



*I Shall Strive for the Best*

# Year 9 2022

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BONNYRIGG  
HIGH SCHOOL  
1961



# ASSESSMENT INFORMATION & TASK SCHEDULE

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# NSW Educations Standards Authority and Departmental Requirements

During Year 7 to Year 10 the Department of Education requires that students substantially participate in the study of a minimum of:

- 500 hours of English
- 400 hours of Geography and History
- 500 hours of Mathematics
- 500 hours of Science
- 300 hours of PDHPE
- 200 hours of Creative Arts
- 200 hours of Technological and Applied Studies
- 100 hours of Languages
- 400 hours of Electives

A student is considered to have satisfactorily completed a course if they have:

- followed the course developed by the NSW Educations Standards Authority
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes

Substantial participation and completion is dependent on your attendance at school and in classes. It is also judged on your level of involvement in class and the efforts you make in completing and presenting assignments and homework and any other experiences provided in each subject.

## School Assessments and Academic Reporting

Course outcomes are used to prescribe what a student must achieve and how their levels of achievement are assessed. Tasks are set to help assess the extent of your skills and knowledge.

Teachers have many different ways of measuring and assessing the achievement of outcomes. The tasks used to assess achievement should vary and may include the following:

- Presentations – digital, oral, multimodal, viva voce
- Reports – analytical, fieldwork, research, written
- Practical Work – experiments, improvisation, projects, performances
- Portfolios, journals, log books, process diaries
- Compositions
- Class and/or cohort tests
- Formal examination (half yearly, yearly or trial HSC)

Only one formal written examination can contribute to a formal assessment schedule.

For further information about the new HSC requirements, which will apply to students starting year 9 in 2022, please see the NSW Educations Standards Authority website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/about/initiatives/stronger-hsc-standards>

The school is currently awaiting the new guidelines for testing in Year 10 for the HSC. Once this is finalized students and parents will be informed



# Assessment Information

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## 1. The Purpose of Assessment

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment provides:

- opportunity for teachers to gather evidence about student achievement in relation to outcomes
- opportunity for students to demonstrate what they know and can do
- ability to clarify student understanding of concepts and promotes deeper understanding
- evidence that current understanding is a suitable basis for future learning

Gathered evidence is used by teachers for assessment of learning to rank or grade students. This usually takes place at key points in the learning cycle. Students receive reports identifying the levels of skill, knowledge and understanding they have achieved.

## 2. Student's Responsibilities Regarding Assessment

Students are responsible for:

- Demonstrating through application and achievement that they have met requirements including attendance in class
- Applying themselves with diligence and sustained effort, to the best of their ability, to the set tasks and experiences provided in each course
- Making a genuine attempt at all assessment tasks
- Their personal honesty, work submitted must be the student's own work and sources consulted or quotes must be acknowledged
- Submitting all tasks on or before the due date
- Being present for all in class assessment tasks and examinations
- Submitting a misadventure form if an assessment task is missed
- Understanding this document

To help meet these responsibilities each student will have access to:

- Electronically Syllabus documents
- Electronically Scope and Sequence
- Electronically assessment schedule and course requirements for each course
- At least two weeks notification that an assessment task will take place or be due on a particular date
- Feedback on each assessment task as soon as possible
- A Mid-course and Yearly Report, which will indicate to them their level of success in attaining the outcome of each course, as required by NES
- An assurance that only two assessments will be due on any one day
- Access to all relevant documentation via the school website

### 3. Assessment Notification

All students must receive written notification from their teacher of the actual due date and details of an assessment task **at least two weeks prior to the task**. Students will be notified via DoE email and this will form a digital signature of receipt by the students. Teachers may also post to other learning platforms, such as Google Classroom.

Only two assessment tasks will be due on any one day.

The written notification must reflect information listed in the assessment schedule contained in the student assessment booklet. Any changes made to the assessment schedule must be provided to the students in form of a written notification and a new assessment schedule must be published. The student assessment booklet online will be updated accordingly.

Any changes to an assessment and the booklet will also be emailed to all students via their DoE email. This will form a digital signature of receipt of the changes.

### 4. Late Tasks

All tasks submitted after the designated time will be deemed LATE unless there are exceptional circumstances. Failure to submit a task by the designated time will result in:

- A faculty letter of concern
- A mark deduction of 10% of the maximum mark per weekday (including holidays and weekends; a weekend will be treated as one day). After 5 days the student will receive zero.

**A zero mark may be awarded when a student:**

- Submits a task late without a valid reason or extension
- Does not attempt a task
- Does not make a serious attempt at a task
- Is found to be involved in malpractice.

### 5. NAPLAN

Students in Year 9 will participate in NAPLAN testing.

The NAPLAN student report will show your child's results in the key areas of reading, writing, language conventions and numeracy. The report will also show the national average, the range of results for the middle 60% of students nationally and your school's average for each test. This means you will be able to compare the performance of your child against other students in the same year of schooling.

The additional student report will list all the questions in each test, along with a brief description of each question. This report will show you which questions your child answered correctly.

A common assessment scale is used on each NAPLAN report so that you can track your child's progress through the years. For further information please go to the NSW Education Standards Authority site:

[NAPLAN | NSW Education Standards](#)

## 6. HSC minimum standards

All students need to meet the HSC minimum standard to **receive the HSC testamur**. To demonstrate meeting these standards students need to:

- achieve a Level 3 in the online reading test
- achieve a Level 3 in the online writing test
- achieve a Level 3 in the online numeracy test.

Students do not need to meet the HSC minimum standard to:

- study a HSC course
- sit a HSC exam
- receive HSC assessment and exam results
- receive an ATAR
- receive a Record of School Achievement

Exemption will be granted for students enrolled in Life Skills courses.

## 7. Acknowledging Sources in Assessment Tasks

**Referencing** is a method of acknowledging the variety of sources of information and ideas that you have used while completing assessment tasks outside the classroom. Its purpose is to acknowledge the original source of ideas and work that is not your own. Direct quotations, facts and figures, as well as ideas and theories, from both published and unpublished works, must be referenced. Referencing is necessary to avoid plagiarism, to verify quotations and paraphrasing, and to enable readers (and markers) to follow up and read more fully the cited author's work.

Referencing generally has two key elements:

- an in-text reference (that is, within the text of the assessment task) that indicates you have used a phrase, idea or concept from someone else
- a complete Reference (in alphabetical order) at the end of the assessment task giving full details of all sources referred to in the assessment task

**Plagiarism** is presenting another person's work as your own work by copying or reproducing it without acknowledgement of its source.

If an assessment task is not referenced in the required format, you may be suspected of plagiarism. All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving ZERO marks for that.

**For further guidance on how to reference correctly please try:**

James Cook University Australia, Referencing: Harvard

<http://libguides.icu.edu.au/referencing>

The Northern Sydney Institute of TAFE NSW, Research help: Referencing

<http://libraries.nsi.tafensw.edu.au/research/referencing>

## 8. Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or wholly, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work to which another person such as a parent, coach, tutor 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
- 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.
- not producing sufficient document for any absence in the five days prior to a task due date.

Students and staff will be required to complete documentation. This will be reviewed by the committee and a determination made. Students have right of appeal to the Principal.

Where malpractice is detected a zero will be given for the task. The school may apply additional penalties through the school's disciplinary measures at the discretion of the Principal.

# Weekly Study Planner

	7:00-9:00	9:00-11:00	11:00-1:00	1:00-3:00	3:00-5:00	5:00-7:00	7:00-9:00
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							



# Year Planner

	Term 1	Term 2	Term 3	Term 4
Week 1				
Week 2				
Week 3		Child Studies	Food Technology	Child Studies, PASS, Visual Arts
Week 4		Science		Commerce, Dance, Geography, Geography Elective, Japanese, Korean, Mathematics 5.1, Mathematics 5.2, Mathematics 5.3, Music, Science
Week 5		Commerce, English, Food Technology, Geography, Geography Elective, Numeracy, Mathematics 5.1, Mathematics 5.2, Mathematics 5.3, Textiles Technology	Geography Elective ,Mathematics 5.2	English, English Extension, Drama, Food Technology, History, History Elective, IST, Numeracy, PDM, Visual Arts
Week 6	History, Textiles Technology	History, Japanese, Korean	Child Studies, Drama, English, History, PDM	Chinese, ITE, ITMM, ITT, PDHPE, PDM, Textiles Technology, Vietnamese
Week 7	Geography, Geography Elective, ITE, ITMM, IST, PDHPE	History, History Elective, ITE, ITMM, IST, ITT, PASS, PDM	Geography, ITE, ITMM, IST, ITT, Mathematics 5.1, Mathematics 5.3, PDHPE, Textiles Technology	D&T
Week 8	Chinese, Commerce, English, History Elective, Japanese, Korean, Mathematics 5.1, Mathematics 5.2, Mathematics 5.3, PDM, Vietnamese	Chinese, Drama, Music, Vietnamese	Chinese, Commerce, Dance, History, History Elective, Japanese, Korean, PASS, Science, Vietnamese	
Week 9	Child Studies, Drama, English Extension, Food Technology, ITT, Numeracy, PASS, PDHPE	D&T, Dance, English Extension, Visual Arts	English Extension, Numeracy	
Week 10	D&T, Dance, Music, Science, Visual Arts		D&T, Music, PDHPE	
Week 11				

**D&T** – Design and Technology  
**ITE** – Industrial Technology – Engineering  
**ITMM** – Industrial Technology – Multimedia  
**IST** – Information and Software Technology

**ITT** – Industrial Technology – Timber  
**PASS** – Physical Activity and Sports Studies  
**PDHPE** – Physical Development, Health and Physical Education  
**PDM** – Photographic and Digital Media



# CORE Subjects

## ENGLISH

### 2022 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Poetry Exam	25%	Term 1 Week 8	EN5-1A, EN5-5C, EN5-6C	Poetry	Students will answer a series of short answer questions to a range of unseen poems under exam conditions
#2 Novel Essay	25%	Term 2 Week 5	EN5-1A, EN5-3B, EN5-5C	Novel and Context	Students will complete an in-class essay to a seen question, discussing how context shapes ideas, forms and features of a novel
#3 Persuasive Speech and Reflection	25%	Term 3 Week 6	EN5-1A, EN5-7D, EN5-9E	Non-Fiction Texts	Students will compose a persuasive speech to an issue/topic of their own choice along with a reflection explaining their language choices. This speech will be submitted and not performed. The reflection will be a response to a series of short questions
#4 Directors Commentary	25%	Term 4 Week 5	EN5-2A, EN5-4B, EN5-7D	Film	Students will deliver a presentation comparing an auteur's style in two or more films

**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 words

**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



# GEOGRAPHY/ HISTORY

## 2022 Assessment Schedule

Task	Weighting (100% per semester)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task	
#1	Research Task	20%	Term 1 Week 7	GE5-7	Changing Places	Structured research task presented as a written report
#2	End of Course Exam	30%	Term 2 Week 5	GE5-1, GE5-2, GE5-3	Sustainable Biomes Changing Places	Multiple Choice, Matching, Short Answer Questions, Geographical Skills

**GE5.1** explains the diverse features and characteristics of a range of places and environments  
**GE5.2** explains processes and influences that form and transform places and environments  
**GE5.3** analyses the effects of interactions and connections between people, places and environments  
**GE5.4** accounts for perspectives of people and organisations on a range of geographical issues  
**GE5.5** assesses management strategies for places and environments for their sustainability

**GE5.6** analyses differences in human wellbeing and ways to improve human wellbeing  
**GE5.7** acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry  
**GE5.8** communicates geographical information to a range of audiences using a variety of strategies

Task	Weighting (100% per Semester)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task	
#1	Extended Response	35%	Term 3 Week 8	HT5-1, HT5-8, HT5-10	The Movement of People	Research Assessment
#2	Course Work	30%	Term 4 Week 5-6	HT5-2, HT5-5, HT5-8, HT5-9, HT5-10	The Movement of People Australia at War	Ongoing coursework in class books
#3	Course Exam	35%	Term 4 Week 5	HT5-4, HT5-7, HT5-9	The Movement of People Australia at War	Course Exam

**HT5-1** explains and assesses the historical forces and factor that shaped the modern world and Australia  
**HT5-2** sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia  
**HT5-3** explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia  
**HT5-4** explains and analyses the causes and effects of events and developments in the modern world and Australia  
**HT5-5** identifies and evaluates the usefulness of sources in the historical inquiry process

**HT5-6** uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia  
**HT5-7** explains different contexts, perspectives and interpretations of the modern world and Australia  
**HT5-8** selects and analyses a range of historical sources to locate information relevant to an historical inquiry  
**HT5-9** applies a range of relevant historical terms and concepts when communicating an understanding of the past  
**HT5-10** selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

**\*Please note History and Geography are taught as a Semester Course**



# HISTORY/ GEOGRAPHY

## 2022 Assessment Schedule

Task	Weighting (100% per Semester)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Extended Response	35%	Term 1 Week 6	HT5-1, HT5-8, HT5-10	The Movement of People	Research Assessment
#2 Course Work	30%	Term 2 Week 6-7	HT5-2, HT5-5, HT5-8, HT5-9, HT5-10	The Movement of People Australia at War	Ongoing coursework in class books
#3 Course Exam	35%	Term 2 Week 7	HT5-4, HT5-7, HT5-9	The Movement of People Australia at War	Course Exam

**HT5-1** explains and assesses the historical forces and factor that shaped the modern world and Australia

**HT5-2** sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

**HT5-3** explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

**HT5-4** explains and analyses the causes and effects of events and developments in the modern world and Australia

**HT5-5** identifies and evaluates the usefulness of sources in the historical inquiry process

**HT5-6** uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

**HT5-7** explains different contexts, perspectives and interpretations of the modern world and Australia  
**HT5-8** selects and analyses a range of historical sources to locate information relevant to an historical inquiry

**HT5-9** applies a range of relevant historical terms and concepts when communicating an understanding of the past

**HT5-10** selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Task	Weighting (100% per semester)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Research Task	20%	Term 3 Week 7	GE5-7	Changing Places	Structured research task presented as a written report
#2 End of Course Exam	30%	Term 4 Week 4	GE5-1, GE5-2, GE5-3	Sustainable Biomes Changing Places	Multiple Choice, Matching, Short Answer Questions, Geographical Skills

**GE5.1** explains the diverse features and characteristics of a range of places and environments

**GE5.2** explains processes and influences that form and transform places and environments

**GE5.3** analyses the effects of interactions and connections between people, places and environments

**GE5.4** accounts for perspectives of people and organisations on a range of geographical issues

**GE5.5** assesses management strategies for places and environments for their sustainability

**GE5.6** analyses differences in human wellbeing and ways to improve human wellbeing

**GE5.7** acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

**GE5.8** communicates geographical information to a range of audiences using a variety of strategies

**\*Please note History and Geography are taught as a Semester Course**



# MATHEMATICS 5.1 NUMERACY

## 2022 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Trade Investigation Task	25%	Term 1 Week 9	MA5.1-1WM, MA5.1-2WM, MA5.1-5NA, MA5.1-9MG	Tools of the Trade	<ol style="list-style-type: none"> <li>Exit Slips (10%)</li> <li>Pre and Post-tests (10%)</li> <li>Trade Investigation Task (5%)</li> </ol>
#2 House Plan	25%	Term 2 Week 5	MA5.1-8MG, MA5.1-11MG	Build Make Create	<ol style="list-style-type: none"> <li>Exit Slips (10%)</li> <li>Pre and Post-tests (10%)</li> <li>House Plan (5%)</li> </ol>
#3 Excel Budgeting Tool	25%	Term 3 Week 9	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-4NA	Money Matters	<ol style="list-style-type: none"> <li>Exit Slips (10%)</li> <li>Pre and Post-tests (10%)</li> <li>Excel Budgeting Tool (5%)</li> </ol>
#4 Tiles and Tessellation	25%	Term 4 Week 5	MA5.1-12SP, MA5.1-13SP	Decision Makers	<ol style="list-style-type: none"> <li>Exit Slips (10%)</li> <li>Pre and Post-tests (10%)</li> <li>Tiles and Tessellation Project (5%)</li> </ol>

**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

**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

**MA5.1-8MG** calculates the areas of composite shapes, and the surface 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

**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



# MATHEMATICS 5.1

## 2022 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Quiz	20%	Term 1 Week 8	MA5.1-2WM, MA5.1-4NA	Number Theory and Financial Mathematics	Topic Test
#2 Semester 1 Exam	25%	Term 2 Week 5	MA5.1-5NA, MA5.1-10MG	Equations and Right-Angled Triangles	Worded Problem-Solving Questions
#3 Quiz	25%	Term 3 Week 7	MA5.1-6NA, MA5.1-8MG	Linear Relationships and Perimeter, Area and Volume	Topic Test
#4 Semester 2 Exam	30%	Term 4 Week 4	MA5.1-11MG, MA5.1-13SP	Geometry and Probability	Cumulative Assessment Task

**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

**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

**MA5.1-8MG** calculates the areas of composite shapes, and the surface 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

**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



# MATHEMATICS 5.2

## 2022 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Term 1 Quiz	20%	Term 1 Week 8	MA5.2-1WM, MA5.2-7NA	Number and Measurement, Indices	Topic Test
#2 Semester 1 Exam	25%	Term 2 Week 5	MA5.2-6NA, MA5.2-8NA	Algebra, Equations and Inequalities and revised questions from Term 1 Quiz	Word Problem Solving Questions
#3 Term 3 Quiz	25%	Term 3 Week 5	MA5.2-1WM, MA5.2-2WM, MA5.2-11MG	Formulas and Problem Solving, Equations, Formulae, Surface Area and Volume	Investigative in Class Task
#4 Semester 2 Exam	30%	Term 4 Week 4	MA5.2-4NA, MA5.2-15SP, MA5.2-16SP	Statistics and Financial Mathematics and revised questions from Term 3 Quiz	Cumulative Assessment Task

**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

**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

**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

**MA5.2-14MG** 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



# MATHEMATICS 5.3

## 2022 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Term 1 Quiz	20%	Term 1 Week 8	MA5.3-6NA, MA5.3-7NA	Indices and Surds, Expressions, Equations and Inequalities	Topic Test
#2 Semester 1 Exam	25%	Term 2 Week 5	MA5.3-5NA, MA5.3-8NA	Quadratic Equations, Coordinate Geometry and revised questions from Term 1 Quiz	Word Problem Solving Questions
#3 Term 3 Quiz	25%	Term 3 Week 7	MA5.3-9NA, MA5.3-12NA, MA5.3-16MG	Quadratic Equations of a Parabola and Geometrical figures	Investigative in Class Task
#4 Semester 2 Exam	30%	Term 4 Week 4	MA5.3-15MG, MA5.3-18SP, MA5.3-19SP	Right Angles, Probability and Statistics and revised questions from Term 3 Quiz	Cumulative Assessment Task

**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

**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 equations 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 logarithm

**MA5.3-12NA** uses function notation to describe and sketch functions

**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

**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





# PHYSICAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

## 2022 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Nutrition Plan	25%	Term 1 Week 7	PD5-2, PD5-8, PD5-9	Lettuce Be Healthy	Students analyse food choices and design nutrition plan
#2 Flag Football	25%	Term 1 Week 6-9	PD5-4, PD5-11	Modified Games	Students assessed on skills and tactical play
#3 Research Task	25%	Term 3 Week 7	PD5-1, PD5-6, PD5-9	#NO Filter	Students research current issues in social media use
#4 Netball	25%	Term 3 Week 6-10	PD5-5, PD5-11	Net Set Go	Students assessed on skills and tactical play

**PD5-1** assesses their own and others' capacity to reflect on and respond positively to challenges

**PD5-2** researches and appraises the effectiveness of health information and support services available in the community

**PD5-3** analyses factors and strategies that enhance inclusivity, equality and respectful relationships

**PD5-4** adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts

**PD5-5** appraises and justifies choices of actions when solving complex movement challenges

**PD5-6** critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

**PD5-7** plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

**PD5-8** designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity

**PD5-9** assesses and applies self-management skills to effectively manage complex situations

**PD5-10** critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

**PD5-11** refines and applies movement skills and concepts to compose and perform innovative movement sequences



# SCIENCE

## 2022 Assessment Schedule

Task		Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1	Topic Test	20%	Term 1 Week 9-10	May contain a combination of any of the following outcomes <b>1.3:</b> SC5-7WS, SC5-8WS, SC5-9WS <b>1.4:</b> SC5-10PW, SC5-15LW, SC5-16CW	Models that Matter	Knowledge and Process Working Scientifically
#2	Analytical Task	30%	Term 2 Week 3-4	May contain a combination of any of the following outcomes <b>1.2:</b> SC5-4WS, SC5-5WS, SC5-6WS <b>1.3:</b> SC5-7WS, SC5-8WS, SC5-9WS	Working Scientifically Skills	Analytical Task Working Scientifically (may include practical)
#3	Research Task	30%	Term 3 Week 7-8	May contain a combination of any of the following outcomes <b>1.2:</b> SC5-4WS, SC5-5WS <b>1.3:</b> SC5-7WS, SC5-9WS <b>1.4:</b> SC5-10PW, SC5-15LW, SC5-16CW	Genetics and Evolution, Models that Matter, or Waves	Research
#4	Yearly Exam	20%	Term 4 Week 3-4	May contain a combination of any of the following outcomes <b>1.3:</b> SC4-7WS, SC4-8WS, SC4-9WS <b>1.4:</b> SC4-10PW, SC4-11PW, SC4-12ES, SC4-13ES, SC4-14LW, SC4-15LW, SC4-16CW, SC4-17CW	Genetics and Evolution, Disasters, Waves, Models that Matter	Knowledge and Process

### 1.1 builds positive values and attitudes towards Science in their lives and everyday society:

**SC5-1VA** appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them

**SC5-2VA** shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures

**SC5-3VA** demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations

### 1.2 knowledge, understanding of and skills in applying the processes of working scientifically:

**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

### 1.3 presents science and evidence for a particular purpose and to a specific audience, using appropriate language, conventions and representations:

**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

### 1.4 knowledge of the physical world and/or Earth and Space and/or Living World and/or Chemical World, and understanding about the nature, development, use and influence of Science:

**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 material



# ELECTIVE Subjects

## CHILD STUDIES

### 2022 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Case Study	25%	Term 1 Week 9	CS5-1, CS5-8, CS5-9, CS5-11, CS5-12	Preparing for Parenthood	Case Study on Family Planning
#2 Written Examination	25%	Term 2 Week 3	CS5-2, CS5-5, CS5-7, CS5-8	Conception to Birth	Topic Test on reproduction, conception and birth
#3 Newborn Care	25%	Term 3 Week 6	CS5-2, CS5-5, CS5-6, CS5-8, CS5-10	Newborn Care	Analyses on caring for a newborn
#4 Learning Activity Design and Presentation	25%	Term 4 Week 3	CS5-1, CS5-4, CS5-8, CS5-9	Play and the Developing Child	Creating a learning activity and presenting to the class

**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  
Objective

**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



# CHINESE

## 2022 Assessment Schedule

Task		Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1	I am Really Hungry	25%	Term 1 Week 8	LCH5-3C, LCH5-6U, LCH5-7U	Travel, Food, Itinerary	Listening and Reading
#2	If You're the One	25%	Term 2 Week 8	LCH5-1C, LCH5-4C, LCH5-9U	Body Features, Personality and Give Opinions	Writing and Speaking
#3	What's Trendy?	25%	Term 3 Week 8	LCH5-4C, LCH5-5U, LCH5-9U	Clothing and Body Features, Colours, Give Suggestions	Speaking and Writing
#4	Property Agent	25%	Term 4 Week 6	LCH5-2C, LCH5-3C, LCH5-8U, LCH5-9U	House Plan and Directions, Weather, Phone Call, Shopping	Listening and Reading

**LCH5-1C** manipulates Chinese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

**LCH5-2C** identifies and interprets information in a range of texts

**LCH5-3C** evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

**LCH5-4C** experiments with linguistic patterns and structures to compose texts in Chinese, using a range of formats for a variety of contexts, purposes and audiences

**LCH5-5U** demonstrates how Chinese pronunciation and intonation are used to convey meaning

**LCH5-6U** demonstrates understanding of how Chinese writing conventions are used to convey meaning

**LCH5-7U** analyses the function of complex Chinese grammatical structures to extend meaning

**LCH5-8U** analyses linguistic, structural and cultural features in a range of texts

**LCH5-9U** explains and reflects on the interrelationship between language, culture and identity



# COMMERCE

## 2022 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Research Task	20%	Term 1 Week 8	COM5.7, COM5.8	Consumer and Financial Decisions	Research a consumer scam and present information as an oral presentation/ PowerPoint presentation
#2 Half Yearly Exam	30%	Term 2 Week 5	COM5.1, COM5.2	Consumer and Financial Decisions, Running a Business	Multiple Choice, Matching, Short Answers, Extended Response
#3 Project Based Learning Task	20%	Term 3 Week 8	COM5.6, COM5.9	Promoting and Selling	In small groups, students establish a small business. Complete activities for this business
#4 Yearly Exam	30%	Term 4 Week 4	COM5.1, COM5.4	Running a Business, Investment	Multiple Choice, Matching, Short Answers, Extended Response

**COM5.1** applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts

**COM5.2** analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts

**COM5.3** examines the role of law in society

**COM5.4** analyses key factors affecting decisions

**COM5.5** evaluates options for solving problems and issues

**COM5.6** develops and implements plans designed to achieve goals

**COM5.7** researches and assesses information using a variety of sources

**COM5.8** explains information using a variety of forms

**COM5.9** works independently and collaboratively to meet individual and collective goals within specified timeframes



# DANCE

## 2022 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Safe Dance	30%	Term 1 Week 10	5.1.1, 5.1.2	Dance Performance	Warm up practical presentation Safe Dance Exam
#2 Class Composition	25%	Term 2 Week 9	5.2.1, 5.2.2	Dance Composition	Composition Tasks Journal Entries Completed Class Composition
#3 Dance Night	20%	Term 3 Week 8	5.3.1, 5.3.2	Dance Performance and Dance Appreciation	Performance at Dance Night and Dance Analysis Task
#4 Dance through the Decades	25%	Term 4 Week 4	5.1.3, 5.3.3	Dance Appreciation	Research task and performance of class tasks

**5.1.1** demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances

**5.1.2** demonstrates enhanced dance technique by manipulating aspects of the elements of dance

**5.1.3** demonstrates an understanding and application of aspects of performance quality and interpretation through performance

**5.2.1** explores the elements of dance as the basis of the communication of ideas

**5.2.2** composes and structures dance movement that communicates an idea

**5.3.1** describes and analyses dance as the communication of ideas within a context

**5.3.2** identifies and analyses the link between their performances and compositions and dance work of art

**5.3.3** applies understandings and experiences drawn from their own work and dance works of art

**5.4.1** values and appreciates their involvement as a dance performer and composer and audience member and how their involvement contributes to lifelong learning



# DESIGN AND TECHNOLOGY

## 2022 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Loved and Rescued - Upcycled	25%	Term 1 Week 10	DT5-1, DT5-5, DT5-6, DT5-7, DT5-8, DT5-9	Focus Area of Design: Material Technologies - Textiles	Follow a design process to upcycle textile materials to produce a useable and personal carrying device
#2 Creative Jewels	25%	Term 2 Week 9	DT5-1, DT5-5, DT5-6, DT5-7, DT5-8, DT5-9	Focus Area of Design: Material Technologies - Jewellery	Follow the process of an architectural designer in the process of making a tiny house layout
#3 Game Board	25%	Term 3 Week 10	DT5-2, DT5-3, DT5-4, DT5-6, DT5-7, DT5-8, DT5-10	Focus Area of Design: Engineered Systems	Produce a game board product for a specific design brief
#4 Snap and Share	25%	Term 4 Week 7	DT5-1, DT5-2, DT5-5, DT5-6, DT5-7, DT5-8, DT5-10	Focus Area of Design: Food Technologies – Food Presentation	Students to work in a collaborative environment to produce an appropriate solution

**DT5-1** analyses and applies a range of design concepts and processes

**DT5-2** applies and justifies an appropriate process of design when developing design ideas and solutions

**DT5-3** evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments

**DT5-4** analyses the work and responsibilities of designers and the factors affecting their work

**DT5-5** evaluates designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design

**DT5-6** develops and evaluates creative, innovative and enterprising design ideas and solutions

**DT5-7** uses appropriate techniques when communicating design ideas and solutions to a range of audiences

**DT5-8** selects and applies management strategies when developing design solutions

**DT5-9** applies risk management practices and works safely in developing quality design solutions

**DT5-10** selects and uses a range of technologies competently in the development and management of quality design solutions



# DRAMA

## 2022 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Improvised Performance	20%	Term 1 Week 9	5.1.1, 5.1.2, 5.1.3	Improvisation	Students will perform a short performance integrating a range of props selected by the teacher and disclosed on the day. Groups will be decided by the teacher depending on class sizes
#2 Research Task	25%	Term 2 Week 8	5.2.1, 5.3.3	Performance Style: Comedy	Students will complete a research task for a student led workshop, based on the performance style of Comedy. Students will create a 3-minute presentation which they will present to the class. Students will also have the opportunity to review another group's presentation, to extend their critical understanding
#3 Portfolio	25%	Term 3 Week 6	5.1.2, 5.1.4, 5.2.2, 5.3.1	Playbuilding	Students will create a joint production portfolio in which they will collaborate with group members to design their own original play. Each student will be responsible for one design element (hair/makeup/costume/setting/props/sound and/or promotion)
#4 Scripted Drama	30%	Term 4 Week 5	5.1.3, 5.3.1, 5.3.3	Scripted Drama	Class performance and logbook. Students will study, design, rehearse and perform a play for an end of year production. Students will be assessed individually and collaboratively

**5.1.1** manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action

**5.1.2** contributes, selects, develops and structures ideas in improvisation and playbuilding

**5.1.3** devises, interprets and enacts drama using scripted and unscripted material or text

**5.1.4** explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies

**5.2.1** applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning

**5.2.2** selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience

**5.2.3** employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning

**5.3.1** responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions

**5.3.2** analyses the contemporary and historical contexts of drama

**5.3.3** analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology





# ENGLISH EXTENSION

## 2022 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Imaginative Response	25%	Term 1 Week 9	EN5-1A, EN5-3B, EN5-8D	Narratives	Students will compose an imaginative text. They will reflect on their process of composition
#2 Picture Book	25%	Term 2 Week 9	EN5-2A, EN5-5C, EN5-7D	Visual Text	Students collaboratively design and create their own picture book accessible for primary aged students
#3 Podcast	25%	Term 3 Week 9	EN5-2A, EN5-4B, EN5-7D	Non-Fiction	Students will work in pairs to produce a podcast on an important contemporary, historical or social issue
#4 Portfolio of Work	25%	Term 4 Week 5	EN5-5C, EN5-6C, EN5-9E	A range of texts	Students will select and reflect on 4 pieces of class work that has demonstrated their ability within the course

**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 words

**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



# FOOD TECHNOLOGY

## 2022 Assessment Schedule

Task		Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1	HelloEats	25%	Term 1 Week 9	FT5-3, FT5-7, FT5-8, FT5-11, FT5-12, FT5-13	Food Selection and Health	Develop a 4-page newspaper/ magazine article or blog creating awareness around food consumption patterns in Australia. Students are to design and prepare a ready to eat nutritious meal that can be delivered easily
#2	Australian Cuisine Reports	25%	Term 2 Week 5-6	FT5-8, FT5-9, FT5-10, FT5-11, FT5-12	Food in Australia	Develop a report describing how Australian food has evolved and the impact of multicultural influences on our diet. Students are to prepare and serve a dish from a studied culture
#3	Party Time	25%	Term 3 Week 2	FT5-1, FT5-5, FT5-9, FT5-10, FT5-11, FT5-13	Food for Special Occasions	A group task where students develop a proposal for catering for a Special Occasion of their choice. Students design, prepare and present a cake with laser cut cake topper
#4	Yearly Exam	25%	Term 4 Week 5	FT5-2, FT5-3, FT5-6, FT5-7, FT5-12, FT5-13	Food Selection and Health, Food in Australia, Food for Special Needs, Food for Special Occasions	Students complete a written in class examination covering all four units in exam conditions

**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 ELECTIVE

## 2022 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Structured Research Assignment	20%	Term 1 Week 7	GEE5-2, GEE5-3	Physical Geography	Conduct research and present findings as a written report
#2 Half Yearly Exam	30%	Term 2 Week 5	GEE5-4, GEE5-6	Primary Production	Multiple Choice, Matching, Short Answers
#3 Group Research Task	20%	Term 3 Week 5	GEE5-8, GEE5-9	Primary Production	Conduct research and group presents findings as an oral presentation with PowerPoint presentation
#4 Yearly Exam	30%	Term 4 Week 4	GEE5-5, GEE5-7	Australia's Neighbours	Multiple Choice, Matching, Short Answers, Extended Response

**GEE5-1** explains the diverse features and characteristics of a range of places, environments and activities

**GEE5-3** analyses patterns associated with natural phenomena and human activity at a range of scales

**GEE5-4** assesses the interactions and connections between people, places and environments that impact on sustainability

**GEE5-5** accounts for contemporary geographical issues and events that impact on places and environments

**GEE5-6** explains how perspectives of people and organisations influence a range of geographical issues

**GEE5-2** explains geographical processes and influences that form and transform places and environments

**GEE5-7** analyses management strategies and the roles and responsibilities of individuals, groups and governments in response to geographical issues

**GEE5-8** acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

**GEE5-9** communicates geographical information to a range of audiences using a variety of strategies and geographical tools



# HISTORY ELECTIVE

## 2022 Assessment Schedule

	Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1	Research Assignment	25%	Term 1 Week 8	HTE5-1, HTE5-8, HTE5-9, HTE5-10	Thematic Study: Disasters, and History, Heritage and Archaeology	Research assignment and Source Portfolio
#2	Half Yearly Exam	25%	Term 2 Week 7	HTE5-1, HTE5-3, HTE5-4, HTE5-7, HTE5-9, HTE5-10	Thematic Study: Disasters + Vikings	Semester Examination
#3	Coursework	25%	Term 3 Week 8	HTE5-1, HTE5-8, HTE5-9, HTE5-10	All coursework	Student workbook assessed
#4	Final Exam	25%	Term 4 Week 5	HTE5-1, HTE5-4, HTE5-7, HTE5-9, HTE5-10	All Topics	Yearly Examination

**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 - Engineering

## 2022 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Circuit and Robobug	20%	Term 1 Week 7	IND5-1, IND5-5, IND5-7	Work, Health and Safety, Communicating Ideas, Processes and Technical Information, Transferring Knowledge and Skills to New Projects	Students assemble a small light-sensing Robobug robot that can be controlled by shining a torch onto its sensors
#2 Kit Project	30%	Term 2 Week 7	IND5-2, IND5-3, IND5-8	Design and Production of Projects, Evaluation of Consumer Products	Students learn about circuitry, product design and manufacturing techniques
#3 Bridge	20%	Term 3 Week 7	IND5-2, IND5-3, IND5-4	Design and Production of Projects, Properties of Materials	Students research, design and construct a bridge that is to undergo weight testing
#4 Lego	30%	Term 4 Week 6	IND5-6, IND5-9, IND5-10	Communicating Ideas, New and Emerging Technologies	Students assemble an array of Lego robots, then program them using HTML to perform varying functions

**IND5-1** identifies, assesses, applies, and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes, and technologies

**IND5-2** applies design principles in the modification, development, and production of projects

**IND5-3** identifies, selects, and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

**IND5-4** selects, justifies, and uses a range of relevant and associated materials for specific applications

**IND5-5** selects, interprets, and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

**IND5-6** identifies and participates in collaborative work practices in the learning environment

**IND5-7** applies and transfers skills, processes, and materials to a variety of contexts and projects

**IND5-8** evaluates products in terms of functional, economic, aesthetic, and environmental qualities and quality of construction

**IND5-9** describes, analyses, and uses a range of current, new, and emerging technologies and their various applications

**IND5-10** describes, analyses, and evaluates the impact of technology on society, the environment and cultural issues locally and globally



# INDUSTRIAL TECHNOLOGY - Multimedia

## 2022 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Graphic and Image Analysis	20%	Term 1 Week 7	IND5-1, IND5-8	Work, Health and Safety, Communicating Ideas, Processes and Technical Information	Students present an analysis of an existing graphic and its design principles
#2 Photography Design Project	30%	Term 2 Week 7	IND5-2, IND5-4, IND5-5	Design and Production of Projects, Evaluation of Consumer Products of Graphics, Images, Photography and Photoshop	Students research, design and construct a poster using their graphic design skills from Adobe Illustrator and Photoshop
#3 Animated Digital Project	30%	Term 3 Week 7	IND5-3, IND5-6, IND5-7	Design and Production of Projects in Video and Stop Animation, Transferring knowledge and skills to new projects	Students learn about and produce animation which shows storyboarding, filming techniques and video editing skills
#4 Exam	20%	Term 4 Week 6-7	IND5-9, IND5-10	Design Principles, Communicating Ideas, New and Emerging Technologies	Multiple Choice, Short Response, Extended Response

**IND5-1** identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

**IND5-2** applies design principles in the modification, development and production of projects

**IND5-3** identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

**IND5-4** selects, justifies and uses a range of relevant and associated materials for specific applications

**IND5-5** selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

**IND5-6** identifies and participates in collaborative work practices in the learning environment

**IND5-7** applies and transfers skills, processes and materials to a variety of contexts and projects

**IND5-8** evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

**IND5-9** describes, analyses and uses a range of current, new and emerging technologies and their various applications

**IND5-10** describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally



# INDUSTRIAL TECHNOLOGY - Timber

## 2022 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Paper Towel Holder and Cutting Board	20%	Term 1 Week 9	IND5-1, IND5-5, IND5-7	Work, Health and Safety, Design and Production of Projects, Properties of Materials, Communicating Ideas, Processes and Technical Information, Transferring Knowledge and Skills to New Projects	Introductory project that develops student knowledge and application of wood working hand tools required, basic assembly techniques as well as utilise the laser cutter to individualise the top surface profile of the projects
#2 Spice Rack	30%	Term 2 Week 7	IND5-2, IND5-3, IND5-8	Work, Health and Safety, Design and Production of Projects, Properties of Materials, Communicating Ideas, Processes and Technical Information, Evaluation of Consumer Products	Students produce a solid timber spice rack formed using framing techniques. Pupils further develop their hand made joinery skills and supplement this with the use of some power tools
#3 Research Task	20%	Term 3 Week 7	IND5-2, IND5-3, IND5-4	Properties of Materials, New and Emerging Technologies	Students undergo a research task focusing on the fundamentals of timber, in particular the properties and applications of timber
#4 Stool	30%	Term 4 Week 6	IND5-6, IND5-9, IND5-10	Design and Production of Projects, Communicating Ideas, Processes and Technical Information	Students produce a stool, which further develops their theoretical knowledge and practical skills through carcass construction. Students apply edge treatments, and develop their aptitudes shaping timber for decorative effect

**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

## 2022 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Research Report	25%	Term 1 Week 8	5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.5.2, 5.5.3	Design, Produce and Evaluate, and Hardware – Core Topics	A computer system is made up of different components each with its own functions. Students will conduct research on hardware and present their findings using a presentation software program.
#2 Design a series of programs to operate a robotic arm	25%	Term 2 Week 8	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3	Software Programming	Computer programming is a skill requiring logical thinking and creativity. Students will follow the procedure of carefully analysing a problem, designing a solution, and testing that the program works.
#3 Building a communication system by configuring a home wireless network	25%	Term 3 Week 8	5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.5.1	Networking Systems	The internet has provided us ways of extending and linking networks. Students will learn about hardware, software, and protocols to develop a wireless communication system that will enable different types of computers and application systems to communicate with each other.
#4 Build a database to solve a problem by creating tables, queries, and a report using MS Access	25%	Term 4 Week 6	5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.5.2	Database Design	Organisations need to store information about their employees, customers, products, and services. Database management systems allow for the collection, accessing, updating, and presenting data in various formats. Students will learn to design and create objects used in databases for a given problem.

5.1.1 selects and justifies the application of appropriate software programs to a range of tasks  
 5.1.2 selects, maintains and appropriately uses hardware for a range of tasks  
 5.2.1 describes and applies problem-solving processes when creating solutions  
 5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems  
 5.2.3 critically analyses decision-making processes in a range of information and software solutions

5.3.1 justifies responsible practices and ethical use of information and software technology  
 5.3.2 acquires and manipulates data and information in an ethical manner  
 5.4.1 analyses the effects of past, current and emerging information and software technologies on the individual and society  
 5.5.1 applies collaborative work practices to complete tasks  
 5.5.2 communicates ideas, processes and solutions to a targeted audience  
 5.5.3 describes and compares key roles and responsibilities of people in the field of information and software technology





# JAPANESE

## 2022 Assessment Schedule

Task		Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1	Task 1	25%	Term 1 Week 8	LJA5-1C, LJA5-5U, LJA5-6U, LJA5-8U	Greetings, Hiragana Characters, Introducing Self and Others, Instructions	Writing and Reading
#2	Task 2	25%	Term 2 Week 6	LJA5-2C, LJA5-3C, LJA5-4C, LJA5-6U	Pets, Colours, Family, Occupations, Ages	Listening and Speaking
#3	Task 3	25%	Term 3 Week 8	LJA5-1C, LJA5-5U, LJA5-9U	Food, Dates, Telling Time, Katakana	Cultural Research
#4	Task 4	25%	Term 4 Week 4	LJA5-1C to LJA5-6U	Clothing, Sports/ Hobbies	Listening, Reading, Writing and Speaking

**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** analyses linguistic, structural and cultural features in a range of texts

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



# KOREAN

## 2022 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Writing and Reading	25%	Term 1 Week 8	LK05-1C, LK05-5U, LK05-6U, LK05-8U	Instructions, Greetings, Hangul, Introducing self and others, Instructions	Writing and Reading
#2 Speaking and listening	25%	Term 2 Week 6	LK05-2C, LU05-3C, LK05-4C, LK05-6U	Pets, Colours, Family, Occupations, Ages	Speaking and Listening
#3 Cultural Research	25%	Term 3 Week 8	LO05-1C, LK05-5U, LK05-9U	Food, Dates, Telling Time	Cultural Research
#4 Comprehensive Assessment	25%	Term 4 Week 4	LK05-1C to LK05-6U	Daily Routine, Clothing, Sports and Hobbies	Listening, Reading, Writing and Speaking

**LK05-1C** manipulates Korean in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

**LK05-2C** identifies and interprets information in a range of texts

**LK05-3C** evaluates and responds to information, opinions, and ideas in texts, using a range of formats for specific contexts, purposes, and audiences

**LK05-4C** experiments with linguistic patterns and structures to compose texts in Korean, using a range of formats for a variety of contexts, purposes, and audiences

**LK05-5U** demonstrates how Korean pronunciation and intonation are used to convey meaning

**LK05-6U** demonstrates understanding of how Korean writing conventions are used to convey meaning

**LK05-7U** analyses the function of complex Korean grammatical structures to extend meaning

**LK05-9U** explains and reflects on the interrelationship between language culture and identity



# MUSIC

## 2022 Assessment Schedule

Task	Weighting (100% per semester)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Aural Performance	30%	Term 1 Week 9-10	5.3, 5.8	Music of 20 <sup>th</sup> and 21 <sup>st</sup> Century	Identification and aural analysis of musical concepts through contrasting listening repertoire of music from the 20 <sup>th</sup> and 21 <sup>st</sup> Century
#2 Composition	30%	Term 2 Week 8	5.4, 5.6, 5.10	Jazz Music	Experimentation and organisation of musical ideas and concepts to create a jazz piece within a structured form using software composition tools
#3 Performance	20%	Term 3 Week 9-10	5.1, 5.12	Baroque Music	Exploration of performance technical skills in an ensemble and solo setting, within a range of musical styles
#4 Aural Yearly Exam	20%	Term 4 Week 4	5.7, 5.9	Baroque/ Australian Music	Musicology and aural examination of focus topics analysing musical concepts and historical contexts

**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



# PHOTOGRAPHIC AND DIGITAL MEDIA

## 2022 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task	
#1	Critical/Historical	20%	Term 1 Week 8	5.7, 5.9	Practice, Frames	Students will be required to submit a research assignment
#2	Making	25%	Term 2 Week 7	5.1, 5.3, 5.4	Practice, Frames, Representation	An exploration of range of ideas and interests in the world and the conventions, procedures and strategies of PDM practice. Students develop skills and techniques utilising the still form of digital media, focusing on the frames and will be required to submit a portfolio in the form of printed works. Students will aim to develop a personal style in their practice and provide evidence of this in the PDM journal
#3	Making	35%	Term 4 Week 6	5.2, 5.5, 5.6	Conceptual Framework, Conceptual Strength and Meaning, Resolution	An exploration of range of ideas and interests in the world and the conventions, procedures and strategies of PDM practice. Students develop skills and techniques utilising the still form of digital photography, focusing on stylistic approaches and will be required to submit a portfolio of printed works. Students will show a developing personal style in their practice and provide evidence of this in the PDM journal
#4	Critical/Historical	20%	Term 4 Week 5	5.8, 5.10	Conceptual Framework, Frames, Representation	Examination

**5.1** develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works

**5.2** makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience

**5.3** makes photographic and digital works informed by an understanding of how the frames affect meaning

**5.4** investigates the world as a source of ideas, concepts and subject matter for photographic and digital works

**5.5** makes informed choices to develop and extend concepts and different meanings in their photographic and digital works

**5.6** selects appropriate procedures and techniques to make and refine photographic and digital works

**5.7** applies their understanding of aspects of practice to critically and historically interpret photographic and digital works

**5.8** uses their understanding of the function of and relationships between the artist-artwork-world-audience in critical and historical interpretations of photographic and digital works

**5.9** uses the frames to make different interpretations of photographic and digital works

**5.10** constructs different critical and historical accounts of photographic and digital works



# PHYSICAL ACTIVITY AND SPORTS STUDIES

## 2022 Assessment Schedule

	Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1	Skill Analysis	25%	Term 1 Week 9	PASS5-1, PASS5-10	Body Systems and Energy for Physical Activity	Develop a video analysis on a skill in sport
#2	Fitness Program	25%	Term 2 Week 7	PASS5-2, PASS5-8, PASS5-10	Physical Fitness	Designing a fitness program to align with specific goals
#3	Presentation	25%	Term 3 Week 8	PASS5-3, PASS5-4, PASS5-9	Physical Activity and Sports for Specific Groups	Presentation on Skills for Specific Sports
#4	Resource Task	25%	Term 4 Week 3	PASS5-5, PASS5-6	Technology Participation and Performance	Resource/ Equipment Development Task

**PASS5-1** discusses factors that limit and enhance the capacity to move and perform

**PASS5-2** analyses the benefits of participation and performance in physical activity and sport

**PASS5-3** discusses the nature and impact of historical and contemporary issues in physical activity and sport

**PASS5-4** analyses physical activity and sport from personal, social and cultural perspectives

**PASS5-5** demonstrates actions and strategies that contribute to active participation and skilful performance

**PASS5-6** evaluates the characteristics of participation and quality performance in physical activity and sport

**PASS5-7** works collaboratively with others to enhance participation, enjoyment and performance

**PASS5-8** displays management and planning skills to achieve personal and group goals

**PASS5-9** performs movement skills with increasing proficiency

**PASS5-10** analyses and appraises information, opinions and observations to inform physical activity and sport decisions



# TEXTILES TECHNOLOGY

## 2022 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Sewing Kit Bag	20%	Term 1 Week 6	TEX5-2, TEX5-5, TEX5-6, TEX5-9, TEX5-10, TEX5-11	Non-Apparel	Students produce and construct a Sewing Kit Bag with drawstring from woven cotton fabric. They embellish the bag with applique'
#2 Plush Toy + Folio	30%	Term 2 Week 5	TEX5-2, TEX5-6, TEX5-8, TEX5-10	Textile Arts/ Non-Apparel	Students construct a stuffed toy embellished with embroidery and appropriate supporting documentation
#3 Designer Sleepwear + Folio	25%	Term 3 Week 7	TEX5-4, TEX5-5, TEX5-9, TEX5-11, TEX5-12	Apparel	A commercial pattern will be used to construct pyjama bottoms. Students apply a designer pocket with selected methods of colouration and decoration to a matching t-shirt
#4 Christmas Tableware	25%	Term 4 Week 6	TEX5-1, TEX5-4, TEX5-5, TEX5-8, TEX5-9, TEX5-12	Textile Furnishings	Students will produce a textile item from the Focus Area Furnishings with supporting documentation

**TEX5-1** explains the properties and performance of a range of textile items

**TEX5-2** justifies the selection of textile materials for specific end uses

**TEX5-3** explains the creative process of design used in the work of textile designers

**TEX5-4** generates and develops textile design ideas

**TEX5-5** investigates and applies methods of colouration and decoration for a range of textile items

**TEX5-6** analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use

**TEX5-7** evaluates the impact of textiles production and use on the individual consumer and society

**TEX5-8** selects and uses appropriate technology to creatively document, communicate and present design and project work

**TEX5-9** critically selects and creatively manipulates a range of textile materials to produce quality textile items

**TEX5-10** selects appropriate techniques and uses equipment safely in the production of quality textile projects

**TEX5-11** demonstrates competence in the production of textile projects to completion

**TEX5-12** evaluates textile items to determine quality in their design and construction



# VIETNAMESE

## 2022 Assessment Schedule

Task		Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1	At a Restaurant	20%	Term 1 Week 8	LV15-1C, LV15-4C, LV15-8U	My School, Food Culture	Writing and Speaking
#2	Shopping	30%	Term 2 Week 8	LV15-2C LV15-3C, LV15-6U	Shopping, Body Features, Personality	Listening and Reading
#3	Weather	20%	Term 3 Week 8	LV15-4C, LV15-5U, LV15-8U	House Plan, Directions, Weather	Speaking and Writing
#4	Likes/Dislikes	30%	Term 4 Week 6	LV15-2C, LV15-3C, LV15-8U	Health Living, Sport Hobbies	Listening and Reading

**LV15-1C** manipulates Vietnamese in sustained interactions to exchange information, ideas and opinions, make plans and negotiate

**LV15-2C** identifies and interprets information in a range of texts

**LV15-3C** evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

**LV15-4C** experiments with linguistic patterns and structures to compose texts in

Vietnamese, using a range of formats for a variety of contexts, purposes and audiences

**LV15-5U** demonstrates how Vietnamese pronunciation and intonation are used to convey meaning

**LV15-6U** analyses the function of complex Vietnamese grammatical structures to extend meaning

**LV15-7U** analyses linguistic, structural and cultural features in a range of texts

**LV15-8U** explains and reflects on the interrelationship between language, culture and identity



# VISUAL ARTS

## 2022 Assessment Schedule

Task		Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1	Critical/Historical	20%	Term 1 Week 10	5.7, 5.8	Practice, Conceptual Framework	Students will be required to submit a research assignment.
#2	Art Making	25%	Term 2 Week 9	5.1, 5.3, 5.4	Practice, Frames, Representation	An exploration of a range of ideas and interests in the world, through the genre of still life. Students extend their skills and techniques utilising 2D and 3D forms (drawing, painting and sculpture) focusing on creating artworks indicating understanding of the frames. Students will begin to develop a personal style in their practice and provide evidence of this in the VAD.
#3	Art Making	35%	Term 4 Week 3	5.2, 5.5, 5.6	Conceptual Framework, Conceptual Strength and Meaning, Resolution	An exploration of a range of ideas and interests in the world particularly the genre of Landscape through 2D (drawing and printmaking) forms, focusing on creating artworks indicating understanding of the frames and the conceptual framework. Students will begin to develop a personal style in their practice and provide evidence of this in the VAD.
#4	Critical/Historical	20%	Term 4 Week 5	5.8, 5.9, 5.10	Conceptual Framework, Frames, Representation	Examination

**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 meaning