

Name:

KOGARAH HIGH SCHOOL



**YEAR 10 (Stage 5) COURSE
AND ASSESSMENT
INFORMATION
2024**

**Year Advisors – Ms A. Tweedie & Ms J.Le
Relieving Principal – Mr D.Haggart**



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CONTACT STAFF 2024

Relieving Principal	Mr Haggart
Relieving Deputy Principal	Ms Ellis
Year Advisor	Ms Jomaa
Faculty Head Teachers:	
CAPA	Mr Ng (Relieving)
English	Ms Markos (Relieving)
HSIE	Mr Weir
Mathematics	Ms Mandicos
PDHPE	Ms Ellis
Science	Ms Stamoulos
TAS	Ms Jordan
Administration and Wellbeing Head Teachers:	
Administration	Mr Lawson (Relieving)
Boys Supervisor	TBA
Careers	Ms Alaouie
Community Liaison Officer	Ms Roumieh
Diverse Learning	Ms Hong (Relieving)
Girls Supervisor	Ms E. Jemmison
International Student Support	Mr Dong and Ms Cheng
Librarian	Ms Kohilas
Support	Ms Taylor
School Counsellors	Ms Dennaoui
Welfare	Mr Gifford (Relieving)
Youth Outreach Coordinators	Mr Dangas and Mr Osueke



Kogarah High School ...

.. provides quality learning for life in an inclusive and supported environment. We value respect, responsibility, resilience and reflection. Our mission is to support students to become confident and lifelong learners through engaging learning experiences.

At Kogarah High School we develop young people who are ...

- skilled learners
- responsible citizens
- prepared and confident about their future

The values that underpin our school culture are ...

- respect
- responsibility
- caring
- Resilience

FOREWORD

This booklet contains important information about your Year 10 Course (Record of School Achievement) Assessments. It is your responsibility to familiarise yourself with each relevant course schedule and to seek clarification from your class teacher or the Head Teacher of that course **before** each task is attempted.

You are expected to attempt **ALL** assessment tasks as required and to be present for any test or examination timetabled as part of the assessment program. You are also required to complete other assigned work such as homework, assignments or class work that may not be part of the actual assessment program but is still vital for you to achieve the outcomes of each course.

The RoSA is a difficult qualification to obtain. It is very important that you apply yourself to all the experiences of the course with diligence and sustained effort. In year 10, up to **TWO HOURS** each night is considered a **reasonable** amount of time you should give to your studies. This time will increase when assessment tasks, assignments and examinations occur. If you balance this with regular exercise, a good diet and moderate social activities, you should have an enjoyable and successful experience at school.

Information about the Record of School Achievement and Year 10 requirements is provided at <https://www.boardofstudies.nsw.edu.au/rosa/>. We recommend that students and parents/guardians look at this website to be aware of the policies this handbook is bound by. The NSW Education Standards Authority (NESA) replaced the Board of Studies, Teaching and Educational Standards NSW (BOSTES) on 1 January 2017.

Your Year Adviser, the Deputy Principals, the Head Teachers, your class teachers and the Principal are there to assist you to achieve. Seek them out if you need to.

Be successful and enjoy Year 10 at Kogarah High School.



COURSE DETAILS AND ASSESSMENT TASK INFORMATION FOR YEAR 10 COURSES

The following pages include important information about the courses you study. For each course you will find this information.

- **Course Outcomes**

These are the outcomes you are expected to achieve by studying the course. They come from the syllabus for each course.

- **Assessment Task Schedule**

The Assessment Task Schedules have been developed to meet syllabus requirements, according to the syllabus components and weightings recommended by the NSW Education Standards Authority (NESA) for each course.

Remember to follow the advice in this booklet for recording your assessment tasks in the calendar at the back of this booklet.

Your teachers will give you the exact time and date of each assessment task at least two weeks before you must submit it. Sometimes, due to unforeseen circumstances, the date of an assessment may be altered. In this case, your teacher will advise you in writing, in advance.

THE STRUCTURE AND PURPOSE OF THE ASSESSMENT PROGRAM

The Assessment procedure undertaken at school has two purposes: -

- It allows a wider range of skills, performance and knowledge to be tested than is possible at an external examination. (Examples will include oral work, practical skills and research abilities).
- It allows work to be assessed over an extended period of time rather than at a single examination.

A pattern of study, including specific subjects for stage 4 and 5, is determined by the NSW Education Standards Authority (NESA) and undertaken over a four-year period from Years 7 to 10. Broadly it consists of:

- English, Mathematics, and Science
- Human Society and Its Environment
- Creative and Performing Arts
- Technological and Applied Studies
- Languages

The School organises courses of study in each year from 7 to 10 to ensure that you meet these criteria. To be

eligible for a RoSA you must: -

- follow and meet the pattern of study in the Board of Studies courses listed above
- have a satisfactory record **of application and attendance**
- Make a **serious attempt** to complete all school assessment tasks and examinations.

SCHOOL ASSESSMENT POLICY YEARS 10

WHAT IS A RECORD OF SCHOOL ACHIEVEMENT (RoSA)?

The credential (introduced in 2012) will:

- be a record of achievement for students who leave school prior to receiving their HSC
- report results of moderated, school-based assessment, not external tests
- be available when a student leaves school any time after they complete Year 10
- be cumulative and recognise a student's achievements until the point they leave school
- show a result for all courses completed in Year 10 and Year 11
- be able to be reliably compared between students across NSW
- give students the option to take online literacy and numeracy tests
- be comprehensive and offer the ability to record a student's extracurricular achievements.

It is proposed that to qualify for the award of a Record of School Achievement, a student must have:

- attended a registered school and completed Year 10.
- undertaken and completed courses of study that satisfy NESA curriculum and assessment requirements for the Record of School Achievement.
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or the Authority.

YEAR 10 REQUIREMENTS

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the students have:

- Followed the course developed or endorsed course by NESA: and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- Achieved some or all of the course outcomes.

For the satisfactory completion of a course, the NSW Education Standards Authority (NESA) does not mandate attendance requirements. As a guide, however, NESA states that if a student's attendance falls below 85% of a school's programmed lesson time for a course, a principal may determine that, as a result of absence, the course completion criteria may not be met. Clearly absences will be regarded seriously.

Any student in danger of not satisfying course requirements will receive a warning letter. **Students who have not complied with the above requirements and have received at least two written warnings may be regarded as not having satisfactorily completed the course.** The Principal may then apply the 'N' determination. Where the 'N' determination is applied, it will appear on the student's Record of Achievement. Depending on the course, it will usually mean that the student has not satisfactorily completed the minimum pattern of courses required for the award of the RoSA.

At Kogarah High School, students may receive an Authority Letters 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 assessment tasks
- Failure to complete practical tasks

When a teacher is concerned with a student's progress, the teacher will at first raise this with the student, verbally if possible. This is a courtesy to students and it is hoped that most students will remedy any deficiencies at this stage. If not, an Authority Warning Letters letter will be sent.

If, after the second Authority warning a student's performance does not improve, the school will place the student on an improvement program to enable the student to satisfactorily complete any outstanding work. If the improvement program does not resolve the issues stated on the warning letters then the school may start the process to issue an "N" determination and in some cases declare the students' place vacant. This could mean that the student will be asked to leave this school.

Compulsory parent interviews are required with the third warning letter so that parents, students and teachers are aware of what has to be done in order for the student to satisfy course outcomes.

If a student does not complete more than 50% of assessment tasks (as indicated by the weighting of tasks) in a subject, the Principal will NOT certify that the course has been satisfactorily studied and the student will be awarded an N (unsatisfactory) for the Assessment component of that subject. This means they would be deemed not to have met the requirements for the award of the RoSA.

It needs to be clearly understood by all students that the award of the RoSA is dependent upon the student's satisfactory completion of all course requirements with regard to both Assessment and non-Assessment tasks.

Students should therefore appreciate that non-Assessment tasks are very important as preparation and practice for the assessment tasks and for the examination itself.

Please note the following:

1. You must make a serious attempt at each assessment task. Anything considered a "NON SERIOUS ATTEMPT" will initiate an official warning letter and interview with the Head Teacher.
2. Proven dishonesty including plagiarism or the use of artificial intelligence (AI) in developing an assessment will result in a zero
3. Students must attend all lessons before an assessment task / in school examination is due.
4. 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.
5. Tasks may be single or multi-component. They can test a single area or a number of areas.
6. The dates shown for tasks may be varied in order to fit in with the school's schedule but students will be given at least a two weeks notice in writing of specific dates.
7. Students who fail to follow legitimate directions from staff, who bring inappropriate materials into assessment tasks including electronic translators, or who communicate with other students electronically or otherwise, without permission may receive a zero mark for the assessment task.
8. All work due on the day, unless it is to be done in class time, must be handed in before the bell rings at 8.45am of that day. Lateness to school will not be accepted as a reason for submitting work after 8.45am. It is suggested that work be submitted the day before it is due.
9. Absence from school on a day on which the task is set will not be considered an excuse for the failure to hand in work. It is the student's responsibility to check on whether any information was given out, or work set, during his/her absence.
10. Students who miss an assessment task or fail to hand in tasks will automatically receive a non attempt (zero) for the task. Students will need to complete an ILLNESS and MISADVENTURE (with supporting documentation) upon their first day of return to school and complete the task.
11. Students who hand in tasks late will receive zero for the task.

MALPRACTICE

The NSW Education Standards Authority (NESA) defines malpractice as any activity undertaken by a student that allows him/her to gain an unfair advantage over others. It includes, but is not limited to:

- copying someone 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 reference to the source.
- building on the ideas of another person without reference to the source.
- buying, stealing or borrowing another person's work and presenting it as their own.
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially.
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- paying someone to write or prepare material.
- using material generated from artificial intelligence in part or in whole and presenting it as their own.
- students are strongly advised to use the schools preferred online google drive platforms.
- breaching school examination rules.
- using non-approved aides during an assessment task.
- contriving false explanations to explain work not handed in by the due date.
- assisting another student to engage in malpractice.

**if a student's work is suspected of malpractice, the student will be expected to validate his/her work with an oral explanation.*

If a student engages in malpractice, a penalty including a mark of zero may be awarded for the work. NSW Education Standards Authority (NESA) will also be notified of the malpractice.

PLAGIARISM

Plagiarism is copying another person's work, implying that it is your own without acknowledgement. This includes words and text from books and websites, drawings, maps, graphics, art; as well as generating ideas and thoughts generated from artificial intelligence platforms and passing it as your own original work.

Plagiarism is cheating. It is a serious breach of the school's Code of Behaviour and will result in the student receiving a zero mark.

A student's work may be cited for plagiarism if he/she

- makes a direct copy of one or more sentences and/or paragraphs from a source document.
- copies sentences and/or paragraphs, though he/she has changed their order.
- makes cosmetic changes to sentences and/or paragraphs. This may include changing the tense, placing some synonyms, changing the order of adjectives and nouns or deliberately adding grammar and/or spelling mistakes.
- changes the order of phrases in the sentence.
- Uses information from a source that is not included in your bibliography.



Students need to be aware that summarizing and paraphrasing can also be considered plagiarism. Acceptable paraphrasing meant that the student expresses the ideas using original language and sentence structure. If he/she keeps even short phrases from the original source document, he/she must cite the source. He/she must take care to use only a limited amount of citing in his/her work.

Students who would like to learn more about acceptable paraphrasing and the use of quotes can access these web sites.

- www.indiana.edu/-wts/pamphlets.html
- www.hamilton.edu/academics/resource/wc/AvoidingPlagiarism.html
- www.hamilton.edu/writing/style/plagiarism/plagiarism.html

ASSESSMENT TASK PROCEDURES

The following procedures are designed to ensure that there is consistency in the implementation of the school's assessment practices and therefore equity for all students.

- As far as possible, the majority of assessment tasks are to be completed under teacher supervision. However, some syllabus requirements necessitate that work be completed out of class, for example, research activities.
- Students are to be informed in writing of the assessment requirements for the course at the commencement of the course in the relevant year Assessment Schedule.
- Students are to be advised to record assessment tasks in their calendar and to refer regularly to their copy of the Assessment Schedule.
- Students are to be given adequate written notice of the nature and timing of assessment tasks. The Assessment Task Notification must be provided a minimum of two weeks before the date of the Assessment Task and include:
 - nature of the task (outlining equipment needed, how the task will be submitted/at home or in class)
 - syllabus outcomes to be assessed
 - weighting of the task
 - week and term of each task
 - marking criteria (optional for examinations)
 - the notification must include assessment criteria

If a student is absent from class on the day that the Assessment Task Notification is issued, it is his/her responsibility to see the teacher to receive the notification. Students will know during which weeks a task is due/scheduled from the Assessment Schedule.

Students are to be provided with feedback on their performance in each assessment task in the form of a grade or a mark. In addition, written feedback is also to be provided.



IF THE STUDENT KNOWS THAT HE/SHE IS GOING TO BE AWAY ON THE DAY OF AN ASSESSMENT TASK.

The student must advise the appropriate Deputy Principal in writing prior to the day or call as soon as they know they will be unable to attend or hand in the assessment task. This includes any student who intends to go overseas. One of the following decisions will then be made.

- The student will be permitted to submit the task at the first opportunity before the set time.
- Where possible an alternative task will be given.
- Under prolonged extenuating circumstances (substantiated with documentation) an estimate may be considered based on his/her performance in similar tasks. Students are strongly advised to hand in/ sit the examination where possible so that a comparable adjustment can be made against other assessments to avoid attracting penalties.
- If the reason for the absence is deemed invalid. A zero will be awarded if the student is absent on the day of the task.
- NO exemption to assessment tasks will be granted because a student is taking a family holiday. Students and their families are strongly encouraged to avoid any lengthy absence from school as this may result in failure to satisfactorily complete a course. Any extended absence from school MUST be requested from the Principal (in writing) before the time if the student wishes the school to consider extra support.

ASSESSMENT TASKS WHICH ARE DUE ON A PARTICULAR DATE

All tasks, except those to be done in timetabled lessons, are to be submitted before the bell rings at **8.45am**.

If a student is absent for any part of the day on which an assessment task is due, he/she must make arrangements for the task to be delivered to the Classroom Teacher before the bell rings at 8.45am. If this is not possible, the student must ring the school and speak to the Deputy to make alternative arrangements.

If the student does not submit an assessment task before the bell rings at 8.45am on the due date, he/she must have either a medical certificate if the absence is due to illness or other documentary evidence for misadventure. These must be submitted to the appropriate Deputy Principal on the first day not covered by the documentation. Students will then be given an **illness** and misadventure form, which must be completed and signed by both the student and the parent/guardian. This form must be handed in to the appropriate Deputy Principal on the next school day, unless prior arrangements are made.

Absences due to holidays must be applied for in writing to the Principal. Permission for extended leave is rarely granted to Year 10 students. If you take leave without permission, you are putting your RoSA in serious risk. Any missed assessment tasks will be awarded a mark of ZERO and a warning letter issued.

ASSESSMENT TASKS SCHEDULED DURING SCHOOL TIME AND EXAMINATIONS

If a student misses an in-class assessment task he/she must have a medical certificate explaining the absence. This certificate must be submitted to the appropriate Deputy Principal before the bell rings at 8.45am on the first school day not covered by the certificate. The expectation will be that the task will be completed on that first day, in his/her own time if necessary. The task will be marked with the rest of the tasks but not returned to the student until the Panel has made a decision to accept the reason for absence as valid.

A student who misses an in-class assessment or examination without a valid reason and appropriate documentation will have a Warning of Non-Completion of a RoSA Course sent to the parent/caregiver. Students are required to be at school for their first timetabled lesson and attend all other timetabled lessons as normal. Students failing to do this will need to report to the Deputy Principal and justify their absence.

CONDUCT DURING EXAMINATIONS, TESTS OR ASSESSMENTS

Students must:

- follow the examination supervisor's instructions at all times.
- remain silent while in the examination room except if talking to a supervisor.
- behave in a way that will be not likely to disturb the work of any other student nor disrupt the conduct of the examination.
- make a serious attempt at all questions in the examination. Answers must not contain frivolous or offensive material.
- All pencils, pens, rulers etc must be brought in a clear plastic sleeve into the exam hall.
- not take food into the examination room. Books, notes, paper, mobile phones are not to be taken into the examination room. The areas where bags are placed is not considered to be the examination room, but any mobile phone left in a bag in this area must be switched off.
- behave ethically. No attempt should be made to engage in malpractice, to cheat or to attempt to cheat.

- Remain in the examination room and not hand in their paper until the examination time has elapsed.

A penalty, including a zero mark may be applied if a student breaks any of the examination rules with no opportunity to redo the task.

APPEALS

PURPOSE OF APPEALS

This process is to be followed when a student wishes to appeal a decision made by a Head Teacher because the student has not observed the requirements of Kogarah High School Assessment Policy.

PROCEDURE TO LODGE AN APPEAL BY A STUDENT

- The student must lodge a written appeal stating the grounds on which he/she is appealing. All supporting documentation must be included.
- The written appeal must be submitted to the relevant Deputy Principal within 3 days of the task being submitted or completed.
- Only appeals submitted using the Assessment Task Appeal Form and completed by the student will be considered.

PROCEDURE TO CONSIDER AN APPEAL

- The Head Teacher will gather the assessment task documentation issued to students and relevant information from staff where appropriate.
- The Head Teacher will photocopy the student's work and keep the originals where malpractice is involved.
- The Deputy Principal will convene the Appeals Panel consisting of the Head Teacher and the Deputy Principal.
- The panel will interview the student to enable the student to elaborate on his/her grounds for appeal.
- The panel will consider all other evidence put before it in an impartial manner.
- The Panel's role is to determine whether
 - the student had adhered to the rules of the Kogarah High School Assessment Policy.
 - The penalty is upheld or adjusted.
- The Deputy Principal will record the decision of the Appeal Panel on the student's records and notify the student.

Year 10 – Assessment Calendar OVERVIEW 2024

Week	Term 1	Term 2	Term 3	Term 4
1			History	
2		History		English, History, IST, PASS, Science, Child Studies, Geography
3		Geography, Science, IST, Commerce, Visual Arts	Timber	Visual Arts, geography, Music
4	History Elective	PASS, Child Studies	Child Studies	Commerce, Timber, Japanese
5	PASS	Timber	Music	
6	Japanese,	History Elective, Mathematics, Music	English	
7	Mathematics	iSTEM, Food Technology	EXAMINATION WEEK	
8	Music, Food Technology, Timber,		PASS	
9	Child Studies, PDHPE, Science, iSTEM, English, Photography	IST, Visual Arts, Photography	History Elective, IST, Food Technology	
10	PDHPE, PASS, English		PDHPE, PASS, Science	

CHILD STUDIES

TASK NUMBER	ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Keep Me Safe	CS5-10	T1-Wk9	25%
2	21 st Century Children	CS5-12	T2-Wk4	25%
3	Children and Culture	CS5-4	T3-Wk4	25%
4	End of Course Examination	CS5-2, CS5-5, CS5-6, CS5-7, CS5-8, CS5-9, CS5-10, CS5-11	T4-Wk2	25%
			TOTAL	100%

COURSE 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

COMMERCE

TASK NUMBER	ASSESSMENT TASK DESCRIPTION	OUTCOMES	DUE DATE	WEIGHT
1	TOPIC TEST – The Economic and Business Environment/ Law, Society & Political Involvement	5.1, 5.7, 5.8	Term 2 Week 3	35%
2	EXAMINATION (all previous topics)	5.1, 5.2, 5.3, 5.4, 5.5	Exam Week	40%
3	RESEARCH & REFLECTION – Market Day Booklet Reflection	5.2, 5.6, 5.9	Term 4 Week 4	25%
			TOTAL	100%
COURSE OUTCOMES				
Objectives	Stage 5 Outcomes			
Knowledge and understanding of consumer, financial, business, legal and employment matters.	5.1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts 5.2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts. 5.3 examines the role of law in society			
Skills in decision-making and problem-solving in relation to consumer, financial, business, legal and employment issues.	5.4 analyses key factors affecting commercial and legal decisions 5.5 evaluates options for solving commercial and legal problems and issues 5.6 monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues			
Skills in effective research and communication	5.7 researches and assesses commercial and legal information using a variety of sources 5.8 explains commercial and legal information using a variety of forms			
Skills in working independently and collaboratively	5.9 works independently and collaboratively to meet individual and collective goals within specified timelines			

ENGLISH

TASK NUMBER	Assessment Task Description	Outcomes	Date	Weight
1	Novel Study Task: Comprehension, Composition & Reflection	EN5-ECB-01 EN5-RVL-01 EN5-ECA-01	Term 1 Week 10	30 %
2	Bookwork/Classwork/ Formative Tasks	ALL	Semester 1 Progressive	10 %
3	Task: *End of Course Examination Short and Extended responses.	EN5-RVL-01 EN5-URA-01 EN5-ECA-01	Term 3 *Week 6	30 %
4	Media Multimodal presentation & Reflection	EN5-URC-01 EN5-URA-01 EN5-URB-01 EN5-RVL-01	Term 4 Week 2	20%
5	Bookwork/Classwork/ Formative Tasks	ALL	Semester 2 Progressive	10 %
TOTAL				100%

COURSE OUTCOMES

EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts

EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures

EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes

EN5-URC-01 investigates and explains ways of valuing texts and the relationships between them

EN5-ECA-01 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 uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

* Scheduled as per End of Course Timetable Examination

FOOD TECHNOLOGY

TASK NUMBER	ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Food Selection and Health Research Task	FT5-6, FT5-7, FT5-8	Term 1 Week 8	15%
2	Food for Specific Needs Group Task	FT5-6, FT5-9, FT5-13	Term 2 Week 7	20%
3	Part A) Semester 1 practical's	FT5-1, FT5-2	Ongoing	10%
	Part B) Semester 2 practical's	FT5-4, FT5-5	Ongoing	10%
4	Examination	FT5-3, FT5-6, FT5-7	Exam Week	20%
5	Part A) Food Service & Catering - Research	FT5-3, FT5-4, FT5-8, FT5-9	Term 3 week 9	15%
	Part B) Food Service & Catering - Practical	FT5-1, FT5-2, FT5-5	Practicals to occur week 8 & 9	10%
TOTAL				100%

COURSE OUTCOMES

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

GEOGRAPHY

TASK NUMBER	ASSESSMENT TASK DESCRIPTION	OUTCOMES	DUE DATE	WEIGHT
1	In-class Writing Task – Environmental Management	GE5-1, GE5-2, GE5-5, GE5-8	Term 2 Week 3	30%
2	Examination (all previous topics)	GE5-2, GE5-3, GE5-6, GE5-7	Exam Week	40%
3	Research/Writing task – Human Wellbeing	GE5-3, GE5-4, G E5-6	Term 4 Week 2	30%
TOTAL				100%
COURSE OUTCOMES				
Objectives	Stage 5 Outcomes			
<ul style="list-style-type: none"> 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 Apply geographical tools for geographical inquiry Develop skills to acquire, process and communicate geographical information 	<p>GE5-1 explains the diverse features and characteristics of a range of places and environments</p> <p>GE5-2 explains processes and influences that form and transform places and environments</p> <p>GE5-3 analyses the effect of interactions and connections between people, places and environments</p> <p>GE5-4 accounts for perspectives of people and organisations on a range of geographical issues</p> <p>GE5-5 assesses management strategies for places and environments for their sustainability</p> <p>GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing</p> <p>GE5-7 acquires and processes geographical information by selecting and using appropriate by selecting and using appropriate and relevant geographical tools for inquiry</p> <p>GE5-8 communicates geographical information using a variety of strategies</p>			

HISTORY

TASK NUMBER	ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Research/Writing Task – Changing Rights and Freedoms	HT5-2, HT5-3, HT5-4, HT5-6, HT5-9, HT5-10	Term 2 Week 2	30%
2	Migrant Interview/Writing Task – Migration stories after World War II	HT5-1, HT5-3, HT5-6, HT5-7 HT5-8, HT5-9, HT5-10	Term 3 Week 1	30%
3	Examination	HT5-1, HT5-2, HT5-5-3, HT5-4, HT5-5-7, HT5-9	Exam Week	30%
4	Bookwork, classwork and homework		Term 4 Week 2	10%
TOTAL				100%

COURSE OUTCOMES

Objectives	Outcomes
<ul style="list-style-type: none"> develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia develop skills to undertake the process of historical inquiry Develop skills to communicate their understanding of history 	<p>HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia</p> <p>HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia</p> <p>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</p> <p>HT5-4 explains and analyses the causes and effects</p> <p>HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process</p> <p>HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia</p> <p>HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia</p> <p>HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry</p> <p>HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past</p> <p>HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences</p>

HISTORY ELECTIVE

TASK NUMBER	SEMESTER ONE TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Archaeology – PBL Task – The Big Dig	HTE5-1, HTE5-3, HTE5-7, HTE5-9	Term 1 Week 4	50%
2	World Revolutions – research project	HTE5-3, HTE5-4, HTE5-5, HTE5-6, HTE5-7, HTE5-8, HTE5-9, HTE5-10	Term 2 Week 6	50%
TASK NUMBER	SEMESTER TWO TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Conspiracy Theories – oral presentation	HTE5-2, HTE5-3, HTE5-4, HTE5-6, HTE5-7, HTE5-8, HTE5-9, HTE5-10	Term 3 Week 9	50%
2	Examination	HTE5-2, HTE5-3, HTE5-4, HTE5-5, HTE5-7, HTE5-8, HTE5-9, HTE5-10	Exam Period	50%
TOTAL				100%
COURSE OUTCOMES				
Objectives		Stage 5 Outcomes		
<p>Students develop knowledge and understanding of:</p> <ul style="list-style-type: none"> • history and historical inquiry • past societies and historical periods. <p>Students develop skills to:</p> <ul style="list-style-type: none"> • undertake the processes of historical inquiry • communicate their understanding of history <p>Students value and appreciate:</p> <ul style="list-style-type: none"> • history as a study of human experience • the opportunity to develop a lifelong interest in and enthusiasm for history • the nature of history as reflecting differing perspectives and viewpoints • the opportunity to contribute to a just society through informed citizenship • the contribution of past and present peoples to our shared heritage 		<ul style="list-style-type: none"> ▪ HTE5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry ▪ HTE5-2 examines the ways in which historical meanings can be constructed through a range of media ▪ HTE5-3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation ▪ HTE5-4 explains the importance of key features of past societies or periods, including groups and personalities ▪ HTE5-5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage ▪ HTE5-6 identifies and evaluates the usefulness of historical sources in an historical inquiry process ▪ HTE5-7 explains different contexts, perspectives and interpretations of the past ▪ HTE5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry ▪ HTE5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past ▪ HTE5-10 selects and uses appropriate forms to communicate effectively about the past for different audiences 		

INDUSTRIAL TECHNOLOGY – TIMBER

TASK NUMBER	ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Technical Drawing/Portfolio	IND5-3, IND5-4	Term 1 Week 8	15%
2	Practical Project	IND5-2, IND5-7, IND5-7	Term 2 Week 5	25%
3	Research Assignment	IND5-3, IND5-8	Term3 Week 3	15%
4	Examination	IND5-1, IND5-10	Exam Week	20%
5	Construction of a carcass and practical skills	IND5-6, IND5-8, IND5-9	Term 4 week 4	25%
TOTAL				100%

COURSE 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

INFORMATION AND SOFTWARE TECHNOLOGY

TASK NUMBER	ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Option project 3	5.2.1, 5.2.2	Term 1 Week 7	10%
2	Mid-Course Examination	5.2.1, 5.2.2, 5.3.1	Term 2 Week 3	25%
3	Project Stage 1. Option Topic 4	5.1.1, 5.2.3, 5.3.1, 5.3.2	Term 2 Week 9	10%
4	Project Stage 2. Option Topic 5	5.2.1, 5.2.3, 5.4.1	Term 3 Week 9	25%
5	Examination	5.1.2, 5.2.2, 5.2.3, 5.5.1	Term 4 Week 2	30%
TOTAL				100%
COURSE OUTCOMES				
<p>5.1.1 selects and justifies the application of appropriate software programs to a range of tasks</p> <p>5.1.2 selects, maintains and appropriately uses hardware for a range of tasks</p> <p>5.2.1 describes and applies problem-solving processes when creating solutions</p> <p>5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems</p> <p>5.2.3 critically analyses decision-making processes in a range of information and software solutions</p> <p>5.3.1 justifies responsible practices and ethical use of information and software technology</p> <p>5.3.2 acquires and manipulates data and information in an ethical manner</p> <p>5.4.1 analyses the effects of past, current and emerging information and software technologies on the individual and society</p> <p>5.5.1 applies collaborative work practices to complete tasks</p>				

iSTEM

TASK NUMBER	ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	CAD / CAM Mini projects. 3D Printing	5.1.1, 5.1.2, 5.5.1, 5.6.1	Ongoing	10%
2	MOTION / BIOMECHANICS Mechatronics (Research)	5.1.2, 5.2.2	Term 1, Week 9	10%
3	MOTION / Simple car / Hovercraft/ Rover Project (Skills, Problem solving)	5.1.1, 5.4.1, 5.4.2, 5.5.1	Term 2, Week 7	35%
4	ALTERNATIVE ENERGY / Water plant / Wind plant / Solar plant/ Biomass,Hydrogen or Fuel Cells Project (Skills, Problem Solving)	5.6.1, 5.6.2, 5.3.2, 5.5.2	Term 3, Week 8	25%
5	Examination (Knowledge & Understanding)	5.2.1, 5.3.1	Term 4, Week 5	20%
TOTAL				100%

COURSE OUTCOMES

- 5.1.1 develops ideas and explores solutions to STEM based problems
- 5.1.2 demonstrated initiative, entrepreneurship, resilience and cognitive flexibility through the completion of practical STEM based activities
- 5.2.1 describe how scientific and mechanical concepts relate to technological and engineering practice
- 5.2.2 applies cognitive processes to address real world STEM based problems in a variety of contexts
- 5.3.1 applies a knowledge and understanding of STEM principles and processes
- 5.3.2 identifies and uses a range of technologies in the development of solutions to STEM based problems
- 5.4.1 plans and manages projects using an iterative and collaborative design process
- 5.4.2 develops skills in using mathematical, scientific and graphical methods whilst working as a team
- 5.5.1 applies a range of communication techniques in the presentation of research and design solutions
- 5.5.2 critically evaluates innovative, enterprising and creative solutions
- 5.6.1 selects and uses appropriate problem solving and decision making techniques in a range of STEM contexts
- 5.6.2 will work individually or in teams to solve problems in STEM contexts
- 5.7.1 demonstrates an appreciation of the value of STEM in the world in which they live
- 5.8.1 understands the importance of working collaboratively, cooperatively and respectfully in the completion of STEM activities

JAPANESE

TASK NUMBER	SEMESTER ONE ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHTI
1	Interacting - Speaking Accessing and Responding - Listening Systems of Language	L JA5-1C, L JA5-5U	Term 1 Week 6	25%
2	Interacting and Composing - Writing Accessing and Responding - Reading Systems of Language	L JA5-1C, L JA5-4C L JA5-6U	Term 2 Week 3	25%
3	Interacting and Composing - Listening & Speaking Systems of Language	L JA5-1C, L JA5-4C, L JA5-5U	Exam Week	15%
4	Accessing and Responding - Reading & Writing Composing	L JA5-2C, L JA5-3C, L JA5-4C	Term 4 Week 4	15%
5	Accessing and Responding, Interacting & Composing - Personal Interest Project Systems of Language	L JA5-2C, L JA5-3C, L JA5-6U L JA5-7U	Progressiv e	20%
TOTAL				100%

COURSE OUTCOMES

<p>Communicating Strand</p> <p>Interacting – exchanging information, ideas and opinions, and socialising, planning and negotiating</p> <p>Accessing and responding – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts</p> <p>Composing – creating spoken, written, bilingual, digital and/or multimodal texts</p>	<p>LJA5-1C</p> <p>LJA5-2C</p> <p>LJA5-3C</p> <p>LJA5-4C</p>	<p>A student:</p> <p>manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate</p> <p>identifies and interprets information in a range of texts</p> <p>evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences</p> <p>experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences</p>
<p>Understanding Strand</p> <p>Systems of language – understanding the language system including sound, writing, grammar, text structure; and how language changes over time and place</p> <p>The role of language and culture – understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity</p>	<p>LJA5-5U</p> <p>LJA5-6U</p> <p>LJA5-7U</p> <p>LJA5-8U</p> <p>LJA5-9U</p>	<p>A student:</p> <p>demonstrates how Japanese pronunciation and intonation are used to convey meaning</p> <p>demonstrates understanding of how Japanese writing conventions are used to convey meaning</p> <p>analyses the function of complex Japanese grammatical structures to extend meaning</p> <p>analyses linguistic, structural and cultural features in a range of texts</p> <p>explains and reflects on the interrelationship between language, culture and identity</p>

MATHEMATICS

TASK NUMBER	ASSESSMENT TASK DESCRIPTION	OUTCOMES	DUE DATE	WEIGHTING
1	In class assessment Interest and depreciation, Coordinate geometry, Surds (5.3)	MA5-1WM, MA5.1-2WM, MA5.1-3WM, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.3-1WM, MA5.3-2WM, MA5.1-4NA, MA5.2-4NA, MA5.1-6NA, MA5.2-9NA, MA5.3-6NA, MA5.3-8NA,	Term 1 Week 7	20%
2	In class assessment Surface area and volume, Algebra, Products and Factors (5.3)	MA5.1-1WM, MA5.1-3WM, MA5.2-1WM, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.3-1WM, MA5.1-8MG, MA5.2-11MG, MA5.2-12MG, MA5.1-5NA, MA5.2-6NA, MA5.2-7NA, MA5.3-5NA	Term 2 Week 3	30%
3	Major assessment Interest and depreciation, Coordinate geometry, Surface area and volume, Algebra, Products and Factors, Surds Algebra, Investigating data, Equations and	All outcomes learnt so far	Term 3 Week 6 (Exam Week)	35%
4	In class assessment Simultaneous equations, Probability, Products and factors, Quadratic equations and the parabola (5.3)	MA5.2-1WM, MA5.1-2WM, MA5.1-3WM, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM MA5.2-8NA, MA5.1-13SP, MA2-17SP, MA5.3-1WM, MA5.3-2WM, MA5.3-7NA, MA5.3-9NA	Term 4 Week 3	15%
			TOTAL	100%
COURSE OUTCOMES				

Stage 5.1 Outcomes for Mathematics Stage 5

Working Mathematically

- MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts
- MA5.1-2WM selects and uses appropriate strategies to solve problems
- MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context

Number and Algebra

- MA5.1-4NA solves financial problems involving earning, spending and investing money
- MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
- MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships
- MA5.1-7NA graphs simple non-linear relationships

Measurement and Geometry

- MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
- MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
- MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
- MA5.1-11MG describes and applies the properties of similar figures and scale drawings

Statistics and Probability

- MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
- MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events

Stage 5.2 Outcomes for Mathematics Stage 5

Working Mathematically

- MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions
- MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
- MA5.2-3WM constructs arguments to prove and justify results

Number and Algebra

- MA5.2-4NA solves financial problems involving compound interest
- MA5.2-5NA recognises direct and indirect proportion, and solves problems involving direct proportion
- MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions
- MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices
- MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
- MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships
- MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationships

Measurement and Geometry

- MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids
- MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
- MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings
- MA5.2-13MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar MA5.2-13MG

Statistics and Probability

- MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
- MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data
- MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time
- MA5.2-17SP describes and calculates probabilities in multi-step chance experiments

Stage 5.3 Outcomes for Mathematics Stage 5

Working Mathematically

- MA5.3-1WM uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
- MA5.3-2WM generalises mathematical ideas and techniques to analyse and solve problems efficiently
- MA5.3-3WM uses deductive reasoning in presenting arguments and formal proofs

Number and Algebra

- MA5.3-4NA draws, interprets and analyses graphs of physical phenomena
- MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions
- MA5.3-6NA performs operations with surds and indices
- MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
- MA5.3-8NA uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
- MA5.3-9NA sketches and interprets a variety of non-linear relationships
- MA5.3-10NA recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
- MA5.3-11NA uses the definition of a logarithm to establish and apply the laws of logarithms
- MA5.3-12NA uses function notation to describe and sketch functions

Measurement and Geometry

- MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
- MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
- MA5.3-15MG applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
- MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
- MA5.3-17MG applies deductive reasoning to prove circle theorems and to solve related problems

Statistics and Probability

- MA5.3-18SP uses standard deviation to analyse data
- MA5.3-19SP investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

MUSIC

TASK NUMBER	SEMESTER ONE ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHTING
1	Listening	4.7, 4.8, 4.9, 4.10	Term 1 Week 8	25%
2	Composition	4.4, 4.5, 4.6	Term 2 Week 6	25%
TASK NUMBER	SEMESTER TWO ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHTING
3	Performance	4.1, 4.2, 4.3	Term 3 Week 5	25%
4	Semester Two Examination	4.9, 4.10	Term 4 Week 4	25%
			TOTAL	100%
COURSE OUTCOMES				
4.1	Performs in a range of musical styles demonstrating an understanding of musical concepts			
4.2	Performs music using different forms of notation and different types of technology across a broad range of musical styles			
4.3	Performs music demonstrating solo and/or ensemble awareness			
4.4	Demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing			
4.5	Notates compositions using traditional and/or non-traditional notation			
4.6	Experiments with different forms of technology in the composition process			
4.7	Demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas			
4.8	Demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire			
4.9	Demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study			
4.10	Identifies the use of technology in the music selected for study, appropriate to the musical context			
4.11	Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform			
4.12	Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences			

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

TASK NUMBER	ASSESSMENT TASK DESCRIPTION	OUTCOMES	DUE DATE	WEIGHT
1	Active Lifestyle	PD5.8	Term 1 Week 9	25%
2	Semester 1 Sport	PD5.11 PD5.4	Term 1 Week 10	25%
3	Sports Model	PD5.3 PD5.6	Term 3 Week 10	25%
4	Examination	PD5.1 PD 5.11	Exam Week	25%
TOTAL				100%
COURSE OUTCOMES				
<p>PD5-1 Assesses their own and others' capacity to reflect on and respond positively to challenges</p> <p>PD5-2 Researches and appraises the effectiveness of health information and support services available in the community</p> <p>PD5-3 Analyses factors and strategies that enhance inclusivity, equality and respectful relationships</p> <p>PD5-4 Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts</p> <p>PD5-5 Appraises and justifies choices of actions when solving complex movement challenges</p> <p>PD5-6 Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity</p> <p>PD5-7 Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities</p> <p>PD5-8 Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity</p> <p>PD5-9 Assesses and applies self-management skills to effectively manage complex situations</p> <p>PD5-10 Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts</p> <p>PD5-11 Refines and applies movement skills and concepts to compose and perform innovative movement sequences</p>				

PHYSICAL ACTIVITY AND SPORT STUDIES (PASS)

TASK NUMBER	ASSESSMENT TASK DESCRIPTION	OUTCOMES	DUE DATE	WEIGHT
1	Body Systems Test	PASS5-1, PASS5-2, PASS5-10	Term 1 Week 10	25%
2	Semester 1 Sport	PASS5-5 PASS5-9	Term 2 Week 4	25%
3	Coaching Task	PASS5-7 PASS5-8	Term 3 Week 8 – Week 10	25%
4	Semester 2 Sport	PASS5-6 PASS5-9	Term 4 Week 2	25%
TOTAL				100%
COURSE OUTCOMES				
<p>PASS5-1 discusses factors that limit and enhance the capacity to move and perform</p> <p>PASS5-2 analyses the benefits of participation and performance in physical activity and sport</p> <p>PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport</p> <p>PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives</p> <p>PASS5-5 demonstrates actions and strategies that contribute to active participation and skillful performance</p> <p>PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport</p> <p>PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance</p> <p>PASS5-8 displays management and planning skills to achieve personal and group goals</p> <p>PASS5-9 performs movement skills with increasing proficiency</p> <p>PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.</p>				

PHOTOGRAPHIC & DIGITAL MEDIA

TASK NUMBER	SEMESTER ONE ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Assessment Task 1	5.1, 5.2, 5.4, 5.5	Term 1	25%
	Part A: Critical and Historical studies	5.8, 5.9, 5.9, 5.10	Week 9	
2	Assessment Task 2	5.1, 5.4, 5.6	Term 2	25%
	Part A: Critical and Historical studies	5.8, 5.9, 5.9	Week 9	
TASK NUMBER	SEMESTER TWO ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHTING
4	Assessment Task 3	5.1, 5.4, 5.3,	Term 3	25%
	Part A: Critical and Historical studies	5.7, 5.8, 5.9, 5.9	Week 9	
5	Assessment Task 3	5.1, 5.4, 5.5, 5.6	Term 4	25%
	Part A: Critical and Historical studies	5.8, 5.9, 5.9	Week 3	
TOTAL				100%
COURSE OUTCOMES - Artmaking				
Students will:	Area of Content	A student:		
begin to investigate the world as a source of ideas, concepts and subject matter, make informed choices to think about and develop concepts and different meanings and to develop technical accomplishment and refinement in photography. Students also develop skills in photo editing software and are encouraged to build on their photography skills and concepts.	Practice	5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works		
	Conceptual framework	5.2 makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world– audience		
	Frames	5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning		
	Representation	5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital works		
	Conceptual strength and meaning	5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works		
	Resolution	5.6 demonstrates developing technical accomplishment and refinement in making artworks		
COURSE OUTCOMES - Critical and historical studies				
develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames.	Practice	5.7 applies their understanding of aspects of practice to critical and historical interpretations of art		
	Conceptual framework	5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art		
	Frames	5.9 demonstrates how the frames provide different interpretations of art		
	Representation	5.10 demonstrates how art criticism and art history construct meanings.		

SCIENCE

TASK NUMBER	ASSESSMENT TASK DESCRIPTION	OUTCOMES	DUE DATE	WEIGHT
1	Student Research Project	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-4WS, SC5-8WS, SC5-9WS	Term 1 Week 9	25%
2	Semester One Examination	SC5-14LW, SC5-15LW, SC5-16CW, SC5-17CW, SC5-7WS, SC5-8WS, SC5-9WS	Term 2 Week 3	20%
3	Examination - Skills	SC5-7WS, SC5-8WS	Exam Week	15%
4	Research and Presentation	SC5-14LW, SC5-15LW, SC5-9WS, SC5-5WS	Term 3 Week 10	15%
5	Examination - Knowledge	SC5-14LW, SC5-15LW, SC5-16CW, SC5-17CW, SC5-10PW, SC5-11PW	Term 4 Week 2	25%
TOTAL				100%

COURSE OUTCOMES

SKILLS	KNOWLEDGE AND UNDERSTANDING
<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> <p>SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p>SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems</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> <p>WS – Working Scientifically</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> <p>PW - Physical World LW- Living World</p> <p>ES - Earth and Space CW – Chemical World</p>

VISUAL ARTS

TASK NUMBER	SEMESTER ONE ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Artmaking Assessment	5.1, 5.2, 5.4	Term 1	30%
2	Critical and Historical Studies – In class written task	5.7, 5.8, 5.9, 5.10	Term 2 Week 9	40%
3	Artmaking Assessment	5.1-5.6	Term 2	30%
TOTAL				100%
TASK NUMBER	SEMESTER TWO ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
4	Artmaking Task 3	5.1-5.6	Term 3	40%
5	Critical and Historical Studies – Frames/Conceptual Framework Response	5.7, 5.8, 5.9, 5.10	Term 4	60%
TOTAL				100%
COURSE OUTCOMES - Artmaking				
Students will:	Area of Content	A student:		
Develop knowledge, understanding and skills to make artworks informed by their understanding of practice, the conceptual framework and the frames	Practice	5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks		
	Conceptual framework	5.2 makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience		
	Frames	5.3 makes artworks informed by an understanding of how the frames affect meaning		
	Representation	5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts		
	Conceptual strength and	5.5 makes informed choices to develop and extend concepts and different meanings in their artworks		
	Resolution	5.6 demonstrates developing technical accomplishment and refinement in making artworks		
COURSE OUTCOMES - Critical and historical studies				
Develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames	Practice	5.7 applies their understanding of aspects of practice to critical and historical interpretations of art		
	Conceptual framework	5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art		
	Frames	5.9 demonstrates how the frames provide different interpretations of art		
	Representation	5.10 demonstrates how art criticism and art history construct meanings		

2024 PERSONAL ASSESSMENT TASK CALENDAR

Wk	Day	M	Date	Term 1	M	Date	Term 2	M	Date	Term 3	M	Date	Term 4
1	M	J A N	29		A P R	29		J U L	22		O C T	14	
	Tu		30	SDD		30			23			15	
	W		31	SDD		01			24			16	
	Th		01	7, 11, 12 start		02			25			17	
	F		02	8,9, 10 start		03			26			18	
2	M	F E B	05		M A Y	06		J U L	29		O C T	21	
	Tu		06			07			30			22	
	W		07			08			31			23	
	Th		08			09			01			24	
	F		09			10			02			25	
3	M	F E B	12		M A Y	13		A U G	05		O C T	28	
	Tu		13			17			06			29	
	W		14			18			07			30	
	Th		15			19			08			31	
	F		16			20			09			01	
4	M	F E B	19		M A Y	20		A U G	12		N O V	04	
	Tu		20			21			13			05	
	W		21			22			14			06	
	Th		22			23			15			07	
	F		23			24			16			08	
5	M	F E B	26		M A Y	27		A U G	19		N O V	11	
	Tu		27			28			20			12	
	W		28			29			21			13	
	Th		29			30			22			14	
	F		01			31			23			15	
6	M	M A R	04		M A Y	03		A U G	26		N O V	18	
	Tu		05			04			27			19	
	W		06			05			28			20	
	Th		07			06			29			21	
	F		08			07			30			22	
7	M	M A R	11		J U N	10	KINGS'S BIRTHDAY	S E P	02		N O V	25	
	Tu		12			11			03			26	
	W		13			12			04			27	
	Th		14			13			05			28	
	F		15			14			06			29	
8	M	M A R	18		J U N	17		S E P	09		D E C	02	
	Tu		19			18			10			03	
	W		20			19			11			04	
	Th		21			20			12			05	
	F		22			21			13			06	
9	M	M A R	25		J U N	24		S E P	16		D E C	09	
	Tu		26			25			17			10	
	W		27			26			18			11	
	Th		28			27			19			12	
	F		29	GOOD FRIDAY		28			20			13	
10	M	A P R	01	EASTER MONDAY	J U L	01		S E P	23		D E C	16	
	Tu		02			02			24			17	
	W		03			03			25			18	
	Th		04			04			26			19	
	F		05			05			27			20	
11	M	A P R	08								D E C		
	Tu		09										
	W		10										
	Th		11										
	F		12										



APPENDIX 1 (Illness and Misadventure Form)



KOGARAH HIGH SCHOOL ILLNESS AND MISADVENTURE FORM

Student Name: _____ Year Group: _____

Date of Lodgement: _____

Subject: _____

Name of Assessment: _____ Assessment Date: _____

Explain the reason/s for the illness and/or misadventure appeal

Section B1 completed Section B2 completed

ATTACHMENTS

Doctor's certificate Relevant
 other evidence

I consider that my assessment performance was affected by illness or unforeseen misadventure which occurred immediately before or during the assessment as stated above.

I declare that all the information I have supplied is true.

Student's signature: _____ Date: _____

I declare that all the information supplied by my daughter/ son/ ward is true.

Parent/Guardian's signature: _____

Contact number: _____ Date: _____



SECTION B1

SAMPLE ONLY – This page will be completed by the Principal/Deputy Principal

Independent evidence of illness: to be completed by a medical practitioner

Diagnosis of medical condition: _____

Date of onset of illness: _____

Date(s) and time(s) of all consultations/meetings relating to this illness: _____

Please describe how the student’s condition/symptoms could affect their examination performance. (If the student was **unable to attend** an examination, it is essential that you provide full details in the space provided or on additional sheet(s) and attach them to the application.)

Any other comments or information which may assist in the assessment of the student’s appeal. (If there is not enough space, please attach additional sheet(s).)

Please note that any fee for providing this report is the responsibility of the student.

Name of doctor or other health professional providing this information: _____

Profession: _____ Place of work/organization: _____

Address _____

Contact phone: _____ Signed: _____ Date: _____

SECTION B1

Independent evidence of misadventure: to be completed by a relevant person such as a police officer or counsellor.

Date of misadventure event: _____ Were you a witness to the event: Yes/No

Of No, how did you obtain evidence you are providing? _____

Are you known to the student? Yes/No. If YES, nature of the relationship: _____

Description of the event: _____

Name: _____ Profession: _____

Place of work/organization: _____

Address _____



KOGARAH HIGH SCHOOL ILLNESS AND MISADVENTURE FORM Notification of Outcome

Name: _____ Year: _____

Date of assessment task: _____ Subject: _____

A panel (including a Head Teacher and member of the Senior Executive) has met and reviewed your application to be awarded marks or special consideration for the task listed above. This decision was made in line with our school assessment policy, which was provided to you at the beginning of your academic year.

Assessment requirements are explained to students when Assessment Booklets are issued at the Learning Conferences in Years 11 & 12.

Your application to be awarded marks or special consideration:

has been declined due to the reason(s) below

has been upheld for the reason(s) below

Deputy Principal/Principal: _____

Date:

