



I Shall Strive for the Best

Year 9 2024

20
24

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 2024, 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

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. 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 | | | | PDM |
| Week 3 | | Mathematics Accelerated | | History, ITE, ITT, PASS |
| Week 4 | | Child Studies, Science | Mathematics Accelerated | Child Studies, Commerce, Geography, Music, Mathematics, Mathematics Accelerated, PDM, Science, Work Education |
| Week 5 | Mathematics Accelerated, Textiles | Commerce, Geography, History, Mathematics, Textiles, Work Education | | Drama, English, Food Technology, History Elective, Visual Arts |
| Week 6 | History | Food Technology | Child Studies | Computing Technology, History, ITE, ITT, Numeracy, Textiles |
| Week 7 | Geography, PDHPE | D&T, History, History Elective, ITE, ITT, Korean, PDM, PASS | English, Geography, Mathematics, PDHPE, Textiles | D&T, Korean, Mathematics Accelerated |
| Week 8 | Commerce, D&T, History Elective, Mathematics, PDM, Work Education | Mathematics Accelerated, Music | Commerce, Drama, History, History Elective, Korean, PASS, Science, Work Education | |
| Week 9 | Computing Technology, English, Food Technology, PASS, Science | Computing Technology, Drama, Numeracy, PDHPE, Visual Arts | Computing Technology, Food Technology | |
| Week 10 | Child Studies, Drama, Korean, Music, Numeracy, Visual Arts | | D&T, Mathematics Accelerated, Music, Numeracy, Visual Arts | PDHPE |
| Week 11 | Mathematics Accelerated | | | |

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 – Personal 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 | Persuasive Speech and Reflection | 30% | Term 1 Week 9 | EN5-RVL-01, EN5-URA-01, EN5-ECA-01, EN5-ECB-01 | Non-Fiction Texts | Students will compose a persuasive speech on a listed issue/topic along with a reflection explaining their language choices. This speech will be submitted and not performed. |
| #2 | Novel Essay | 35% | Term 3 Week 7 | EN5-RVL-01, EN5-URB-01, EN5-ECA-01 | 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 | Director's Commentary | 35% | Term 4 Week 5 | EN5-URA-01, EN5-URB-01, EN5-URC-01 | Film | Students will deliver a presentation comparing an auteur's style in two or more films |

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

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

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

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

EN5-ECA-01 crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning

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



GEOGRAPHY/ HISTORY

2024 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, HT5-2, HT5-6, HT5-8, HT5-10 | The Movement of People | Research Assessment |
| #2 | Course Work | 30% | Term 4 Week 2-3 | HT5-1, HT5-3, HT5-7, HT5-9, HT5-10 | The Movement of People Australia at War | Ongoing coursework in class books |
| #3 | Course Exam | 35% | Term 4 Week 6 | HT5-2, HT5-4, HT5-5, HT5-6, HT5-9, HT5-10 | 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

2024 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, HT5-2, HT5-6, HT5-8, HT5-10 | The Movement of People | Research Assessment |
| #2 Course Work | 30% | Term 2 Week 4-5 | HT5-1, HT5-3, HT5-7, HT5-9, HT5-10 | The Movement of People Australia at War | Ongoing coursework in class books |
| #3 Course Exam | 35% | Term 2 Week 7 | HT5-2, HT5-4, HT5-5, HT5-6, HT5-9, HT5-10 | 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 NUMERACY

2024 Assessment Schedule

| Task | Weighting (100% for the year) | Due Date | Outcomes Assessed | Syllabus Topic | Overview of Assessment Task | |
|------|----------------------------------|----------|-------------------|---|--|------------------------------|
| #1 | Pre and Post Testing | 25% | Term 1 Week 10 | MA5-IND-C-01, MA5-ALG-C-01 | Indices and Numbers of Any Magnitude, Algebraic Techniques | Evaluating the learning gaps |
| #2 | Pre and Post Testing | 25% | Term 2 Week 10 | MA5-EQU-C-01, MA5-DAT-C-01, MA5-DAT-C-02 | Equations, Data Analysis | Evaluating the learning gaps |
| #3 | Pre and Post Testing | 25% | Term 3 Week 10 | MA5-LIN-C-01, MA5-LIN-C-02, MA5-ARE-C-01, MA5-VOL-C-01 | Linear Relationships, Perimeter and Area | Evaluating the learning gaps |
| #4 | Pre and Post Testing | 25% | Term 4 Week 6 | MA5-ARE-C-01, MA5-VOL-C-01 | Surface Area and Volume | Evaluating the learning gaps |

NOTE: Outcomes listed on Page 14 (next page).

MA5-FIN-C-01 solves financial problems involving simple interest, earning money and spending money

MA5-FIN-C-02 solves financial problems involving compound interest and depreciation

MA5-ALG-C-01 simplifies algebraic fractions with numerical denominators and expands algebraic expressions

MA5-RAT-P-01 identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)

MA5-RAT-P-02 analyses and constructs graphs relating to rates of change (Path: Stn, Adv)

MA5-ALG-P-01 simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv)

MA5-ALG-P-02 selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (Path: Adv)

MA5-IND-C-01 simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

MA5-IND-P-01 applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv)

MA5-IND-P-02 describes and performs operations with surds and fractional indices (Path: Adv)

MA5-EQU-C-01 solves linear equations of up to 3 steps, limited to one algebraic fraction

MA5-EQU-P-01 solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3=k$ (Path: Adv)

MA5-EQU-P-02 solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv)

MA5-LIN-C-01 determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools

MA5-LIN-C-02 graphs and interprets linear relationships using the gradient/slope-intercept form

MA5-LIN-P-01 describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv)

MA5-NLI-C-01 identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts

MA5-NLI-C-02 identifies and compares features of parabolas and exponential curves in various contexts

MA5-NLI-P-01 interprets and compares non-linear relationships and their transformations, both algebraically and graphically (Path: Adv)

MA5-POL-P-01 defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems (Path: Adv, Ext)

MA5-LOG-P-01 establishes and applies the laws of logarithms to solve problems (Path: Adv)

MA5-FNC-P-01 uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables (Path: Adv)

MA5-MAG-C-01 solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures

MA5-TRG-C-01 applies trigonometric ratios to solve right-angled triangle problems

MA5-TRG-C-02 applies trigonometry to solve problems, including bearings and angles of elevation and depression

MA5-TRG-P-01 applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (Path: Stn, Adv)

MA5-TRG-P-02 establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (Path: Adv)

MA5-ARE-C-01 solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids

MA5-ARE-P-01 applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (Path: Stn, Adv)

MA5-VOL-C-01 solves problems involving the volume of composite solids consisting of right prisms and cylinders

MA5-VOL-P-01 applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (Path: Stn, Adv)

MA5-GEO-C-01 identifies and applies the properties of similar figures and scale drawings to solve problems

MA5-GEO-P-01 establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (Path: Ext)

MA5-GEO-P-02 constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (Path: Ext)

MA5-CIR-P-01 applies deductive reasoning to prove circle theorems and solve related problems (Path: Ext)

MA5-NET-P-01 solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (Path: Stn)

MA5-DAT-C-01 compares and analyses datasets using summary statistics and graphical representations

MA5-DAT-C-02 displays and interprets datasets involving bivariate data

MA5-DAT-P-01 plans, conducts and reviews a statistical inquiry into a question of interest (Path: Stn, Adv)

MA5-PRO-C-01 solves problems involving probabilities in multistage chance experiments and simulations

MA5-PRO-P-01 solves problems involving Venn diagrams, 2-way tables and conditional probability (Path: Adv)



MATHEMATICS

2024 Assessment Schedule

| Task | Weighting (100% for the year) | Due Date | Outcomes Assessed | Syllabus Topic | Overview of Assessment Task |
|--------------------------|----------------------------------|---------------------------------|---|---|----------------------------------|
| #1 Quiz | 25% | Core & Path Term 1 Week 8 | MA5-IND-C-01, MA5-MAG-C-01 | Core: Indices A, Numbers of Any Magnitude Path: Indices B, C | Topic Test |
| #2 Semester 1 Exam | 25% | Core & Path Term 2 Week 5 | MA5-ALG-C-01, MA5-EQU-C-01 | Core: Algebraic Techniques A, Equations A Path: Algebraic Techniques B, C, Equations B, C | Worded Problem-Solving Questions |
| #3 Quiz | 25% | Core & Path Term 3 Week 7 | MA5-LIN-C-01, MA5-LIN-C-02, MA5-RAT-P-01 | Core: Linear Relationships A, B, Variation and Rates of Change A Path: Linear Relationships C, Variation and Rates of Change B | Topic Test |
| #4 Semester 2 Exam | 25% | Core & Path Term 4 Week 4 | MA5-ARE-C-01, MA5-VOL-C-01 | Core: Area and Surface Area A, Volume A Path: Area and Surface Area B, Volume B | Cumulative Assessment Task |

NOTE: Outcomes listed on Page 16 (next page).

MA5-FIN-C-01 solves financial problems involving simple interest, earning money and spending money

MA5-FIN-C-02 solves financial problems involving compound interest and depreciation

MA5-ALG-C-01 simplifies algebraic fractions with numerical denominators and expands algebraic expressions

MA5-RAT-P-01 identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)

MA5-RAT-P-02 analyses and constructs graphs relating to rates of change (Path: Stn, Adv)

MA5-ALG-P-01 simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv)

MA5-ALG-P-02 selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (Path: Adv)

MA5-IND-C-01 simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

MA5-IND-P-01 applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv)

MA5-IND-P-02 describes and performs operations with surds and fractional indices (Path: Adv)

MA5-EQU-C-01 solves linear equations of up to 3 steps, limited to one algebraic fraction

MA5-EQU-P-01 solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3=k$ (Path: Adv)

MA5-EQU-P-02 solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv)

MA5-LIN-C-01 determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools

MA5-LIN-C-02 graphs and interprets linear relationships using the gradient/slope-intercept form

MA5-LIN-P-01 describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv)

MA5-NLI-C-01 identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts

MA5-NLI-C-02 identifies and compares features of parabolas and exponential curves in various contexts

MA5-NLI-P-01 interprets and compares non-linear relationships and their transformations, both algebraically and graphically (Path: Adv)

MA5-POL-P-01 defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems (Path: Adv, Ext)

MA5-LOG-P-01 establishes and applies the laws of logarithms to solve problems (Path: Adv)

MA5-FNC-P-01 uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables (Path: Adv)

MA5-MAG-C-01 solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures

MA5-TRG-C-01 applies trigonometric ratios to solve right-angled triangle problems

MA5-TRG-C-02 applies trigonometry to solve problems, including bearings and angles of elevation and depression

MA5-TRG-P-01 applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (Path: Stn, Adv)

MA5-TRG-P-02 establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (Path: Adv)

MA5-ARE-C-01 solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids

MA5-ARE-P-01 applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (Path: Stn, Adv)

MA5-VOL-C-01 solves problems involving the volume of composite solids consisting of right prisms and cylinders

MA5-VOL-P-01 applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (Path: Stn, Adv)

MA5-GEO-C-01 identifies and applies the properties of similar figures and scale drawings to solve problems

MA5-GEO-P-01 establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (Path: Ext)

MA5-GEO-P-02 constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (Path: Ext)

MA5-CIR-P-01 applies deductive reasoning to prove circle theorems and solve related problems (Path: Ext)

MA5-NET-P-01 solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (Path: Stn)

MA5-DAT-C-01 compares and analyses datasets using summary statistics and graphical representations

MA5-DAT-C-02 displays and interprets datasets involving bivariate data

MA5-DAT-P-01 plans, conducts and reviews a statistical inquiry into a question of interest (Path: Stn, Adv)

MA5-PRO-C-01 solves problems involving probabilities in multistage chance experiments and simulations

MA5-PRO-P-01 solves problems involving Venn diagrams, 2-way tables and conditional probability (Path: Adv)



MATHEMATICS ACCELERATED

2024 Assessment Schedule

| Task | | Weighting (100% for the year) | Due Date | Outcomes Assessed | Syllabus Topic | Overview of Assessment Task |
|------|-----------------|----------------------------------|---|--|--|----------------------------------|
| #1 | Term 1 Quiz | 25% | Part A: Term 1 Week 5 Part B: Term 1 Week 11 | MA5-IND-C-01, MA5-IND-P-01, MA5-IND-P-02, MA5-MAG-C-01, MA5-ALG-C-01, MA5-ALG-P-01, MA5-ALG-P-02, MA5-EQU-C-01, MA5-EQU-P-01, MA5-EQU-P-02 | Part A: Indices A, B, C and Numbers of Any Magnitude Part B: Algebraic Techniques A, B, C and Equations A, B, C | Topic Test |
| #2 | Semester 1 Exam | 25% | Part A: Term 2 Week 3 Part B: Term 2 Week 8 | MA5-GEO-C-01, MA5-GEO-P-01, MA5-GEO-P-02, MA5-TRG-C-01, MA5-TRG-C-02, MA5-TRG-P-01 | Part A: Properties of Geometrical Figures A, B, C Part B: Trigonometry A, B, C | Worded Problem-Solving Questions |
| #3 | Term 3 Quiz | 25% | Part A: Term 3 Week 4 Part B: Term 3 Week 10 | MA5-LIN-C-01, MA5-LIN-C-02, MA5-LIN-P-01, MA5-NLI-C-01, MA5-NLI-C-02, MA5-NLI-P-01 | Part A: Linear Relationships A, B, C Part B: Non-Linear Relationships A, B, C | Topic Test |
| #4 | Semester 2 Exam | 25% | Part A: Term 4 Week 4 Part B: Term 4 Week 7 | MA5-ARE-C-01, MA5-ARE-P-01, MA5-VOL-C-01, MA5-VOL-P-01, MA5-PRO-C-01, MA5-PRO-P-01 | Part A: Area and Surface Area A, B and Volume A, B Part B: Probability A, B | Cumulative Assessment Task |

NOTE: Outcomes listed on Page 18 (next page).

MA5-FIN-C-01 solves financial problems involving simple interest, earning money and spending money

MA5-FIN-C-02 solves financial problems involving compound interest and depreciation

MA5-ALG-C-01 simplifies algebraic fractions with numerical denominators and expands algebraic expressions

MA5-RAT-P-01 identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)

MA5-RAT-P-02 analyses and constructs graphs relating to rates of change (Path: Stn, Adv)

MA5-ALG-P-01 simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv)

MA5-ALG-P-02 selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (Path: Adv)

MA5-IND-C-01 simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

MA5-IND-P-01 applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv)

MA5-IND-P-02 describes and performs operations with surds and fractional indices (Path: Adv)

MA5-EQU-C-01 solves linear equations of up to 3 steps, limited to one algebraic fraction

MA5-EQU-P-01 solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3=k$ (Path: Adv)

MA5-EQU-P-02 solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv)

MA5-LIN-C-01 determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools

MA5-LIN-C-02 graphs and interprets linear relationships using the gradient/slope-intercept form

MA5-LIN-P-01 describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv)

MA5-NLI-C-01 identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts

MA5-NLI-C-02 identifies and compares features of parabolas and exponential curves in various contexts

MA5-NLI-P-01 interprets and compares non-linear relationships and their transformations, both algebraically and graphically (Path: Adv)

MA5-POL-P-01 defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems (Path: Adv, Ext)

MA5-LOG-P-01 establishes and applies the laws of logarithms to solve problems (Path: Adv)

MA5-FNC-P-01 uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables (Path: Adv)

MA5-MAG-C-01 solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures

MA5-TRG-C-01 applies trigonometric ratios to solve right-angled triangle problems

MA5-TRG-C-02 applies trigonometry to solve problems, including bearings and angles of elevation and depression

MA5-TRG-P-01 applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (Path: Stn, Adv)

MA5-TRG-P-02 establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (Path: Adv)

MA5-ARE-C-01 solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids

MA5-ARE-P-01 applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (Path: Stn, Adv)

MA5-VOL-C-01 solves problems involving the volume of composite solids consisting of right prisms and cylinders

MA5-VOL-P-01 applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (Path: Stn, Adv)

MA5-GEO-C-01 identifies and applies the properties of similar figures and scale drawings to solve problems

MA5-GEO-P-01 establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (Path: Ext)

MA5-GEO-P-02 constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (Path: Ext)

MA5-CIR-P-01 applies deductive reasoning to prove circle theorems and solve related problems (Path: Ext)

MA5-NET-P-01 solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (Path: Stn)

MA5-DAT-C-01 compares and analyses datasets using summary statistics and graphical representations

MA5-DAT-C-02 displays and interprets datasets involving bivariate data

MA5-DAT-P-01 plans, conducts and reviews a statistical inquiry into a question of interest (Path: Stn, Adv)

MA5-PRO-C-01 solves problems involving probabilities in multistage chance experiments and simulations

MA5-PRO-P-01 solves problems involving Venn diagrams, 2-way tables and conditional probability (Path: Adv)



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 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

2024 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 1.3: SC5-7WS, SC5-8WS, SC5-9WS 1.4: SC5-10PW, SC5-15LW, SC5-16CW | Models that Matter | Knowledge and Process Working Scientifically |
| #2 Analytical Task | 25% | Term 2 Week 3-4 | 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 | 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 1.2: SC5-4WS, SC5-5WS 1.3: SC5-7WS, SC5-8WS, SC5-9WS 1.4: SC5-10PW, SC5-14LW, SC5-15LW, SC5-16CW | May contain a combination of any of the following Topics; Circles of Life, Genetics and Evolution, Models that Matter, or Waves | Research |
| #4 Yearly Exam | 25% | Term 4 Week 4 | May contain a combination of any of the following outcomes 1.3: SC5-7WS, SC5-8WS, SC5-9WS 1.4: SC5-10PW to SC5-17CW | 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

2024 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 10 | CS5-5, CS5-7, CS5-9, CS5-12 | Preparing for Parenthood | Case Study on Family Planning |
| #2 Written Examination | 25% | Term 2 Week 4 | CS5-1, CS5-2, CS5-8, CS5-11 | Conception to Birth | Topic Test on reproduction, conception and birth |
| #3 Creative Task and Presentation | 25% | Term 3 Week 6 | CS5-1, CS5-5, CS5-6, CS5-7, CS5-10 | Newborn Care | Analyses on caring for a newborn |
| #4 Learning Activity Design and Presentation | 25% | Term 4 Week 4 | CS5-2, 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



COMMERCE

2024 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 | Running a Business | In small groups, students establish a business idea. Complete activities for this business |
| #4 Yearly Exam | 30% | Term 4 Week 4 | COM5.1, COM5.4 | Promoting and Selling, Travel | 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



COMPUTING TECHNOLOGY

2024 Assessment Schedule

| Task | | Weighting (100% for the year) | Due Date | Outcomes Assessed | Syllabus Topic | Overview of Assessment Task |
|------|-------------------------|----------------------------------|------------------|--|--|---|
| #1 | Analysing Data Project | 15% | Term 1 Week 9 | CT5-COL-01, CT5-OPL-01, CT5-THI-01, CT5-DPM-01 | Analysing Data | Students research how data is stored, transmitted, and secured in digital systems and how information is communicated in a range of contexts including data visualisation |
| #2 | Research Report | 35% | Term 2 Week 9 | CT5-DPM-01, CT5-COM-01, CT5-EVL-01, CT5-DAT-02 | Analysing Data Project | Students use spreadsheets, databases and presentation software to acquire, represent, analyse and visualise simple and structured data |
| #3 | Model and Documentation | 15% | Term 3 Week 9 | CT5-EVL-01, CT5-COL-01, CT5-THI-01, CT5-OPL-01 | Building mechatronic and automated systems | Documentation for a mechatronic or automated system model. Students explore a range of mechatronic and automated systems in the real-world to appreciate their development and complexity |
| #4 | Project Work | 35% | Term 4 Week 6 | CT5-EVL-01, CT5-THI-01, CT5-OPL-01, CT5-DPM-01 | Mechantronic model and documentation | Build a mechatronic or automated system model. Students develop knowledge and apply iterative processes to define problems and plan, design, develop and evaluate computing solutions |

CT5-SAF-01 selects and applies safe, secure and responsible practices in the ethical use of data and computing technology

CT5-DPM-01 applies iterative processes to define problems and plan, design, develop and evaluate computing solutions

CT5-COL-01 manages, documents and explains individual and collaborative work practices

CT5-EVL-01 understands how innovation, enterprise and automation have inspired the evolution of computing technology

CT5-DAT-01 explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts

CT5-COM-01 communicates ideas, processes and solutions using appropriate media

CT5-OPL-01 designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language

CT5-THI-01 applies computational, design and systems thinking to the development of computing solutions

CT5-DAT-02 acquires, represents, analyses and visualises simple and structured data

CT5-DES-01 designs and creates user interfaces and the user experience



DESIGN AND TECHNOLOGY

2024 Assessment Schedule

| Task | Weighting (100% for the year) | Due Date | Outcomes Assessed | Syllabus Topic | Overview of Assessment Task |
|---------------------------------------|----------------------------------|-------------------|--|---|--|
| #1 Designer Case Study | 15% | Term 1 Week 8 | DT5-3, DT5-4 | Core: A Holistic Approach | Create an infographic poster on an Australian Designer |
| #2 Loved and Rescued - Upcycled | 30% | Term 2 Week 7 | 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 |
| #3 Creative Jewels | 30% | Term 3 Week 10 | 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 |
| #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

2024 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 10 | 5.1.1, 5.1.2 | 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 9 | 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 an opportunity to review another group's presentation, to extend their critical understanding |
| #3 Portfolio | 25% | Term 3 Week 8 | 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, 5.2.3, 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



FOOD TECHNOLOGY

2024 Assessment Schedule

| Task | | Weighting (100% for the year) | Due Date | Outcomes Assessed | Syllabus Topic | Overview of Assessment Task |
|------|--------------------------|----------------------------------|--------------------|--|---|---|
| #1 | HelloEats Blog | 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 Study | 25% | Term 2 Week 5-6 | FT5-2, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12 | Food in Australia | Develop a presentation 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 9 | 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



HISTORY ELECTIVE

2024 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, HTE5-6, HTE5-8, 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, HTE5-5, HTE5-6, HTE5-9 | Ongoing Coursework | Student workbook assessed |
| #4 Final Exam | 25% | Term 4 Week 5 | HTE5-2, 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

2024 Assessment Schedule

| Task | | Weighting (100% for the year) | Due Date | Outcomes Assessed | Syllabus Topic | Overview of Assessment Task |
|------|----------------------------|----------------------------------|------------------|------------------------|--|--|
| #1 | Robobug Circuit and Report | 35% | Term 2 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 | Bridge and Report | 35% | Term 4 Week 6 | IND5-2, IND5-3, IND5-8 | Design and Production of Projects, Properties of Materials | Students research, design and construct a bridge that is to undergo weight testing |
| #3 | Yearly Examination | 30% | Term 4 Week 3 | IND5-1 to IND5-10 | Work, Health and Safety, Communicating Ideas, Processes and Technical Information, Transferring Knowledge and Skills to New Projects, Design and Production of Projects, Properties of Materials | Students undergo an examination to test their knowledge of the fundamentals of Engineering, in particular the properties and applications of Engineering Materials and WHS |

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 Folio and Practical | 35% | Term 2 Week 7 | 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 Folio and Practical | 35% | Term 4 Week 6 | 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 project using framing techniques. Pupils further develop their hand made joinery skills and supplement this with the use of some power tools |
| #3 Yearly Examination | 30% | Term 4 Week 3 | IND5-1 to IND5-10 | Properties of Materials, New and Emerging Technologies, Work, Health and Safety, Design and Production of Projects, Properties of Materials, Communicating Ideas, Processes and Technical Information, Evaluation of Consumer Products | Students undergo an examination to test their knowledge of the fundamentals of timber, in particular the properties and applications of timber and WHS |

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



KOREAN

2024 Assessment Schedule

| Task | | Weighting (100% for the year) | Due Date | Outcomes Assessed | Syllabus Topic | Overview of Assessment Task |
|------|--------------------------|----------------------------------|-------------------|------------------------|---|-----------------------------|
| #1 | Careers Expo | 30% | Term 1 Week 10 | ML5-INT-01, ML5-CRT-01 | Appearance, Personality, Occupation | Interacting and Creating |
| #2 | Letter | 20% | Term 2 Week 7 | ML5-CRT-01 | Leisure and Extracurricular activities, Hobbies | Creating |
| #3 | My Dream Town – 3D model | 30% | Term 3 Week 8 | ML5-UND-01, ML5-CRT-01 | Neighbourhood, Lifestyle | Understanding and Creating |
| #4 | Role Play | 20% | Term 4 Week 7 | ML5-INT-01 | Shopping | Interacting |

ML5-INT-01 exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language

ML5-UND-01 analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding

ML5-CRT-01 creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language



MUSIC

2024 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 th and 21 st Century | Identification and aural analysis of musical concepts through contrasting listening repertoire of music from the 20 th and 21 st Century |
| #2 Composition | 30% | Term 2 Week 8 | 5.4, 5.6 | Rock Music | Experimentation and organisation of musical ideas and concepts to create a rock piece within a structured form using software composition tools |
| #3 Performance | 20% | Term 3 Week 9-10 | 5.1, 5.2 | Theatre 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 | 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

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 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 2 | 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 4 | 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

2024 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 | Deconstructing a skill |
| #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 Written Task | 25% | Term 4 Week 3 | PASS5-5, PASS5-6 | Technology Participation and Performance | Evaluation of Technology in sport |

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 Sewing Kit Bag | 20% | Term 1 Week 5 | TEX5-2, TEX5-5, TEX5-10, TEX5-11 | Non-Apparel Design | Students produce and construct a Sewing Kit Bag with drawstring from woven cotton fabric. They embellish the bag with applique' |
| #2 Playful Food | 30% | Term 2 Week 5 | TEX5-1, TEX5-2, TEX5-9, TEX5-10 | Textile Arts/ Non-Apparel Design, Properties + Performance | Students will develop an understanding on fibres, yarns and fabrics by creating their own. This will be showcased in an item or items of food made from fabrics |
| #3 Industry Study | 25% | Term 3 Week 7 | TEX5-3, TEX5-4, TEX5-6, TEX5-7 | Textiles + Society, Design | Profiles of a Designer, including design processes + factors influencing their work. Students design a piece that will accompany ONE of the designers completed ranges |
| #4 Designer Sleepwear + Folio | 25% | Term 4 Week 6 | TEX5-4, TEX5-5, TEX5-8, TEX5-11, TEX5-12 | Apparel, Design, Properties + Performances | 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 |

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



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 | 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 3 Week 10 | 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



WORK EDUCATION

2024 Assessment Schedule

| Task | Weighting (100% for the year) | Due Date | Outcomes Assessed | Syllabus Topic | Overview of Assessment Task |
|---|----------------------------------|------------------|-------------------|---|--|
| #1 Personality Profile and Career Report | 20% | Term 1 Week 8 | WE5-6, WE5-7 | What is Work? | Written report based on a chosen occupation |
| #2 Half Yearly Exam | 30% | Term 2 Week 5 | WE5-1, WE5-4 | What is Work? Workplace Environments | Multiple Choice, Matching, Short Answer Questions, PEEL Paragraphs |
| #3 Board Game | 20% | Term 3 Week 8 | WE5-5, WE5-10 | Workplace Issues | In small groups, create a board game themed about workplace issues |
| #4 Yearly Examination | 30% | Term 4 Week 4 | WE5-2, WE5-3 | Workplace Issues Workplace Safety | Multiple Choice, Matching, Short Answer Questions, PEEL Paragraphs |

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