%
<b>Total Marks</b>	<b>100%</b>	<b>40%</b>	<b>20%</b>	<b>40%</b>
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

## Industrial Technology Timber – 200hr (Year 10)

Components	Weighting	Task 1	Task 2	Task 3
		<b>Week 5 Term 2, 2024</b>	<b>Week 3 Term 4, 2024</b>	<b>Week 3 Term 4, 2024</b>
		<i>Practical Project and Portfolio</i>	<i>Practical Project and Portfolio</i>	<i>Yearly Examination</i>
Skills based learning - Producing	<b>40%</b>	20%	20%	
Investigation & Researching	<b>10%</b>			10%
Knowledge & Understanding	<b>30%</b>	10%	10%	10%
Communication, Designing and Evaluating	<b>20%</b>	10%	10%	
<b>Total Marks</b>	<b>100%</b>	<b>40%</b>	<b>40%</b>	<b>20%</b>
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

<b>Industrial Technology Timber Outcomes</b>	
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

## Japanese 100hr (Year 9 & 10)

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		<b>Week 9 Term 1, 2024</b>	<b>Week 5 Term 2, 2024</b>	<b>Week 8 Term 3, 2024</b>	<b>Week 4 Term 4, 2024</b>
		<i>Communicating with a Pen Pal</i>	<i>Create and Perform Dialogue</i>	<i>Topic Test: My lifestyle</i>	<i>Travel Podcast</i>
Interacting: Speaking	<b>25%</b>		15%		10%
Understanding Text: Listening	<b>20%</b>	5%		15%	
Understanding Text: Readling	<b>20%</b>	10%		10%	
Creating Text: Writing	<b>35%</b>	10%	10%		15%
<b>Total Marks</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
Outcomes		ML5-INT-01 ML5-UND-01 ML5-CRT-01	ML5-INT-01 ML5-CRT-01	ML5-UND-01 ML5-CRT-01	ML5-INT-01 ML5-CRT-01

Japanese Outcomes		
Interacting	<b>ML5-INT-01</b>	Exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language
Understanding	<b>ML5-UND-01</b>	Analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding
Creating	<b>ML5-CRT-01</b>	Creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

## Marine and Aquaculture Technology – 100hr (Year 9 & 10)

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Week 9 Term 1, 2024	Week 9 Term 2, 2024	Week 9 Term 3, 2024	Week 4 Term 4, 2024
		<i>Practical Tests Safety &amp; Resuscitation</i>	<i>Depth Study Marine Mammals &amp; The Oceans</i>	<i>Depth Study Dangerous Marine Creatures &amp; Fish Harvesting</i>	<i>Yearly Exam</i>
Knowledge & Understanding	<b>40%</b>	5%	5%	5%	25%
Skills	<b>60%</b>	20%	20%	20%	
<b>Total Marks</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
Outcomes		4	6	2	1

Marine and Aquaculture Technology Outcomes	
1	<b>knowledge and understanding of marine and aquatic environments</b> <b>MAR5.1</b> identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships <b>MAR5.2</b> identifies, describes and evaluates the social and economic importance of marine ecosystems
2	<b>knowledge and understanding of the economical sustainability of aquaculture</b> <b>MAR5.3</b> identifies, describes and evaluates the effects humans have had on the marine environment
3	<b>knowledge, understanding and skills that promote ethical and sustainable practices in the use, management and protection of the marine environment</b> <b>MAR5.7</b> identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment <b>MAR5.8</b> identifies, describes and evaluates policies for monitoring and conserving the marine environment
4	<b>knowledge, understanding and skills in the responsible selection and safe use of materials, equipment and techniques used in aquaculture and marine and maritime activities</b> <b>MAR5.9</b> selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings <b>MAR5.10</b> demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations
5	<b>knowledge and understanding of the industries and organisations using, managing and regulating aquaculture and the marine environment</b> <b>MAR5.11</b> identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits
6	<b>knowledge and skills in researching, experimenting and communicating in marine and aquaculture contexts</b> <b>MAR5.13</b> collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information <b>MAR5.14</b> recalls aspects of the marine environment using relevant conventions, terminology and symbols



## Music – 100hr (Year 9 & 10)

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		<b>Week 9 Term 1, 2024</b>	<b>Week 5 Term 2, 2024</b>	<b>Week 9 Term 3, 2024</b>	<b>Week 5 Term 4, 2024</b>
		<i>Performance Topic 1</i>	<i>Listening &amp; Composition Topic 2</i>	<i>Listening &amp; Performance Topic 3</i>	<i>Performance Topic 4</i>
Performance	40%	15%		10%	15%
Composition	25%		25%		
Listening	35%		20%	15%	
<b>Total Marks</b>	<b>100%</b>	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

Music 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 & Sport Studies - (Year 9 & 10)

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		<b>Week 10 Term 1, 2024</b>	<b>Week 10 Term 2, 2024</b>	<b>Week 10 Term 3, 2024</b>	<b>Skills Based Assessment Term 1/4</b>
		<i>Assignment</i>	<i>In class task</i>	<i>Research Task</i>	<i>Movement Skill</i>
Technology in Sport	<b>25%</b>	25%			
Body Systems and Energy	<b>25%</b>		25%		
Australia's Sporting Identity	<b>25%</b>			25%	
Practical units	<b>25%</b>				25%
<b>Total Marks</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
Outcomes		PASS 5-6 PASS 5-10	PASS5-1, PASS5-2	PASS 5-3 PASS 5-4	PASS5-5 PASS5-7 PASS5-9

Physical Activity & Sport Studies 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 (Year 9 & 10)

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		<b>Week 10 Term 1, 2024</b>	<b>Week 3 Term 2, 2024</b>	<b>Week 7 Term 3, 2024</b>	<b>Week 3 Term 4, 2024</b>
		<i>Portfolio 1</i>	<i>Research Assignment</i>	<i>Research Assignment</i>	<i>Portfolio 2</i>
Marking	<b>40%</b>		20%	20%	
Critical and Historical	<b>60%</b>	30%			30%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>
Outcomes		5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10	5.7, 5.8, 5.9 5.10	5.1, 5.2, 5.3 5.4, 5.5, 5.6

Photography 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

## Psychology - 100hr (Year 9 & 10)

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Week 6 Term 1, 2024	Week 8 Term 2, 2024	Week 7 Term 3, 2024	Week 4 Term 4, 2024
		<i>Research What is Psychology?</i>	<i>Practical Investigation Research Methods in Psychology</i>	<i>Case Study Forensic Psychology</i>	<i>Communication Biological bases of Behaviour</i>
Core 1		25%			
Core 2			25%		
Option 4				25%	
Option 8					25%
<b>Total Marks</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
Outcomes		5-1, 5-4, 5-8	5-2, 5-5	5-6, 5-7	5-3, 5-8

Psychology Outcomes	
<b>PSY5-1</b>	explains how the field of psychology provides scientific explanations for the mind and behaviour through research, theories and approaches
<b>PSY5-2</b>	explains the main approaches to the study of the nature of human behaviour and the strengths and weaknesses of those approaches
<b>PSY5-3</b>	describes diversity and variation on the nature of personality, disease, disorders, intelligence and creativity and their influence on human behaviour
<b>PSY5-4</b>	explains a range of psychological theories and identifies the application of these theories to everyday life
<b>PSY5-5</b>	demonstrates an understanding of the importance of ethics in psychology, research and the interpretation of data
<b>PSY5-6</b>	recognises the applications and influence of psychology in popular culture and its importance to social factors
<b>PSY5-7</b>	examines suitable research methods including procedures and critical analysis when completing action based learning
<b>PSY5-8</b>	communicates psychological information and ideas using appropriate written, oral and visual forms

## Visual Arts – 100hr (Year 9 & 10)

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		<b>Week 10 Term 1, 2024</b>	<b>Week 4 Term 2, 2024</b>	<b>Week 5 Term 3, 2024</b>	<b>Week 3 Term 4, 2024</b>
		<i>Body of Work</i>	<i>Extended Response in Class Talk</i>	<i>In-Class Essay</i>	<i>Final Body of Work</i>
Making	<b>60%</b>	30%			30%
Critical/Historical Study	<b>40%</b>		20%	20%	
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>
Outcomes		5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6

## Visual Arts – 200hr (Year 10)

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		<b>Week 10 Term 1, 2024</b>	<b>Week 4 Term 2, 2024</b>	<b>Week 5 Term 3, 2024</b>	<b>Week 3 Term 4, 2024</b>
		<i>Body of Work</i>	<i>Extended Response in class task</i>	<i>In-Class Essay</i>	<i>Final Body of Work</i>
Marking	<b>60%</b>	30%			30%
Critical/Historical Study	<b>40%</b>		20%	20%	
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>
Outcomes		5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6

<b>Visual Arts Outcomes</b>	
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.

## Work Education 100hr (Year 9 & 10)

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		<b>Week 6 Term 1, 2024</b>	<b>Week 6 Term 2, 2024</b>	<b>Week 6 Term 3, 2024</b>	<b>Week 4 Term 4, 2024</b>
		<i>Preparing Future Occupation Report</i>	<i>Product Pitch Presentation</i>	<i>Family and Work Research Task</i>	<i>Portfolio and Mock Interview</i>
Knowledge & Understanding	50%	25%		15%	10%
Skills	50%		30%		20%
<b>Total Marks</b>	<b>100%</b>	<b>25%</b>	<b>30%</b>	<b>15%</b>	<b>30%</b>
Outcomes		WE5-1, WE5-2, WE5-4, WE5-5	WE5-7, WE5-8, WE5-10	WE5-3, WE5-5	WE5-6, WE5-7, WE5-10

Work Education Outcomes	
WE5 - 1	Analyses employment trends and changes in the nature of work
WE5 - 2	Analyses current workplace issues and their implications
WE5 - 3	Examines the roles of diverse organisations in the Australian community
WE5 - 4	Evaluates the roles and responsibilities of individuals within the Australian community
WE5 - 5	Explains the roles and education, employment and training organisations
WE5 - 6	Assesses personal goals, attributes and values in the context of education, training and employment
WE5 - 7	Explains skills, attributes and entrepreneurial behaviours in a range of contexts
WE5 - 8	Assesses options for career development and managing transitions
WE5 - 9	Selects and analyses relevant information from a variety of sources
WE5 - 10	Selects and uses appropriate forms to communicate information about the world of work for different audiences