

MOUNT AUSTIN HIGH SCHOOL

—
YEAR 9

*Assessment
Booklet*
—

ACADEMIC YEAR 2024

RESPECT - RESPONSIBILITY - COMMITMENT

Mount Austin High School – Year 9 Assessment Information for the 2024 Academic Year

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Introduction

This document summarises the requirements and expectations for Stage 5 students regarding assessment. It contains assessment information, the assessment calendar and course schedules detailing the formal assessment program for each of the courses being delivered in Year 10.

Stage 5 – Year 9 and 10 Requirements

The NSW Education Standards Authority (NESA) is responsible for setting all regulations for the completion of Stage 5 in all NSW schools and with this a student must:

- attend an accredited school
- complete four years of secondary education
- follow and complete an approved pattern of study
- meet all NESA requirements.

Subjects – Courses

NESA rules require the following pattern of study for students in Stages 4 and 5 (Years 7-10):

- English in each year
- Mathematics in each year
- Science in each year
- Personal Development, Health and Physical Education in each year
- Human Society and its Environment in each year (History/Geography)
- A Language other than English for at least one year
- Creative Arts including Music, Visual Arts for at least one year
- Technology and Applied Science, including the use of computers.

Additional courses or electives are selected in Stage 5. Current syllabuses are available online:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5>

Attendance

Students must maintain satisfactory attendance (typically, 95%) to make sure that all course requirements are met. Attendance must continue until the last day of Year 10. Granting of leave is a matter for the school Principal to determine. The Principal has discretion in granting leave if they are satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the leave requested is for an extended period, the student must demonstrate to the Principal that outcomes in each course will be achieved.

Course Completion

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

- followed the course specified by NESA
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

Every school in NSW is required to certify that students have satisfied these expectations.

Record of School Achievement (RoSA) and Grading

The Record of School Achievement (RoSA) will record all courses that a student has completed when they complete Year 10. This will also contain a grade. This credential is for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC).

For students in Year 9 they are at the start of Stage 5 – RoSA credentialling. If a student completes a 100-hour elective course in Year 9, the grade earned in Year 9 will be their RoSA grade. These grades are determined based on the student's performances in assessment tasks, as detailed in the Assessment Schedule, using the RoSA Common Grade Scale outlined below. The RoSA grade will be issued by NESA to students when they indicate they are leaving school.

RoSA Common Grade Scale: The Common Grade Scale shown below is used to report student achievement in Year 10 in all NSW schools.

COMMON GRADE SCALE



The student has an **extensive** knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a **very high level** of competence in the processes and skills and can apply these skills to new situations.



The student has a **thorough** knowledge and understanding of the content and a **high level** of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.



The student has a **sound** knowledge and understanding of the main areas of content and has achieved an **adequate level** of competence in the processes and skills.



The student has a **basic** knowledge and understanding of the content and has achieved a **limited level** of competence in the processes and skills.



The student has an **elementary** knowledge and understanding in few areas of the content and has achieved **very limited** competence in some of the processes and skills.



Note: Mathematics – grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3, E2).

Available online: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades/common-grade-scale>

Assessment Procedures – Year 9 and 10 RoSA

NESA requires that all courses have an Assessment Schedule and that students attempt all assessment tasks in the Assessment Schedule. All Stage 5 assessment is made within the school; there is no external NESA assessment. The plans for formal assessment are provided in this booklet. This Assessment Booklet is also available on the school's website and is emailed to students, parents and carers at the start of the academic year.

The final assessment mark for a course is intended to indicate achievements at the end of the Year 10 course or Year 9 in a 100-hour elective course. The assessment marks are based on achievements measured at points throughout the course. Assessment tasks will determine what a student knows, understands and is able to do. There are a variety of assessment tasks in each course.

Every faculty maintains a register to indicate the date that each student receives formal notification of tasks. If a student is absent, it is their responsibility to catch themselves up with the details of any task notifications. The details are also available in the course Google Classroom. Scheduling dates may have to be changed due to unforeseen circumstances. This change will be endorsed by the faculty Head Teacher and written notification of the change will be given to all students involved and will also be in the course Google Classroom.

Every student will be provided with formal feedback for each assessment. This may involve written advice, verbal discussions and marking grids.

The assessments listed on the Assessment Schedule will contribute to both the final grades and the achievement reported in the school reports. Each student is expected to personally complete the assessment tasks listed as well as all the other assessments which teachers may use to determine student progress.

Students with parents and carers should be aware of upcoming assessment tasks and ensure that appointments, holidays, or sporting trips are not booked during a scheduled assessment task.

Attendance, on the day the assessment task is either to be performed or submitted, is essential. Students who are unable to attend school to submit the assessment task may be eligible to apply for consideration based on illness or misadventure (see the form provided later in this booklet). The task may be required to be submitted online in the course Google Classroom.

A formal notification is given for each assessment task with a minimum of two weeks' notice. This written notification will include the notification date; description of the task; outcomes that are being assessed, what students are expected to do for the task; the due date and where the task is to be handed in. Tasks must be submitted before 11:59pm unless otherwise instructed.

Students must make a genuine attempt at assessment tasks, which contribute more than 50% of the available marks. If a student's attempt at a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one. If a student does not attempt tasks worth more than 50%, the Principal may indicate that the course has not been satisfactorily completed. Students who do not comply with the assessment requirements in any course will be unable to satisfy NESA requirements.

The Principal reserves the right to alter the Mount Austin High School Assessment Procedures should exceptional circumstances present themselves. In such cases advice from NESA will be sought.

Non-Completion Warnings

A student who fails to meet the requirements in any course can receive a letter of concern in mandatory courses in Year 9. In elective courses an 'N' warning letter for that course may be sent, to indicate non-completion of an assessment task.

Life Skills – Program of Study

Most students with disability and additional learning and support needs follow the standard Year 7 to 10 curriculum set by NESA with adjustments made to the learning experiences presented. Students with additional educational needs, which prevent them from successfully accessing regular courses, are eligible to study Life Skills courses.

Life Skills courses help students to achieve outcomes appropriately matched to their strengths, goals, interests and which support the needs of the individual student. Assessment in this pattern of study provides opportunities for students to demonstrate achievement in relation to the selected Life Skills outcomes for the individual student. This assessment can occur in a range of situations or environments such as the school and wider community.

Disability provisions for students with special needs

Disability provisions are available for a range of medical and learning conditions. These are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an examination. For example, students with Diabetes may need to monitor blood glucose levels and eat during an examination; students with an anxiety disorder may need to be seated in smaller groups, or students with conditions that prevent them from reading the examination may require a reader. These provisions are supported by the Learning and Support Team and all faculty areas are able to make appropriate adjustments to suit students with special needs.

Available online: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

Additional Information for Students

Change of date or task

For a change of date or a task, written notification will be given to all students in a class or course and this change will be authorised by the faculty Head Teacher. All assessment information will also be available in the course Google Classroom.

Extensions

Extensions of time may be granted only in exceptional circumstances. Students are not to consider that extensions of time will be granted automatically for assessment tasks. Written approval must be obtained in advance (more than two days) for an extension by filling out the Illness or Misadventure Form. Final approval for extensions will be given by the year group Deputy Principal in consultation with the faculty Head Teacher. Classroom teachers are unable to give extensions on Scheduled Assessment Tasks. Students on 'Approved Leave' will still be required to complete all assessment tasks by the due date unless prior approval is granted for an extension for each task.

Illness or Misadventure

Illness or misadventure is an event immediately prior to or during an assessment that is beyond the student's control, and which allegedly affects the student's performance on that assessment.

If it is not possible to submit an assessment on the due day or do an in-class assessment task including an examination (as may be the case with sudden illness where there is a need to go to the doctor immediately) the school must be informed no later than 9.00am on the set day and the faculty Head Teacher will determine alternative arrangements with the Class Teacher. An Illness or Misadventure Form must be completed, within 72 hours, to outline the factor/s impacting upon their performance on internal assessment tasks.

Any student who wishes to apply for illness or misadventure should go directly to their year group Deputy Principal to begin the process. The final decision will be made in consultation with the faculty Head Teacher and be based on the nature of the task and professional judgement based on independent documentary evidence provided by the student. If the student's applications appear to disadvantage other students and appears unreasonable then the application may not be approved.

Even if a student applies for illness or misadventure, they are still encouraged to complete their assessment task by the due date.

If the student's application for illness or misadventure is approved, then one of the following may occur:

- complete a substitute task
- estimate based on 'like-tasks'
- an extension may be granted.

Typically to ensure course outcomes are successfully completed, students will be allowed to resubmit the task.

Illness and Misadventure Form

- an A4 version is available on the last page of this booklet (or a one-page, double-sided A4 document can be collected from the class teacher or downloaded from the school website in the assessment area)
- it must be completed, within 72 hours (3 school days) after the illness or misadventure

The image shows a scan of the 'Illness or Misadventure Form' from Mount Austin High School. The form is titled 'Illness or Misadventure Form' and includes the school's logo. It is divided into several sections:

- Parent or carer endorsement:** A section for a parent or carer to endorse the request, with fields for name, date, and signature.
- Class Teacher Comment:** A section for the class teacher to provide a comment, with fields for name, date, and signature.
- Head Teacher Recommendation:** A section for the head teacher to provide a recommendation, with checkboxes for 'Approved' or 'Not Approved' and fields for name, date, and signature.
- Illness or Misadventure Decision:** A section for the final decision, with checkboxes for 'Approved' or 'Not Approved' and fields for name, date, and signature.
- What is the best?:** A section for the student to provide a comment on the best outcome, with fields for name, date, and signature.

 The form also includes a 'CATEGORIES' section with checkboxes for 'Application for an assessment task extension', 'Failure to attend an in-classroom task to illness, accident or misadventure', and 'Request for assessment task dates to illness, accident or misadventure'. It also has a 'WHERE IS THE BEST?' section with checkboxes for 'I am unable to attend the task', 'I am unable to attend the task on the due date of the assessment task', 'I am unable to attend the task on the due date of the assessment task', and 'I have had an extended absence in the lead up to or on the due date of the assessment task'.

Hand-in Tasks

A student who is away on the day of a hand-in task is still expected to submit their task digitally, if appropriate. The task can be uploaded to the teaching and learning area or emailed to their class teacher or faculty Head Teacher. Evidence of completion is required on the due date.

Missed Assessment Tasks

Should a student be unable to submit an assessment task or complete an examination in the case of sudden illness or misadventure the school must be informed by 9.00am on the day. The faculty Head Teacher needs to know they will be missing the task. Generally, in-class assessment tasks can only be missed for exceptional circumstances. The student must speak to the faculty Head Teacher immediately on their return to School. An Illness or Misadventure Form is required to be processed with 72 hours of the event by the Head Teacher and year group Deputy Principal. The faculty Head Teacher in consultation with the year group Deputy Principal, will determine alternative arrangements and penalties for any missed assessment task. Independent documentary evidence, such as a medical certificate or statutory declaration, must be supplied to the school. A note from a parent or carer may not be sufficient to explain being absent from an assessment task. Being away from School for a sporting trip or holiday is not considered to be exceptional circumstances by NESA.

Missed in-class tasks and late tasks

Unless approval has been sought and granted by the school to the student, prior to a task, by completing the Illness or Misadventure Form, all students must complete all assessment tasks on the specified time and due date. If the student cannot show that missing a task or lateness was due to 'exceptional circumstances', a mark of zero will be awarded for the task. Failure to submit or complete work is 'non-completion' and may lead to an 'N-warning letter'

Malpractice, plagiarism, non-completion and zero marks for a task

Academic malpractice is a serious breach of rules and can result in a zero mark being awarded. The faculty Head Teacher will investigate malpractice on a task and then advise the year group Deputy Principal. Parents and carers will be contacted after the initial investigation.

A review panel consisting of the relevant teaching staff will be convened to adjudicate on claims or accusations of malpractice or plagiarism. Proven dishonesty in an assessment task will result in a zero mark. As per NESA guidelines, marks on a task will only be awarded for a student's original work. Work that is not the students own will not be marked or read in the assessment task.

Failure to submit an assessment task on the due date because of truancy (unauthorised absence) will automatically result in zero marks being awarded for that task. Also, if a student does not make a genuine attempt at an assessment task a zero mark will be recorded. Even though zero marks may result due to lateness, students must still submit the task. Failure to submit or complete work is also grounds for an 'N' determination for that task.

Technology failure including computer and/or printers

Students should submit assessment tasks as specified on the Assessment Notification. A printed hard copy of their assessment task as well as a saved soft copy or digital copy if appropriate, must be retained for all assessment tasks by the students.

Technology - computer hardware/software or printer failure will not be accepted as an excuse for late submission. When working on assessments students are advised to have a backup digital copy of all tasks including backing up in the cloud e.g. Google Drive, as well as draft printed copies.

Year 9 Assessment Schedule Calendar

Term 1, 2024

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	Drama, PASS
Week 6	Agriculture, Child Studies, Food Technology, PDHPE, Visual Arts
Week 7	Music
Week 8	Aboriginal Studies, History, History-Elective, Mathematics, Science
Week 9	Drama, Photography
Week 10	English, iSTEM, Metals
Week 11	

Term 2, 2024

Week 1	
Week 2	Child Studies, PASS
Week 3	History, PDHPE
Week 4	Mathematics, Science, Visual Arts
Week 5	Drama, iSTEM, Timber
Week 6	History-Elective, Music
Week 7	Aboriginal Studies
Week 8	Food Technology
Week 9	English, Photography
Week 10	Metals

Term 3, 2024

Week 1	
Week 2	Child Studies
Week 3	Visual Arts
Week 4	
Week 5	Music, Photography, PASS, Timber
Week 6	
Week 7	
Week 8	Drama, English, Geography, History-Elective, Mathematics, Science
Week 9	Aboriginal Studies, Agriculture, Food Technology, PDHPE
Week 10	Child Studies, iSTEM

Term 4, 2024

Week 1	PASS
Week 2	Music, Visual Arts
Week 3	Geography, PDHPE
Week 4	Aboriginal Studies, Mathematics, Science
Week 5	Drama, iSTEM, Metals, Photography, Timber
Week 6	Agriculture, English, History-Elective, Metals
Week 7	
Week 8	
Week 9	
Week 10	

Year 9 Formal Assessment Program Assessment Schedules

Formal school-based assessment provides opportunities to gather evidence about student achievement of syllabus outcomes. Formal assessment tasks are those which students undertake as part of the school-based assessment program, reflecting specific course requirements, components and weightings.

Task Types

Some examples of task types considered appropriate for formal assessment are, but not limited to:

- Topic tests
- Examinations
- Presentations – digital, oral, multimodal, viva voce
- Reports – analytical, fieldwork, research, written
- Practical work – experiments, improvisation, projects, performances
- Portfolios, journals, logbooks, process diaries
- Compositions
- Group work tasks

A formal assessment task may contain more than one part.

Assessment Task Notifications

The following pages contain Assessment Schedules for each subject being delivered in Stage 5 at Mount Austin High School during this academic year. For each task listed, a formal assessment task notification will be provided to students at least two weeks prior to the due date detailing the requirements of the task.

Assessment Schedules – start on the following page

Aboriginal Studies
Agriculture
Child Studies
Drama
English - Required by NESA for a RoSA Grade
Food Technology
Geography - Required by NESA for a RoSA Grade
History - Required by NESA for a RoSA Grade
History - Elective
iSTEM
Mathematics - Required by NESA for a RoSA Grade
Metals Technology
Music
Photography
Physical Activity and Sport Studies
Personal Development, Health and Physical Education - Required by NESA for a RoSA Grade
Science - Required by NESA for a RoSA Grade
Timber Technology
Visual Arts

Note: In the table above mandatory courses are bolded. These are common courses for all students.

**ABORIGINAL STUDIES
ELECTIVE**

Task No.	Task Details Topic/Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Aboriginal Peoples and Self-autonomy Business Portfolio	20%	Term 1 Week 8	AST5-1, AST5-2, AST5-3, AST5-4, AST 5-5, AST5-11	1, 2, 3, 4, 5, 11
2	Aboriginal People Research and Photographic Essay	30%	Term 2 Week 7	AST5-1, AST5-3, AST5-10, AST5-11	1, 3, 8
3	Aboriginal Peoples and Sport Indigenous games demonstration	20%	Term 3 Week 9	AST5-2, AST5-6, AST5-7, AST5-11	2, 5, 8
4	Examination	30%	Term 4 Week 4	AST5-5, AST5-6, AST5-7, AST5-8, AST5-9, AST5-10, AST5-11	4, 5, 6, 7, 8

Course Outcomes	Reporting statements
<p>A student:</p> <p>AST5-1 describes the factors that contribute to an Aboriginal person's identity</p> <p>AST5-2 explains ways in which Aboriginal Peoples maintain their identity</p> <p>AST5-3 describes the dynamic nature of Aboriginal cultures</p> <p>AST5-4 explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location</p> <p>AST5-5 explains the importance of families and communities to Aboriginal Peoples</p> <p>AST5-6 explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples' participation nationally and internationally</p> <p>AST5-7 assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally</p> <p>AST5-8 analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples</p> <p>AST5-9 analyse the factors that influence non-Aboriginal peoples' range of perceptions of Aboriginal Peoples and cultures</p> <p>AST5-10 identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data</p> <p>AST5-11 selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings</p>	<p>A student:</p> <ol style="list-style-type: none"> 1. describes the factors that contribute to an Aboriginal person's identity 2. explains ways in which Aboriginal Peoples maintain their identity 3. describes the dynamic nature of Aboriginal cultures 4. explains the importance of families and communities to Aboriginal Peoples 5. assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally 6. analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples 7. analyse the factors that influence non-Aboriginal Peoples' range of perceptions of Aboriginal Peoples and cultures 8. selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

**AGRICULTURE
ELECTIVE**

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Biosecurity Plan	40%	Term 1 Week 6	AG5-1, AG5-4, AG5-7, AG5-9	1, 2, 3
2	Experiment Growth Report	30%	Term 3 Week 9	AG5-1, AG5-4, AG5-10, AG5-11, AG5-13, AG5-14	1, 2, 3
3	Examination	30%	Term 4 Week 6	AG5-1, AG5-4, AG5-10, AG5-11, AG5-13, AG5-14	1, 2, 3

Course Outcomes	Reporting Statements
<p>A student:</p> <p>AG5-1 explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets</p> <p>AG5-2 explains the interactions within and between agricultural enterprises and systems</p> <p>AG5-3 explains the interactions within and between the agricultural sector and Australia's economy, culture and society</p> <p>AG5-4 investigates and implements responsible production systems for plant and animal enterprises</p> <p>AG5-5 investigates and applies responsible marketing principles and processes</p> <p>AG5-6 explains and evaluates the impact of management decisions on plant production enterprises</p> <p>AG5-7 explains and evaluates the impact of management decisions on animal production enterprises</p> <p>AG5-8 evaluates the impact of past and current agricultural practices on agricultural sustainability</p> <p>AG5-9 evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics</p> <p>AG5-10 implements and justifies the application of animal welfare guidelines to agricultural practices</p> <p>AG5-11 designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts</p> <p>AG5-12 collects and analyses agricultural data and communicates results using a range of technologies</p> <p>AG5-13 applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery</p> <p>AG5-14 demonstrates plant and/or animal management practices safely and in collaboration with others</p>	<p>A student:</p> <ol style="list-style-type: none"> explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets investigates and implements responsible production systems for plant and animal enterprises demonstrates plant and/or animal management practices safely and in collaboration with others

**CHILD STUDIES
ELECTIVE**

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	The Unborn Child Research	25%	Term 1 Week 6	CS5-2, CS5-5, CS5-8, CS-11, CS5-3, CS5-7	1
2	Virtual Baby Practical and Journal	25%	Term 2 Week 2	CS5-6, CS5-10	2
3	Food and Nutrition	25%	Term 3 Week 2	CS5-2, CS5-5, CS5-11	3
4	Practical Application	25%	Term 3 Week 10	CS5-12, CS5-4	4

Course Outcomes	Reporting Statements
<p>A student:</p> <p>CS5-1 identifies the characteristics of a child at each stage of growth and development</p> <p>CS5-2 describes the factors that affect the health and wellbeing of the child</p> <p>CS5-3 analyses the evolution of childhood experiences and parenting roles over time</p> <p>CS5-4 plans and implements engaging activities when educating and caring for young children within a safe environment</p> <p>CS5-5 evaluates strategies that promote the growth and development of children</p> <p>CS5-6 describes a range of parenting practices for optimal growth and development</p> <p>CS5-7 discusses the importance of positive relationships for the growth and development of children</p> <p>CS5-8 evaluates the role of community resources that promote and support the wellbeing of children and families</p> <p>CS5-9 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing</p> <p>CS5-10 demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts</p> <p>CS5-11 analyses and compares information from a variety of sources to develop an understanding of child growth and development</p> <p>CS5-12 applies evaluation techniques when creating, discussing and assessing information related to child growth and development</p>	<p>A student:</p> <ol style="list-style-type: none"> 1. displays knowledge and understanding of immunisation and childhood disease through a comprehensive and structured written response 2. displays knowledge and understanding of the sustainability of toys. Students use knowledge and understanding of child developmental stages to design a product that is engaging and promotes the learning and growth of children 3. analyses and evaluates different practices related to discipline to assess effectiveness 4. evaluates a child care option available for a family to access that will promote wellbeing of children and families

**DRAMA
ELECTIVE**

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Aboriginal Performance - Scripted Performance & Logbook (Making and Performing)	30%	Term 1 Week 5	5.1.1, 5.2.1, 5.1.3	1, 2, 3 ,4
2	Review of Bangarra Performance	20%	Term 1 Week 9	5.3.1, 5.3.2, 5.3.3	1, 2, 3 ,4
3	Children's Literature Playbuilding GP and Logbook (Making and Performing)	30%	Term 2 Week 5	5.1.4, 5.2.1, 5.2.2	1, 2, 3 ,4
4	History of Drama/Theatre (Making and Performing)	20%	Term 3 Week 8	5.2.2, 5.2.3	1, 2, 3 ,4

Course Outcomes	Reporting Statements
<p>A student:</p> <p>5-1-1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action</p> <p>5-1-2 contributes, selects, develops and structures ideas in improvisation and playbuilding</p> <p>5-1-3 devises, interprets and enacts drama using scripted and unscripted material or text</p> <p>5-1-4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies</p> <p>5-2-1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning</p> <p>5-2-2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience</p> <p>5-2-3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning</p> <p>5-3-1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions</p> <p>5-3-2 analyses the contemporary and historical contexts of drama</p> <p>5-3-3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology</p>	<p>A student:</p> <ol style="list-style-type: none"> 1. manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action 2. contributes, selects, develops and structures ideas in improvisation and playbuilding 3. employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning 4. responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions

**ENGLISH
CORE**

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Persuasive and Creative Writing task Portfolio	25%	Term 1 Week 10	All	All
2	Transforming Shakespeare	25%	Term 2 Week 9	All	All
3	Protest Poetry	25%	Term 3 Week 8	All	All
4	Genre Study	25%	Term 4 Week 6	All	All

Course Outcomes	Reporting Statements
<p>A student:</p> <p>EN5-RVL-01 uses a range of personal, creative, and critical strategies to interpret complex texts</p> <p>EN5-URA-01 analyses how meaning is created through the use of interpretation of increasingly complex language forms, features and structures</p> <p>EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes</p> <p>EN-URC-01 investigates and explains ways of valuing texts and the relationship between them</p> <p>EN-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</p> <p>ENECB-01 uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts</p>	<p>A student:</p> <ol style="list-style-type: none"> is able to demonstrate an ability to read, view and listen to a variety of texts is able to demonstrate an ability to understand and respond to texts in appropriate contexts is able to demonstrate an ability to express their ideas and compose texts across a variety of forms

**FOOD TECHNOLOGY
ELECTIVE**

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Food Product Development Assignment	30%	Term 1 Week 6	FT5-1, FT5-2, FT5-4, FT5-10	1, 2, 6
2	Food Service and Catering Practical Test	35%	Term 2 Week 8	FT5-1, FT5-2, FT5-4, FT5-10	1, 2, 6
3	Food for a Special Occasion Folio and Practical	35%	Term 3 Week 9	FT5-6, FT5-7, FT5-8, FT5-9	4, 5

Course Outcomes	Reporting Statements
<p>A student:</p> <p>FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product</p> <p>FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food</p> <p>FT5-3 describes the physical and chemical properties of a variety of foods</p> <p>FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage</p> <p>FT5-5 applies appropriate methods of food processing, preparation and storage</p> <p>FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities</p> <p>FT5-7 justifies food choices by analysing the factors that influence eating habits</p> <p>FT5-8 collects, evaluates and applies information from a variety of sources</p> <p>FT5-9 communicates ideas and information using a range of media and appropriate terminology</p> <p>FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes</p> <p>FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes</p> <p>FT5-12 examines the relationship between food, technology and society</p> <p>FT5-13 evaluates the impact of activities related to food on the individual, society and the environment</p>	<p>A student:</p> <ol style="list-style-type: none"> demonstrates hygienic handling and works safely to produce high quality food products describes the changes that occur to foods when preparing, cooking and storing items uses correct tools and techniques to prepare, cook and store food describes the impact of nutrition and food choices on people and communities researches effectively and communicates ideas in different ways using appropriate terminology plans, prepares and presents food for different occasions using the correct equipment and techniques evaluates the relationship between food, people and the environment.

**GEOGRAPHY
CORE**

Task No.	Task Details Topic/ Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Sustainable Biomes Topic Test	50%	Term 3 Week 8	GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	1, 3, 5
2	Changing Places Research Task	50%	Term 4 Week 3	GE5-2, GE5-3, GE5-5, GE5-6. GE5-7, GE5-8	2, 4, 6

Course Outcomes	Reporting Statements
<p>A student:</p> <p>GE5-1 explains the diverse features and characteristics of a range of places and environments</p> <p>GE5-2 explains processes and influences that form and transform places and environments</p> <p>GE5-3 analyses the effect of interactions and connections between people, places and environments</p> <p>GE5-5 assesses management strategies for places and environments for their sustainability</p> <p>GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry</p> <p>GE5-8 communicates geographical information to a range of audiences using a variety of strategies</p>	<p>A student:</p> <ol style="list-style-type: none"> explains the diverse features and characteristics of a range of places and environments explains processes and influences that form and transform places and environments analyses the effect of interactions and connections between people, places and environments assesses management strategies for places and environments for their sustainability acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry communicates geographical information to a range of audiences using a variety of strategies

**HISTORY
CORE**

Task No.	Task Details Topic/ Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Industrial Revolution Sources Analysis and Topic Test	50%	Term 1 Week 8	HT5-1, HT5-2, HT5-4, HT5-5, HT5-6, HT5-10	2, 5, 6
2	Australian's at War Historical Report	50%	Term 2 Week 3	HT5-6, HT5-8, HT 5-9, HT5-10	1, 3, 4

Course Outcomes	Reporting Statements
<p>A student:</p> <p>HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia</p> <p>HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia</p> <p>HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia</p> <p>HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia</p> <p>HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process</p> <p>HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia</p> <p>HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia</p> <p>HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry</p> <p>HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past</p> <p>5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences</p>	<p>A student:</p> <ol style="list-style-type: none"> explains and assesses the historical forces and factors that shaped the modern world and Australia applies a range of relevant historical terms and concepts when communicating an understanding of the past identifies and evaluates the usefulness of sources in the historical inquiry process selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

**HISTORY
ELECTIVE**

Task No.	Task Details Topic/ Task Types	Weighting	Due Date	Course Outcomes	Reporting Statement
1	History, Heritage and Archaeology: Medieval Europe Topic and Skills Test	25%	Term 1 Week 8	HTE5-1, HTE5-5, HTE5-6, HTE5-8, HTE5-9, HTE5-10	1, 2, 3, 7
2	Thematic Studies: World Myths and Legends: Norse/Asian Source Analysis	25%	Term 2 Week 6	HTE5-1, HTE5-5, HTE5-6, HTE5-8, HTE5-9, HTE5-10	4, 5, 6, 8
3	Ancient, Medieval and modern Societies: Witchcraft throughout history (Witch Hunts) Viva Voce	25%	Term 3 Week 8	HTE5-1, HTE5-3, HTE5-4, HTE5-8, HTE5-10.	2, 3, 6, 7, 8
4	Ancient, Medieval and modern Societies: Ancient Japan Research Task	25%	Term 4 Week 6	HTE5-1, HTE5-2, HTE5-6, HTE5-7, HTE5-8	1, 4, 5

Course Outcomes	Reporting Statements
<p>A student:</p> <p>HTE5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry</p> <p>HTE5-2 examines the ways in which historical meanings can be constructed through a range of media</p> <p>HTE5-3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation</p> <p>HTE5-4 explains the importance of key features of past societies or periods, including groups and personalities</p> <p>HTE5-6 identifies and evaluates the usefulness of historical sources in an historical inquiry process</p> <p>HTE5-7 explains different contexts, perspectives and interpretations of the past</p> <p>HTE5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry</p> <p>HTE5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past</p> <p>HTE5-10 selects and uses appropriate forms to communicate effectively about the past for different audiences</p>	<p>A student:</p> <ol style="list-style-type: none"> 1. applies an understanding of history, heritage, archaeology and the methods of historical inquiry 2. sequences major historical events or heritage features, to show an understanding of continuity, change and causation 3. explains the importance of key features of past societies or periods, including groups and personalities 4. identifies and evaluates the usefulness of historical sources in an historical inquiry process 5. explains different contexts, perspectives and interpretations of the past 6. selects and analyses a range of historical sources to locate information relevant to an historical inquiry 7. applies a range of relevant historical terms and concepts when communicating an understanding of the past 8. selects and uses appropriate forms to communicate effectively about the past for different audiences

iSTEM (Integrated Science, Technology, Engineering and Mathematics)**ELECTIVE**

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Project – Mechatronic Toy Design	30%	Term 1 Week 10	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9, ST5-10	1, 2
2	Half-Yearly Examination	20%	Term 2 Week 5	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9, ST5-10	1, 2
3	Project – Downforce Racer	30%	Term 3 Week 10	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9, ST5-10	1, 2
4	Examination	20%	Term 4 Week 5	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9, ST5-10	1, 2

Course Outcomes	Reporting Statements
<p>A student:</p> <p>ST5-1 designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems</p> <p>ST5-2 demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts</p> <p>ST5-3 applies engineering design processes to address real-world STEM-based problems</p> <p>ST5-4 works independently and collaboratively to produce practical solutions to real-world scenarios</p> <p>ST5-5 analyses a range of contexts and applies STEM principles and processes</p> <p>ST5-6 selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems</p> <p>ST5-7 selects and applies project management strategies when developing and evaluating STEM-based design solutions</p> <p>ST5-8 uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences</p> <p>ST5-9 collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions</p> <p>ST5-10 analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment.</p>	<p>A student:</p> <ol style="list-style-type: none"> 1. develops skills in planning, project management, communication and problem solving in a range of STEM contexts 2. develops knowledge and understanding of the application of cognitive processes and STEM principles to address real world STEM based problems

**MATHEMATICS
CORE**

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Topic Test	20%	Term 1 Week 8	MAO-WM-01 MA5-FIN-C-01 MA5-MAG-C-01	1, 2
2	Topic Test	25%	Term 2 Week 4	MAO-WM-01 MA5-ALG-C-01	3
3	Portfolio Task	25%	Term 3 Week 8	MAO-WM-01 MA5-EQU-C-01 MA5-PRO-C-01	4, 5
4	Examination	30%	Term 4 Week 4	All	6, 7

Course Outcomes	Reporting Statements
<p>A student:</p> <p>MAO-WM-01 develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly.</p> <p>MA5-FIN-C-01 solves financial problems involving simple interest, earning money and spending money.</p> <p>MA5-MAG-C-01 solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures.</p> <p>MA5-ALG-C-01 simplifies algebraic fractions with numerical denominators and expands algebraic expressions.</p> <p>MA5-GEO-C-01 identifies and applies the properties of similar figures and scale drawings to solve problems.</p> <p>MA5-EQU-C-01 solves linear equations of up to 3 steps, limited to one algebraic fraction.</p> <p>MA5-PRO-C-01 solves problems involving probabilities in multistage chance experiments and simulations.</p> <p>MA5-LIN-C-01 determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools.</p> <p>MA5-LIN-C-02 graphs and interprets linear relationships using the gradient/slope-intercept form.</p>	<p>A student:</p> <ol style="list-style-type: none"> 1. chooses and applies concepts and techniques to solve financial problems 2. solves problems mathematically using scientific notation and rounding significant figures 3. solves problems algebraically showing fluency and reasoning 4. chooses and applies mathematical techniques to solve linear equations of up to 3 steps 5. explores and connects mathematical concepts to solve probability problems 6. graphs linear relationships with and without digital tools 7. chooses and applies mathematical techniques to graph and interpret linear relationships.

**METALS TECHNOLOGY
ELECTIVE**

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Fabrication Project and Project Report	25%	Term 1 Week 10	IND5-1, IND5-3 IND5-6, IND5-8	1, 2, 3
2	Machining Project and Project Report	25%	Term 2 Week 10	IND5-1, IND5-3, IND5-6, IND5-8	1, 2, 3
3	Personal Project and Project Report	25%	Term 4 Week 5	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8	1, 2, 3, 4
4	Examination	25%	Term 4 Week 6	IND5-1, IND5-7, IND5-9, IND5-10	1, 2, 4

Course Outcomes	Reporting Statements
<p>A student:</p> <p>IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies IND5-1</p> <p>IND5-2 applies design principles in the modification, development and production of projects IND5-2</p> <p>IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</p> <p>IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications</p> <p>IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</p> <p>IND5-6 identifies and participates in collaborative work practices in the learning environment</p> <p>IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects</p> <p>IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction</p> <p>IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications</p> <p>IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally</p>	<p>A student:</p> <ol style="list-style-type: none"> identifies, assesses and manages the risks and WHS issues associated with the use of a range of materials, hand tools, machine tools and processes identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects works cooperatively with others in the achievement of common goals applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects

**MUSIC
ELECTIVE**

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Listening (15%) Performing (20%)	35%	Term 1 Week 7	5-1, 5-2, 5-3, 5-7, 5-8, 5-9, 5-10, 5-11, 5-12	1, 3, 4
2	Composing	15%	Term 2 Week 6	5-4, 5-5, 5-6, 5-11, 5-12	2, 4
3	Listening	15%	Term 3 Week 5	5-7, 5-8, 5-9, 5-10, 5-11, 5-12	3, 4, 5
4	Performing (20%) Composing (15%)	35%	Term 4 Week 2	5-1, 5-2, 5-3, 5-4, 5-5, 5-6 5-11, 5-12	1, 2, 4

Course Outcomes	Reporting Statements
<p>A student:</p> <p>5-1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts</p> <p>5-2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology</p> <p>5-3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness</p> <p>5-4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study</p> <p>5-5 notates own compositions, applying forms of notation appropriate to the music selected for study</p> <p>5-6 uses different forms of technology in the composition process</p> <p>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</p> <p>5-8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study</p> <p>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</p> <p>5-10 demonstrates an understanding of the influence and impact of technology on music</p> <p>5-11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform</p> <p>5-12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences</p>	<p>A student:</p> <ol style="list-style-type: none"> performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study demonstrates an understanding of musical concepts through the analysis, comparison and critical discussion of music from different stylistic, social, cultural and historical contexts Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

**PHOTOGRAPHY
ELECTIVE**

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Introduction to Photography	25% Making = 15% Critical and Historical Interpretations = 10%	Term 1 Week 9	5.1,5.2,5.3,5.4, 5.5,5.6,5.7,5.8, 5.9,5.10	1, 2, 3, 4
2	Still Photography	25% Making = 15% Critical and Historical Interpretations = 10%	Term 2 Week 9	5.1,5.2,5.3,5.4, 5.5,5.6,5.7,5.8, 5.9,5.10	1, 2, 3, 4
3	Interactive Photography	25% Making = 15% Critical and Historical Interpretations = 10%	Term 3 Week 5	5.1,5.2,5.3,5.4, 5.5,5.6,5.7,5.8, 5.9,5.10	1, 2, 3, 4
4	Moving Photography	25% Artmaking = 15% Critical and Historical Interpretations = 10%	Term 4 Week 5	5.1,5.2,5.3,5.4, 5.5,5.6,5.7,5.8, 5.9,5.10	1, 2, 3, 4

Course Outcomes	Reporting Statements
<p>A student:</p> <p>5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works</p> <p>5.2 makes photographic and digital works informed by their understanding of the function of and relationships between artist– artwork–world–audience</p> <p>5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning</p> <p>5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital media works</p> <p>5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works</p> <p>5.6 selects appropriate procedures and techniques to make and refine photographic and digital works</p> <p>5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works</p> <p>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</p> <p>5.9 uses the frames to make different interpretations of photographic and digital works</p> <p>5.10 constructs different critical and historical accounts of photographic and digital works</p>	<p>A student:</p> <ol style="list-style-type: none"> generates original concepts and characteristic style that is increasingly self-reflective in their photographic practice demonstrates use of complex tools and techniques with control of colour, tone and composition generates in their critical and historical practice ways to interpret and explain photography demonstrates safe and responsible practice in the classroom, darkroom, studio and out in the field

**PHYSICAL ACTIVITY AND SPORT STUDIES
ELECTIVE**

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Body Systems and Energy for Physical Activity Fitness Test Analysis	25%	Term 1 Week 5	PASS-2	1
2	Practical Application and Performance	25%	Term 2 Week 2	PASS5-1, PASS5-5, PASS5-7, PASS5-9	2
3	Coaching Research and Presentation	25%	Term 3 Week 5	PASS5-5, PASS5-6, PASS5-10	3
4	Game Sense and Awareness	25%	Term 4 Week 1	PASS5-1, PASS5-5, PASS5-7, PASS5-9	4

Course Outcomes	Reporting Statements
<p>A student:</p> <p>PASS5-1 discusses factors that limit and enhance the capacity to move and perform</p> <p>PASS5-2 analyses the benefits of participation and performance in physical activity and sport</p> <p>PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport</p> <p>PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives</p> <p>PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance</p> <p>PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport</p> <p>PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance</p> <p>PASS5-8 displays management and planning skills to achieve personal and group goals</p> <p>PASS5-9 performs movement skills with increasing proficiency</p> <p>PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions</p>	<p>A student:</p> <ol style="list-style-type: none"> analysis of participation and performance in fitness and reflects on how the systems of the body interact during physical activity performs movement skills collaboratively with others to enhance performance works collaboratively with others to coach and enhance participation and quality performance in physical activity and sport demonstrates actions and strategies that contribute to active participation and skilful performance

**PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION
CORE**

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Kai Sakakibara's Story of Resilience	25%	Term 1 Week 6	PD5-1	1
2	Practical Application & Performance	25%	Term 2 Week 3	PD5-4, PD5-5, PD5-10, PD5-11	2
3	Respectful Relationships	25%	Term 3 Week 9	PD5-3, PD5-9, PD5-10	3
4	Game Sense & Awareness	25%	Term 4 Week 3	PD5.4, PD5.5, PD5.10, PD5.11	4

Course Outcomes	Reporting Statements
<p>A student:</p> <p>PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges</p> <p>PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships</p> <p>PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts</p> <p>PD5-5 appraises and justifies choices of actions when solving complex movement challenges</p> <p>PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity</p> <p>PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities</p> <p>PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity</p> <p>PD5-9 assesses and applies self-management skills to effectively manage complex situations</p> <p>PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts</p> <p>PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences</p>	<p>A student:</p> <ol style="list-style-type: none"> assesses their own and others' capacity to reflect on a time where resilience has been used and how they responded to the challenge refines and applies movement skills and concepts to physical activity and in a range of team sports demonstrates knowledge and understanding of what makes a relationship successful and the skills to manage complex situations demonstrates and justifies choices of actions when solving complex movement challenges

**SCIENCE
CORE**

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Practical Examination	20%	Term 1 Week 8	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	1
2	Mid-year Examination	30%	Term 2 Week 4	SC5-4WS, SC5-5WS, SC5- 7WS, SC5-9WS, SC5-16CW	1, 2
3	Plastics Research Task	20%	Term 3 Week 8	SC5-7WS, SC5-8WS, SC5-9WS	1
4	Examination	30%	Term 4 Week 4	SC5-4WS, SC5-5WS, SC5- 7WS, SC5-9WS, SC5-10PW, SC5-11PW, SC5-12ES, SC5- 13ES, SC5-14LW, SC5- 15LW, SC5-16CW	1, 2

Course Outcomes	Reporting Statements
<p>A student:</p> <p>SC5-4WS develops questions or hypotheses to be investigated scientifically</p> <p>SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p>SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively</p> <p>SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p>SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems</p> <p>SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p> <p>SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion</p> <p>SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems</p> <p>SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community</p> <p>SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues</p> <p>SC5-14LW analyses interactions between components and processes within biological systems</p> <p>SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society</p> <p>SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available</p>	<p>A student:</p> <ol style="list-style-type: none"> 1. develops knowledge, understanding of and skill in applying the processes of working scientifically 2. develops knowledge of the physical world, earth and space, living world and chemical world, and understanding about the nature, development, use and influence of science

**TIMBER TECHNOLOGY
ELECTIVE**

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Nail Tray & Project Report	30%	Term 2 Week 5	IND5-1, IND5-3, IND5-8	1, 2, 4
2	Dovetail Caddy & Project Report	30%	Term 3 Week 5	IND5-1, IND5-3, IND5-8	1, 2, 4
3	Pocket Board & Project Report	40%	Term 4 Week 5	IND5-1, IND5-3, IND5-7, IND5-8	1, 2, 3, 4

Course Outcomes	Reporting Statements
<p>A student:</p> <p>IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies IND5-1</p> <p>IND5-2 applies design principles in the modification, development and production of projects IND5-2</p> <p>IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</p> <p>IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications</p> <p>IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</p> <p>IND5-6 identifies and participates in collaborative work practices in the learning environment</p> <p>IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects</p> <p>IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction</p> <p>IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications</p> <p>IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally</p>	<p>A student:</p> <ol style="list-style-type: none"> 1. proficiently identifies and manages Workplace Health and Safety concerns during the construction of practical projects 2. demonstrates the capacity to identify, select and use various hand tools, power tools, machinery and processes to manufacture practical projects 3. develops the ability to apply and transfer skills to design and construct a practical project 4. effectively evaluates projects in relation to criteria established to evaluate success

**VISUAL ARTS
ELECTIVE**

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Surrealism and Dreams Body of Work Artmaking Written Task	25%	Term 1 Week 6	5.1, 5.4, 5.6	1, 2
2	Found Objects Body of Work Artmaking Written Task	25%	Term 2 Week 4	5.3, 5.5, 5.9	1, 2, 3
3	Pop Art Body of Work Artmaking Written Task	25%	Term 3 Week 3	5.1, 5.2, 5.4, 5.10	1, 2
4	Take a BOW Body of Work Artmaking Written Task	25%	Term 4 Week 2	5.1, 5.5, 5.7, 5.8	1, 2, 3

Course Outcomes	Reporting Statements
<p>A student:</p> <p>5-1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks</p> <p>5-2 makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience</p> <p>5-3 makes artworks informed by an understanding of how the frames affect meaning</p> <p>5-4 investigates the world as a source of ideas, concepts and subject matter in the visual arts</p> <p>5-5 makes informed choices to develop and extend concepts and different meanings in their artworks</p> <p>5-6 demonstrates developing technical accomplishment and refinement in making artworks</p> <p>Develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames</p> <p>5-7 applies their understanding of aspects of practice to critical and historical interpretations of art</p> <p>5-8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art</p> <p>5-9 demonstrates how the frames provide different interpretations of art</p> <p>5-10 demonstrates how art criticism and art history construct meanings</p>	<p>A student:</p> <ol style="list-style-type: none"> 1. makes informed choices to develop and extend concepts and different meanings in their artworks 2. demonstrates technical accomplishment and refinement in making artworks 3. demonstrates how art criticism and art history construct meanings



MOUNT AUSTIN HIGH SCHOOL
Respect, Responsibility and Commitment

Illness or Misadventure Form

Stage 5 (RoSA) Preliminary HSC
(please tick the appropriate box)

CATEGORY (please tick one)

- Application for an assessment task extension
- Failure to attend an in-class task due to illness, accident or misadventure
- Appeal of assessment mark due to illness, accident or misadventure

An illness or misadventure form must be submitted in the following instances if:

- a student **knows in advance** that they will be absent for an assessment task
- a student is unexpectedly and genuinely absent **in the lead up to or on the due date** of an assessment task

In the case of a genuine absence, the completed and signed form must be submitted within 3 school days (72 hours) from the student's return to school.

Illness or Misadventure Details - student or parent to complete and submit to the class teacher

Name: _____ Teacher: _____

Course: _____ Task No: _____ Due Date: ____/____/____

What is the task? _____

1. Why are you submitting this form?

- I was absent on the day of the assessment task (medical certificate attached)
- I know in advance that I will be absent on the due date of the assessment task
- I will be/was absent for a school-based commitment which meant I will be/was genuinely absent on the day of the assessment task (evidence from the supervising teacher is required)
- I have had an extended absence in the lead up to the assessment task (evidence from a parent/carer is required – statutory declaration)

Please outline the details relating to the absence and attach relevant evidence.

Medical Certificate attached: Yes No Additional information attached: Yes No

2. What am I requesting?

- An extension of the due date
- An alternate or substitute task
- Late submission - the task to be submitted without penalty

Parent or carer endorsement:

I _____ (parent or carer) endorse the request of
 _____ (student) as I believe they were impacted by
 factors outside their control: illness, accident or extenuating circumstances.

_____/_____/_____
 Parent or carer signature Date Contact phone number

▲ Class Teacher Comment: _____

_____/_____/_____

 Class teacher signature Date

Please indicate if the student has already completed/submitted the task: Yes No

Head Teacher Recommendation:

- Complete a substitute task
- Estimate to be given
- No marks to be awarded
- Task to be submitted with penalty
- Complete the task without penalty

Reason for decision:

New due date if appropriate: ____/____/____

 Head Teacher signature

Deputy Principal Notes:

- Accept the recommendation of the Head Teacher
- Reject the recommendation of the Head Teacher
- Alternate outcome

Notes: _____

_____/_____/_____

 Signature of Deputy Principal Date

Illness or Misadventure Decision

Name: _____ Teacher: _____

Course: _____ Task No: _____ Due Date: ____/____/____

What is the task? _____

Decision: **Approved / Not Approved**

DP to print two copies once signed (original to teacher/copy to student/copy to student file@Admin)