



HOMEBUSH BOYS HIGH SCHOOL

YEAR 9

2023

ASSESSMENT HANDBOOK

Recte Et Fortiter - Upright and Strong
Safety | Learning | Respect

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ASSESSMENT POLICY

STAGE 5

Introduction

The purpose of this document is to outline the Assessment Policy of Homebush Boys High School for Years 9 and 10 - Stage 5. Please read this policy carefully and make sure you understand it. All students must sign to acknowledge that they have received this booklet.

What is Assessment?

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of key purposes, including to:

- assist in student learning;
- evaluate and improve teaching and learning programs;
- provide information on student learning and progress in a course in relation to the syllabus outcomes;
- provide evidence of satisfactory completion of a course, and
- report on the achievement by each student at the end of a course.

It is a requirement of the school assessment program that for each course the school must establish a program of assessment tasks. These tasks are conducted throughout the academic year and each has a weighting determined by the school within guidelines provided by the NSW Education Standards Authority (NESA). School-based assessment tasks are linked to standards because the tasks focus on outcomes which are valid instruments for what they are designed to assess, and the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance highlighting their strengths and indicating where they could make improvements.

Each student is awarded an assessment mark and that represents a measure of the student's achievement relative to other students. The assessment mark is derived from the results of a number of assessment tasks, as outlined in the schedules published in this booklet.

The purpose of assessment is to improve student learning. It gives the student the opportunity to demonstrate her learning in a range of contexts. It further provides the student with the chance to reflect on and review their progress and help set the direction for future learning.

The assessment program will contain both informal and formal assessment. Examples of these are:

Informal Assessment

- Class Projects, Class Assignments
- Classroom activities
- Homework assignments
- Mini-tests, Quizzes
- Group and pair work
- Bookmark

Formal Assessment

- Projects
- Presentations
- Research assignments
- End of unit tests
- Half Yearly and Yearly Examinations
- Assessment tasks

NSW Education Standards Authority (NESA) Website

Syllabi for all courses may be accessed through the NSW Education Standards Authority (NESA) website at <http://educationstandards.nsw.edu.au>.



REQUIREMENTS FOR THE AWARD OF NSW RECORD OF SCHOOL ACHIEVEMENT (RoSA) CREDENTIAL

It is a requirement that Year 9 students attend school until the final day of Year 9 as determined by the school system, unless an exemption has been granted by the Principal.

Students are not permitted to leave before the last day of Year 9 without an exemption or approval. Unauthorised early departure from school in Year 9 or Year 10 may also jeopardise entry into Year 11, as well as, attaining their RoSA.

Satisfactory Course Completion Requirements

For the satisfactory completion of a course, it is the student's responsibility to:

- a follow the course developed or endorsed by NESA; and
- b apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c achieve some or all of the course outcomes.

Satisfactory completion of courses is justified, among other things, by attendance, level of involvement in class, the assignments, homework, etc. completed, and the level of achievement. If the Principal determines that a student is in danger of not completing a course satisfactorily, she will be warned in writing in time for her to correct the problem and satisfactorily complete the course.

If deemed not to have completed a course, the student will receive an 'N' determination. The course will be listed as 'Not Completed'.

Students have the right to appeal against an 'N' determination. The appropriate form can be obtained from the relevant Faculty Head Teacher. Appeals against 'N' determinations should be lodged with the relevant Deputy Principal, who will advise you of the date by which the appeal must be submitted. If a student is dissatisfied with the result of the school review of her appeal, he should advise the Deputy Principal that she wishes the appeal to be referred to the NSW Education Standards Authority (NESA).

Indicators of possible failure for students to apply themselves and fulfil course requirements to the school's satisfaction include:

- an excessive number of absences or lateness to school;
- an excessive rate of absences or lateness in one course;
- failure to submit assessment tasks;
- poor achievement caused by lack of application;
- failure to complete class work and homework, and/or
- proven case of copying, plagiarism or cheating.

The satisfactory completion of courses also includes that the courses meet the pattern of study from Years 7 – 10 as required by the NSW Education Standards Authority (NESA).

In Stage 5 this includes:

- Mandatory subjects English, Mathematics, Science, PDHPE, History and Geography
- At least 200-hours of an elective subject

These courses will require the completion of the practical, oral or project works specific for them, as well as the assessment requirements for each course.



NSW RECORD OF SCHOOL ACHIEVEMENT (RoSA) GRADING

The grading system describes the student's achievement at the end of each course in Stage 5. Teachers will make the final judgement of the grade awarded on the basis of available assessment information and with reference to the Course Performance Descriptors. These grades are:

- A Excellent Achievement
- B High Achievement
- C Substantial Achievement
- D Satisfactory Achievement
- E Elementary Achievement

From the submitted grade the NSW Education Standards Authority (NESA) will produce the NSW record of School Achievement showing a Grade, from A to E, in each course studied.

NSW Education Standards Authority (NESA) Website

Syllabi for all courses may be accessed through the NSW Education Standards Authority (NESA) website at <http://educationstandards.nsw.edu.au>.



STUDENT RESPONSIBILITIES

Expectations of Students

- 1 Students must attend all classes to satisfactorily complete the Stage 5 courses. A minimum of 85% attendance is generally expected for students to achieve the outcomes of the course being studied.

Unexplained absences, lateness and class attendance patterns will be reviewed to ensure the students are meeting the course completion criteria.

Students whose attendance is called into question will be asked to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.

Any extensive period of unexplained absence may result in non-completion of course(s) and may impact on your eligibility for the award of the RoSA (Record of Student Achievement).
- 2 Students must complete the syllabus including participation in class practical work, homework, oral presentations, assignments and examinations.
- 3 NESAs expects students **to attempt all assessment tasks**.
- 4 All work submitted must be the student's own.
- 5 Students must submit work by the due date.
- 6 Students must be on time for school and must attend all classes on the day an assessment task is due or is on.
- 7 Students must prepare for examinations and make a serious attempt.
- 8 **During any assessment task students must not:**
 - do anything that would disrupt the task or disturb another student; communicate with another student;
 - look at another student's work;
 - take into the room any books, notes, papers or equipment other than what is allowed by the supervising teacher;
 - make a non-serious attempt.Otherwise a **zero mark** will be awarded.
- 9 Students who are absent from school on any day are responsible for ascertaining if an assessment task has been set for any subject missed on that day.
- 10 Students who transfer into the school after the commencement of the Stage 5 course will be given substitute tasks wherever possible. In some cases, estimates may be given. Where a student cannot meet a deadline or is absent for the submission or performance of a task the student must apply for special consideration.
- 11 If there is a valid reason, an **Illness/ Misadventure Appeal** form needs to be completed and the form and all supporting documentation submitted to the relevant Head Teacher on the first day back after their absence otherwise a zero mark will be awarded.

Procedures for Students Absent from Tasks

When a student cannot meet a deadline or is absent for the submission or performance of a task the student must apply for special consideration. Any application of an extension of time is required before the due date.



If a student is absent on the day of the task:

- The student or his parent must telephone the school who will inform the Deputy Principal.
- A doctor's certificate is required if the absence is on medical grounds.
- Medical Certificates must:
 - include the day of the missed task;
 - show the length of time the student will be unfit for school;
 - be produced immediately on return to school.
- **A student may receive a zero mark for the assessed task if they do not complete an Illness/Misadventure Appeal Form with all supporting documentation. The student must see the relevant Head Teacher on their next school day of attendance.**
- A student who does not attend all lessons on the day of an assessment task will not have the assessment task mark counted unless there are extenuating circumstances. Technology malfunction will not be accepted as a reason for late submission of a task. Work will not be accepted as an email or on a USB drive unless specified by the teacher.

Illness / Misadventure Appeal

To appeal a zero mark or apply for an exemption, the student must fill out an Illness/Misadventure Appeal Form. They must see the relevant Head Teacher on their next school day of attendance.

A If the Illness/Misadventure Appeal is accepted, then the teacher of that course will:

- arrange for the student to attempt the task at a different time; or
- arrange for the student to attempt an alternative task of a similar nature.

In exceptional circumstances the Head Teacher may authorise the use of an estimate based on appropriate evidence.

B If the Illness/Misadventure Appeal is not accepted, the student will be awarded a zero mark and a letter will be sent home to inform parents.

Students may appeal against the Deputy Principal and Head Teacher's decision by lodging an appeal form with the Principal **within three (3) school days of initial determination.**

The Principal may:

- Reject the appeal and order the zero mark to stand;
- Grant a limited extension;
- Order that a substitute task be performed; or
- Award an estimate.

Absence due to Foreseen Circumstances, School Business or Approved Leave

On some exceptional occasions, your inability to meet assessment dates can be foreseen prior to the deadline. Examples include emerging clashes with major sporting events, work placement, student leadership events or approved leave. If this occurs it is the student's responsibility to immediately contact the Head Teacher of the course concerned before the date of the task and/or as soon as possible. In doing so you are required to submit a School Business or Approved Leave Application requesting the opportunity to negotiate alternative arrangements to complete the task.

If an assessment task is not submitted or completed because of foreseen circumstances, and no attempt was made prior to the date of the task to negotiate alternative arrangements with the Head Teacher through the submission of an application, penalties will be applied.



The outcome of your School Business or Approved Leave Application will be decided by the Deputy Principal after considering the information provided.

The possible outcomes of your application include:

- Original task to be completed at or by a negotiated time.
- Alternative task to be completed at or by a negotiated time.

NOTE: Where the student submits the task or the application after the due date, refer to the Absence on the Day of an Assessment Task section above.



SCHOOL RESPONSIBILITIES

- 1 Each course will have its own assessment schedule developed within the guidelines provided by NESA. NESA requires all students to follow an assessment program.

This means that teachers are required to:

- set tasks to measure student performance in each component of the course;
- specify the relative value of each of these tasks;
- provide information on what is to be assessed;
- provide information on how they will be assessed;
- keep records of each student's performance on each task;
- provide students with information on their progress.

The range of tasks used in the assessment will vary from course to course and may cover:

- tests which may take a written, practical, oral and aural form;
- class and/or homework assignments, including essays and practical tasks;
- projects of varying degrees of length and complexity;
- oral presentations.

Head Teachers are required to:

- ensure tasks meet NESA requirements for courses;
- record marks on a centralised faculty system before marks are returned;
- ensure NESA Warning Letters are issued when appropriate.

- 2 Notice of Tasks

Students must be given at least two weeks' notice of the exact date and nature of the task.

- 3 Student Feedback

Students will be given feedback on their performance (e.g. mark, position) as soon as possible after the completion of the task.

- 4 The Award of 'Zero Marks'

A zero mark is noted as a non-attempt for a particular course and can be awarded in two instances:

- a non-presentation of a task or non-attendance at a task without approved reason;
- b an attempt to gain unfair advantage.

Students and parents will be advised in writing when zero marks are awarded.

- 5 Non-Presentation / Non-Attempt

If a task is not attempted/submitted by the due date and the student is not exempt, the student will be awarded a zero mark.

An Illness/Misadventure Appeal must be lodged and must be accepted.

Technology malfunction will not be accepted as a reason for late submission of a task. Work will not be accepted as an email or on a USB drive unless specified by the teacher.



6 Malpractice

It is expected that work submitted in fulfillment of assessment requirements shall be the student's own work. Examples of malpractice beyond this would include:

- plagiarism – excessive use of other sources, not acknowledged;
- copying – using the work of another person and submitting it as your own;
- not own work – having someone else complete the task;
- falsifying receipt documents;
- providing false documentation in support of an appeal;
- cheating during a test or examination; and
- disrupting a test or examination.

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the Deputy Principal. If the Teacher and Deputy Principal are in an agreement then the student shall be awarded a zero mark for the task and given a full explanation of the decision. The student may proceed through established appeal procedures.

7 Lateness

Students need to be on time for examinations and assessment tasks. If a student arrives late for an examination/assessment task without a valid reason he has to undertake the task in the remaining time.

If lateness is for a valid reason and supported by evidence, the student will be allowed the normal length of time.

Students must attend school on time and must not truant any classes on the day an assessment task is scheduled or due. Truancy and lateness will be regarded as malpractice.

8 Extensions

Students who are unable to be present for an examination or out-of-class assessment task for valid reasons may apply to the teacher for an extension prior to the due date for submission of the task. Requests for extensions are to be made in writing. A negotiated extension could be expressed in terms of maximum marks, mark penalties and deadline times as determined by the teacher concerned.

9 NESA Warning Letters

NESA warning letters are issued to students who are not meeting course requirements. These letters are a warning to students that they are in danger of failing the course.

If a student is awarded a zero mark for a task or has not attempted the task and is thus at risk of not meeting the assessment requirements for a course, the Teacher or Head Teacher:

- will advise the student in writing with a NESA warning letter;
- will ensure NESA warning letters are sent to parents informing them of their son having missed assessment tasks and where attendance and performance have been unsatisfactory;
- will ensure that when a first warning letter is sent, the relevant Head Teacher will arrange a meeting with the student and will contact the parent to discuss the student's progress;
- will ensure that when a second warning letter is sent;
- the Deputy Principal will arrange a meeting with the student and parent and their progress will be discussed with their parents present;
- will request written acknowledgement from the students and his parent(s) / guardian(s);
- will ensure that a copy of the NESA warning letter is placed in the student's central file;
- will ensure that the Principal is notified if a student has two warning letters sent home. Every student awarded an 'N' determination will be interviewed by the Principal.



STUDENT REVIEWS / APPEALS

- 1 A student may appeal:
 - against his mark in the course assessed on the grounds of a clerical error,
 - if the School has varied from its stated Assessment Policy.
- 2 No appeal may be entered against marks allocated for a particular task or piece of work.
- 3 A student who wishes to appeal must do so in writing. These appeals must be submitted through the relevant Deputy Principal. Details of methods of appeal are available from the Deputy Principal.
- 4 An appeal panel will be formed as required at the time of appeal. The panel will consist of any three of the following:
 - Principal
 - Deputy Principals
 - Faculty Head Teacher

In conducting a review, NESA requires the panel to ascertain whether:

- the weightings specified by the school in its assessment program conform to NSEA requirements as detailed in the subject guides;
- the procedures used by the school for determining the final assessment program conform to its stated assessment program;
- there are computational or other clerical errors.

Provided that the panel is satisfied that these conditions have been met, no change will be made to the final result. If a student is dissatisfied with the decision of the review, there is provision for appeal to the NESA.

The only grounds for such appeals will be to judge whether the procedures followed by Homebush Boys High School complied with the NESA policies and whether the conduct of the review was proper in all respects.

N Determinations

If a student is deemed not to have completed a course, the student will receive an 'N' determination. The course will be listed as 'Not Completed' on the student's Record of Achievement, and this may mean that the student is not eligible for the award of a RoSA in that year.

Students have the right to appeal against an 'N' determination. The appropriate form can be obtained from the Principal. Appeals against 'N' determinations should be lodged with the Principal, who will advise the student of the date by which the appeal must be submitted. If the student is dissatisfied with the result of the school review of his appeal, the student should advise the Principal that he wishes the appeal to be referred to NESA.





ILLNESS/MISADVENTURE APPEAL

This form is to be completed by the student who is unable to attend an assessment task

**The completed form must be submitted to the Head Teacher immediately
on your return to school after the due date of the assessment.
If the Head Teacher is absent, this form must be submitted to the Deputy Principal.**

Name: _____ Year: _____

Subject / Course: _____

Assessment Title: _____

Assessment Task No: _____ Weighting: _____ Assessment Date Due: _____

Head Teacher: _____ Teacher: _____

Date Appeal Submitted: _____

Tick Option:

☐ Task missed ☐ Task attempted / completed

Seeking special consideration because of:

☐ Illness ☐ Misadventure

Details of Appeal: _____

☐ **Attach all necessary medical and other certificates and refer to the HBHS Assessment Policy**

Student Signature: _____ Date: _____

Parent's Signature: _____ Date: _____

OFFICE USE ONLY

Date Appeal submitted: _____

☐ Approved ☐ Declined

Outcome of Appeal: _____

Head Teacher Signature: _____ Deputy Principal Signature: _____

- ☐ Head Teacher receives Illness/Misadventure Appeal on student's return to school
- ☐ Head Teacher discusses with Deputy Principal and a determination is made
- ☐ Head Teacher to sign off on Illness/Misadventure Appeal and given to Deputy Principal to sign
- ☐ School Administration Officer to enter details on SENTRAL and generate outcome letter for parent(s)
- ☐ Deputy Principal to sign outcome letter and then to be mailed to parent(s) by School Administration Officer
- ☐ A copy of outcome letter along with Illness/Misadventure Appeal to be placed on the student's file



HOMEBUSH BOYS HIGH SCHOOL

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ABN: 18 246 198 266 CRICOS Provider 0058M



<insert date>

<Addressee's name>

<Addressee's address>

Dear <Addressee>

Dear [Addressee]

ILLNESS / MISADVENTURE APPEAL DETERMINATION [Reference No. XXXXXXX]

Your son <insert student name>, lodged an Illness Misadventure Form which was submitted on <insert date> requesting the school's consideration related to Assessment <insert description> for <insert subject>.

In accordance with our School Assessment Policy, which reflects NSW Education Standards Authority requirements, the appeal has been <insert approved / declined>. The outcome being <insert outcome>.

If you would like further information, please contact the school quoting the reference number above.

Yours sincerely

<insert Deputy Principal Name>

Deputy Principal



Homebush Boys High School

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ABN: 18 246 198 266 CRICOS Provider 0058M



<insert date>

<Addressee's name>

<Addressee's address>

Dear <Addressee>

N Award Warning – Non-Completion of a Stage 5 Course

I am writing to advise that your son, <insert student name> of <insert Year Cohort> is in danger of not meeting the Course Completion Criteria for the Stage 5 course, <insert subject course name>.

This course is mandatory for the award of the Record of School Achievement. Where the non-completion is in a mandatory course, the student will not be eligible for the award of the Record of School Achievement and may not be eligible to enter Preliminary (Year 11) courses. Any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed'. Any elective course not satisfactorily completed will not appear on the student's Record of School Achievement. If all Stage 5 courses are not completed satisfactorily, the student may not progress to Stage 6.

Criteria for satisfactory complete of course

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- followed** the course developed or endorsed by NESA; and
- 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.

Where students have not met one or more of these requirements by the end of the course, the Principal is required to inform NESA that the student has not satisfactorily completed the course.

<insert student name> is not currently meeting on or more of these requirements. To date, your son has not satisfactorily met:

*a. followed the course developed or endorsed by NESA

*b. applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school

*c. achieved some or all of the course outcomes of the Course Complete Criteria.

Official warning

NESA requires schools to issue students with official warnings in order to give them the opportunity to correct the problem. A minimum of two course specific warnings must be issued prior to a final 'N' Determination being made for a course.



COURSE OUTLINES



LITERACY

Outcomes

READING & VIEWING

Comprehension

- reads and views sophisticated texts
- interprets symbolism in texts, providing evidence to justify interpretation
- derives a generalisation from abstract ideas in texts
- critically evaluates the use of visual elements in multimodal texts on the same topic or with similar purposes
- integrates existing understanding with new concepts in texts
- analyses the credibility and validity of primary and secondary sources
- evaluates the style of a text
- evaluates the use of devices such as analogy, irony and satire
- analyses how authors manipulate language features, image and sound for a purpose
- analyses bias in texts
- explains assumptions, beliefs and implicit values in texts
- evaluates the social, moral and ethical positions taken in texts

Processes

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- navigates digital texts to efficiently locate precise information that supports the development of new understandings
- identifies contradictions and inconsistencies in texts
- identifies relevant and irrelevant information in texts
- judiciously selects and synthesises evidence from multiple texts to support ideas or arguments

Vocabulary

- interprets complex, formal and impersonal language in academic texts
- interprets and analyses complex figurative language
- demonstrates self-reliance in exploration and application of word learning strategies

WRITING

Informative text indicators

Crafting Ideas

- writes sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities
- uses structural features flexibly to organise ideas strategically
- uses classification to organise ideas and information
- writes texts with forms and features combined strategically for purpose
- uses evidence and references
- writes succinct short-answer explanatory texts as well as complex, multi-staged extended texts



Outcomes

Text Forms and Features

- maintains tone appropriate to the audience
- uses extended noun groups including adjectival phrases
- judiciously uses language and multimodal resources to emotionally or intellectually affect audience

Vocabulary

- uses complex abstractions

Persuasive text indicators

Crafting Ideas

- writes sustained, robust arguments on complex learning area topics
- anticipates reader knowledge and possible bias and accommodates these in development of arguments
- uses structural features flexibly to organise ideas strategically
- positions the reader effectively by previewing the arguments
- develops a cohesive argument with an effective conclusion
- strategically selects multimodal resources to position the reader/viewer

Text Forms and Features

- uses evaluative language devices such as allusion, evocative vocabulary and metaphor
- uses language devices for persuasive effect
- uses sophisticated evaluative language
- judiciously uses language and multimodal resources to emotionally or intellectually affect audience

Vocabulary

- uses vocabulary for precision (the underwhelming performance of the opening batsmen)

Imaginative text indicators

Crafting Ideas

- writes sustained texts that develop more abstract themes or concepts in imaginative ways
- uses structural features flexibly to organise ideas strategically
- develops an imaginative text around a theme or social issue

Text Forms and Features

- uses stylistic features for effect
- uses recurring imagery for cohesion
- uses a range of literary techniques such as personification
- uses language to create humour
- uses complementary noun and verb groups

Vocabulary

- uses vocabulary for precision
- uses figurative language to create subtle and complex meaning

Generic indicators

- spells a range of challenging words correctly

The National Literacy Progression at the level of Years 8 to 9 will be used to determine outcomes in summative assessment tasks



	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Half early Examination		Term 2 Week 1 - 2	50%
Yearly				
2	Yearly Examination		Term 4 Week 1 - 2	50%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content. Literacy development influences student success in many areas of learning at school. The National Literacy Learning Progression will be used to support students to successfully engage with the literacy demands of the Year 9 syllabus.

ENGLISH

Outcomes

EN5-1A	Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN5-2A	Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
EN5-3B	Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
EN5-4B	Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
EN5-5C	Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
EN5-6C	Investigates the relationships between and among texts
EN5-7D	Understands and evaluates the diverse ways texts can represent personal
EN5-8D	Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
EN5-9E	Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness



	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Multimodal Presentation Representations of Survival	EN5-1A EN5-2A EN5-3B EN5-4B EN5-7D	Term 1 Week 10	30%
2	In-Class Ongoing Assessment Classwork, Homework and Presentations	EN5-6C EN5-8D EN5-9E	Term 2 Week 3	10%
3	Essay Response Close Study of Novel	EN5-1A EN5-5C EN5-7D	Term 2 Week 7	30%
Yearly				
4	Viewing Comprehension Task Twist in the Tale	EN5-1A EN5-2A EN5-3B EN5-5C	Term 3 Week 8	20%
5	In-Class Ongoing Assessment Classwork, Homework and Presentations	EN5-6C EN5-8D EN5-9E	Term 4 Week 2	10%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. The English Faculty's assessment program is comprised of three across-year formal assessment tasks – two in Semester One and one in Semester Two. The Half Yearly Report mark will be made up of one formal assessment task and a class mark. The year rank is based on the formal task only.

The mark in the Yearly report will be made up of the three formal assessment tasks and class marks. The Year rank and grade will be based on the mark derived from the three assessment tasks. As well, please note the first 28 students in the assessment rank make up the targeted A class in the following year.



ABORIGINAL STUDIES

Outcomes	
5.1	Describes the factors that contribute to an Aboriginal person's identity
5.2	Explains ways in which Aboriginal Peoples maintain their identity
5.5	Explains the importance of families and communities to Aboriginal peoples
5.6	Explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples' participation nationally and internationally
5.7	Assesses the significance of contributions of Aboriginal Peoples to Australian society
5.8	Analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures
5.9	Analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their cultures
5.11	Independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

Assessment Task		Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Listening Task Aboriginal Oral and Written Expression	5.5 5.7 5.8	Term 1 Week 6	15%
2	Reading and Writing Aboriginal Peoples and the Media	5.2 5.8 5.9	Term 2 Week 4	15%
3	Ongoing Assessment Core & Options	5.1 5.2 5.5 5.6 5.7 5.8 5.9 5.11	Terms 1 & 2	20%
Yearly				
4	Aboriginal Identities Novel Essay	5.1 5.2 5.5	Term 3 Week 6	15%
5	Aboriginal Interaction with Legal and Political Systems Reflective Writing Task	5.6 5.8 5.9	Term 4 Week	15%
6	Core & Options Ongoing Assessment	5.1 5.2 5.5 5.6 5.7 5.8 5.9 5.11	Terms 3 & 4	20%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content. The Half Yearly Report will include tasks 1 & 2 plus an ongoing assessment component worth 20%. The Yearly Report will include tasks (1, 2, 4 & 5) and an ongoing assessment component worth 20%.

The Aboriginal Studies program is designed to give students opportunities to develop research skills, speaking skills, listening skills and writing skills. Explicit teaching and detailed feedback is provided for each element of the program before assessment takes place. Vocabulary development and textual analysis is an integral part of each unit of work. Students are expected to engage in the details of texts.

MATHEMATICS

5 . 1

Outcomes	
MA5.1-1WM	Uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.1-2WM	Selects and uses appropriate strategies to solve problems
MA5.1-3WM	Provides reasoning to support conclusions that are appropriate to the context
MA5.1-4NA	Solves financial problems involving earning, spending and investing money
MA5.1-5NA	Operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-6NA	Determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-7NA	Graphs simple non-linear relationships
MA5.1-8MG	Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG	Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-10MG	Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-11MG	Describes and applies the properties of similar figures and scale drawings
MA5.1-12SP	Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP	Calculates relative frequencies to estimate probabilities of simple and compound events



Assessment Task		Syllabus Outcomes	Timing	Yearly Weighting
Half Yearly				
1	Written test	MA5.1-4NA MA5.1-10MG MA5.1-5NA	Term 1 Week 9	15%
2	Written Test	MA5.1-5NA MA5.1-1WM MA5.1-2WM MA5.1-3WM	Term 2 Week 4	20%
3	Class Mark	Mathletics Effort/Exercise Book	Ongoing Ongoing	7.5% 7.5%
Yearly				
4	Written Test & Investigation Task	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-8MG MA5.1-4NA	Term 3 Week 6 Week 9	15% 5%
5	Written Test	MA5.1-11MG MA5.1-8MG	Term 4 Week 3	20%
6	Class Mark	Mathletics Effort/Exercise Book	Ongoing Ongoing	5% 5%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content.

The content strands are Working Mathematically, Number and Algebra, Algebra and Patterns, Measurement and Geometry, Statistics and Probability. The class mark is a measure of classwork within a particular class. It includes class tasks, exercise book, and class involvement. The Yearly Report will be made up of all tasks for the year.

Please note the above outcomes might be adjusted due to external circumstances.

MATHEMATICS

5 . 2

Outcomes	
MA5.1-1WM	Uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.2-1WM	Selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.3-1WM	Uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
MA5.1-2WM	Selects and uses appropriate strategies to solve problems
MA5.2-2WM	Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.3-2WM	Generalises mathematical ideas and techniques to analyse and solve problems efficiently
MA5.1-3WM	Provides reasoning to support conclusions that are appropriate to the context
MA5.2-3WM	Constructs arguments to prove and justify results
MA5.3-3WM	Uses deductive reasoning in presenting arguments and formal proofs
MA5.1-4NA	Solves financial problems involving earning, spending and investing money
MA5.2-4NA	Solves financial problems involving compound interest
MA5.2-5NA	Recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.3-4NA	Draws, interprets and analyses graphs of physical phenomena
MA5.2-6NA	Simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.1-5NA	Operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.2-7NA	Applies index laws to operate with algebraic expressions involving integer indices
MA5.3-6NA	Performs operations with surds and indices
MA5.2-8NA	Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.3-7NA	Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.1-6NA	Determines the midpoint, gradient and length of an interval, and graphs linear relationships



Outcomes	
MA5.2-9NA	Uses the gradient-intercept form to interpret and graph linear relationships
MA5.3-8NA	Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
MA5.1-7NA	Graphs simple non-linear relationships
MA5.2-10NA	Connects algebraic and graphical representations of simple non-linear relationships
MA5.3-9NA	Sketches and interprets a variety of non-linear relationships
MA5.3-10NA	Recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
MA5.3-11NA	Uses the definition of a logarithm to establish and apply the laws of logarithms
MA5.3-12NA	Uses function notation to describe and sketch functions
MA5.1-8MG	Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.2-11MG	Calculates the surface areas of right prisms, cylinders and related composite solids
MA5.3-13MG	Applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
MA5.2-12MG	Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.3-14MG	Applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
MA5.1-9MG	Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-10MG	Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.2-13MG	Applies trigonometry to solve problems, including problems involving bearings
MA5.3-15MG	Applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
MA5.1-11MG	Describes and applies the properties of similar figures and scale drawings
MA5.2-14MG	Calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.3-16MG	Proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals



Outcomes	
MA5.3-17MG	Applies deductive reasoning to prove circle theorems and to solve related problem
MA5.1-12SP	Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.2-15SP	Uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.3-18SP	Uses standard deviation to analyse data
MA5.2-16SP	Investigates relationships between two statistical variables, including their relationship over time
MA5.3-19SP	Investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes
MA5.1-13SP	Calculates relative frequencies to estimate probabilities of simple and compound events
MA5.2-17SP	Describes and calculates probabilities in multi-step chance experiments



Assessment Task		Syllabus Outcomes	Timing	Yearly Weighting
Half Yearly				
1	Written test	MA5.2-4NA MA5.3-6NA MA5.3-8NA	Term 1 Week 8	15%
2	Written Test	MA5.3-13MG MA5.13-5NA MA5.3-11NA	Term 2 Week 3	20%
3	Class Mark	Mathletics Effort/Exercise Book	Ongoing Ongoing	7.5% 7.5%
Yearly				
4	Written Test Investigation Task	MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.3-9NA MA5.3-15MG MA5.3-7NA	Term 3 Week 6 Week 9	15% 5%
5	Written Test	MA5.3-7NA MA5.3-19SP MA5.2-17SP MA5.3-16MG	Term 4 Week 3	20%
6	Class Mark	Mathletics Effort/Exercise Book	Ongoing Ongoing	5% 5%
TOTAL				100%

In-Class Assessment

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MATHEMATICS

5 . 3

Outcomes	
MA5.1-1WM	Uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.2-1WM	Selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.3-1WM	Uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
MA5.1-2WM	Selects and uses appropriate strategies to solve problems
MA5.2-2WM	Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.3-2WM	Generalises mathematical ideas and techniques to analyse and solve problems efficiently
MA5.1-3WM	Provides reasoning to support conclusions that are appropriate to the context
MA5.2-3WM	Constructs arguments to prove and justify results
MA5.3-3WM	Uses deductive reasoning in presenting arguments and formal proofs
MA5.1-4NA	Solves financial problems involving earning, spending and investing money
MA5.2-4NA	Solves financial problems involving compound interest
MA5.2-5NA	Recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.3-4NA	Draws, interprets and analyses graphs of physical phenomena
MA5.2-6NA	Simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.1-5NA	Operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.2-7NA	Applies index laws to operate with algebraic expressions involving integer indices
MA5.3-6NA	Performs operations with surds and indices
MA5.2-8NA	Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.3-7NA	Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.1-6NA	Determines the midpoint, gradient and length of an interval, and graphs linear relationships

Outcomes	
MA5.2-9NA	Uses the gradient-intercept form to interpret and graph linear relationships
MA5.3-8NA	Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
MA5.1-7NA	Graphs simple non-linear relationships
MA5.2-10NA	Connects algebraic and graphical representations of simple non-linear relationships
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MA5.2-14MG	Calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.3-16MG	Proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals

Outcomes	
MA5.3-17MG	Applies deductive reasoning to prove circle theorems and to solve related problem
MA5.1-12SP	Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.2-15SP	Uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.3-18SP	Uses standard deviation to analyse data
MA5.2-16SP	Investigates relationships between two statistical variables, including their relationship over time
MA5.3-19SP	Investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes
MA5.1-13SP	Calculates relative frequencies to estimate probabilities of simple and compound events
MA5.2-17SP	Describes and calculates probabilities in multi-step chance experiments

Assessment Task		Syllabus Outcomes	Timing	Yearly Weighting
Half Yearly				
1	Written test	MA5.1-10MG MA5.2-13MG MA5.3-15MG MS5.3-6NA MA5.2-7NA	Term 1 Week 8	15%
2	Written Test	MA5.2-7NA MA5.3-6NA	Term 2 Week 3	20%
3	Class Mark	Mathletics Effort/Exercise Book	Ongoing Ongoing	7.5% 7.5%
Yearly				
4	Written Test & Investigation Task	MA5.2-8NA MA5.3-7NA MA5.2-15SP MA5.2-18SP MA5.2-16SP MA5.3-19SP	Term 3 Week 6 Week 9	15% 5%
5	Written Test	MA5.2-11MG MA5.3-13MG MA5.2-12MG MA5.3-14MG MA5.2-9NA MA5.3-8NA MA5.2-10NA MA5.3-9NA	Term 4 Week 3	20%
6	Class Mark	Mathletics Effort/Exercise Book	Ongoing Ongoing	5% 5%
TOTAL				100%

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SCIENCE

Outcomes

SC5-4WS	Develops questions or hypotheses to be investigated scientifically
SC5-5WS	Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
SC5-6WS	Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
SC5-7WS	Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5-8WS	Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5-9WS	Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC5-11PW	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
SC5-16CW	Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17CW	Discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials



	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Practical / Skills Examination Chapter 3 – Heat, Light and Sound Chapter 4 - Waves Chapter 5 - Electricity	SC5-5WS SC5-6WS	Term 1 Week 9	25%
2	Half Yearly Examination Topics – Chemistry and Physics Chapter 1 -Materials Chapter 2 – Reaction Types	SC5-11PW SC5-8WS	Term 2 Week 6	20%
Yearly				
3	Research & Communication Chapter 6 – Body Coordination Chapter 7 - Diseases	SC5-14LW SC5-9WS	Term 3 Week 5	25%
4	Yearly Examination Body Coordination, Diseases, Chemistry and Physics Chapter 8 – Ecosystems Chapter 9 – Plate Tectonics	SC5-12ES SC5-13ES SC5-11PW SC5-8WS	Term 4 Week 4	30%
TOTAL				100%

In-Class Assessment

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MUSIC

Outcomes

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



	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Aural & Musicology	5.7 5.8 5.8	Term 1 Week 7	15%
2	Performance	5.1 5.2 5.3	Ongoing	20%
3	Composition	5.4 5.5 5.6	Term 2 Week 5	15%
Yearly				
4	Performance	5.1 5.2 5.3	Ongoing	20%
5	Composition	5.4 5.5 5.6	Term 3 Week 9	15%
6	Listening and Musicianship Examination	5.7 5.8 5.9	Term 4 Week 3	15%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content.



VISUAL ARTS

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



Assessment Task		Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Research Task	5.7 5.8 5.9 5.10	Term 1 Week 8	15%
2	Artmaking	5.3 5.5 5.6	Term 2 Week 8	30%
3	Visual Arts Process Diary	5.1 5.2 5.4	Ongoing	5%
Yearly				
4	Research Task	5.7 5.8 5.9 5.10	Term 3 Week 6	15%
5	Artmaking	5.3 5.5 5.6	Term 4 Week 5	30%
6	Visual Arts Process Diary	5.1 5.2 5.4	Ongoing	5%
TOTAL				100%

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COMMERCE

Outcomes

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



	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Business Report Consumer and Financial Decisions	COM5-1 COM5-2 COM5-5 COM5-7	Term 1 Week 7	30%
Yearly				
2	Shark Tank Presentation Promoting and Selling	COM5-4 COM5-6 COM5-8 COM5-9	Term 3 Week 3	35%
3	Yearly Examination	COM5-1 COM5-2 COM5-3 COM5-4	Term 4 Week 2	35%
TOTAL				100%

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GEOGRAPHY

Outcomes	
GE5-1	Explains the diverse features and characteristics of a range of places and environments
GE5-2	Explains processes and influences that form and transform places and environments
GE5-3	Analyses the effect of interactions and connections between people, places and environments
GE5-4	Accounts for perspectives of people and organisations on a range of geographical issues
GE5-5	Assesses management strategies for places and environments for their sustainability
GE5-6	Analyses 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



	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Extended Response Sustainable Biomes	GE5-1 GE5-3 GE5-5	Term 1 Week 8	25%
Yearly				
2	Multi-Modal Task + Oral Presentation Human Wellbeing	GE5-2 GE5-6 GE5-7 GE5-8	Term 3 Week 5	40%
3	Yearly Examination	GE5-2 GE5-3 GE5-4 GE5-5	Term 4 Week 2	35%
TOTAL				100%

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MILITARY HISTORY

Outcomes	
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



	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Historical Inquiry: Military Leadership-Heroes & Villains	HTE5-7 HT5-8 HTE5-9 HTE5-10	Term 2 Week 4	25%
2	In-class Assessment	Based on at least 2 class tasks	Ongoing	10%
Yearly				
3	Historical Inquiry: Warrior Societies	HTE5-4 HTE5-6 HTE5-8	Term 3 Week 6	30%
4	Historical Inquiry: Film as History	HTE5-1 HTE5-2 HTE5-8 HTE5-10	Term 4 Week 3	25%
5	In-class Assessment	Based on at least 2 class tasks	Ongoing	10%
TOTAL				100%

In-Class Assessment

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KOREAN

Outcomes	
LKO5-1C	Manipulates Korean in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate.
LKO5-2C	Identifies and interprets information in a range of texts.
LKO5-3C	Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences.
LKO5-4C	Experiments with linguistic patterns and structures to compose texts in Korean, using a range of formats for a variety of contexts, purposes and audiences.
LKO5-5U	Demonstrates how Korean pronunciation and intonation are used to convey meaning.
LKO5-6U	Demonstrates understanding of how Korean writing conventions are used to convey meaning.
LKO5-7U	Analyses the function of complex Korean grammatical structures to extend meaning.
LKO5-8U	Analyses linguistic, structural and cultural features in a range of texts.
LKO5-9U	Explains and reflects on the interrelationship between language, culture and identity.



Assessment Task		Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Cultural Understanding Project	LKO5-9U	Term 1 Week 9	15%
2	Language Skills	LKO5-5U LKO5-6U LKO5-7U LKO5-8U	Ongoing	15%
3	Half Yearly Examination	LKO5-1C LKO5-2C LKO5-3C LOK5-4C	Term 2 Week 3	20%
Yearly				
4	Cultural Understanding Project	LKO5-9U	Term 3 Week 8	15%
5	Language Skills	LKO5-5U LKO5-6U LKO5-7U LKO5-8U	Ongoing	15%
6	Yearly Examination	LKO5-1C LKO5-2C LKO5-3C LOK5-4C	Term 4 Week 1	20%
TOTAL				100%

Course Description

The Stage 5 course develops students' language Listening, Speaking, Reading and Writing skills in an atmosphere of enjoyment and achievement while providing a range of culturally enriching experiences for students. It develops students' confidence, concentration and creative thinking skills and their confidence as communicators.

The four macro skills: listening, reading, speaking and writing are related to syllabus objectives within the Communicating strand in the following way:

Interacting	Accessing and Responding*	Composing
Listening	Listening	Speaking
Reading	Reading	Writing
Speaking	Speaking	
Writing	Writing	

* The response to texts may be in English or Korean depending on the outcome or content.

In-Class Assessment

Classwork is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content.



PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Outcomes	
5.1	Assesses their own and others' capacity to reflect on and respond positively to challenges
5.2	Researches and appraises the effectiveness of health information and support services available in the community
5.4	Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
5.5	Appraises and justifies choices of actions when solving complex movement challenges
5.6	Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
5.7	Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
5.10	Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
5.11	Refines and applies movement skills and concepts to compose and perform innovative movement sequences



Key Learning Area: Personal Development, Health & Physical Education
Personal Development, Health & Physical Education

Assessment Task		Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	ALARM Task	5.1 5.2	Term 1 Week 10	25%
2	Composition and Performance Task	5.5 5.11	Term 2 Weeks 2 – 3	25%
Yearly				
3	Practical Task	5.4 5.10	Term 3 Weeks 1 – 10	25%
4	Food and Nutrition	5.6 5.7	Term 4 Week 2	25%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content. Students cover the following units; Emotion Commotion, Move it or Lose It, You Are What You Eat and Can't We All Just Get Along. Students evaluate a broad range of factors that shape identity and have an impact on young people's health decisions, behaviours and actions. They plan and evaluate strategies and interventions and advocate for their own and others' health safety and wellbeing. Students investigate the impact of changes and transitions on relationships. They assess their capacity to consider and respond positively to challenges and how they can contribute to caring, inclusive and respectful relationships. In practical lessons, students engage in Gymnastics, Invasion Games, Net and Court, Target Games, World Games and Striking and Fielding units and learn tactical awareness, strategies, analysis of movement and the value of physical activity. Students are assessed on both theory and practical outcomes.



PHYSICAL ACTIVITY & SPORTS STUDIES

Outcomes	
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.



Key Learning Area: Personal Development, Health & Physical Education
Physical Activity & Sports Studies

Assessment Task		Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Coaching Task Theory Component	PASS5-6 PASS5-8	Term 1 Week 8	10%
2	Coaching Task Practical Component	PASS5-5 PASS5.7 PASS5.9	Term 1 Week 8 – 10	20%
3	Australian Sporting Identity Task	PASS5-3 PASS5-4 PASS5-10	Term 3 Week 8	30%
4	Yearly Examination	PASS5-1 PASS5-2	Term 4 Week 2	40%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content. Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation. This course promotes the concept of learning through movement. Many aspects of the course can be explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding. Students are encouraged to specialise and study areas in depth, to work towards a particular performance goal, pursue a formal qualification or examine an issue of interest related to the physical, emotional, social, cultural or scientific dimensions of physical activity and sport.



FOOD TECHNOLOGY

Outcomes	
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



	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	The OZ Identity Assignment	FT5-8 FT5-9 FT5-10 FT5-11 FT5-12	Term 1 Week 8	12.5%
2	Theory assessment (bookmark)		Term 2 Week 1	12.5%
3	Practical assessment	FT5-1, FT5-2, FT5-11	Term 2 Week 2	25%
Yearly				
4	Food Selection and Health Research Task	FT5-3 FT5-7 FT5-8 FT5-11 FT5-12	Term 3 Week 2	12.5%
5	Food Equity assignment	FT5-2 FT5-5 FT5-6 FT5-11 FT5-13	Term 3 Week 9	12.5%
6	Practical assessment	FT5-1 FT5-2 FT5-11	Term 4 Week 1	20%
7	Theory assessment (bookmark)		Term 4 Week 2	5%
TOTAL				100%

In-Class Assessment

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GRAPHICS TECHNOLOGY

Outcomes	
GT5-1	Communicates ideas graphically using freehand sketching and accurate drafting techniques
GT5-2	Analyses the context of information and intended audience to select and develop appropriate presentations
GT5-3	Designs and produces a range of graphical presentations
GT5-4	Evaluates the effectiveness of different modes of graphical communications for a variety of purposes
GT5-5	Identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications
GT5-6	Manages the development of graphical presentations to meet project briefs and specifications
GT5-7	Manipulates and produces images using digital drafting and presentation technologies
GT5-8	Designs, produces and evaluates multimedia presentations
GT5-9	Identifies, assesses and manages relevant WHS factors to minimise risks in the work environment
GT5-10	Demonstrates responsible and safe work practices for self and others
GT5-11	Demonstrates the application of graphics to a range of industrial, commercial and personal settings
GT5-12	Evaluates the impact of graphics on society, industry and the environment



	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Research Assignment	GT5-1 GT5-3 GT5-5	Term 1 Week 7	10%
2	Half-Yearly Examination	GT5-1 GT5-2 GT5-3 GT5-4 GT5-5 GT5-6 GT5-10	Term 2 Week 4	15%
3	In-Class practical & ongoing assessments	GT5-1 GT5-2 GT5-3 GT5-4 GT5-5 GT5-6 GT5-10 GT5-10	Ongoing	25%
Yearly				
4	Research Assignment	GT5-1 GT5-3 GT5-5	Term 3 Week 8	10%
5	Yearly Examination	GT5-1 GT5-2 GT5-3 GT5-4 GT5-5 GT5-6 GT5-10 GT5-11	Term 4 Week 4	15%
6	In-Class practical & ongoing assessments	GT5-1 GT5-2 GT5-3 GT5-4 GT5-5 GT5-6 GT5-10 GT5-11	Ongoing	25%
TOTAL				100%

In-Class Assessment

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INDUSTRIAL TECHNOLOGY

Timber | Electronics | Metals

Outcomes	
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



	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Research Assignment	IND5-1 IND5-2 IND5-3 IND5-4	Term 1 Week 7	10%
2	Half-Yearly Examination	IND5-1 IND5-2 IND5-3 IND5-4	Term 2 Week 4	15%
3	In-Class Practical & ongoing assessments	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6	Ongoing	25%
Yearly				
4	Research Assignment	IND5-1 IND5-2 IND5-3 IND5-4	Term 3 Week 8	10%
5	Yearly Examination	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6	Term 4 Week 4	15%
6	In-Class Practical & ongoing assessments	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6	Ongoing	25%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content. Results from assessment tasks 1, 2 and 3 will be used for Half Yearly reports and marks will be expressed out of 100. Assessment tasks 4, 5 and 6 results added to the Semester 1 results will be used and expressed as a percentage of 100 for Yearly Reports. An overall grade and effort rating will be given for both reports. Ranking will be in the yearly cohort group.



INFORMATION SOFTWARE & TECHNOLOGY

Outcomes	
5.1.1	Selects and justifies the application of appropriate software programs to a range of tasks
5.1.2	Selects, maintains and appropriately uses hardware for a range of tasks
5.2.1	Describes and applies problem-solving processes when creating solutions
5.2.2	Designs, produces and evaluates appropriate solutions to a range of challenging problems
5.2.3	Critically analyses decision-making processes in a range of information and software solutions
5.3.1	Justifies responsible practices and ethical use of information and software technology
5.3.2	Acquires and manipulates data and information in an ethical manner
5.4.1	Analyses the effects of past, current and emerging information and software technologies on the individual and society
5.5.1	Applies collaborative work practices to complete tasks
5.5.2	Communicates ideas, processes and solutions to a targeted audience
5.5.3	Describes and compares key roles and responsibilities of people in the field of information and software technology

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Project based Learning Robotics & Software Programming	5.2.1 5.2.2 5.2.3 5.3.2	Term 1 Week 8	20%
2	Half-Yearly Examination PBL	5.2.3 5.3.1 5.4.1 5.5.3	Term 2 Week 5	20%
3	In-Class Practical & Ongoing Deliverables PBL & textbook activities	5.5.1 5.5.2	Ongoing	10%
Yearly				
4	Project based Learning Virtual PC, Word, Excel & Presentation skills	5.2.3 5.3.1 5.3.2 5.5.1	Term 3 Week 8	20%
5	Yearly Examination PBL	5.1.1 5.1.2 5.2.1 5.5.3	Term 4 Week 4	20%
6	In-Class Practical & Ongoing Deliverables PBL & textbook activities	5.5.1 5.5.3	Ongoing	10%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content. Results from assessment tasks 1, 2 and 3 will be used for Half Yearly reports and marks will be expressed out of 100. Assessment tasks 4, 5 and 6 results added to the Semester 1 results will be used and expressed as a percentage of 100 for Yearly Reports. An overall grade and effort rating will be given for both reports. Ranking will be in the yearly cohort group.

ASSESSMENT CALENDAR 2023

TERM 1 2023

Week	Subject	Task	Weighting
1			
2			
3			
4			
5			
6	Aboriginal Studies	Listening Task	15%
7	Music	Aural & Musicology	15%
	Commerce	Business Report	30%
	Graphics Technology	Research Assignment	10%
	Industrial Technology: Timber Electronics Metals	Research Assignment	10%
8	Mathematics 5.2	Written Test	15%
	Mathematics 5.3	Written Test	15%
	Visual Arts	Research Task	15%
	Geography	Extended Response	25%
	PASS	Coaching Task [Theory component]	10%
	Food Technology	The OZ Identity Assignment	25%
	Information Software & Technology	Project based Learning	20%
9	Mathematics 5.1	Written Test	15%
	Science	Practical / Skills Examination	25%
	Korean	Cultural Understanding Project	15%
10	English	Multimodal Presentation	30%
	PDHPE	ALARM Test	25%
11			

**PDHPE: Practical Task will be assessed from Week 8 through to 10 in Term 1.

TERM 2 2023

Week	Subject	Task	Weighting
1	Food Technology	Theory Assessment	25%
2	Food Technology	Practical Assessment	50%
1/2	Literacy	Half Yearly Examination	50%



TERM 2 2023

Week	Subject	Task	Weighting
3	English	In-Class Ongoing Assessment	10%
	Mathematics 5.2	Written Test	20%
	Mathematics 5.3	Written Test	20%
	Korean	Half Yearly Examination	20%
2/3	PDHPE	Composition & Performance Task	25%
4	Aboriginal Studies	Reading and Writing	15%
	Mathematics 5.1	Written Test	20%
	Military History	Historical Inquiry	25%
	Graphics Technology	Half Yearly Examination	15%
	Industrial Technology: Timber Electronics Metals	Half Yearly Examination	15%
5	Music	Composition	15%
	Information Software & Technology	Half Yearly Examination	20%
6	Science	Half Yearly Examination	20%
7	English	Essay Response	30%
8	Visual Arts	Artmaking	30%
9			
10			
11			

TERM 3 2023

Week	Subject	Task	Weighting
1			
2	Food Technology	Food Selection & Health Research Task	12.5%
3	Commerce	Shark Tank Presentation	35%
4			
5	Science	Research & Communication	25%
	Geography	Multimodal Task & Oral Presentation	40%
6	Aboriginal Studies	Aboriginal Identities	15%
	Mathematics 5.1	Written Test & Investigation Task	15%
	Mathematics 5.2	Written Test & Investigation Task	15%
	Mathematics 5.3	Written Test & Investigation Task	15%
	Visual Arts	Research Task	15%



TERM 3 2023

Week	Subject	Task	Weighting
	Military History	Historical Inquiry	30%
7			
8	English	Viewing Comprehension Task	20%
	Korean	Cultural Understanding Project	15%
	PASS	Australian Sporting Identity Task	30%
	Graphics Technology	Research Assignment	10%
	Industrial Technology: Timber Electronics Metals	Research Assignment	10%
	Information Software & Technology	Project based Learning	12.5%
9	Mathematics 5.1	Written Test & Investigation Task	15%
	Mathematics 5.2	Written Test & Investigation Task	5%
	Mathematics 5.3	Written Test & Investigation Task	5%
	Music	Composition	15%
	Food Technology	Food Equity Assignment	12.5%
10			
11			

**PDHPE: Practical Task will be assessed from Week 1 through to 10 in Term 3.

TERM 4 2023

Week	Subject	Task	Weighting
1	Korean	Yearly Examination	20%
	Food Technology	Practical Assessment	20%
2	English	In-Class Ongoing Assessment	10%
	Commerce	Yearly Examination	35%
	Geography	Yearly Examination	35%
	PDHPE	Food & Nutrition	25%
	PASS	Yearly Examination	40%
	Food Technology	Theory Assessment	5%
1/2	Literacy	Yearly Examination	50%
3	Mathematics 5.1	Written Task	20%
	Mathematics 5.2	Written Task	20%
	Mathematics 5.3	Written Task	20%
	Music	Listening & Musicianship Examination	15%
	Military History	Historical Inquiry	25%



TERM 4 2023

Week	Subject	Task	Weighting
4	Science	Yearly Examination	30%
	Graphics Technology	Yearly Examination	15%
	Industrial Technology: Timber Electronics Metals	Yearly Examination	15%
	Information Software & Technology	Yearly Examination	20%
5	Visual Arts	Artmaking	30%
6			
7			
8			
9			
10			
11			



TERM 1 2023

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	

TERM 2 2023

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	

TERM 3 2023

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	

TERM 4 2023

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	

