



Year 10 -2021

Assessment Schedule

Record of School Achievement (RoSA)

RoSA

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

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

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

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

The RoSA is also available to students who, from 2020, have not demonstrated the [HSC minimum standard](#) to receive their HSC.

Eligibility for a RoSA

To be eligible for a RoSA, students must have:

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

School Attendance

We don't set minimum attendance for the satisfactory completion of a course. However, a principal may determine that, due to absence, course completion criteria may not be met.

To receive a RoSA, students must attend school until the final day of Year 10.

They must also complete the following mandatory Years 7-10 curriculum requirements.

- **English:** Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- **Mathematics:** Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- **Science:** Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- **Human Society and its Environment:** Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each Stage.
- **Languages Other than English:** 100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
- **Technological and Applied Studies:** Our Technology (mandatory) Years 7–8 syllabus to be studied for 200 hours.
- **Creative Arts:** Two hundred hours to be completed, consisting of our 100-hour mandatory courses in each of Visual Arts and Music. We expect that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
- **Personal Development, Health and Physical Education:** Our mandatory 300-hour course to be completed. This integrated course is to be studied in each of Years 7–10.

Receiving the RoSA

Schools are responsible for requesting a RoSA through the enrolments section in [Schools Online](#). Once this has been completed, NESA will send a PDF of the RoSA to student's [Students Online](#) account. Students cannot directly request a RoSA themselves.

Schools are able to generate an eRecord and check the student's course information is correctly recorded. This online eRecord can be used as an interim result report until the formal RoSA credential is delivered to the student's Students Online account.

At any time, all students in Years 11 and 12 can access an online eRecord to provide potential employers when seeking casual work via their Students Online account.

Students who remain at school to complete their HSC will not receive a RoSA.

Transferring schools

A RoSA is not issued to students if they are transferring schools. Transferring students are managed between schools. It is the school's responsibility to inform NESA of a student's arrival by updating the student's details within Schools Online during the enrolments process.

RoSA reporting and grades

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

- completed courses and the awarded grade or mark
- courses a student has participated in but did not complete before leaving school
- results of any minimum standard literacy and numeracy tests that may have been sat
- date the student left school.

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

Grades are:

- based on student achievement in their assessment work
- submitted to NESA by the school in Term 4
- monitored by us for fairness and consistency.

NESA works with teachers to ensure appropriate standards for grading and assessment are developed and applied. This ensures that grades awarded in one school are equivalent to the same grades awarded in another school.

Successful completed Vocational Education and Training (VET) and Life Skills course are reported differently to graded courses.

Students who don't qualify for a RoSA

Students who leave school before finishing Year 10 are not eligible for a RoSA. If students leave after Year 10 and still don't meet RoSA requirements they will be issued with a Transcript of Study.

The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.

Schools must let NESA know when a student leaves school via Schools online.

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

Assessment Task Notification and Submission

Assessment notification is given by the teacher two weeks prior to the due date. It is the students responsibility to see the teacher if you were absent at the time of notification. Students will still have to complete the task by the original due date.

All assessment tasks must be handed to the teacher on or before the due date according to the instructions given by the teacher. Should a student not be able to hand your task in on time illness and misadventure procedures must be followed or a mark of zero will be awarded.

Illness/Misadventure

Students who are unable to hand in or fulfil the requirements of assessment on the due date can apply for Illness and Misadventure considerations. Failure to meet the requirements of consideration will result in a mark of zero will be awarded.

Process for applying for Illness/Misadventure and missed assessment completion/submission

1. On the first day you return to school, students are report to their Deputy Principal at the beginning of the school day and submit a Dr Certificate and any outstanding Assessment Task(s) should be submitted to the classroom teacher.
2. The Deputy Principal will issue the student with an Illness/Misadventure Appeal form that must be submitted within 5 days of the missed assessment task.
3. In case of a missed examination, students will sit the examination on the first day returning to school. If the student has missed multiple examinations, the Deputy Principal will devise a suitable timetable in consultation with the student for the catch up of these examinations. This will commence on the first day of return where the student will be asked to complete their first examination.
4. Students will not be asked to sit more than 2 tasks on any given day.
5. Students may be given an alternative task. Only in very exceptional cases will an estimate be awarded.

The right to submit an illness/misadventure appeal and the responsibility for doing so rests with the student, except where it is impossible for the student to do so, in such cases of severe illness.

IF YOU KNOW IN ADVANCE THAT YOU WILL BE ABSENT FOR AN ASSESSMENT TASK, complete an Illness/Misadventure Appeal form seeking special consideration, as soon as you are aware of the problem, before the Due Date of the Assessment Task. If your request is accepted, the Head Teacher will decide on the appropriate arrangements.

NO COMPENSATION IS PERMITTED IN THE MARKING of a particular task because of factors such as illness, misadventure or domestic problems, which might affect the preparation, or performance of a student throughout the course. However, if a student can show a valid reason for

poor performance which is due to illness or misadventure, then he/she can appeal in writing and with supporting evidence.

ALL SUBMISSIONS FOR SPECIAL CONSIDERATION must be in writing and submitted on an Illness/Misadventure Appeal form at the earliest possible date but no later than 5 days after submission and discussed with the Head Teacher. (Remember that once marks are decided and recorded they cannot be changed). The Head Teacher in consultation with your class teacher, and with the Senior Executive, will have the final responsibility of making the decision, and the discretion to make alternative arrangements if necessary.

Link to electronic Illness/Misadventure Appeal form

https://docs.google.com/document/d/1VL_7ivy43mUZyHnr-nAnM3_v4SiHdUkGSpsYfwg_FxE/edit?usp=sharing

Please select "File" then "Make a copy" and you can type onto this document. Where possible the document should be printed and signed in pen.

Mark of Zero Awarded

ZERO MARKS MAY BE AWARDED BY THE HEAD TEACHER if:

- no Assessment Task is handed in.
- you hand in an Assessment Task late without following procedures set out above,
- your explanation for lateness is not accepted.
- you are absent when an Assessment Task is performed and you do not follow the Illness/Misadventure Appeal process or if your explanation is not accepted.
- it is established that you acted dishonestly, plagiarised, or gained an unfair advantage in an Assessment Task, i.e. did not apply the principles of All My Own Work.
- you prevented another student from completing an Assessment Task to the best of his or her ability
- you do not make a serious attempt.

'N' determinations

If students don't complete a course's requirements they will receive an 'N' determination.

Students are warned via a letter from their school if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem.

If a student receives an 'N' determination in a mandatory curriculum requirement course, they won't be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' determination.

If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

Principals need to inform NESAs if they feel a student is eligible for a RoSA after being deemed ineligible at the end of Year 10 because they failed to meet the mandatory curriculum requirements at the time.



Stage 5

ILLNESS/MISADVENTURE APPEAL FORM

If you consider that your performance in an Assessment Task was adversely affected by illness or misadventure occurring immediately prior to or during the task.

OR

If you are/were unable to attend an Assessment Task due to illness or misadventure occurring immediately before or during the task.

YOU SHOULD COMPLETE THIS FORM

Please consult the Northmead CAPA High School HSC Assessment Policy before completing the form.

Name: Year:

Home Address:

Telephone No:

Subject: Date of Assessment Task:

Class Teacher: Head Teacher:

Type of Appeal: (please circle) **ILLNESS** **MISADVENTURE**

Details: (see over for instructions)

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Student's signature: Parent's signature:

Date: Date:

*Please hand this completed form to relevant Deputy Principal **within 5 school days** of the task's due date.*

Office use: Date Received:

Sentral number:

Student notified of outcome:

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Receipt of Illness/Misadventure Form Acknowledgement

Student:

Subject:

Your appeal was received on:

Signed:

Instructions: For the circumstances of your appeal to be accurately assessed, the following information is required:

In case of illness:

- the date of onset of illness;
- an indication of the duration of the condition.

In case of misadventure:

- the date and time of the occurrence and subsequent events;
- a description of the occurrence.

NB: *Please attach supporting documentation and ensure that the completed form is **submitted within 5 school days** of the task's original due date.*

FOR SCHOOL USE ONLY:

Comments by Teacher / Head Teacher:

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DECISION:

- Appeal Upheld Appeal Declined

Comment:

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Signed: Date:

NOTIFICATION:

- Head Teacher informed Date:
- Student informed Date:

SUBJECT: Agriculture

		Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
		Term 1	Term 2	Term 3	Term 3	Term 4	Ongoing
		Tuesday Week 10 Term 1 30/03/2021	Tuesday Week 9 Term 2 15/06/2021	Tuesday Week 6 Term 3 17/08/2021	Tuesday Week 9 Term 3 23/08/2021	Tuesday Week 2 Term 4 12/10/2021	Ongoing class Practical assessment
Weighting		25%	15%	15%	15%	20%	10%
Task Type		Sheep Pests and Diseases IPM Research	Dairy Cattle Quiz	Dairy Marketing Campaign	Animal Production Quiz	Tractor Skills Assessment	Practical Assessment Sheep Skills Dairy Skills
Outcomes Assessed		AG5-7 AG5-8 AG5-10	AG5-1 AG5-4 AG5-7 AG5-10	AG5-3 AG5-5 AG5-9	AG5-1 AG5-2 AG5-8 AG5-9 AG5-10	AG5-13	AG5-4 AG5-10 AG5-11 AG5-12 AG5-14

Outcomes:

AG5-1 explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets

AG5-2 explains the interactions within and between agricultural enterprises and systems

AG5-3 explains the interactions within and between the agricultural sector and Australia's economy, culture and society

AG5-4 investigates and implements responsible production systems for plant and animal enterprises

AG5-5 investigates and applies responsible marketing principles and processes

AG5-6 explains and evaluates the impact of management decisions on plant production enterprises

AG5-7 explains and evaluates the impact of management decisions on animal production enterprises

AG5-8 evaluates the impact of past and current agricultural practices on agricultural sustainability

AG5-9 evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics

AG5-10 implements and justifies the application of animal welfare guidelines to agricultural practices

AG5-11 designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts

AG5-12 collects and analyses agricultural data and communicates results using a range of technologies

AG5-13 applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery

AG5-14 demonstrates plant and/or animal management practices safely and in collaboration with others

School Name: **Northmead CAPA HS**
 Preliminary Course: **Assistant Dance Teaching**

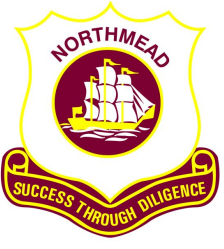
Student Competency Assessment Schedule
 2021

Assessment Tasks for CUA30313 Certificate III in Assistant Dance Teaching		Cluster A The Moving Body	Cluster B The Healthy Body	Cluster C Apply First Aid
Code	Unit of Competency	Week: 7-10 Theory - Friday 11 th June 2021 Practical - Friday 4 th June 2021 to 26 th June 2021 Term: 2	Week: 7 & 8 Friday 27 th August & Monday 30 th August 2021 Term: 3	Week: 8 Monday 22 nd November 2021 Term: 4
CUADTM411	Teach basic dance technique	X		
CUAWHS403	Incorporate anatomy and nutrition principles into skill development	X		
HLTAID003	Apply First Aid			X
BSBWHS201	Contribute to health and safety of self and others		X	
SISCCRO302A	Apply legal and ethical instructional skills		X	

Depending on the achievement of units of competency, the possible qualification outcome is CUA30313 Certificate III in Assistant Dance Teaching or a Statement of Attainment towards CUA30313 Certificate III in Assistant Dance Teaching.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". A course mark is not allocated.

SUBJECT: Biology Accelerated

	Task 3	Task 1 HSC Course	Task 2 HSC Course
	Term: 2 Week 7	Term: 4 Week 9	Term: 1 2022 TBA
	Date: 31/05/2021	03/12/2021	
Weighting	40%	20%	
Task Type	Preliminary Exam	Models	
Outcomes Assessed	BIO 11/12-1 BIO 11/12-2 BIO 11/12-3, BIO 11/12-4, BIO 11/12-5, BIO 11/12-6, BIO 11/12-7 BIO 11-8 BIO 11- 9 BIO 11-10 BIO 11-11	BIO 11/12-1 BIO 11/12-2 BIO 11/12-3, BIO 11/12-4, BIO 11/12-5, BIO 11/12-6, BIO 11/12-7 BIO 11-12(HSC outcome)	


Outcomes:

- BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11/12-5 analyses and evaluates primary and secondary data and information
- BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
- BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
- BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem


Subject: CIRCUS SKILLS

		Task 1	Task 2	Task 3	Task 4
		Term: 1	Term: 2	Term: 3	Term: 4
		Week: 8	Week: 4	Week: 6	Week: 4
		Date: 15/3/21	Date: 13/5/21	Date: 19/8/21	Date: 28/10/21
Weighting		20%	40%	20%	20%
Task Type		<i>Skill Development Video</i>	<i>Individual Skill Diary and Performance and Ongoing Participation Mark</i>	<i>Australia Circus Industry Research</i>	Written Performance Appraisal
Skill Acquisition and Movement	40%	20%	20%		
Creation and Appreciation	40%		20%		20%
Research	20%			20%	
Outcomes Assessed		5.1.1 5.1.2 5.2.1	5.1.3 5.2.1 5.2.2	5.1.4 5.2.1 5.3.1 5.3.2	5.1.1 5.1.2 5.1.4 5.2.2
<p>Outcomes:</p> <p>5.1. Students will develop knowledge, understanding and skills about circus as an art form through circus performance as a means to develop a variety of skills, techniques and conventions</p> <p>5.1.1 Demonstrates an advanced repertoire of technical skill</p> <p>5.1.2 Demonstrates safety in movement practices and appropriate movement techniques with increasing complexity in their performance work.</p> <p>5.1.3 Demonstrates a greater understanding of performance techniques and using them to connect with and engage an audience.</p> <p>5.1.4 Experiments with performance mediums and the elements of production appropriate to purpose and audience.</p> <p>5.2. Students will develop knowledge, understanding and skills about circus as an art form by creating circus through the fusion of the creative processes and an understanding of the performance and production elements, while maintaining the unique movements repertoire of the circus</p> <p>5.2.1 Manipulates the elements of performance in order to communicate meaning to an audience</p> <p>5.2.2 Experiments, explores and adapts the performance and production elements of Circus Arts to create meaning in a range of contexts.</p> <p>5.3 Students will develop knowledge, understanding and skills about circus as an art form, through circus appreciation as a means of describing the meanings, function and technical skill of circus. Analysing and evaluating their own work and the work of others within a historical, social or cultural context.</p> <p>5.3.1 Critically analyses the development of the Circus arts through a variety of contexts including print, video and film.</p> <p>5.3.2 Evaluates and appraises a performance based on a performance criteria</p>					


SUBJECT: Child Studies

		Task 1	Task 2	Task 3	Task 4
		Term: 1 Week 10	Term: 2 Week 7	Term: 3 Week 7	Term: 4 Week: 2
		Date: 26/03/2021	Date: 4/06/2021	Date: 27/08/2021	Date: 15/10/2021
Weighting		30%	30%	30%	10%
Task Type		Creative toy design and brochure	Children and Culture Research Task and oral presentation	Design a Pre-School in a box	Yearly Examination
Outcomes Assessed		CS5-3, CS5-5, CS5-6	CS5-8, CS5-11	CS5-4, CS5-5, CS5-10	CS5-6
<p>Outcomes:</p> <p>Outcomes:</p> <p>CS5-1 identifies the characteristics of a child at each stage of growth and development</p> <p>CS5-2 describes the factors that affect the health and wellbeing of the child</p> <p>CS5-3 analyses the evolution of childhood experiences and parenting roles over time</p> <p>CS5-4 plans and implements engaging activities when educating and caring for young children within a safe environment</p> <p>CS5-5 evaluates strategies that promote the growth and development of children</p> <p>CS5-6 describes a range of parenting practices for optimal growth and development</p> <p>CS5-7 discusses the importance of positive relationships for the growth and development of children</p> <p>CS5-8 evaluates the role of community resources that promote and support the wellbeing of children and families</p> <p>CS5-9 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing</p> <p>CS5-10 demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts</p> <p>CS5-11 analyses and compares information from a variety of sources to develop an understanding of child growth and development</p> <p>CS5-12 applies evaluation techniques when creating, discussing and assessing information related to child growth and development</p>					

SUBJECT: Commerce

		Task 1	Task 2	Task 3
		Term: 2	Term: 3	Term: 4
		Week: 2	Week : 7	Week: 2
		29/4/2021	26/8/21	14/10/2021
Weighting		40%	25%	35%
Task Type		Research Task	In class task	Yearly Exam
Outcomes Assessed		5.1, 5.5, 5.7, 5.8	5.2, 5.5, 5.6, 5.7, 5.9	5.1, 5.2, 5.3,5.4, 5.5, 5.8
<p>Outcomes:</p> <p>5.1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts</p> <p>5.2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts</p> <p>5.3 examines the role of law in society</p> <p>5.4 analyses key factors affecting commercial and legal decisions</p> <p>5.5 evaluates options for solving commercial and legal problems and issues</p> <p>5.6 monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues</p> <p>5.7 researches and assesses commercial and legal information using a variety of sources</p> <p>5.8 explains commercial and legal information using a variety of forms</p> <p>5.9 works independently and collaboratively to meet individual and collective goals within specified timelines</p>				


SUBJECT: Dance

		Task 1	Task 2	Task 3	Task 4
		Term: 1 Week: 9&10	Term: 2 Week: 3	Term: 3 Week: 9	Term: 4 Week: 3
		Date: 23/3/21 & 30/3/21	Date: 4/5/21	Date: 7/9/21 & 9/9/21	Date: 19/10/21 & 21/10/21
Weighting		20%	20%	30%	30%
Task Type		Class Sequences & Class Dance (Progress Mark)	Modern Dance Task & Dance Analysis	'Achieving Unity' & Logbook	Class Sequences & Dance & SDP LOG/INTERVIEW
Performance	50%	20%			30%
Composition	30%			30%	
Appreciation	20%		20%		
Outcomes Assessed		5.1.1 5.1.2 5.1.3 5.4.1	5.3.1 5.3.2 5.3.3	5.2.1 5.2.2	5.1.1 5.1.2 5.1.3 5.4.1

Outcomes:

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


SUBJECT: Drama

		Task 1	Task 2	Task 3	Task 4
		Term: 1 Week: 9	Term :2 Week: 4	Term :3 Week: 9	Term: 4 Week: 4
		Date:22/3/21	Date:11/5/21	Date: 6/9/21	Date:26/10/21
Weighting		25%	20%	25%	30%
Task Type		'Ruby Moon' Play Scripted Drama: Performance, Design & Rationale	Monologues: Performance & Folio	Group Devised Perf. - Theatrical Styles & Production Notes	Class 'Showcase' Performance & Logbook
Making	40 %	10%		15%	15%
Performing	30 %	10%	10%		10%
Appreciation	30 %	5%	10%	10%	5%
Outcomes Assessed		5.1.4 5.2.3 5.3.1	5.2.2 5.3.2	5.1.2 5.1.4 5.3.1	5.1.1 5.1.3 5.2.1 5.3.3

Outcomes:

- 5.1.1:** A student manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action.
- 5.1.2:** A student contributes, selects, develops and structures ideas in improvisation and playbuilding.
- 5.1.3:** A student devises, interprets and enacts drama using scripted and unscripted material or text.
- 5.1.4:** A student explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
- 5.2.1:** A student applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning.
- 5.2.2:** A student selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
- 5.2.3:** A student employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning
- 5.3.1:** A student responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
- 5.3.2:** A student analyses the contemporary and historical contexts of drama.
- 5.3.3:** A student analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

SUBJECT: Everything Film

		Task 1	Task 2	Task 3	Task 4
		Term: 1	Term: 2	Term: 3	Term: 4
		Week 7	Week: 4	Week 4	Week : 2
		Date: 8/3/21	Date: 10/5/21	Date: 2/8/21	Date: 14/10/21
Weighting		20%	30%	20%	30%
Task Type		Hand In: Film Media/Maker Analysis	Hand In: Short Film- technical focus	Hand In: Pre Production Booklet	Hand In: Short Film and reflection
Outcomes Assessed		KS2.1 KS2.3	KS3.1 KS3.2 KS3.3	KS1.2 KS2.2 VA Objective 1 VA Objective 2	KS1.1 KS3.2 KS3.3 VA Objective 1 VA Objective 2

Outcomes:

KS1.1 Applies studies of filmmaking practice and appreciates and evaluates their own films and the films of others

KS1.2: Appreciates the high level of energy, responsibility, commitment and organisational skills needed to produce films

KS1.3 Appreciates and analyses the elements and conventions of scriptwriting in the filmmaking process

KS2.1 Uses film terminology in oral and written critical analysis of film making processes and people.

KS2.2 Identifies the codes and conventions of genre as a means of creating film type and audience expectations of film

KS2.3 Uses film meta-language to critically analyse films and filmmakers

KS3.1 Identifies, uses and manipulates camera shots, framing and composition to create a visual impact

KS3.2 Identifies and uses editing techniques to construct montage and manipulate time, space, mood and rhythm for dramatic effect and narrative


KS3.3 Identifies and uses the elements of mise-en-scene such as: lighting, composition, the space in the frame, character placement, set/location/décor/costume design, sound and music for dramatic intent and aesthetic effect

KS3.4 Develops ideas and clarity of purpose in dramatic intent and action for a screenplay (and storyboard)

VA Objective 1: Values and appreciates an increased awareness and respect for the values and attitudes of others and a sense of their own worth and dignity as individuals.

VA Objective 2: Skills to collaborate effectively whilst respecting rights, efforts and feelings of others

SUBJECT: English

		Task 1	Task 2	Task 3	Task 4	Task 5
		Term:1	Term: 2	Term: 2	Term: 3	Term 4
		Week 9	Week 2	Week 10	Week 9	Week 2
		22/03/2021	26/04/2021	21/06/2021	13/09/2021	11/10/2021
Weighting		15%	20%	25%	25%	15%
Task Type		PBL	Half-Yearly Examination Comparative Essay	Shakespeare Appropriation Task	Speech	Yearly Examination
Outcomes Assessed		EN5-1A, EN5-3B, EN5-7D, EN5-9E	EN5-1A EN5-6C EN5-7D EN5-8D	EN5-1A EN5-2A EN5-4B	EN5-1A EN5-7D EN5-5C	EN5-3B EN5-4B EN5-7D

Outcomes:

Please list all subject outcomes

EN5-1A: responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN5-2A: effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies

EN5-3B: selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning

EN5-4B: effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

EN5-5C: thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts


EN5-6C: investigates the relationships between and among texts

EN5-7D: understands and evaluates the diverse ways texts can represent personal and public worlds


EN5-8D: questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

EN5-9E: purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness


SUBJECT: Food Technology

		Task 1	Task 2	Task 3	Task 4
		Term: 1	Term: 2	Term: 3	Term:4
		Week 9	Week 9	Week 9	Week 4
		Date: 25/3/21	Date:17/6/21	Date:9/9/21	Date:25/10/21
Weighting		25%	25%	35%	15%
Task Type		Food for Special Occasions - NYE Party Plan and Cake Design	Food Service and Catering- Pop-Up Restaurant Plan	Food Trends - Snap Blog and Grazing Platter	Food Equity - Aid Agency Report
Outcomes Assessed		FT5-2, FT5-8, FT5-9, FT5-10, FT5-11	FT5-1, FT5-2, FT5-4, FT5-5, FT5-10	FT5-1, FT5-3, FT5-4, FT5-9, FT5-12	FT5-6, FT5-13
<p>Outcomes:</p> <p>FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product</p> <p>FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food</p> <p>FT5-3 describes the physical and chemical properties of a variety of foods</p> <p>FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage</p> <p>FT5-5 applies appropriate methods of food processing, preparation and storage</p> <p>FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities</p> <p>FT5-7 justifies food choices by analysing the factors that influence eating habits (Assessed in Yr9)</p> <p>FT5-8 collects, evaluates and applies information from a variety of sources</p> <p>FT5-9 communicates ideas and information using a range of media and appropriate terminology</p> <p>FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes</p> <p>FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes</p> <p>FT5-12 examines the relationship between food, technology and society</p> <p>FT5-13 evaluates the impact of activities related to food on the individual, society and the environment</p>					

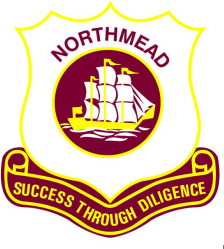
SUBJECT: Geography

		Task 1	Task 2	Task 3	Task 4
		Term: 1 Week 9	Term: 2 Week 2 & 3	Term: 3 Week : 7	Term: 4 Week 2
			Date: See calendar for individual class dates	Date: See calendar for individual class dates	Date: See calendar for individual class dates
Weighting		20%	30%	20%	30%
Task Type		PBL	Half-Yearly Exam	Geography Report	Yearly Exam
Outcomes Assessed		GE5.2, GE5.4, GE5.6, GE5.8	GE5.1, GE5.3, GE5.5, GE 5.8	GE5.1, GE 5.2, GE5.4, GE5.5, GE 5.7	GE5.2, GE 5.4, GE5.5, GE5.6, GE 5.8
<p>Outcomes: Please list all subject outcomes</p> <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 and relevant geographical tools for inquiry</p> <p>GE5-8 communicates geographical information to a range of audiences using a variety of strategies</p>					

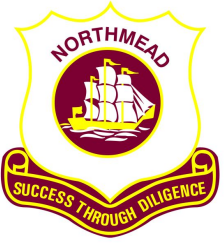
SUBJECT: History

	Task 1	Task 2	Task 3	Task 4
	Term: 1	Term: 2	Term: 2	Term: 4
	Week : 9	Week : 2	Week 9	Week: 2
Date:	Date:	Date:	Date:	
See calendar for individual class dates	See calendar for individual class dates	See calendar for individual class dates	See calendar for individual class dates	
Weighting	20%	30%	20%	30%
Task Type	PBL	Half Yearly Exam	Museum Research and Presentation	Yearly Exam
Outcomes Assessed	HT5.3, HT5.4, HT5.10	HT5.1, HT5.2, HT5.5, HT5.6	HT5.3, HT5.5, HT5.6, HT5.7, HT5.8	HT5.1, HT5.2, HT5.5, HT5.7
<p>Outcomes:</p> <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 of events and developments in the modern world and Australia</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>				

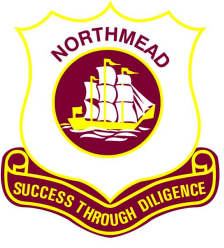
SUBJECT: History Elective

		Task 1	Task 2	Task 3
		Term: 1 Week : 10	Term: 3 Week: 4	Term: 4 Week: 2
		Tue 30/3/2021,	Thurs 5/8/2021,	Tues 12/10/2021,
Weighting		20%	40%	40%
Task Type		Source Analysis In Class Task	Oral Presentation	Yearly Exam
Outcomes Assessed		E5.1: E2, E5 E5.6, E5.7, E9	E5.1, E5.2, E5.6, E5.7, E5.8	E5.3, E5.4, E5.5, E5.8
<p>Outcomes:</p> <p>E5.1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry</p> <p>E5.2 examines the ways in which historical meanings can be constructed through a range of media</p> <p>E5.3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation</p> <p>E5.4 explains the importance of key features of past societies or periods, including groups and personalities</p> <p>E5.5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage</p> <p>E5.6 identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process</p> <p>E5.7 explains different contexts, perspectives and interpretations about the past</p> <p>E5.8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry</p> <p>E5.9 applies a range of relevant historical terms and concepts when communicating an understanding of the past</p> <p>E5.10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences</p>				


SUBJECT: Information Software & Technology

		Task 1	Task 2	Task 3	Task 4
		Term: 1	Term:2	Term: 3	Term: 4
		Week : 5	Week : 4	Week : 9	Week: 3
		Date: 25/03/21	Date: 10/06/21	Date:9/09/21	Date:21/10/21
Weighting		20%	30%	25%	25%
Task Type		Database Design	Individual Programming Project	Half yearly	Yearly Examination
Outcomes Assessed		5.1.1, 5.2.2, 5.2.3, 5.3.1, 5.5.1	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.5.3	5.1.1, 5.2.2, 5.2.3, 5.3.1, 5.5.1	5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.3.1
<p>Outcomes:</p> <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> <p>5.5.2 - communicates ideas, processes and solutions to a targeted audience</p> <p>5.5.3 - describes and compares key roles and responsibilities of people in the field of information and software technology</p>					


SUBJECT: Industrial Technology - Engineering

		Task 1	Task 2	Task 3	Task 4
		Term:1	Term:2	Term:3	Term:4
		Week 8	Week 8	Week 10	Week 4
		Date: 12/05/21	Date: 11/06/21	Date: 13/09/21	Date:29/10/21
Weighting		25%	25%	25%	25%
Task Type		Dragster/Folio	Research Task	Alternative Energy Task	Skylap/Folio
Outcomes Assessed		IND5-1, IND5-2 IND5-3, IND5-5 IND5-7, IND5-8	IND5-6, IND5-8 IND5-9	IND5-5,IND5-6 IND5-8, IND5-9 IND5-10	IND5-2, IND5-3 IND5-4, IND5-5 IND5-6, IND5-7
<p>Outcomes:</p> <p>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</p> <p>IND5-2 applies the design principles in the modification, development and production of projects</p> <p>IND5-3 identifies, selects and uses a range of hand and power tools, equipment and processes to produce quality practical projects</p> <p>IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications</p> <p>IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</p> <p>IND5-6 identifies and participates in collaborative work practices in the learning environment</p> <p>IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects</p> <p>IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction</p> <p>IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications</p> <p>IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally</p>					

SUBJECT: Industrial Technology - Timber

	Task 1	Task 2	Task 3	Task 4
	Theory	Practical Project 1	Theory	Practical Project 2
	Term:1	Term:2	Term:3	Term:4
	Week 10	Week 4	Week 10	Week 4
	Date: 27/4/2021	Date: 14/5/2021	Date: 17/9/2021	Date: 29/10/2021
Weighting	15%	35%	15%	35%
Task Type	Theory	Practical	Theory	Practical
Outcomes Assessed	IND5-1, IND5-5 IND5-6, IND5-8 IND5-9, IND5-10	IND5-1, IND5-2 IND5-3, IND5-4 IND5-6, IND5-7	IND5-1, IND5-5 IND5-6, IND5-8 IND5-9, IND5-10	IND5-1, IND5-2 IND5-3, IND5-4 IND5-6, IND5-7
<p>Outcomes:</p> <p>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</p> <p>IND5-2 applies the design principles in the modification, development and production of projects</p> <p>IND5-3 identifies, selects and uses a range of hand and power tools, equipment and processes to produce quality practical projects</p> <p>IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications</p> <p>IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</p> <p>IND5-6 identifies and participates in collaborative work practices in the learning environment</p> <p>IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects</p> <p>IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction</p> <p>IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications</p> <p>IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally</p>				

SUBJECT: Japanese

	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
	Term: 1	Term: 2	Term:2	Term: 3	Term: 3	Term: 4
	Week 10	Week 2	Week 9	Week 6	Week 9	Week 3
	Date: 1/4	Date: 22/4	Date: 17/6	Date: 19/8	Date: 9/9	Date:21/10
Weighting	20%	10%	15%	20%	10%	25%
Task Type	Listening and reading quiz	School Article	News Weather Report	Listening and reading quiz	Speaking task	Yearly Examination
Outcomes Assessed	LJA5-2C LJA5-3C LJA5-7U	LJA5-1C LJA5-4C LJA5-5U LJA5-6U	LJA5-2C LJA5-3C LJA5-7U	LJA5-2C LJA5-3C LJA5-7U LJA5-8U	LJA5-1C LJA5-5U	LJA5-2C LJA5-3C LJA5-4C LJA5-6U LJA5-7U LJA5-8U

Outcomes:

LJA5-1C manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

LJA5-2C identifies and interprets information in a range of texts

LJA5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

LJA5-4C experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences

LJA5-5U demonstrates how Japanese pronunciation and intonation are used to convey meaning

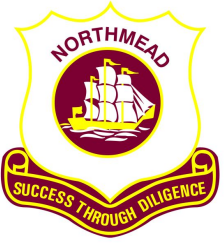
LJA5-6U demonstrates understanding of how Japanese writing conventions are used to convey meaning

LJA5-7U analyses the function of complex Japanese grammatical structures to extend meaning

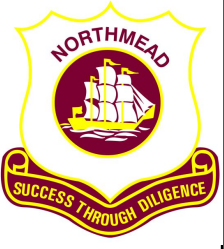
LJA5-8U analysis linguistic, structural and cultural features in a range of texts

LJA5-9U explains and reflects on the interrelationship between language, culture and identity


SUBJECT: Journalism

	Task 1	Task 2	Task 3	Task 4
	Term: 1 Week 9	Term: 2 Week 7	Term: 3 Week 10	Term: 4 Week: 3
	Date: 25/3/21	Date: 3/6/21	Date: 16/9/21	Date: 21/10/21
Weighting	20%	25%	30%	25%
Task Type	Photojournalism Report	News Story	Podcast Episode	Media Analysis
Outcomes Assessed	1.3, 2.2, 2.3	1.2, 2.1, 2.2, 2.3	2.1, 2.2, 2.3, 3.1, 3.2, 3.3	1.1, 1.2, 1.3
<p>Outcomes:</p> <p>1.1 Analyses and assesses the role, status and practice of journalism in a range of contexts.</p> <p>1.2 Identifies, analyses and evaluates the cultural assumptions in a range of journalistic texts.</p> <p>1.3 Analyses the features and techniques of a range of journalistic texts and their effect on meaning.</p> <p>2.1 Uses a widening range of strategies to research, plan for and compose a range of journalistic texts in a variety of modes.</p> <p>2.2 Uses a widening range of language and technological skills and techniques appropriate to audience, purpose and mode.</p> <p>2.3 Uses a widening range of strategies to publish, share and promote their own journalistic texts.</p> <p>3.1 Identifies, describes and applies a range of collaborative and communicative skills to work productively with their peers in group tasks.</p> <p>3.2 Purposefully and constructively reflects on the contributions made by individuals in group tasks (including peer and self assessment).</p> <p>3.3 Purposely reflects on the importance of collaboration and teamwork.</p>				


SUBJECT: Mathematics 5.3

	Task 1	Task 2	Task 3	Task 4
	Term: 1	Term: 2	Term: 3	Term: 4
	Week 7	Week 8	Week 5	Week 3
	Date: 12/3/21	Date: 7/5/21	Date: 20/8/21	Date: 22/10/20
Weighting	25%	25%	25%	25%
Task Type	Examination	Examination	Examination	Examination
Outcomes Assessed	TBA in the task Notification	TBA in the task Notification	TBA in the task Notification	TBA in the task Notification
<p>Outcomes:</p> <p>MA5.3-1WM uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures</p> <p>MA5.3-2WM generalises mathematical ideas and techniques to analyse and solve problems efficiently</p> <p>MA5.3-3WM uses deductive reasoning in presenting arguments and formal proofs</p> <p>MA5.2-5NA recognises direct and indirect proportion, and solves problems involving direct proportion</p> <p>MA5.3-4NA draws, interprets and analyses graphs of physical phenomena</p> <p>MA5.2-4NA solves financial problems involving compound interest</p> <p>MA5.2-6NA simplifies algebraic fractions, and expands and factorising quadratic expressions</p> <p>MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions</p> <p>MA5.3-6NA performs operations with surds and indices</p> <p>MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques</p> <p>MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations</p> <p>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</p> <p>MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationships</p> <p>MA5.3-9NA sketches and interprets a variety of non-linear relationships</p> <p>MA5.3-10NA recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems</p> <p>MA5.3-12NA uses function notation to describe and sketch functions</p> <p>MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids</p> <p>MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids</p> <p>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</p> <p>MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals</p> <p>MA3-18SP uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables</p> <p>MA3-19SP conducts chance experiments and assigns probabilities as values between 0 and 1 to describe their outcomes</p> <p>MA5.3-18SP uses standard deviation to analyse data</p> <p>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</p>				

SUBJECT: Mathematics Mainstream

	Task 1	Task 2	Task 3	Task 4
	Term: 1	Term: 2	Term: 3	Term: 4
	Week 7	Week 8	Week 5	Week 3
	Date: 12/3/21	Date: 7/5/21	Date: 20/8/21	Date: 22/10/20
Weighting	25%	25%	25%	25%
Task Type	Examination	Examination	Examination	Examination
Outcomes Assessed	TBA in the task Notification	TBA in the task Notification	TBA in the task Notification	TBA in the task Notification
<p>Outcomes:</p> <p>MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions</p> <p>MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems</p> <p>MA5.2-3WM constructs arguments to prove and justify results</p> <p>MA5.2-4NA solves financial problems involving compound interest</p> <p>MA5.1-4NA solves financial problems involving earning, spending and investing money</p> <p>MA5.2-5NA recognises direct and indirect proportion, and solves problems involving direct proportion</p> <p>MA5.2-6NA simplifies algebraic fractions, and expands and factorising quadratic expressions</p> <p>MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices</p> <p>MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques</p> <p>MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships</p> <p>MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships</p> <p>MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationships</p> <p>MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids</p> <p>MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders</p> <p>MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression</p> <p>MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings</p> <p>MA2-14MG makes, compares, sketches and names three-dimensional objects, including prisms, pyramids, cylinders, cones and spheres, and describes their features</p> <p>MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar</p> <p>MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data</p> <p>MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time</p> <p>MA5.2-17SP describes and calculates probabilities in multi-step chance experiments</p>				


SUBJECT: Music (Elective)

		Task 1	Task 2	Task 3	Task 4
		Term: 1 Week: 9	Term: 2 Week: 4	Term: 3 Week: 8	Term: 4 Week: 2
		Date: 26/3/21	Date: 11/5/21	Date: 3/9/21	Date: 1/11/21
Weighting		25	25	25	25
Task Type		Popular Music Composition and Practical	Popular Music Aural Skills Exam	Classical Music Theme and Variations Composition	Australian Music Practical
Performance	40	15%			25%
Listening	25		25%		
Composition	35	10%		25%	
Outcomes Assessed		5.4, 5.5	5.8	5.4, 5.6	5.2

Outcomes:

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


SUBJECT: Music CAPA

		Task 1	Task 2	Task 3	Task 4
		Term: 1 Week: 10	Term: 2 Week: 4	Term: 3 Week: 4	Term: 4 Week: 3
		Date: 1/4/21	Date: 10 & 13/5/21	Date: 5/8/21	Date: 18 & 21/10/21
Weighting		20%	30%	30%	20%
Task Type		Baroque Music Composition Task	Solo Repertoire Performance Task	Aural Skills Task	Ensemble Repertoire Performance Task
Performance	50%		30%		20%
Listening	30%			30%	
Composition	20%	20%			
Outcomes Assessed		5.4, 5.5	5.3	5.7	5.2


Outcomes:

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


SUBJECT: Physical Activity and Sports Studies

	Task 1	Task 2	Task 3	Task 4
	Term: 2	Term: 2	Term: 3	Term: 3
	Week: 4	Week: 4	Week: 10	Week: 10
	Date:TBC Completed in PASS classes by 14/5/21	Date:TBC Completed in PASS classes by 14/5/21	Date:TBC Completed in PASS classes by 17/9/21	Date:TBC 10PASS.1: 14/9/21 10PASS.2: 14/9/21 10PASS.3: 16/9/21
Weighting	25%	25%	25%	25%
Task Type	Coaching - Program & Demonstration	Coaching - Subjective assessment of skills & participation	Body systems and Lifestyle, Leisure & Recreation Subjective assessment of skills & participation	Body systems - Test - MC, short answer, labelling,extended response
Outcomes Assessed	PASS5.5, PASS5.6, PASS5.8 PASS5.10	PASS5.5, PASS5.6, PASS5.8 PASS5.10	PASS5.3, PASS5.4, PASS5.5 PASS5.7, PASS5.9, PASS5.10,	PASS5.1, PASS5.2, PASS5.9, PASS5.10
<p>Outcomes:</p> <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 skilful 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>				

SUBJECT: PDHPE

	Task 1	Task 2	Task 3	Task 4
	Term: 1	Term: 1	Term:3	Term: 4
	Weeks: 8 & 9	Week: 10	Week: 6	Week 4
	Date: TBC 10PDHQ 26/3/21 10PDHU 23/3/21 10PDHE 23/3/21 10PDHS 26/3/21 10PDHT 20/4/21 10PDHI 24/3/21 10PDHO 24/3/21 10PDHN 23/3/21	Date: TBC Completed in PE classes by 1/4/21	Date: TBC 16/8/21 - 20/8/21	Date: TBC Completed in PE classes by 29/10/21
Weighting	25%	25%	25%	25%
Task Type	Sexual Health In class test- MC, short answer & extended response	Dynamic Games Subjective -practical assessment	PBL Road Safety	Dance & Let's get Physical Subjective-practical assessment
Outcomes Assessed	PD5.2, PD5.3, PD5.8	PD5.4, PD5.7	PD5.5, PD5.6, PD5.10	PD5.1, PD5.5, PD5.11
<p>Outcomes:</p> <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>				

SUBJECT: Science

		Task 1	Task 2	Task 3	Task 4
		Term:1	Term:1	Term:2	Term:3
		Week 6	Week 10	Week 9	Week 5
		Date: 01/3/2021	Date: 29/03-31/03	Date: 16/06-18/06	Date: 9/8 -13/8
Weighting		30%	20%	30%	20%
Task Type		Student Research Project	Research based Task	Chemistry Skills	Motion PBL
Outcomes Assessed		SC5-5WS SC5-6WS	SC5-14LW	SC5-6WS SC5-7WS	SC-10PW

Outcomes:

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


SUBJECT: STEM

		Task 1	Task 2	Task 3	Task 4
		Term: 2	Term: 2	Term: 3	Term: 4
		Week 2	Week 5	Week 10	Week 3
		Date:27/4/21	Date:21/5/21	Date: 14/9/21	Date: 18/10/21
Weighting		20%	30%	30%	20%
Task Type		Research Task	Practical & Folio - Hydraulic Arm	Practical & Folio -Solar Powered car	Yearly Examination
Outcomes Assessed		5.2.1, 5.2.2, 5.5.1 5.7.1	5.1.2, 5.3.1, 5.3.2, 5.4.1 5.5.1, 5.6.2	5.1.1, 5.1.2, 5.2.2, 5.3.1,5.3.2, 5.4.1. 5.4.2, 5.5.1, 5.6.1, & 5.8.1	5.2.1, 5.2.2, 5.3.1, 5.4.2, 5.5.2, & 5.7.1

Outcomes:

- 5.1.1 Develops ideas and explores solutions to STEM based problems
- 5.1.2 Demonstrates 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
- 5.3.1Applies 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.


SUBJECT: Visual Arts

		Task 1	Task 2	Task 3	Task 4
		Term: 1 Week: 9	Term: 2 Week: 9	Term: 3 Week: 9	Term: 4 Week: 3
		Date: 25/3/21	Date: 17/6/21	Date: 9/9/21	Date: 21/10/21
Weighting		20%	35%	30%	15%
Making Task	60%	Mixed Media Portraits 10%	Surrealism and Photography 20%	Sculpture 20%	Printmaking 10%
Critical and Historical Studies	40%	Research Task 10%	Research Task 15%	VAPD 10%	VAPD 5%
Outcomes Assessed		5.1 5.6 5.7	5.4 5.5 5.6 5.8	5.2 5.3 5.5 5.7 5.9	5.1 5.4 5.5 5.10

Outcomes:

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.2 makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
- 5.3 makes artworks informed by an understanding of how the frames affect meaning
- 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts
- 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks
- 5.6 demonstrates developing technical accomplishment and refinement in making artworks
- 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art
- 5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
- 5.9 demonstrates how the frames provide different interpretations of art
- 5.10 demonstrates how art criticism and art history construct meanings


SUBJECT: Visual Arts CAPA

		Task 1	Task 2	Task 3	Task 4
		Term: 1 Week: 9	Term: 2 Week: 9	Term: 3 Week: 9	Term: 4 Week: 3
		Date: 25/3/21	Date: 17/6/21	Date: 9/9/21	Date: 25/10/21
Weighting		35%	25%	20%	20%
Making Task	60%	Art and Anatomy 20%	Appropriation Lino Printing 15%	Major Work Progress 15%	Major Work Cont. 10%
Critical and Historical Studies	40%	Research Task 15%	Research Task 10%	VAPD 5%	Artist Research 10%
Outcomes Assessed		5.1 5.6 5.7	5.4 5.5 5.6 5.8	5.2 5.3 5.5 5.7 5.9	5.1 5.4 5.5 5.10

Outcomes:

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.2 makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
- 5.3 makes artworks informed by an understanding of how the frames affect meaning
- 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts
- 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks
- 5.6 demonstrates developing technical accomplishment and refinement in making artworks
- 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art
- 5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
- 5.9 demonstrates how the frames provide different interpretations of art
- 5.10 demonstrates how art criticism and art history construct meanings

SUBJECT: Visual Design

		Task 1	Task 2	Task 3	Task 4
		Term: 1 Week: 9	Term: 2 Week: 9	Term: 3 Week: 9	Term: 4 Week: 3
		Date: 26/3/21	Date: 22/6/21	Date: 9/9/21	Date: 25/10/21
Weighting		35%	25%	20%	20%
Making Task	60%	Theatre Design 20%	Paper Mache Lamp 15%	Major Work Progress 15%	Major Work Cont. 10%
Critical and Historical Studies	40%	Research Task 15%	Research Task 10%	VAPD 5%	Artist Research 10%
Outcomes Assessed		5.1 5.6 5.7	5.4 5.5 5.6 5.8	5.2 5.3 5.5 5.7 5.9	5.1 5.4 5.5 5.10

Outcomes:

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.2 makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
- 5.3 makes artworks informed by an understanding of how the frames affect meaning
- 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts
- 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks
- 5.6 demonstrates developing technical accomplishment and refinement in making artworks
- 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art
- 5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
- 5.9 demonstrates how the frames provide different interpretations of art
- 5.10 demonstrates how art criticism and art history construct meanings