

# Assessment Booklet

## Year 9



# 2025

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# ASSESSMENT BOOKLET - YEAR 9

## Introduction

This booklet aims to give students, parents and caregivers information about the Stage 4 Assessment Policy and Schedules. Students, parents and caregivers are urged to read this booklet carefully. It is the responsibility of the student to be thoroughly familiar with the assessment process. Students who are unclear about procedures or their responsibilities should immediately arrange an interview with their Year Adviser, Careers Adviser or the Deputy Principal.

Students are expected to attempt all assessment tasks and to be present for all other learning experiences. Students are also expected to attempt all other assigned work such as homework, assignments and class work that may not be part of the assessment program but is still vital for students to achieve the outcomes of the course.

It is very important that students apply themselves to all the experiences of the course with diligence and sustained effort. In Year 9, 1.5 - 2 HOURS each night is considered the minimum amount of time students should give to their studies. This time will increase when assessment tasks, assignments and examinations occur. If this is balanced with regular exercise, a good diet and moderate social activities, students should have an enjoyable and successful year.

## Course Requirements

For a student to be considered to have satisfactorily completed a course there must be, in the Principal's view, sufficient evidence that the student has:

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

At Cromer Campus any student in danger of not satisfying course requirements may receive a Letter of Concern for the following reasons:

- Unsatisfactory attendance resulting in lack of participation in course experiences
- Being ill-prepared or ill-equipped for class work preventing participation in course experiences
- Failure to complete set tasks
- Failure to complete homework
- Failure to complete assessment tasks
- Failure to complete practical tasks
- Lack of participation in class work
- Failure to submit or present for assessment tasks

## School Assessment Policy

1. Course guidelines set out the approximate timing for each task. Your class teacher will advise you in writing of the precise timing at least two weeks before the task is to be administered, and will at the same time inform you of the nature of the task and the outcomes to be assessed.
2. It is the student's responsibility to be alert to the notification of tasks. In case of absences from school, students will need to check with their teachers immediately upon their return. Absence from school when notification is given out will not be considered as a reason for the granting of an extension of time for an assessment task.
3. In Years 9 and 10 there will be a maximum of six tasks per year per course including one literacy task.
4. The school has endeavoured to structure the timing of assessment tasks to limit non-examination tasks to three per week where possible.
5. When the assessment task is returned to the student, teachers will supply the Grade awarded and written feedback as appropriate.
6. Students must demonstrate that they are serious candidates by their regular attendance in lessons and satisfactory completion of assessment tasks. They must present themselves on time at the place specified for each assessment task or hand in each assessment task by the time specified.
7. Students who complete all aspects of the assessment task and submit it on or before the due date are eligible for the full grade allocated for the task. Students who fail to submit an assessment task by the due date or to attend an assessment task at school will be given E grade if they have no valid reason.
8. Assessment tasks must be submitted to the teacher concerned as specified on the assessment task notification. Failure to do so will result in an E grade being awarded and a Letter of Concern letter being issued.
9. Students who fail to attend an Assessment Task which is to be completed at school or to submit an assessment task by the due date but who have a valid reason (e.g. sickness) may be given an opportunity to do the task or an equivalent task at a later date. In exceptional circumstances it may be necessary to give an estimated grade. These students will need to follow the Illness, Accident or Misadventure Procedures. If the application is granted these students will be eligible for the full grade allocated to the task.



10. Students who submit an incomplete task on or before the due date are to be allocated a grade. This grade is to be based on the proportion of the task completed. The task does not automatically receive an E grade. As an example, if the task had six equally weighted components and a student attempted only three of these, that student would be eligible for up to 50% of the grade allocated to the task.
11. For examinations students must remain for the entire length of the examination. Students are subject to and required to comply with the procedures and rules published for examinations. Any student found to be disturbing the examination will receive an E grade for that task.
12. If a student submits a task which is deemed by the teacher to be a non-serious attempt, then an E grade may be awarded and issued an **N-Award Warning**. See next page for sample letter.
13. **MALPRACTICE** - An E grade will be recorded for tasks where malpractice is involved. Malpractice is defined as failing to comply with the assessment policy for Northern Beaches Secondary College Cromer Campus or dishonesty through cheating or plagiarising in Assessment Tasks or exams. PLAGIARISM is the theft of someone else's work. This includes copying the work of another person directly and intermingling it with your own work or simply presenting something that you didn't write as your own. Cutting and pasting chunks of text from the net and presenting this as your own work is one example. Any assignments or assessment tasks submitted must be the student's own work. Plagiarism may result in the student receiving an E grade for that task. All students have the responsibility to protect their intellectual property (their own work). Students who are found to have knowingly allowed their work to be copied or who have given their work to another student may also receive an E grade for that task.
14. Students who choose to use a computer must ensure that work is handed in on time. Computer failure will not be accepted as a reason for lateness. Students should ensure that adequate backup systems are in place and that a hard copy is produced well in advance.
15. School Reports will include Achievement Grade, Areas of Learning, Overall Achievement Distribution, Class Attendance, Behaviour Expectations - Social and Learning Skills and teacher comments for each course.

# N-Award Sample Letter



**NBSC Cromer Campus**  
120 South Creek Rd  
Cromer NSW 2099  
Ph: 02 9981 1155  
Email: NBSCCromer-h.School@det.nsw.edu.au

Mr & Mrs Smith  
1 First Street  
Sydney NSW 2000

Wednesday, 26th February 2025

Dear Charles & Isabelle Scott

## OFFICIAL WARNING – Non-completion of a Higher School Certificate Course Assessment Task

This letter is to advise that your son, Bon Scott, is in danger of not meeting the requirements for satisfactory completion of the Higher School Certificate course in Music.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is an official warning notifying you that Bon is at risk of not completing the above course.

## Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied himself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate.

In Year 11, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. Completion of tasks worthy of exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

Bon is not currently meeting one or more of these requirements.

## Opportunity to resolve this task

The following tasks or requirements need to be completed by Bon.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
Assessment 1 - Essay on Hamlet	46%%	16/08/2025	Complete this essay and hand in	23/08/2025

## Action by parent/guardian

To support Bon in meeting the course requirements, we request that you discuss this matter with him, and encourage and support him to carry out the required actions. If you have any questions about this matter, please contact Mr J Smith.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

## A-E Common Grade Scale

The Common Grade Scale shown below is used to report student achievement in both primary and junior secondary years in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

<b>A</b> <b>Outstanding</b>	Your child's achievement in this subject is outstanding. They confidently apply their knowledge and skills in a range of new and complex situations.
<b>B</b> <b>High</b>	Your child's achievement in this subject is high. They confidently apply their knowledge and skills in a range of familiar and new situations.
<b>C</b> <b>Expected</b>	Your child's achievement in this subject is at the expected standard. They apply their knowledge and skills in familiar situations.
<b>D</b> <b>Basic</b>	Your child's achievement in this subject is basic. They apply their knowledge and skills in familiar situations with support.
<b>E</b> <b>Limited</b>	Your child's achievement in this subject is limited. They apply their knowledge and skills in some familiar situations with significant support.

## **Examinations**

Half Year and End of Year Examinations are required in some subject areas in Years 7 to 10. Students should check the assessment schedules to determine which of their subjects this relates to and prepare appropriately.

## **Book Organisation and Equipment**

All students at Cromer Campus are required to bring an exercise workbook and the necessary equipment, ie such as multiple pens and a calculator, to class. It is an integral part of being successful in their learning. Students are expected to write their work in their workbooks and keep the workbooks neat and organised. To demonstrate the importance of note taking and organisation, as well as bringing the necessary equipment, an A to E grade will be reported in the student school reports for each subject.

## **Illness, Accident and Misadventure Procedures**

It is the responsibility of the student to be present for or to hand in tasks at the required time. Students should read the calendar carefully and note the dates for when your tasks are due. Failure to meet these requirements will result in severe penalties.

The only exception to this rule will be in the cases of illness, accident or unavoidable misadventure. In all cases students must have an Illness / Misadventure Application to the relevant Head Teacher. This must be done within three days of returning to school. In cases of extended absence, a maximum time of two school weeks from the initial due date of the task will be allowed.

Students who are absent on the day a task is due must hand it in as soon as they arrive at school. If the task is to be completed in class, the student is expected to do this on the day that they return.

Students who are absent from school for school purposes such as authorised excursions should, as far as possible, submit assessment tasks before the activity. Otherwise assessment tasks should be submitted immediately on return to school.



## Illness, Accident and Misadventure Form

Copies of this form can be obtained from the Student Welcome Centre during break times.



# CROMER CAMPUS

## Illness, Accident and Misadventure Form for Assessment Task or Course Examination

Student Name ..... Year .....

Subject ..... Teacher .....

Task ..... Due Date .....

### Grounds for this Application

☐ Illness ☐ Accident ☐ Misadventure ☐ Other .....

Please provide details .....

.....  
.....  
.....

### Supporting Evidence

☐ Medical Certificate attached from.....

(Name of Doctor)

☐ Other Supporting Documentation .....

(Description)

☐ Requesting new date to submit or attempt task on .....

(Proposed Date)

Student Signature ..... Date .....

Parent Signature ..... Date .....

### STUDENT TO SEE CLASS TEACHER TO FILL IN BELOW

Does this student require LaST provisions for this task? ☐ Yes ☐ No

(If Yes, HT LaST to determine the attempt date below)

Revised date to submit or attempt date .....

(Date)

Class Teacher ☐ Supportive ☐ Not Recommending .....

(Signature)

Head Teacher ☐ Supportive ☐ Not Recommending .....

(Signature)

### DEPUTY PRINCIPAL ONLY

### OUTCOME OF APPLICATION

This application has been ☐ Approved ☐ Declined

Deputy Principal ..... (Signature) ..... (Date)

### OFFICE PROCEDURES

- ☐ Office to supply the student with a photocopy of this completed form when the outcome is determined.
- ☐ Office to contact the teacher and obtain a copy of the exam/assessment for the deputy principal.
- ☐ Office to put the completed form in their Student Academic Record File.

# COURSES

## Big History

Outcomes	
BH5-1	Describes terms and concepts in appropriate contexts.
BH5-2	Evaluates a range of differing claims of knowledge and perspectives.
BH5-3	Identifies types of evidence and interdisciplinary claims of knowledge of the universe used in addressing essential questions.
BH5-4	Explains and assesses the role of evidence and interdisciplinary claims of knowledge of the universe used in addressing essential questions.
BH5-5	Describes appropriate concepts to address relevant questions, cases, problems and claims of knowledge.
BH5-6	Analyses differing perspectives and claims of knowledge through the use of sources and evidence.
BH5-7	Locates and uses relevant sources of information and evidence from across a range of disciplines.
BH5-8	Evaluates the usefulness of sources and evidence across a range of disciplines to respond to essential questions.
BH5-9	Assesses claims of knowledge across a range of disciplines.
BH5-10	Selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively to different audiences.

Assessment					
Outcome	Component	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 10	Term 2 Week 9	Term 3 Week 9	Term 4 Week 4
		Extended Response	Exam	Historical Analysis	Design and Innovate
5-2, 5-6, 5-10	Knowledge & understanding of course content. 40%	10	15		15
5-4, 5-7, 5-10	Source based skills. 20%		5	15	
5-3, 5-8, 5-10	Historical Inquiry & Research. 20%	10		5	5
5-1, 5-5, 5-9	Communication of historical understanding in appropriate forms. 20%	5	5	5	5
<b>Marks</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

# 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

Assessment				
Task Submission Term and Week	Task 1	Task 2	Task 3	Task 4
	Term 1 Week 9	Term 2 Week 8	Term 3 Week 7	Term 4 Week 5
Outcomes	Presentation - Factors affecting development	Egg Baby Challenge	Fact Sheet - Milestones of Growth and Development	Creative Task - Play-based Learning
5-1, 5-2 , 5-5, 5-11	20			
5-3, 5-7, 5-9		35		
5-1, 5-5, 5-6, 5-12			15	
5-4, 5-10				30
<b>Weighting</b>	<b>20</b>	<b>35</b>	<b>15</b>	<b>30</b>

# Chinese

Outcomes	
LCH5-1C	Student manipulates Chinese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
LCH5-2C	Student identifies and interprets information in a range of texts
LCH5-3C	Student evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
LCH5-4C	Student experiments with linguistic patterns and structures to compose texts in Chinese, using a range of formats for a variety of contexts, purposes and audiences
LCH5-5U	Student demonstrates how Chinese pronunciation and intonation are used to convey meaning
LCH5-6U	Student demonstrates understanding of how Chinese writing conventions are used to convey meaning
LCH5-7U	Student analyses the function of complex Chinese grammatical structures to extend meaning
LCH5-8U	Student analyses linguistic, structural and cultural features in a range of texts
LCH5-9U	Student explains and reflects on the interrelationship between language, culture and identity

Assessment				
Task Submission Term and Week	Semester 1		Semester 2	
	Term 1, Week 7	Term 2, Week 4	Term 3, Week 7	Term 4, Week 3
	About Me: Daily Routine	My Family and Friends	My Neighbourhood	My Country and the World
Task description	Correspondence	Role play	Picture story book	Song composition
Outcomes	LCH5-1C LCH5-2C LCH5-9U	LCH5-1C LCH5-5U	LCH5-1C LCH5-6U LCH5-8U	LCH5-2C LCH5-5U LCH5-9U
Weighting	25%	25%	25%	25%

# Commerce

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Outcomes	
<b>COM5-1</b>	applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
<b>COM5-2</b>	analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
<b>COM5-3</b>	examines the role of law in society
<b>COM5-4</b>	analyses key factors affecting decisions
<b>COM5-5</b>	evaluates options for solving problems and issues
<b>COM5-6</b>	develops and implements plans designed to achieve goals
<b>COM5-7</b>	researches and assesses information using a variety of sources
<b>COM5-8</b>	explains information using a variety of forms
<b>COM5-9</b>	works independently and collaboratively to meet individual and collective goals within specified timeframes

Assessment				
	Task 1	Task 2	Task 3	Task 4
Task Submission Term and Week	Term 1 Week 9	Term 2 Week 6	Term 3 Week 5	Term 4 Week 3
Task	Research Task	Analysis	Eat Street	Test
Outcomes	Com 5.1 – 5.9	Com 5.1 – 5.9	Com 5.1 – 5.9	Com 5.1 – 5.9
<b>Weighting</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>



# Dance

Outcomes	
DA5-PER-01	demonstrates safe dance practice and dance technique in preparing the body to express and communicate an intent
DA5-PER-02	manipulates the elements of dance to demonstrate performance quality and interpretation in context
DA5-COM-01	creates a movement vocabulary that communicates an idea and intent in response to different contexts
DA5-COM-02	creates movements using the elements of dance and structures movement to communicate a specific idea and intent
DA5-APP-01	investigates and explains how social, cultural and historical factors shape the development of dance
DA5-APP-02	evaluates dance works based on context, the elements of dance, the dancing body and theatrical elements

Assessment					
Task		Task 1	Task 2	Task 3	Task 4
Task Submission Term and Week		Term 1 Week 8	Term 2 Week 8	Term 3 Week 9	Term 4 Week 6
Outcome	Component & Weight %	Group Composition + Performance	Safe Dance Group Performance	Composition	Presentation + Showcase Composition
DA5-PER-01, 02	Performance 40%	20%	20%		
DA5-COM-01, 02	Composition 30%	10%		10%	10%
DA5-APP-01, 02	Appreciation 30%		10%	10%	10%
<b>Weighting</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>

# Drama

Outcomes	
5.1.1	Manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
5.1.2	Contributes, selects, develops and structures ideas in improvisation and playbuilding
5.1.3	Devises, interprets and enacts drama using scripted and unscripted material or text
5.1.4	Explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
5.2.1	Applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
5.2.2	Selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
5.2.3	Employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
5.3.1	Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
5.3.2	Analyses the contemporary and historical contexts of drama
5.3.3	Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

Assessment					
Task		1	2	3	4
Task Submission Term and Week		Term 1 Week 11	Term 2 Week 7	Term 4 Week 4	Term 4 Week 7
Nature of Task		Character and Improvisation	Half Yearly Exam	Elements of Production	Yearly Exam
Outcomes Assessed		5.1.1, 5.1.2	5.3.2, 5.3.3	5.2.1, 5.2.2	5.3.1
Making	30%	15%	5%	10%	
Performing	40%	10%	10%	20%	
Appreciation	30%		10%		20%
Weighting		25%	25%	30%	20%

# English

Outcomes				
		UR-A	UR-B	UR-C
EN4-RVL-01	uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction	Representation Code and convention Connotation, imagery, symbol Point of view Characterisation Narrative	Theme Perspective and context Argument and authority Style	Genre Intertextuality Literary value
EN4-URA-01	analyses how meaning is created through the use of and response to language forms, features and structures			
EN4-URB-01	examines and explains how texts represent ideas, experiences and values			
EN4-URC-01	identifies and explains ways of valuing texts and the connections between them			
EN4-URA-01	uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts			

Assessment					
Task Submission Term and Week		Term 1 Week 7	Term 2 Week 7	Term 3 Week 4	Term 4 Week 7
Outcomes	Textual Concepts	Composing	Half Yearly Exams	Responding	Yearly Exams
EN5-URB-01 EN5-EAC-01 EN5-ECB-01	Perspective and context Characterisation Narrative	20%			
EN5-RVL-01 EN5-URA-01	Representation Argument and authority Style		20%		
EN5-URC-01 EN5-EAC-01	Connotation, imagery, symbol Perspective and context Literary value			30%	
EN5-URA-01 EN5-URB-01	UR-A UR-B UR-C				30%

# Food Technology

Outcomes	
<b>FT5-1</b>	Demonstrates hygienic handling of food to ensure a safe and appealing product
<b>FT5-2</b>	Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
<b>FT5-3</b>	Describes the physical and chemical properties of a variety of foods
<b>FT5-4</b>	Accounts for changes to the properties of food which occur during food processing, preparation and storage
<b>FT5-5</b>	Applies appropriate methods of food processing, preparation and storage
<b>FT5-6</b>	Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
<b>FT5-7</b>	Justifies food choices by analysing the factors that influence eating habits
<b>FT5-8</b>	Collects, evaluates and applies information from a variety of sources
<b>FT5-9</b>	Communicates ideas and information using a range of media and appropriate terminology
<b>FT5-10</b>	Selects and employs appropriate techniques and equipment for a variety of food-specific purposes
<b>FT5-11</b>	Plans, prepares, presents and evaluates food solutions for specific purposes
<b>FT5-12</b>	Examines the relationship between food, technology and society
<b>FT5-13</b>	Evaluates the impact of activities related to food on the individual, society and the environment

Assessment				
Task Submission Term and Week	Term 1 Week 8	Term 2 Week 2	Term 3 Week 7	Term 4 Week 3
Task	Assignment	Prac Exam	Assignment	Prac exam
Outcomes	FT5-6, FT5-7, FT5-9, FT5-12	FT5-1, FT5-2, FT5-4, FT5-5, FT5-10	FT5-6, FT5-7, FT5-9, FT5-12	FT5-1, FT5-2, FT5-4, FT5-5, FT5-10
<b>Weighting</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

# Geography - Elective

Outcomes	
GEE5-1	Explains the diverse features and characteristics of a range of places, environments and activities
GEE5-2	Explains geographical processes and influences that form and transform places and environments
GEE5-3	Analyses patterns associated with natural phenomena and human activity at a range of scales
GEE5-4	Assesses the interactions and connections between people, places and environments that impact on sustainability
GEE5-5	Accounts for contemporary geographical issues and events that impact on places and environments
GEE5-6	Explains how perspectives of people and organisations influence a range of Geographical issues
GEE5-7	Analyses management strategies and the roles and responsibilities of individuals, groups and governments in response to geographical issues

Assessment				
	Task 1	Task 2	Task 3	Task 4
Task Submission Term & Week	Term 1 Week 7	Term 2 Week 6	Term 3 Week 7	Term 4
Task	Task 1 In Class Presentation	Task 2 Online Exam	Task 3 Research Report	Task 4 On-going Bookwork
Outcomes	GEE5-2	GEE5-1	GEE5-4	GEE5-1 – GEE5.7
Weighting	25%	25%	25%	10%



## History - Elective

Outcomes	
E5.1	Applies an understanding of history, heritage, archaeology and the methods of historical inquiry
E5.2	Examines the ways in which historical meanings can be constructed through a range of media
E5.3	Sequences major historical events or heritage features, to show an understanding of continuity, change and causation
E5.4	Explains the importance of key features of past societies or periods, including groups and personalities
E5.5	Evaluates the contribution of cultural groups, sites and/or family to our shared heritage
E5.6	Identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process
E5.7	Explains different contexts, perspectives and interpretations about the past
E5.8	Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
E5.9	Applies a range of relevant historical terms and concepts when communicating an understanding of the past
E5.10	Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Assessment			
	Task 1	Task 2	Task 3
Task Submission Term & Week	Term 1 Week 7	Term 2 Week 5	Term 3 Week 8
Task	Topic Test	Research Task	Topic Test
Outcomes	E5.1-10	E5.1-10	E5.1-10
Weighting	30%	35%	35%

# Human Society & Its Environment (HSIE)

Outcomes			
HT 5-1	Explains and assesses the historical forces and factors that shaped the modern world and Australia	HT 5-10	Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences
HT 5-2	Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia	GE 5-1	Explains the diverse features and characteristics of a range of places and environments
HT 5-3	Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shape the modern world and Australia	GE 5-2	Explains processes and influences that form and transform places and environments
HT 5-4	Explains and analyses the causes and effects of events and developments in the modern world and Australia	GE 5-3	Analyses the effect of interactions and connections between people, places and environments
HT 5-5	Identifies and evaluates the usefulness of sources in the historical inquiry process	GE 5-4	Examines perspectives of people and organisations on a range of geographical issues
HT 5-6	Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia	GE 5-5	Assesses management strategies for places and environments for their sustainability
HT 5-7	Explains different contexts, perspectives and interpretations of the modern world and Australia	GE 5-6	Analyses differences in human wellbeing and ways to improve human wellbeing
HT 5-8	Selects and analyses a range of historical sources to locate information relevant to an historical inquiry	GE 5-7	Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
HT 5-9	Applies a range of relevant historical terms and concepts when communicating an understanding of the past	GE 5-8	Communicates geographical information to a range of audiences using a variety of strategies

Assessment				
Task Submission Term & Week	Term 1 Week 10	Term 2 Week 7	Term 3 Week 6	Term 4 Week 7
Task	Task 1 Report	Task 2 Half Yearly Exam	Task 3 Museum	Task 4 Yearly Exam
Outcomes	GE 5-2 GE 5-7	HT 5-1 HT 5-6 HT 5-10	GE 5-7 GE 5-8	GE 5-2 - 5-8 HT 5-1 - 5-10
Weighting	25%	25%	25%	25%

# Industrial Technology - Multimedia

Outcomes	
IND5-1	Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2	Applies design principles in the modification, development and production of projects
IND5-3	Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND5-4	Selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5	Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND5-6	Identifies and participates in collaborative work practices in the learning environment
IND5-7	Applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-8	Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-9	Describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-10	Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Assessment				
Task Submission Term and Week	Term 1 Week 10	Term 2 Week 7	Term 3 Week 9	Term 4 Week 6
Task	Exam (WHS & Risk Assessment)	Project (Video production)	Project (Video Post-Production)	Project (Web Design)
Outcomes	IND5-1, IND5-2,	IND5-2, IND5-3, IND5-4, IND5-5,IND5-6,IND5-7	IND5-2, IND5-3, IND5-4, IND5-5,IND5-6,IND5-7	IND5-2, IND5-8, IND5-9, IND5-10
Weighting	10%	30%	30%	30%

Students will have written tasks each week relating to the industry, materials and processes of Industrial Technology. This forms the Theory Portfolio.

# Industrial Technology - Timber

Outcomes	
IND5-1	Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2	Applies design principles in the modification, development and production of projects
IND5-3	Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND5-4	Selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5	Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND5-6	Identifies and participates in collaborative work practices in the learning environment
IND5-7	Applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-8	Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-9	Describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-10	Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Assessment			
Task Submission Term and Week	Term 2 Week 4	Term 3 Week 6	Term 4 Week 8
Task	Joinery Project & Portfolio	Heirloom Box Project & Portfolio	Tool Box Project & Portfolio
Outcomes	IND5-1, IND5-2, IND5-3 IND5-5	IND5-6, IND5-7, IND5-8	IND5-4, IND5-9, IND5-10
Weighting	30%	35%	35%

Students will have written tasks each week relating to the industry, materials and processes of Industrial Technology. This forms the Theory Portfolio.

# Mathematics

## Outcomes

MAO-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions
MA5-ALG-P-01	simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv)
MA5-ALG-P-02	selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (Path: Adv)
MA5-IND-C-01	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5-IND-P-01	applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv)
MA5-IND-P-02	describes and performs operations with surds and fractional indices (Path: Adv)
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-EQU-P-01	solves monic quadratic equations, linear inequalities and cubic equations
MA5-EQU-P-02	solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv)
MA5-LIN-C-01	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form
MA5-LIN-P-01	describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv)
MA5-NLI-C-01	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts
MA5-NLI-C-02	identifies and compares features of parabolas and exponential curves in various contexts
MA5-NLI-P-01	interprets and compares non-linear relationships and their transformations, both algebraically and graphically (Path: Adv)
MA5-MAG-C-01	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems



## Outcomes

MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression
MA5-TRG-P-01	applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (Path: Stn, Adv)
MA5-TRG-P-02	establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (Path: Adv)
MA5-ARE-C-01	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
MA5-ARE-P-01	applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (Path: Stn, Adv)
MA5-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders
MA5-VOL-P-01	applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (Path: Stn, Adv)
MA5-GEO-C-01	identifies and applies the properties of similar figures and scale drawings to solve problems
MA5-GEO-P-01	establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (Path: Ext)
MA5-GEO-P-02	constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (Path: Ext)
MA5-DAT-C-01	compares and analyses datasets using summary statistics and graphical representations
MA5-DAT-C-02	displays and interprets datasets involving bivariate data
MA5-DAT-P-01	plans, conducts and reviews a statistical inquiry into a question of interest (Path: Stn, Adv)
MA5-PRO-C-01	solves problems involving probabilities in multistage chance experiments and simulations
MA5-PRO-P-01	solves problems involving Venn diagrams, 2-way tables and conditional probability (Path: Adv)
MA5-RAT-P-01	identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)
MA5-RAT-P-02	analyses and constructs graphs relating to rates of change (Path: Stn, Adv)
MA5-POL-P-01	defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems (Path: Adv, Ext)
MA5-LOG-P-01	establishes and applies the laws of logarithms to solve problems (Path: Adv)
MA5-FNC-P-01	uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables (Path: Adv)
MA5-CIR-P-01	applies deductive reasoning to prove circle theorems and solve related problems (Path: Ext)
MA5-NET-P-01	solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (Path: Stn)

Assessment					
Task Submission Term and Week	Term 1 Week 9	Term 2 Week 8	Term 3 Week 7	Term 4 Week 8	Mathspace tasks
Task	In-Class Test	Half-Yearly Examination	In-Class Test	Yearly Examination	
Outcomes	MA5-IND-C-01 MA5-IND-P-01 (ADV) MA5-ALG-C-01	MA5-EQU-C-01 MA5-EQU-P-01(ADV) MA5-FIN-C-01 MA5-FIN-C-02	MA5-ARE-C-01 MA5-VOL-C-01 MA5-TRG-C-01 MA5-TRG-C-02	MA5-LIN-C-01 MA5-LIN-C-02 MA5-LIN-P-01 (ADV) MA5-DAT-C-01 MA5-DAT-P-01(ADV) MA5-PRO-C-01 MA5-PRO-P-01(ADV)	
Weighting	20%	20%	20%	20%	

# Music

Outcomes	
MU5-PER-01	performs repertoire with stylistic awareness and musical expression
MU5-PER-02	manipulates and combines the elements of music in performance to communicate musical ideas
MU5-LIS-01	uses listening skills to analyse music in relation to stylistic, cultural, historical and social contexts
MU5-LIS-02	uses listening skills to evaluate how the elements of music are manipulated and combined
MU5-COM-01	improvises, arranges or composes with stylistic understanding and musical expression
MU5-COM-02	manipulates and combines the elements of music to create musical ideas

Assessment					
Task		1	2	3	4
Task Submission Term and Week		Term 1 Week 10	Term 2 Week 7 & 8	Term 3 Week 7 & 8	Term 4 Week 7 & 8
Description		Film Music Performance and Composition	Classic Hits Composition and Aural Exam	Rock/Popular Performance and Viva Voce	Australian Music Performance and Aural Exam
Outcomes Assessed		MU5-PER-01 MU5-PER-02 MU5-COM-01 MU5-COM-02	MU5-COM-01 MU5-COM-02 MU5-LIS-01 MU5-LIS-02	MU5-PER-01 MU5-PER-02 MU5-LIS-01 MU5-LIS-02	MU5-PER-01 MU5-PER-02 MU5-LIS-01 MU5-LIS-02
Performance	35 %	15%		10%	10%
Composition	35 %	10%	25%		
Listening	30 %		10%	10%	10%
Weight Total		25%	35%	20%	20%

# Outdoor Education

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

Assessment					
	Task 1	Task 2	Task 3	Task 4	Task 5
	Term 1 Week 6	Term 2 Week 8	Term 3 Week 9	Term 4 Week 5	Ongoing
	Journal (Reflections on experience and learning)	Map Skills Test	Group Practical Application (outdoor activity)	Surf Survival Certificate	Practical
Outcomes	OE5-1, OE5-3	OE5-4	OE5-3, OE5-7, OE5-8	OE5-1, OE5-8	OE5-1, OE5-9
Weighting	10%	10%	20%	20%	40%

# Personal Development, Health & Physical Education (PDHPE)

Outcomes	
5.1	assesses their own and others' capacity to reflect on and respond positively to challenges
5.2	researches and appraises the effectiveness of health information and support services available in the community
5.3	analyses factors and strategies that enhance inclusivity, equality and respectful relationships
5.4	adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
5.5	appraises and justifies choices of actions when solving complex movement challenges
5.6	critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
5.7	plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
5.8	designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
5.9	assesses and applies self-management skills to effectively manage complex situations
5.10	critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
5.11	refines and applies movement skills and concepts to compose and perform innovative movement sequences

Assessment						
Outcomes	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
	Term 1 Week 6	Term 2 Week 2	Term 2 Week 7	Term 3 Week 6	Term 4 Week 7	Ongoing
	Term 1 In-Class Writing Task	Getting Active Task	Half Yearly Exam	Term 3 In-Class Writing Task	Yearly Exam	Practical Assessments
5.6, 5.7, 5.8	10					
5.1, 5.2, 5.3, 5.6			15			
5.4, 5.5, 5.9, 5.11						40
5.5, 5.8, 5.9		10				
5.1-5.11					15	
5.6, 5.7				10		
<b>Weighting</b>	<b>10</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>40</b>



# Physical Activity and Sports Studies (PASS) PS1 & PS2

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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 enjoyable participation and skilful performance
PASS5-6	Evaluates the characteristics of enjoyable 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.

Assessment					
Outcome	Task 1	Task 2	Task 3	Task4	Task 5
	Term 1 Week 10	Term 2 Week 8	Term 3 Week 8	Term 4 Week 6	Ongoing
	Anatomy and Physiology Theory test	Term 2 Writing Task	Event Management	Case Study	Practical
5-2	15				
5-5, 5-7, 5-9					40
5-7, 5-8			15		
5-1, 5-6		10			
5-1 to 5-10				20	
<b>Weighting</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>20</b>	<b>40</b>

# 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

Assessment	
<b>Term 1</b> <b>Case Study - 25%</b> <b>Due Term 1 Week 8</b>	<b>Term 2</b> <b>Research Task - 25%</b> <b>Due Term 2 Week 8</b>
Skills in: <ul style="list-style-type: none"> <li>• The nature of Psychology</li> <li>• Approaches to Psychology</li> <li>• Variation of personality</li> <li>• Psychological Theories</li> <li>• Theory of Ethics</li> <li>• Influence of Psychology</li> <li>• Research Methods</li> <li>• Communication</li> </ul>	Skills in: <ul style="list-style-type: none"> <li>• The nature of Psychology</li> <li>• Approaches to Psychology</li> <li>• Variation of personality</li> <li>• Psychological Theories</li> <li>• Theory of Ethics</li> <li>• Influence of Psychology</li> <li>• Research Methods</li> <li>• Communication</li> </ul>
<b>Term 3</b> <b>Research Task - 25%</b> <b>Due Term 3 Week 8</b>	<b>Term 4</b> <b>Motivational Presentation - 25%</b> <b>Due Term 4 Week 8</b>
Skills in: <ul style="list-style-type: none"> <li>• The nature of Psychology</li> <li>• Approaches to Psychology</li> <li>• Variation of personality</li> <li>• Psychological Theories</li> <li>• Theory of Ethics</li> <li>• Influence of Psychology</li> <li>• Research Methods</li> <li>• Communication</li> </ul>	Skills in: <ul style="list-style-type: none"> <li>• The nature of Psychology</li> <li>• Approaches to Psychology</li> <li>• Variation of personality</li> <li>• Psychological Theories</li> <li>• Theory of Ethics</li> <li>• Influence of Psychology</li> <li>• Research Methods</li> <li>• Communication</li> </ul>

# Science

Outcomes	
SC5-1VA	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC5-2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
SC5-3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
SC5-4WS	develops questions or hypotheses to be investigated scientifically
SC5-5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
SC5-6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
SC5-7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5-8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5-9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC5-10PW	applies models, theories and laws to explain situations involving energy, force and motion
SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5-12ES	describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
SC5-13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
SC5-14LW	analyses interactions between components and processes within biological systems
SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17CW	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

<b>Assessment</b>	
<b>Term 1</b> <b>Disease Study</b> <b>25%</b> <b>Due Term 1 Week 8</b>	<b>Term 2</b> <b>Formalised Examination</b> <b>25%</b> <b>Due Term 2 Week 8</b>
Outcomes SC5-14LW Skills in: <ul style="list-style-type: none"> <li>- questioning and predicting</li> <li>- planning investigations</li> <li>- conducting investigations</li> <li>- processing data and information</li> <li>- analysing data and information</li> <li>- problem solving</li> <li>- communication</li> </ul>	Outcomes  Skills in: <ul style="list-style-type: none"> <li>- questioning and predicting</li> <li>- planning investigations</li> <li>- conducting investigations</li> <li>- processing data and information</li> <li>- analysing data and information</li> <li>- problem solving</li> <li>- communication</li> </ul>

<b>Term 3</b> <b>Physics Component</b> <b>25%</b> <b>Due Term 3 Week 8</b>	<b>Term 4</b> <b>Formalised Examination</b> <b>25%</b> <b>Due Term 4 Week 8</b>
Outcomes SC5-11PW Skills in: <ul style="list-style-type: none"> <li>- questioning and predicting</li> <li>- planning investigations</li> <li>- conducting investigations</li> <li>- processing data and information</li> <li>- analysing data and information</li> <li>- problem solving</li> <li>- communication</li> </ul>	Outcomes  Skills in: <ul style="list-style-type: none"> <li>- questioning and predicting</li> <li>- planning investigations</li> <li>- conducting investigations</li> <li>- processing data and information</li> <li>- analysing data and information</li> <li>- problem solving</li> <li>- communication</li> </ul>

Each Term, Ongoing Assessment Tasks and Summative Assessment Tasks are equally weighted. Students are required to complete all tasks.

# Textiles and Design

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

Assessment			
Task Submission Term and Week	Term 1 Week 11	Term 2 Week 6	Term 4 Week 2
Task	Kit Bag Practical & Portfolio	Pyjamas Practical & Portfolio	Textile Arts Practical & Portfolio
Outcomes	TEX5-4, TEX5-10	TEX5-1,TEX5-2,T EX5-3, TEX5-5, TEX5-6	TEX5-7, TEX5-8, TEX5-9, TEX5-11, TEX5-12
Weighting	25%	40%	35%

# Visual Arts

Outcomes	
5.1	Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks.
5.2	Makes artworks informed by their understanding of the function of and relationship between artist, artwork, world and 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 aspects of practice to 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.

Assessment							
		Semester 1			Semester 2		
		Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
		Term 1 Week 10	Term 2 Week 5	Term 3 Week 3	Term 3 Week 9	Term 4 Week 3	Term 4 Week 6
Outcome	Component & Weight %	VAD & BOW (By The Ocean)	Short Answer Response	VAD & BOW (Urban Landscape)	Extended Response	VAD & BOW (Organic Sculpture)	Exam / SA Response
5.1, 5.2, 5.3, 5.4, 5.5 5.6	Art Making (60%)	20%		20%		20%	
5.7, 5.8, 5.9, 5.10	Art History and Criticism (40%)		15%		15%		10%
<b>Weighting</b>	<b>100</b>	<b>20%</b>	<b>15%</b>	<b>20%</b>	<b>15%</b>	<b>20%</b>	<b>10%</b>

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