



I Shall Strive for the Best

Year 10 2024

20
24

BONNYRIGG
HIGH SCHOOL
1961



ASSESSMENT INFORMATION & TASK SCHEDULE

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NSW Education Standards Authority and Departmental Requirements

To be eligible for the award of a full Year 10 Record of School Achievement (RoSA) a student must complete all mandatory courses and elective courses, over the four years up to the end of 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 Education 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 of year 10 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 assessments and homework and any other experiences provided in each subject.

School Assessments and Academic Reporting

Record of School Achievement (RoSA) grades are based on your achievements in Year 10. Course Performance Descriptors are used to describe student outcomes and levels of achievement. Tasks are set to help assess the extent of your skills and knowledge.

Your level of achievement for each course outcome is measured against a set of standards predetermined by the NSW Education Standards Authority Teaching and Educational Standards (NESA).

For further information please go to the NESA website:

http://www.boardofstudies.nsw.edu.au/syllabus_sc/

Teachers have many different ways of measuring and assessing your 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.

There will be two academic reports during the year. The marks you receive on these reports mean different things from those in your Record of School Achievement documents.

Questions you might ask about the Year 10 Record of School Achievement (RoSA)

What happens if I am not able to submit coursework or a task on the due date for assessment?

- Extension Request forms are available from Head Teachers if applying for an extension of time before the due date – supporting statements from a parent/caregiver will be required
- The student must submit a Doctor's Certificate and a written note from a parent/caregiver if a task is missed due to illness
- If no acceptable/reasonable excuse is provided the student is given a zero for the task or section of work. The task must still be completed (or a substitute task) so it is not recorded as a Non-Attempt and an N Award warning letter sent
- An N Award warning letter is sent to the student and parent/caregiver informing them of the non-attempt. The Year Adviser and Deputy Principal will be informed of the warning
- An acknowledgement slip should be signed by a parent/caregiver and returned to the Head Teacher

What happens if a student is not satisfying course requirements because of their attendance?

- Teachers will mark class rolls to check students' participation in courses
- Warning letters regarding progress and achievement of outcomes will be sent to parents/caregivers if requirements are not being met
- Parents/caregivers will be required to acknowledge letters
- Attendance percentages can be checked on the Parent Portal

What happens if I copy another person's work?

- Malpractice includes all instances of cheating, copying, or misrepresenting work as your own (copying from text books, sharing other people's work). When malpractice occurs, all students involved in cheating will be given a zero mark for the task/section of work
- All work must be your own, and of the highest standard you can produce

What happens if my computer breaks down and I lose all my work?

- Computer or printer failure is not considered a valid reason for lateness or non-completion of tasks. This includes home computers and school computers
- Ensure you have sufficient back up of your work should computer failure occur. Keep a hard copy of all your work and save a second copy to a USB flash drive or hard drive
- Hand in rough copies if you cannot get the work from your computer
- Do not leave computer-based presentations to the night before – that's when the computer is sure to fail or the printer will run out of ink



Assessment Information

The school provides information about student achievement to The NSW Education Standards Authority, Teaching and Educational Standards (NESA). The RoSA is a record of a student's achievements up until the time they choose to leave school. It is issued electronically only when a student leaves school. Students who go on to complete the appropriate requirements will be awarded their Higher School Certificate (HSC). If you do not complete requirements to be awarded a HSC you will receive the NSW Record of School Achievement (RoSA).

Course Performance Descriptors developed by NESA provide a basis for awarding grades A-E (or equivalent) for student achievement at the end of Stage 5 (Year 10). School-based assessment is used to award a school grade for each of the courses students have studied in Stage 5. These grades indicate a student's full range of achievements in each course, providing a detailed report of the student's overall performance.

(Note: in Mathematics, students will be awarded A10, A9, B8, B7, C6, C5, D4, D3 or E2).

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 NESA
- 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. Submission of Tasks

It is the student's responsibility to perform/submit all tasks which are part of the Assessment Schedule. An Assessment Notification Sheet must be completed and signed as a statement of authenticity and academic integrity. The Assessment Notification Sheet must be submitted with the completed assessment task. Tasks must be submitted as indicated on the assessment task notification. Tasks can be submitted electronically or in person by close of business (3pm) or at a time specified on the due date or performed in class. Students are expected to be organised enough to submit the task in the manner stated on the assessment task notification and on time.

If a student is absent on any day in the week leading up to the task/exam or on the day of the task/exam, an **Illness/Misadventure Form** (see page 10) will need to be submitted by the student. If a student misses an exam, it is expected that they will complete this at the first available time slot. Please check the flowchart on page 12.

The Illness/Misadventure Form and Medical Certificate will need to be supplied on the first day back to school. Where the student's Illness/Misadventure appeal is accepted on an in-class task, the student may have to sit for a substitute task. The student's final ranking for the substitute task will be determined in conjunction with other comparable tasks.

In circumstances where a substitute task is not feasible, unreasonable or where the conditions of the missed task are difficult to duplicate, the Head Teacher may authorise the use of an estimate based on other appropriate evidence.

Where an absence is known beforehand (for example, an overseas trip, work placement, etc.) the student must make arrangements for the task to be submitted on or before time. It can be handed in on time by an agent for the student.

If a student is suspended from school at the time an assessment is due, they must notify the Principal at the time of suspension. It remains the student's responsibility to complete the task on time. Alternate arrangements will be made in consultation with the relevant Head Teacher if the task is an in-class assessment.

Students cannot submit an appeal on the basis of:

- Difficulties in preparation or loss of preparation time
- Alleged deficiencies in teaching
- Misreading examination timetables
- Misreading assessment task instructions/examination instructions
- Other commitments such as participation in entertainment, work or non-school sporting events, unless prior arrangements have been made with the relevant Head Teacher
- Problems related to technical malfunctions (lost files, lack of paper) are the student's responsibility. Students should save work that has been completed on a computer on both the hard drive and an external source and printed before the due time (if required).

5. 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

This will result in an official warning letter being sent home to parents/caregivers. Upon satisfactory completion of the task within the specified time period, as outlined in the warning letter, the task will be marked and feedback given. A zero mark will still be awarded. If two warning letters are issued in any one course, this will be sufficient documentation for an 'N' determination for that subject.

A genuine attempt to complete course requirements must be made. Assessment tasks that contribute in excess of 50% of the total assessment mark for a course must be attempted, or there is a danger of an N Determination being made to NESA.

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.jcu.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
- Not being present at school in the 5 days leading up to the task

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.



Incident #

(Office use only)

Bonnyrigg High School



Illness / Misadventure Appeal

This form is to be completed by a student who is unable to attend/submit an assessment task on the due date. Procedures outlined in the assessment booklet must be followed in order for any consideration to be extended with regards to the task.

This form together with any other relevant documentation, such as a doctor's certificate with a valid medical reason, must be completed and presented to the appropriate Head Teacher. This should be done prior to the due date where applicable or on the first day of your return to school.

Failure to submit this form promptly may adversely affect the result of your request. It should not be assumed that an application using this form will be successful, as the reasons provided will be assessed on their merits.

Student Name: _____

Subject: _____

Date of Appeal: _____

Teacher: _____

Course (tick one only):

- ☐ Stage 5 (Year 10)
- ☐ Preliminary
- ☐ HSC

Assessment Task: _____

Due Date of Task: _____

My appeal is based on (tick one only):

- ☐ Prior knowledge of absence
- ☐ Illness
- ☐ Exceptional circumstances

I was/will be (tick one only):

- ☐ Absent from school on the day an Assessment Task is due to be handed in
- ☐ Absent from school on the day of an in-class Assessment Task at school
- ☐ Sick during the completion of an Assessment Task at school
- ☐ Not being present at school in the 5 days leading up to the task
- ☐ Exceptional circumstances adversely affected the performance in an Assessment Task
(in this case, the appeal MUST be submitted on the day of the Assessment Task)

My appeal is based on the following grounds:

I have attached *(tick one only):*

☐ Medical Certificate from Dr _____ dated _____

☐ Other (please describe) _____

☐ *(Year 10 only)* Signed letter from parent / caregiver dated _____

Student Signature: _____ Parent Signature: _____

Date: _____ Date: _____

Step 1 - TO BE COMPLETED BY THE FACULTY HEAD TEACHER

Faculty Recommendation

☐ Zero mark awarded

☐ Same task submitted on time

☐ Set an alternative task

☐ Give an estimate

☐ Give an extension of due date

☐ Other (please describe) _____

HT Signature: _____ Date: _____

Step 2 -DEPUTY PRINCIPAL ENDORSEMENT

If illness/misadventure is across more than one subject, the Deputy Principal needs to be notified and give approval.

☐ Approved

Follow up (if required)

☐ Not Approved

Reason/Action

DP Signature: _____ Date: _____

ILLNESS/MISADVENTURE YEARS 10-12

what you **MUST** do if you are **ABSENT** due to illness or misadventure

ON THE DAY OF THE
TASK

IN THE 5 DAYS LEADING
UP TO THE TASK

GO TO STEP 2

1

EMAIL

bonnyrigg-h.school@det.nsw.edu.au
to explain your absence
Follow the proforma

To: *bonnyrigg-h.school@det.nsw.edu.au*
Subject: Illness/Misadventure - Your name

Your Name:
Classroom Teacher:
Head Teacher:
Subject & Assessment Task:
Reason for absence:

2

GATHER EVIDENCE

Doctor's Medical Certificate
Other certificates justifying the reason for absence

3

COLLECT OR DOWNLOAD & PRINT

BHS's Illness/Misadventure Form
from the school website, the DP offices or student collaboration drive
Complete the Illness/Misadventure form ensuring that all relevant sections
of the application are completed

4

ATTACH

all relevant documentation
You must attach evidence that covers the day of the assessment task
and all other absences prior to the task being submitted

5

SUBMIT

documentation to Faculty Head Teachers
You must attend school on the **first day back** not covered by the independent
evidence and present the completed Illness/Misadventure form and supporting
evidence to the **Faculty Head Teacher by 9:00am**

BEHIND THE SCENES PROCESS

Faculty Head Teacher makes
recommendation

Deputy Principal either
approves or **reviews**

Student notified of action taken

Documents uploaded to Sentral

GROUNDINGS FOR APPEAL:

- **Illness or physical injury** suffered directly by the student
(e.g. influenza, asthma attack, surgery)
- **Misadventure**, which is any event beyond the student's control
(e.g. death of a friend or family member, involvement in a traffic accident)

UNACCEPTABLE GROUNDS FOR APPEAL:

- Attendance at a non-school sporting or cultural event or family holiday
- Alleged inadequacies of teaching
- Disabilities for which NESA has already granted disability provisions
- Long term illnesses, unless the student suffers a 'flare-up'
- Matters avoidable by the student
(e.g. misreading of timetable, misinterpretation of examination paper)

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

PDHPE – Physical Development, Health and Physical Education

PDM – Photographic and Digital Media



CORE Subjects

ENGLISH

2024 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Imaginative Writing and Reflection	25%	Term 1 Week 10	EN5-1A, EN5-4B, EN5-5C, EN5-9E	Experimenting with Narratives	Students will compose an imaginative text exploring an alternative point of view on a significant event from the novel they have read in class. Students will also be required to write a reflection evaluating their creative choices
#2 War Poetry Essay	25%	Term 2 Week 9	EN5-3B, EN5-6C, EN5-8D	Perspectives of War	Students will compose an essay on a World War One poet they have studied in class
#3 Drama Multimodal	25%	Term 3 Week 9	EN5-2A, EN5-3B, EN5-5C, EN5-7D	Complex Characters	Students will work in pairs to produce a multimodal podcast on their studied drama play
#4 Yearly Examination	25%	Term 4 Week 2	All outcomes may be assessed	Yearly Exam	Students will be assessed on the skills and processes they've learnt this year. Section 1: Unseen Material/Comprehension/Short Answer Section 2: Essay on Unit 3 Texts

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

2024 Assessment Schedule

Task		Weighting (100% per semester)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1	Oral Assignment	20%	Term 1 Week 7	GE5-5, GE5-7	Environmental Change and Management	Structured Research Assignment. Multimedia Presentation to be submitted to complement oral component
#2	Half Yearly Exam	30%	Term 2 Week 4	GE5-3, GE5-4	Environmental Change and Management	Multiple Choice, Short Answer Questions, Extended Response Question
#3	Research Task	20%	Term 3 Week 7	GE5-6, GE5-8	Human Wellbeing	Scaffolded research to write an extended response in class
#4	Yearly Exam	30%	Term 4 Week 2	GE5-1, GE5-2	Human Wellbeing	Multiple Choice, Short Answer Questions, Extended Response Question

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

GE5-2 explains processes and influences that form and transform places and environments

GE5-3 analyses the effect of interactions and connections between people, places and environments

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

GE5-5 assesses management strategies for places and environments for their sustainability

GE5-6 analyses difference 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



HISTORY

2024 Assessment Schedule

Task	Grade	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Creative/Source	25%	Term 1 Week 9	HT5-2, HT5-4, HT5-5, HT5-6, HT5-8, HT5-10	Core: Rights + Freedoms	Research and source analysis with creative writing component
#2 Skills Test	25%	Term 2 Week 4	HT5-2, HT5-5, HT5-6, HT5-7, HT5-9, HT5-10	Core: Rights + Freedoms	Source analysis skills task
#3 Research & Writing Task	20%	Term 3 Week 7	HT5-3, HT5-4, HT5-5, HT5-7, HT5-8, HT5-10	School Developed Holocaust	Research Task including Extended Response
#4 Yearly Exam	30%	Term 4 Week 2	HT5-1, HT5-3, HT5-6, HT5-7, HT5-9, HT5-10	Rights + Freedoms and The Holocaust	Written, Source and Multiple Choice style questions

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

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

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

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

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



MATHEMATICS 5.1 NUMERACY

2024 Assessment Schedule

	Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1	Minimum Standard	20%	Term 1 Week 8	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM	Number, Algebra	1. Practice Test (10%) 2. Minimum Standard Test (10%)
#2	Half Yearly Exams (Open Book)	25%	Term 2 Week 5	MA5.1-1WM, MA5.1-2WM, MA5.1-5NA	Algebraic Expressions and Indices, Space, Measurement	1. Pre and Post Tests (10%) 2. Half Yearly Exams (15%)
#2	Data and Cartesian Plane Project Task	25%	Term 3 Week 9	MA5.1-1WM, MA5.1-2WM, MA5.1-6NA, MA5.1-7NA, MA5.1-12SP, MA5.1-13SP	Statistics, Linear and Non- Linear Relationships, Data and Chance	1. Pre and Post Tests (10%) 2. Project Task (15%)
#3	Yearly Exams	30%	Term 4 Week 2	MA5.1-3WM, MA5.1-10MG, MA5.1-11MG	Properties of Geometrical Figures and Right Angled Triangles	1. Pre and Post Tests (10%) 2. Yearly Exams (20%)

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

NOTE: Students who do not meet the minimum requirement Level 3 by the end of Term 1 will be required to complete minimum standard test(s) again in Term 2 or until Level 3 is achieved.



MATHEMATICS 5.1

2024 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Quiz	25%	Term 1 Week 10	MA5.1-4NA, MA5.1-9MG	Financial Mathematics and Measurement	Topic Test
#2 Semester 1 Exam	25%	Term 2 Week 5	MA5.1-5NA, MA5.1-12SP, MA5.1-13SP	Algebraic Expressions and Indices, Probability and Statistics	Worded Problem-Solving Questions
#2 Reference Sheet	25%	Term 3 Week 9	MA5.1-6NA, MA5.1-7NA, MA5.1-11MG	Linear and Non-Linear Relationships, Properties of Geometrical Figures	Students to bring their own A4 reference sheet into an in-class test
#3 Semester 2 Exam	25%	Term 4 Week 2	MA5.1-2WM, MA5.1-10MG	Right Angled Triangles, Equations and Formulas	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

2024 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Term 1 Quiz	25%	Term 1 Week 7	MA5.2-4NA, MA5.2-11MG, MA5.2-12MG	Surface Area and Volume, Financial Mathematics	Topic Test
#2 Semester 1 Exam	25%	Term 2 Week 5	MA5.2-6NA, MA5.2-10NA, MA5.2-8NA, MA5.2-9NA	Algebra and Equations, Linear and Non-Linear Relationships	Worded problem-solving questions
#3 Reference Sheet	25%	Term 3 Week 6	MA5.2-15SP, MA5.2-16SP, MA5.2-17SP	Probability, Statistics	Students to bring their own reference sheet to an in-class test
#4 Semester 2 Exam	25%	Term 4 Week 2	MA5.2-14MG	Properties of Geometrical Figures, Further Number	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

2024 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Term 1 Quiz	25%	Term 1 Week 9	MA5.3-6NA, MA5.3-7NA	Indices and Surds, Expressions, Equations and Linear Relationships	Topic Test
#2 Semester 1 Exam	25%	Term 2 Week 5	MA5.3-5NA	Quadratic Expressions and Quadratic Equations and revised questions from Term 1 Exam	Worded problem-solving questions
#3 Reference Sheet	25%	Term 3 Week 6	MA5.3-9NA, MA5.3-12NA, MA5.3-16MG	Non-Linear Relationships, Functions and their Graphs, Properties of Geometrical Figures	Students to bring their own A4 reference sheet to an in-class test
#4 Semester 2 Exam	30%	Term 4 Week 2	MA5.3-14MG, MA5.3-19SP	Probability, Trigonometry	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



PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

2024 Assessment Schedule

	Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1	Mental Health and Mental Illness	25%	Term 1 Week 8	PD5-1, PD5-9	Not All Wounds Are Visible	Identifying key mental health issues
#2	Game Creation	25%	Term 2 Week 4	PD5-5, PD5-10	Gone in 60 Seconds	Individual and group fitness challenges
#3	AFL Assessment	25%	Term 3 Week 1-8	PD5-4, PD5-8, PD5-11	AFL	Skills Assessment - AFL
#4	Road Safety Analysis	25%	Term 3 Week 10	PD5-6	It Gets Real	Explore road safety initiatives

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

2024 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Student Research Project	25%	Term 1 Week 9	1.2: SC5-4WS, SC5-5WS, SC5-6WS 1.3: SC5-7WS, SC5-8WS, SC5-9WS	Any Topic from Stage 5	Assessment of Practical Skills to produce a scientific report
#2 Half Yearly Exam	20%	Term 2 Week 5	May contain a combination of any of the following outcomes. 1.3: SC5-7WS, SC5-8WS, SC5-9WS 1.4: SC5-10PW, SC5-17CW	Switched on Sydney, Baking in the Lab	Examination consists of: Section A: Multiple Choice Section B: Short Answers Section C: Long Answers
#3 Research Task	25%	Term 3 Week 6-7	1.3: SC5-7WS, SC5-8WS, SC5-9WS 1.4: SC5-11PW, SC5-15LW, SC5-16CW or SC5-17WS	Baking in the Lab, Nervous About Immunity, Circles of Life, Switched on Sydney, Bazinga, Family Ties and Evolution	Assessment of research skills to respond to short answer questions
#4 Yearly Exam	30%	Term 4 Week 2	May contain a combination of any of the following outcomes. 1.2: SC5-4WS, SC5-5WS, SC5-6WS 1.3: SC5-7WS, SC5-8WS, SC5-9WS 1.4: SC5-10PW to SC5-17CW	Nervous about Immunity, Baking in the Lab, Family Ties and Evolution, Models that Matter, Waves, Switched on Sydney, Bazinga, Disasters	Examination consists of: Section A: Multiple Choice Section B: One Word Answers Section C: Short & Long Answers

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

2024 Assessment Schedule

Task	Weighting (100% per semester)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Meal Plan	25%	Term 1 Week 10	CS5-2, CS5-5, CS5-11, CS5-12	Food and Nutrition in Childhood	Nutritional Plan for Children
#2 Research Task	25%	Term 2 Week 5	CS5-2, CS5-4, CS5-9, CS5-11	Health and Safety in Childhood	Safety Report
#3 Informative Poster	25%	Term 3 Week 9	CS5-3, CS5-5, CS5-9,	Media and Technology in Childhood	Poster Design and Presentation
#4 Yearly Examination	25%	Term 4 Week 2	CS5-7, CS5-8, CS5-10	Childcare Services and Career Opportunities	Stimulus based Examination

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 experience 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

2024 Assessment Schedule

Task	Weighting (100% per semester)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 (Survival Kit for Year 7) How's Your School Day?	20%	Term 1 Week 8	LCH5-1C, LCH5-4C, LCH5-6U	School Life and My Studies, Directions and Building	Listening and Writing
#2 Movie Talk	30%	Term 2 Week 6-8	LCH5-5U	Leisure Life, Each to their own Merit	Speaking
#3 Portfolio	20%	Term 3 Week 8	LCH5-2C, LCH5-7U, LCH5-9U	I'm sick, Birthday Party, Travelling, Buy Present	Reading and speaking
#4 Yearly Exam	30%	Term 4 Week 2	LCH5-3C, LCH5-8U	All Topics	Listening, writing 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

2024 Assessment Schedule

	Task	Weighting (100% per semester)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1	Topic Test	20%	Term 1 Week 8	COM5.1, COM5.2	Law, Society and Political Involvement	Multiple Choice, Matching, Short Answers
#2	Research Task	30%	Term 2 Week 3	COM5.3, COM5.7	Law in Action	Research a legal issue and write an extended response
#3	Research Task	20%	Term 3 Week 7	COM5.8, COM5.9	Employment and Work Futures	Research an employment issue and present as either an oral presentation or report
#4	Yearly Exam	30%	Term 4 Week 2	COM5.1, COM5.4	Employment and Work Futures, The Economic and Business Environment	Multiple Choice, Matching, Short Answers

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



DESIGN AND TECHNOLOGY

2024 Assessment Schedule

Task		Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1	"Make Your Own" Design Proposal	20%	Term 1 Week 8	DT5-2, DT5-3, DT5-6	Student negotiated Focus Area of Design	Students are to prepare and propose their design ideas and evidence of investigation and research. Make reference to past/current and emerging technologies
#2	Major Project	30%	Term 2 Week 7	DT5-7, DT5-8, DT5-9, DT5-10	Student negotiated Focus Area of Design	Develop an innovative design project and folio documentation
#3	Interior Design	25%	Term 3 Week 9	DT5-1, DT5-4, DT5-5, DT5-8, DT5-9	Information and Communication Technologies + Material Technologies	Design and produce an interior design setting for an allocated space within the school
#4	Yearly Exam	25%	Term 4 Week 2	DT5-1, DT5-3, DT5-4, DT5-5	All content areas covered	In class examination in exam conditions

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

2024 Assessment Schedule

	Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1	Elements of Drama	20%	Term 1 Week 8	5.1.4, 5.3.1, 5.3.3	Elements of Drama: Duologue Analysis	Students will compose a research task and submit their logbook for evaluation
#2	Masks	25%	Term 2 Week 5	5.1.4, 5.2.1, 5.2.2, 5.3.2	Mask and Movement	Students will research, make and use their own character mask in a performance with reflection in their logbook
#3	Design Project	25%	Term 3 Week 6	5.1.4, 5.2.2, 5.3.1	Individual Design Project: Set and Costume	Students will design their own set and costume for a scripted play through a visual representation, in conjunction with a written evaluation of their choices in their logbook
#4	Play and Act	30%	Term 4 Week 5	5.1.1, 5.1.3, 5.2.3	Playbuilding	Students will collaborate to make a group devised play with a reflection

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

2024 Assessment Schedule

Task		Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1	Critical Essay	50%	Term 3 Week 4	EN5-1A, EN5-5C, EN5-6C	Comparative Essay	Students compose a 1200-1500 word comparative essay on Dracula and one related text studied in class
#2	TED Talk	50%	Term 4 Week 3	EN5-6C, EN5-8D, EN5-9E	Independent Research Project	Students collaboratively present a Multimodal Presentation on a text of their own choosing

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

2024 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 The Hunger Case	25%	Term 1 Week 9	FT5-6, FT5-11, FT5-13	Food Equity	Investigate and report on an Aid agency of choice and design an inexpensive Nutritious Recipe
#2 Food Truck Extravaganza	25%	Term 2 Weeks 7	FT5-2, FT5-7, FT5-9, FT5-10	Food Trends	In groups students are to design, plan, prepare and present a Food Truck item that reflects current Food Trends
#3 Pizza Happy	25%	Term 3 Week 8	FT5-1, FT5-8, FT5-11, FT5-12	Food Product Development	Students to design, produce, evaluate and promote your own new food product (pizza). Student to maintain a portfolio of the steps involved in the development of your product
#4 Yearly Exam	25%	Term 4 Week 2	All outcomes to be assessed	All content areas covered	Written Exam – In class Section 1 – Multiple Choice Section 2 – Short Responses

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



HISTORY ELECTIVE

2024 Assessment Schedule

	Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1	Research Task	25%	Term 1 Week 7	HTE5-1, HTE5-3, HTE5-6, HTE5-8, HTE5-10	Ancient Rome	Research Assignment
#2	Half Yearly Exam	25%	Term 2 Week 4	HTE5-1, HTE5-3, HTE5-4, HTE5-9, HTE5-10	History's Mysteries	Part A: Multiple Choice Part B: True/False Part C: Short Answers Part D: Extended Response
#3	Presentation	25%	Term 3 Week 4	HTE5-2, HTE5-4, HTE5-6, HTE5-7, HTE5-10	The Holy Land and the Crusades	Oral and Visual Presentation
#4	Yearly Exam	25%	Term 4 Week 2	HTE5-1, HTE5-2, HTE5-5, HTE5-9, HTE5-10	Assassinations	Part A: Multiple Choice Part B: True/False Part C: Short Answers Part D: Extended Response

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

2024 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Hovercraft and Report	35%	Term 2 Week 7	IND5-1, IND5-2, IND5-5, IND5-6, IND5-7, IND5-9	Work, Health & Safety, Communicating Ideas, Processes & Technical Information, Transferring knowledge & skills to New Projects	Students learn about solar energy during the production of a Hovercraft project
#2 Catapult and Report	35%	Term 4 Week 5	IND5-3, IND5-4, IND5-8, IND5-10	Work, Health & Safety, Design and Production of Projects, Evaluation of Consumer Products	Students use a range of equipment, tools and machines to construct a catapult, which further develops their theoretical and practical knowledge
#3 Yearly Examination	30%	Term 4 Week 3	All outcomes to be Assessed	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, Evaluation of Consumer Products, New and Emerging Technologies	Students complete a Yearly Examination testing their understanding of the theoretical and practical aspects of Industrial Technology - Engineering

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

2024 Assessment Schedule

Task		Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1	Design Project	20%	Term 1 Week 7	IND5-2, IND5-5	Design and Production of projects, communicating ideas, processes and technical information	Knowledge and understanding of manufacturing processes and techniques used by focus area. Graphic creation and presentation
#2	Design Research	30%	Term 2 Week 7	IND5-6, IND5-8	Design management and communication	Evaluation of consumer products, graphics, industry standards. Research of current designers and trends
#3	Animated Digital Project	30%	Term 3 Week 7	IND5-3, IND5-4, IND5-7	Design and production of projects in video and animation. Transferring skills and knowledge to new projects	Production of animation to show storyboarding, filming techniques and video editing skills and website creation
#4	Yearly Examination	20%	Term 4 Week 2	IND5-1, IND5-9, IND5-10	Design principles, communicating ideas, new and emerging technologies	Exam centred on specialist industry focusing on design and management and production. 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

2024 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Table and Folio – Part A	35%	Term 2 Week 7	IND5-1, IND5-2, IND5-5, IND5-6, IND5-7, IND5-8	Work Health and Safety, Design and Production of Projects, Transferring Knowledge and Skills to New Projects	Students produce a table, which further develops their theoretical knowledge and practical skills through fabrication. Students apply edge treatments, shaping timber for decorative effect as well as utilise power tools
#2 Table and Folio – Part B	35%	Term 4 Week 5	IND5-3, IND5-4, IND5-9, IND5-10	Design and Production of Projects, Communicating Ideas, Processes and Technical Information, Evaluation of Consumer Products	Students produce a table, which further develops their theoretical knowledge and practical skills through fabrication. Students apply edge treatments, shaping timber for decorative effect as well as utilise power tools
#3 Yearly Examination	30%	Term 4 Week 3	All outcomes to be assessed	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, Evaluation of Consumer Products, New and Emerging Technologies	Students complete a Yearly Examination testing their understanding of the theoretical and practical aspects of Industrial Technology - Timber

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

2024 Assessment Schedule

Task		Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1	Problem Solving	25%	Term 1 Week 8	5.2.1, 5.2.2, 5.2.3, 5.5.2, 5.5.3	Artificial Intelligence, Modelling and Simulation, Expert Systems, Neural Networks	Create a model of a system using a modelling and simulation software program to observe trends in data when variables are modified
#2	Multimedia	25%	Term 2 Week 9	5.1.1, 5.2.1, 5.2.2, 5.5.1, 5.5.2	Issues, Multimedia, Software, People, Design, Produce and Evaluate Hardware	PROJECT BASED LEARNING Students create an Advertisement/ Infomercial up to 2 minutes long
#3	Programming	25%	Term 3 Week 9	5.1.1, 5.2.1, 5.2.2, 5.2.3	Software, Programming, Issues, People, Hardware	PROJECT BASED LEARNING Students will collaborate to create code to fly a RC Drone on a designated path
#4	Yearly Exam	25%	Term 4 Week 2	All outcomes to be assessed	Past, Current + Emerging Techniques, Hardware, Issues, People, Data Handling	YEARLY EXAM 10 Multiple Choice Short Response Questions Long Response Questions

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

2024 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Monologue/Presentation	20%	Term 1 Week 8	LJA5-1C, LJA5-4C, LJA5-5U	Homes, Describing People	Speaking
#2 Diary Entry	30%	Term 2 Week 7	LJA5-2C, LJA5-4C, LJA5-6U, LJA5-7U	School, Daily Routine	Writing and Listening
#3 Role Play	20%	Term 3 Week 8	LJA5-1C, LJA5-3C, LJA5-4C, LJA5-5U, LJA5-9U	Weather, Shopping	Reading and Speaking
#4 Yearly Exam	30%	Term 4 Week 2	LJA5-2C, LJA5-3C, LJA5-4C, LJA5-7U, LJA5-8U	Asking Directions, At the Restaurant	Listening, Writing and Reading

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



MUSIC

2024 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Performance	30%	Term 1 Week 8-9	5.2, 5.3	Music of a Culture	Exploration of various cultures focusing on musical features, instrumentation and traditions through listening and performance activities
#2 Aural Musicology Exam	20%	Term 2 Weeks 5	5.7	Classical Music	Study of Classical music characteristics through performance and listening activities
#3 Composition	20%	Term 3 Week 6	5.5, 5.6	Music for radio, film, television and multimedia	Experimentation and organisation of musical ideas and concepts to create a rock or popular piece within a structured form using traditional notation and software composition tools
#4 Aural and Performance	30%	Term 4 Week 2-3	5.1, 5.8	Rock and Popular	Exploration of performance technical skills and aural analysis of musical concepts through a range of listening and performance repertoire

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

2024 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 9	5.7, 5.8	Practice, Conceptual Framework	Students will be required to submit a research assignment
#2 Making	25%	Term 2 Week 5	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 emphasising the frames and will be required to submit a portfolio. Students will aim to develop a personal style in their practice and provide evidence of this in the PDM journal.
#3 Making	35%	Term 3 Week 10	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, focusing on the photographer (artist), world, audience and artworks. Students will be required to submit a portfolio of printed works that will show personal style and provide evidence of this in the PDM journal.
#4 Critical Historical	20%	Term 4 Week 2	5.8, 5.9, 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 SCIENCE

2024 Assessment Schedule

	Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1	Scenario Risk Assessments	20%	Term 1 Week 8	PASS5-1, PASS5-2, PASS5-10	Participating with Safety	Scenario Risk Assessments
#2	Competition Design and Presentation	30%	Term 2 Week 4-5	PASS5-5, PASS5-6, PASS5-7, PASS5-8	Event Management	Competition Design and Presentation
#3	Coaching Task	25%	Term 3 Week 7-8	PASS5-5, PASS5-7, PASS5-8	Sports Coaching	Gala Day and Coaching Tasks
#4	Research Task	25%	Term 4 Week 3	PASS5-3, PASS5-4, PASS5-10	Issues in Physical Activity and Sport	Drug Research 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

2024 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Wall Hanging	20%	Term 1 Week 7	TEX5-4, TEX5-5, TEX5-7, TEX5-9, TEX5-12	Design, Project Work	Design and produce a wall-hanging using a range of decorative and manufacturing techniques
#2 Upcycle	20%	Term 2 Week 6	TEX5-1, TEX5-4, TEX5-7, TEX5-8, TEX5-9	Project Work, Design, Textiles and Society	Students are to design and produce a textile item from recycled fabric and materials. Students will justify their choices with supporting document
#3 Costume Design and Folio	30%	Term 4 Week 4	TEX5-2, TEX5-6, TEX5-8, TEX5-9, TEX5-11, TEX5-12	Design, Project Work, Properties and Performance	Design and produce a costume with supporting design folio. Students are to embellish their costume design through varying colouration and design techniques
#4 Yearly Exam	30%	Term 4 Week 2	TEX5-1, TEX5-3, TEX5-6, TEX5-7, TEX5-10	Design, Properties and Performance of Textiles, Textiles and Society	An examination in exam conditions based on course content delivered

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

2024 Assessment Schedule

Task		Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1	Presentation	20%	Term 1 Week 8	LVI5-1C, LVI5-4C, LVI5-5U	Festivals and Culture	Speaking
#2	Half Yearly Exam	30%	Term 2 Week 8	LVI5-2C, LVI5-4C, LVI5-6U, LVI5-8U	Hobbies/Holiday/Tourism, Migration; Vietnamese Community in Australia	Listening and Writing
#3	Restaurant Role Play	20%	Term 3 Week 8	LVI5-1C, LVI5-3C LVI5-4C, LVI5-5U	Youth Issues/ Eating and Drinking	Speaking and Reading
#4	Yearly Exam	30%	Term 4 Week 2	LVI5-2C, LVI5-3C, LVI5-6U, LVI5-7U, LVI5-8U	School Life and Career	Listening, Reading and Writing

LVI5-1C manipulates Vietnamese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

LVI5-2C identifies and interprets information in a range of texts

LVI5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

LVI5-4C experiments with linguistic patterns and structures to compose texts in Vietnamese, using a range of formats for a variety of contexts, purposes and audiences

LVI5-5U demonstrates how Vietnamese pronunciation and intonation are used to convey meaning

LVI5-6U analyses the function of complex Vietnamese grammatical structures to extend meaning

LVI5-7U analyses linguistic, structural and cultural features in a range of texts

LVI5-8U explains and reflects on the interrelationship between language, culture and identity



VISUAL ARTS

2024 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 Artmaking	25%	Term 2 Week 5	5.1, 5.3, 5.4	Practice, Frames, Representation	Exploration of range of ideas and interests in the world through the investigation of Totemic art. Students extend their skills and techniques utilising 2D and 3D forms (drawing and ceramics) focusing on creating artworks indicating understanding of the frames particularly the cultural and subjective. Students will continue to develop a personal style in their practice and provide evidence of this in the VAD.
#3 Artmaking	35%	Term 3 Week 10	5.2, 5.5, 5.6	Conceptual Framework, Conceptual Strength and Meaning, Resolution	Exploration of range of ideas and interests in the world through the issue of war and conflict. 2D (drawing and printmaking) forms will be utilised to create artworks indicating understanding of the conceptual framework. Students will create resolved works showing strength and meaning, and provide evidence of this in the VAD.
#4 Critical Historical	20%	Term 4 Week 4	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 meaning in their artworks

5.6 demonstrates developing technical accomplishment and refinement in making artworks
5.7 applies their understanding of aspects of practice to critical and historical interpretations of art
5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
5.9 demonstrates how the frames provide different interpretations of art
5.10 demonstrates how art criticism and art history construct meanings



WORK EDUCATION

2024 Assessment Schedule

Task	Weighting (100% for the year)	Due Date	Outcomes Assessed	Syllabus Topic	Overview of Assessment Task
#1 Research Task/ Oral Presentation	20%	Term 1 Week 7	WE5.9, WE5.10	Communication and Collaboration	In pairs, students conduct research and present findings as an oral and multimedia presentation
#2 Half Yearly Exam	30%	Term 2 Week 5	WE5.6, WE5.7	Transitions and Wellbeing	Multiple choice, matching, short answers, extended response
#3 Research Task	20%	Term 3 Week 7	WE5.8	Technology in the Workplace	Undertake research to complete a report
#4 Yearly Exam	30%	Term 4 Week 2	WE5.1, WE5.2	Preparing for the Workforce; Managing Finances	Multiple Choice, matching, short answers, financial skills

WE5.1 analyses employment trends and changes in the nature of work

WE5.2 analyses current workplace issues and their implications

WE5.3 examines the roles of diverse organisations in the Australian community

WE5.4 evaluates the roles and responsibilities of individuals within the Australian community

WE5.5 explains the roles of education, employment and training organisations

WE5.6 assesses personal goals, attributes and values in the context of education, training and employment

WE5.7 explains skills, attributes and entrepreneurial behaviours in a range of contexts

WE5.8 assesses options for career development and managing transitions

WE5.9 selects and analyses relevant information from a variety of sources

WE5.10 selects and uses appropriate forms to communicate information about the world of work for different audiences