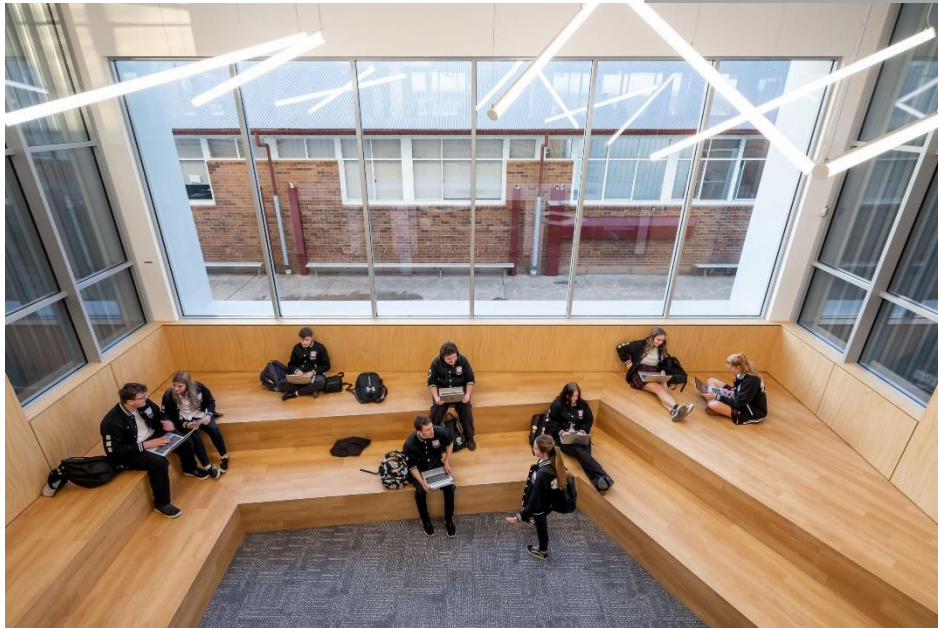


Queanbeyan High School

High Expectations – High Achievement



Year 9 Assessment Booklet



2024

Introduction

The information in this booklet is designed to provide students and parents with a summary of the assessment outline and expectations of Year 9. The information on the following pages is not comprehensive but designed to be a quick reference for the most relevant information.

Pattern of Study

In Year 9 students study the following mandatory subjects within the Stage 5 NSW Curriculum:

- English
- Mathematics
- Science
- HSIE (one semester of Geography and one semester of History)
- PDHPE

Students also study three elective subjects, one from each of the following lines:

Line 1 <i>Combined Year 9/10</i>	History Extension, Aboriginal Studies, Child Studies, Commerce, Dance, French*, PASS, Science Extension, STEM
Line 2	Agriculture, Food Technology, Industrial Technology – Metals, Marine Studies, Visual Arts
Line 3	French*, Food Technology, Industrial Technology – Engineering, Industrial Technology -Metals, Industrial Technology - Timber

High Expectations – High Achievement

At Queanbeyan High School we have high expectations of all our stakeholders: students, staff and parents. We believe there is a high correlation between having high expectations and students achieving high results. Throughout the junior years of high school we are aiming to prepare all students for the rigour of senior study and workplace expectations.

This booklet has been developed to assist students in achieving to their potential. We understand that assessment tasks can be stressful for students and have attempted to a manageable workload for students with even spread of tasks throughout the year. This booklet also contains all the relevant information that students and parents need to ensure a successful year with regards to assessment tasks.

Assessment Tasks

In each of their subjects, students will be required to complete several assessment tasks. Assessment tasks take various forms including tests, presentations, research projects, speeches and essays among others. They can be either formal tasks which have a weighting and contribute to end of year rankings and reports, or informal tasks that are not weighted but help staff to make an on-balance judgement of a student's progress within the course.

Assessment Tasks form an integral part of a student's time at school. They are used for three main reasons:

- To formally assess a student's understanding of syllabus content
- To provide the teacher with information as to a student's progress and inform future teaching to better support students
- To provide the student with feedback about their performance and explicit information on how to improve

Teachers use the information gathered from assessment tasks to form the basis of student reports each semester. Therefore, it is essential that all students attempt and submit all assessment tasks by the due date. This information can also be used to determine future patterns of study and classes.

This booklet provides an overview of the assessment tasks Year 9 students will need to complete throughout the academic year. The term planners provide an overview of when all assessment tasks are due. Individual assessment schedules for each class are included in this booklet.

Reporting and the Common Grading Scale

For school reports and assessment tasks, students will be graded on an A-E scale, where:

- A** indicates the student has demonstrated an **outstanding** knowledge of the syllabus content
- B** indicates the student has demonstrated a **high** understanding of the syllabus content
- C** indicates the student has demonstrated a **sound** understanding of the syllabus content
- D** indicates the student has demonstrated a **basic** understanding of the syllabus content
- E** indicates the student has demonstrated a **limited** understanding of the syllabus content

Students who receive a C are deemed to be working at an age-appropriate level.

Staff, Student and Parent Expectations

Staff will provide students with an assessment schedule for each course they are undertaking. The assessment schedule will list the type of task, its due date and the weighting assigned to that task. Students will also receive a formal notification of each assessment task at least two weeks in advance of the due date.

Students are provided with this booklet at the beginning of the year to ensure that they are aware of all assessment requirements and are expected to refer to this booklet for any information regarding assessment tasks. The 'Frequently Asked Questions' are a great starting point to clarify any information. We expect students will submit all assessment tasks by the due date. The ability to meet deadlines and submit tasks by the due date is a skill which is valued highly at Queanbeyan High School. Students who are able to demonstrate such responsibility are much better equipped to succeed in their future studies and in the work environment. Should students not submit tasks by the due date they may be required to complete these tasks during lunchtime sessions.

Students are expected to be proactive in seeking help with an assessment task if it is required. They should also talk to their classroom teacher first if they are struggling with a particular task. QHS offers numerous support strategies and programs including ACTIVATE, The Aboriginal Learning Centre and our Homework Club. If students have a disability that may impact their ability to do an assessment task, students or parents/carers are encouraged to speak to the Learning and Support Team (located in the library). The Learning and Support Team work to support students and teachers with making adjustments and accommodations to assessments when needed.

We respect the pivotal role that parents play in promoting and valuing education. We ask that parents assist their children with the organisational demands of high school by reading this booklet and talking to their children about their assessments. We also ask that parents contact the school should their child be experiencing difficulty with a task and talk directly to their child's teacher about this.

It is important that staff, students and parents are aware of the correct procedures relating to assessment tasks as outlined in this booklet. These have been established to ensure a fair and consistent approach across the school for all students.

The following documents are available on the school website and Sentral Parent Portal for access by staff, students and parents:

- Year 9 Assessment Booklet (this booklet)
- Misadventure Form (7-9)

Late or non-submission of tasks

Junior students who do not submit assessment tasks by the due date may be expected to attend lunchtime sessions run by the teacher/faculty overseeing the incomplete task. During these sessions they will be working on their overdue task which will be submitted to their teacher for marking when the task is completed to a satisfactory standard. The following consequences also apply to students in Year 9:

- Students with a valid reason can seek an extension for an assessment task by completing a Misadventure Form (7-9) and submitting it to their teacher. This will need to be submitted no less than two (2) days before the due date. The Head Teacher of the faculty area will approve or reject extension and misadventure applications. Only students with approved misadventure forms will be exempt from attending the lunchtime catch-up sessions for overdue tasks.
- We ask for staff, student and parent support in following these processes to ensure that all student assessment tasks are dealt with in a fair and consistent manner.

Record of School Achievement (RoSA) Grades (Elective Courses)

Elective courses satisfactorily completed in Year 9 will appear on a student's Record of School Achievement (RoSA). Students will receive a grade for each of these courses which indicates their level of understanding in each subject they have studied. For most courses these grades will range from A (outstanding knowledge) to E (limited knowledge).

NSW Education Standards Authority (NESA) Requirements

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:

- a. followed the course as specified by the Board of Studies.
- b. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course.
- c. Achieved some or all of the course outcomes. In cases of non-completion of course requirements an 'N' determination will be submitted to NESA.
- d. undertaken the mandatory work placement (V.E.T. students only).

Students and parents/guardians will be notified in writing if the possibility exists of a student gaining an 'N' determination.

Attendance and Satisfactory Completion of a Course

The Principal may determine that, as a result of absence, the course criteria might not be met. Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion requirements/criteria. Clearly, absences will be regarded seriously by the Principal who must give students early warning of the consequences of such actions.

N-warning letters

In Year 9, the elective courses that students study are listed as part of their ROSA (Record of School Achievement). Schools are required to follow NESAs rules and regulations regarding a student's satisfactory completion of a ROSA course.

Students who do not submit, or are absent for an assessment task will receive an N-warning letter outlining the task(s) they have missed. If there is a valid reason for missing the task, the student is required to complete a Misadventure Form, available from the Head Teacher of the relevant faculty. The student may then be asked to complete a substitute task, or in some cases, be given an estimate based on previous tasks.

Students without a valid reason are still expected to complete the task to satisfy NESAs requirements, but will receive a zero mark.

Warning letters can also be sent for students who are not demonstrating a sustained and diligent effort towards their studies. In this case, the letter will specify which coursework the student needs to complete.

Students are given the opportunity to resolve the N-warning letters by submitting their overdue work/assessment task. A student who resolves their N-warning letters is deemed to have satisfactorily completed their RoSA course.

Should a student receive multiple N-warning letters throughout a course, they are in danger of being N-determined out of the course.

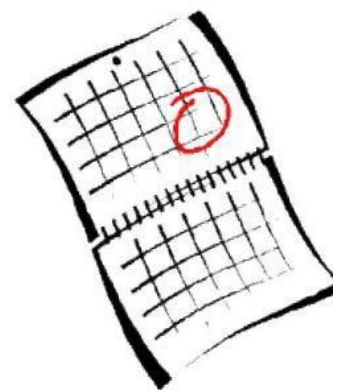
Term Planner

The next few pages outline the assessments that Year 9 students will receive throughout the academic year.

The weeks listed indicate the week that each task will be due. Students will be given further information within a formal assessment notification about each task closer to the due date. Teachers are required to give at least two weeks' written notice of each assessment task.

The term planners are designed to provide students with an overview of when each of their tasks is due throughout the term. This is to help the student in mapping out their tasks and organizing their time outside school to complete these tasks.

While every effort will be made to adhere to the dates listed in this booklet, in exceptional circumstances it may be necessary to move an assessment task. Should this happen, students will be given ample notice of the change.



SEMESTER ONE

Term 1

Week 1	29/1 - 2/2	Students return Friday 2 nd February
Week 2	5/2 - 9/2	
Week 3	12/2 - 16/2	
Week 4	19/2 - 23/2	
Week 5	26/2 - 1/3	
Week 6	4/3 - 8/3	Mathematics Standard Path, Mathematics Advanced Path, Science
Week 7	11/3 - 15/3	IT-Engineering, IT – Timber, Visual Arts
Week 8	18/3 - 22/3	
Week 9	25/3 - 29/3	NAPLAN CATCH-UP, Science Extension, Aboriginal Studies, Dance, Geography, Commerce, PASS, History Elective
Week 10	1/4 - 5/4	English, Marine Parent Teacher Interview Night
Week 11	8/4 - 12/4	IT – Metals, IT - Metals

Term 2

Week 1	29/4 - 3/5	
Week 2	6/5 - 10/5	Food Technology, Food Technology
Week 3	13/5 - 17/5	PDHPE, iSTEM, Child studies
Week 4	20/5 - 24/5	Visual Arts, IT – Timber, IT – Engineering
Week 5	27/5 - 31/5	Agriculture, Marine, IT - Metals Mathematics Standard Path, Mathematics Advanced Path,
Week 6	3/6 - 7/6	Commerce, IT – Engineering, IT – Timber, IT - Metals
Week 7	10/6 - 14/6	Geography,
Week 8	17/6 - 21/6	Science, History Elective, Aboriginal Studies
Week 9	24/6 - 28/6	English, Dance
Week 10	1/7 - 5/7	Science Extension

SEMESTER TWO

Term 3

Week 1	22/7 - 26/7	
Week 2	29/7 - 2/8	Parent Teacher Interview Night
Week 3	5/8 - 9/8	Food Technology, Food Technology
Week 4	12/8 - 16/8	PASS
Week 5	19/8 - 23/8	Child studies
Week 6	26/8 - 30/8	Mathematics Standard Path, Mathematics Advanced Path, IT – Engineering, IT – Timber, Commerce
Week 7	2/9 - 6/9	Agriculture, Marine Studie, Industrial Technology-Timber, Music, Visual Arts
Week 8	9/9 - 13/9	History, History Elective
Week 9	16/9 - 20/9	French, Aboriginal Studies, Dance, iSTEM
Week 10	23/9 - 27/9	English, IT – Metals, IT Metals

Term 4

Week 1	14/10 - 18/10	
Week 2	21/10 - 25/10	PDHPE
Week 3	28/10 - 1/11	Dance, Science Extension, Child Studies, French
Week 4	4/11 - 8/11	Mathematics Standard Path, Food Technology, Marine, Food Technology
Week 5	11/11 - 15/11	Visual Arts, Science, English
Week 6	18/11 - 22/11	Agriculture, Mathematics Advanced Path, History
Week 7	25/11 - 29/11	IT - Engineering, IT – Timber, IT – Metals, IT – Metals, Industrial Technology – Timber, iSTEM
Week 8	2/12 - 6/12	
Week 9	9/12 - 13/12	
Week 10	16/12 - 20/12	

Frequently Asked Questions

General

1. Why do we need to complete assessment tasks?

Assessment tasks are used by teachers to determine your areas of strength and provide you feedback to achieve higher results. Teachers use the information gained through assessment tasks to write your reports each semester.

2. What information will I be given about assessment tasks?

Teachers will also provide you with a written notification which contains the specific information and requirements pertaining to each individual assessment task.

3. How much time will I have to complete an assessment task?

Teachers will give you at least two weeks notification of any assessment tasks. For some tasks, you may be given class time to work on the task, but this is not provided for every assessment task.

Support with tasks

4. Where can I get extra help with assessments?

Students who require support with assessment tasks are encouraged to talk to their classroom teacher first. The classroom teacher is able to provide extra advice and support to complete the task. If extensive support is required, the classroom teacher may be able to refer you to the Learning Support Team for individual assistance.

5. How can I get booked into ACTIVATE to get some extra support?

Teachers can book students into ACTIVATE for help with current assessment tasks. If you need help getting started and would like to be booked into ACTIVATE you need to discuss this with your class teacher. Students are unable to self-refer to ACTIVATE as it operates during class time.

6. Are there any other ways I can get help with assessment tasks?

Always talk to your classroom teacher first as they may be able to sit with you during recess or lunch to provide extra support. The Learning Centre is open before school, and during most recesses and lunches.

Absences

7. What should I do if I know I am going to be away on the day of an assessment task?

You need to speak to your teacher before your absence. You will be expected to submit the task before your absence. If this is not possible, you will need to ask for a misadventure form and complete it with all relevant information.

8. What do I do if I am sick on the day of an assessment task?

If you are sick on the day an assessment task is due OR the day of an in-class test, you will need to submit a misadventure form to your teacher upon your return to school. This will need to be signed by your parents or carers. You will still need to submit the assessment task or complete the test (within two days of returning to school).

9. What happens if I am away on school business (eg. playing sport for the school) on the day a task is due?

Representing the school on school business will be counted as a valid reason for non-submission of a task or missing an in-class task. In these circumstances you do not need to fill out a misadventure form. You will need to submit/complete the task in the next lesson. Should you be away that day, or not have the task to submit, you will be referred to lunchtime sessions to complete the task.

10. I was away when the assessment notification was handed out, does this mean I get an extension?

No. Any time you are absent, it is your responsibility to ask your teacher for any missed work. Being away on the day of a notification being handed out does not mean you will be given an extension. Students who are away for a considerable amount of time during the assessment period can apply for an extension using the misadventure form.

11. I have been away for a large amount of time this term and have missed most of the coursework. I feel I will struggle to complete the assessment task. What do I do?

You will need to talk to your teacher to discuss this and complete a misadventure form. If the teacher and Head Teacher support your application you will either receive a negotiated due date, a substitute task or an estimate.

Non-submission of tasks

12. What happens if I don't submit an assessment task on the due date?

You will still need to complete the task and may be required to complete lunchtime sessions supervised by your classroom teacher OR head teacher of the faculty. After you have completed the task to a satisfactory standard, the task will be submitted to your teacher for grading.

13. My computer stopped working the day before a task is due. Is this a valid reason for an extension?

No. Extensions need to be applied for at least two-days in advance of the due date. Technical failure is not a valid reason for late or non-submission. You need to ensure you back up your files on a regular basis. Email the file to yourself as you then will have access to the file on multiple computers.

14. What happens if I don't turn up for the lunchtime reflections?

If you refuse to attend the lunchtime sessions, you will be referred to the faculty Head Teacher. Further consequences may include contact home or placement on the monitoring card system.

15. Does the late submission of a task affect the grade I get for the task or my reports?

Not directly, grades are based on the standard of work achieved. However, students who submit work late may not be able to achieve as highly against the standards as they have not given themselves enough time to complete tasks to the best of their ability.

16. What should I do if I lose my copy of the assessment task notification?

You should see your teacher as soon as possible for a replacement copy. Some teachers may upload a copy of the assessment task onto their google classroom. They may email students a copy to their school email address. If teachers have provided students with access to an electronic version, students will be expected to access those for replacements.

Misadventure processes**17. Where do I get a copy of the misadventure form?**

You can ask any teacher for a copy of the misadventure form. There should be hard copies in all staffrooms and also with the Deputy and the front office staff. An electronic copy of the misadventure form is also available on our school website for downloading.

18. Who do I hand the misadventure form to?

Your class teacher. Make sure that you have completed Step One entirely and provided as much information as possible. You also need to make sure that the application is signed by a parent.

19. When do I need to hand the misadventure form in by?

If you are seeking an extension the misadventure form needs to be handed in TWO days before the due date. If you are applying for misadventure for illness/special circumstances, it must be submitted within one week of the due date.

20. I think I have a valid reason for not submitting the task on time but haven't yet filled out the misadventure form. Do I still need to attend the mandatory lunchtime catchup sessions?

Yes. If you have not submitted the task on the due date you will be expected to attend the lunchtime sessions until the misadventure form is submitted and approved. It is recommended to submit the misadventure form the day you return to school to avoid this situation.

21. I submitted a misadventure form and it has been approved. What happens now?

The classroom teacher or Head Teacher will let you know what the resolution outcome is. This may mean you need to hand the task in on a different day or your teacher may give you an estimate.

22. What do I do if I don't agree with the Head Teacher's decision about my misadventure/extension application?

If the Head Teacher has not approved your application for misadventure/extension you may make an appeal directly to the Principal. You will need to make an appointment to see the Principal within one week of receiving the Head Teacher's decision. The Principal's decision is final.

Other**23. My task is overdue, can I be booked into ACTIVATE to complete it?**

No. ACTIVATE is only to be used by students who are working on current assessment tasks. If your task is overdue you will be expected to complete it during the lunchtime catchup sessions.

24. The assessment task requires access to the internet and I don't have the internet at home. What do I do?

Talk to your teacher. They may be able to provide you with a hard copy of any information needed. Your teacher may also be able to organise some time for you to use computers during class time to work on the task. The school library is open before school and during recess and lunch every day for students to use the internet and work on assessment tasks.

25. Who do I contact for more information about assessment tasks?

You should always talk to your classroom teacher first – they have the best understanding of the task and its requirements. You can also contact the Head Teacher of the faculty. Refer to the back of this booklet for a list of the Head Teachers of each faculty.

ENGLISH

CORE

	Task 1	Task 2	Task 3	Task 4
Task Weighting	25%	25%	25%	25%
Week Due	Term 1 Week 10	Term 2 Week 9	Term 3 Week 10	Term 4 Week 5
Task Type	Life Writing	Imaginative Writing	Analytical	Examination
Outcomes Assessed	EN4-URA-01, EN4-ECB-01	EN5-URA-01, EN4-URB-01	EN5-RVL-01, EN5-URC-01, EN5-URC-01	EN5-RVL-01, EN5-URA-01, EN5-URB-01

STAGE 5 OUTCOMES 2024**EN5-RVL-01**

uses a range of personal, creative and critical strategies to interpret complex texts

EN5-URA-01

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

EN5-URB-01

evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes

EN5-URC-01

investigates and explains ways of valuing texts and the relationships between them

EN5-ECA-01

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

EN5-ECB-01

uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

MATHEMATICS CORE & ADVANCED PATH

CORE

09MATA CLASS

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	25%	25%	25%	25%	
Week Due	Term 1 Week 6	Term 2 Week 5	Term 3 Week 6	Term 4 Week 6	
Task Type	Investigation	Topic Test	Topic Test	Topic Test	
Outcomes Assessed	MAO-WM-01 MA5-ARE-C-01 MA5-VOL-C-01	MAO-WM-01 MA5-ALG-C-01 MA5-ALG-P-01	MAO-WM-01 MA5-TRG-C-01 MA5-TRG-C-02	MAO-WM-01 MA5-LIN-C-01 MA5-LIN-C-02 MA5-RAT-P-01 MA5-RAT-P-02 MA5-NLI-C-01	

Course Outcomes

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
MA5-ARE-C-01	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
MA5-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders
MA5-PRO-C-01	solves problems involving probabilities in multistage chance experiments and simulations
MA5-IND-C-01	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5-IND-P-01	applies the index laws to operate with algebraic expressions involving negative-integer indices
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions
MA5-ALG-P-01	simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions
MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems
MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-EQU-P-01	solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3 = k$
MA5-LIN-C-01	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form
MA5-RAT-P-01	identifies and solves problems involving direct and inverse variation and their graphical representations
MA5-RAT-P-02	analyses and constructs graphs relating to rates of change
MA5-NLI-C-01	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts
MA5-GEO-C-01	identifies and applies the properties of similar figures and scale drawings to solve problems
MA5-MAG-C-01	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures

MATHEMATICS CORE & STANDARD PATH

CORE

09MATB, 09MATC, 09MATD classes

	Task 1	Task 2	Task 3	Task 4
Task Weighting	25%	25%	25%	25%
Week Due	Term 1 Week 6	Term 2 Week 5	Term 3 Week 6	Term 4 Week 4
Task Type	Investigation	Topic Test	Topic Test	Topic Test
Outcomes Assessed	MAO-WM-01 MA5-ARE-C-01 MA5-VOL-C-01	MAO-WM-01 MA5-ALG-C-01 MA5-IND-C-01	MAO-WM-01 MA5-TRG-C-01 MA5-TRG-C-02	MAO-WM-01 MA5-LIN-C-01

*Note: Stage 4 content is assumed knowledge.

Course Outcomes

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
MA5-ARE-C-01	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
MA5-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders
MA5-PRO-C-01	solves problems involving probabilities in multistage chance experiments and simulations
MA5-GEO-C-01	identifies and applies the properties of similar figures and scale drawings to solve problems
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions
MA5-IND-C-01	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems
MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-LIN-C-01	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
MA5-NET-P-01	solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits
MA5-MAG-C-01	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures

SCIENCE

CORE

Component	Task 1	Task 2	Task 3	Task 4
Task Weighting	30%	30%	Formative	40%
Week Due	T1 Week 5/6	T2 W8	T3 W9	T4 W5
Task Type	Investigation: Urine Analysis	Topic Test – Biology & Chemistry	SRP	Final Exam
Outcomes Assessed	6WS, 7WS, 8WS, 9WS	14LW, 15LW, 16CW, 17CW	4WS, 5WS, 6WS	10PW, 11PW, 13ES, 14LW, 16CW

Course Outcomes

SC5-1VA	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC5-2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
SC5-3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
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
SC5-10PW	applies models, theories and laws to explain situations involving energy, force and motion
SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5-12ES	describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
SC5-13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
SC5-14LW	analyses interactions between components and processes within biological systems
SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17CW	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

GEOGRAPHY

CORE**(STUDIED SEMESTER 1)**

	Task 1	Task 2
Task Weighting	50%	50%
Week Due	Term 1 Week 9	Term 2 Week 7
Task Type	Biomes Skills Test	Urban Future Report
Outcomes Assessed	GE5-1, GE5-2, GE5-3, GE5-7,	GE5-2, GE5-4, GE5-5, GE5-7, GE5-8

Course 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
GE5-5	Assesses management strategies for places and environments for their sustainability
GE5-7	acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
GE5-8	Communicates geographical information to a range of audiences using a variety of strategies

HISTORY

CORE**(STUDIED SEMESTER 2)**

	Task 1	Task 2
Task Weighting	50%	50%
Week Due	Term 3 Week 8	Term 4 Week 6
Task Type	Overview & Making a Nation Test	World Wars Comparative
Outcomes Assessed	HT5-2, HT5-6, HT5-7, HT5-9, HT5-10	HT5-1, HT5-2, HT5-4, HT5-9, HT5-10

Course Outcomes

HT5-1	explains and assesses the historical forces and factors that shaped the modern world and Australia
HT5-2	sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
HT5-4	explains and analyses the causes and effects of events and developments in the modern world and Australia
HT5-5	identifies and evaluates the usefulness of sources in the historical inquiry process
HT5-6	uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
HT5-7	explains different contexts, perspectives and interpretations of the modern world and Australia
HT5-9	applies a range of relevant historical terms and concepts when communicating an understanding of the past
HT5-10	selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Personal Development,
Health & Physical Education

CORE

	Task 1	Task 2	Task 3
Task Weighting	25%	30%	45%
Week Due	Term 2 Week 3	Term 4 Week 2	Ongoing Yearly Practical - (Feedback of each term)
Task Type	Safe Planning	Yearly Examination	Ongoing Practical Observation
Outcomes Assessed	PD5.1, 5.6	PD 5.3, 5.5, 5.9	PD5.4, 5.5, 5.11

Course Outcomes

PD5.1	assesses their own and others' capacity to reflect on and respond positively to challenges
PD5.2	researches and appraises the effectiveness of health information and support services available in the community
PD5.3	analyses factors and strategies that enhance inclusivity, equality and respectful relationships
PD5.4	adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
PD5.5	appraises and justifies choices of actions when solving complex movement challenges
PD5.6	critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
PD5.7	plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
PD5.8	designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
PD5.9	assesses and applies self management skills to effectively manage complex situations
PD5.10	critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
PD5.11	refines and applies movement skills and concepts to compose and perform innovative movement sequences

Aboriginal Studies

ELECTIVE

	Task 1	Task 2	Task 3
Task Weighting	30%	30%	40%
Week Due	Term 1 Week 9	Term 2 Week 8	Term 3 Week 9
Task Type	Research Report	Class Test	Presentation
Outcomes Assessed	AST5-2, AST5-3, AST5-4, AST5-6, AST5-7, AST5-10, AST5-11	AST5-5, AST5-6, AST5-7, AST5-8, AST5-11	AST5-1, AST5-2, AST5-7, AST5-8, AST5-9, AST5-11

Course Outcomes

AST5-1	describes the factors that contribute to an Aboriginal person's identity
AST5-2	explains ways in which Aboriginal Peoples maintain identity
AST5-3	describes the dynamic nature of Aboriginal cultures
AST5-4	explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
AST5-5	explains the importance of families and communities to Aboriginal Peoples
AST5-6	explains the importance of self-determination and autonomy to Aboriginal Peoples' participation nationally and internationally
AST5-7	assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally
AST5-8	analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples
AST5-9	analyses factors that influence non-Aboriginal peoples' range of perceptions of Aboriginal Peoples & cultures
AST5-10	identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data
AST5-11	selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

Agriculture

ELECTIVE

	Task 1	Task 2	Task 3
Task Weighting	30%	40%	30%
Week Due	T2W5	T3W9	T4W6
Task Type	SRP	Practical	Exam
Outcomes Assessed	AG5-1, AG5-2 AG5-3, AG5-4, AG5-13, AG5-14	AG5-5, AG5-7 AG5-8, AG5-9, AG5-10, AG5-12, AG5-13, AG5-14	All

Course Outcomes

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
AG5-2	explains the interactions within and between agricultural enterprises and systems
AG5-3	explains the interactions within and between the agricultural sector and Australia's economy, culture and society
AG5-4	investigates and implements responsible production systems for plant and animal enterprises
AG5-5	investigates and applies responsible marketing principles and processes
AG5-6	explains and evaluates the impact of management decisions on plant production enterprises
AG5-7	explains and evaluates the impact of management decisions on animal production enterprises
AG5-8	evaluates the impact of past and current agricultural practices on agricultural sustainability
AG5-9	evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
AG5-10	implements and justifies the application of animal welfare guidelines to agricultural practices
AG5-11	designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts
AG5-12	collects and analyses agricultural data and communicates results using a range of technologies
AG5-13	applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
AG5-14	demonstrates plant and/or animal management practices safely and in collaboration with others

Child Studies

ELECTIVE

	Task 1	Task 2	Task 3
Task Weighting	40%	35%	25%
Week Due	Term 2 Week 3	Term 3 Week 5	Term 4 Week 3
Task Type	Practical/Report	Portfolio	Exam
Outcomes Assessed	CS5: 1, 2, 5, 6, 7, 8, 10, 12	CS5: 2, 3, 4, 5, 8, 9, 11	CS5: 4, 8, 9, 11

Course Outcomes

CS5-1	identifies the characteristics of a child at each stage of growth and development
CS5-2	describes the factors that affect the health and wellbeing of the child
CS5-3	analyses the evolution of childhood experiences and parenting roles over time
CS5-4	plans and implements engaging activities when educating and caring for young children within a safe environment
CS5-5	evaluates strategies that promote the growth and development of children
CS5-6	describes a range of parenting practices for optimal growth and development
CS5-7	discusses the importance of positive relationships for the growth and development of children
CS5-8	evaluates the role of community resources that promote and support the wellbeing of children and families
CS5-9	analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
CS5-10	demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
CS5-11	analyses and compares information from a variety of sources to develop an understanding of child growth and development
CS5-12	applies evaluation techniques when creating, discussing and assessing information related to child growth and development

	Task 1	Task 2	Task 3
Task Weighting	30%	40%	30%
Week Due	Week 9 Term 1	Week 6 Term 2	Week 6 Term 3
Task Type	Current Issues Journal	Business Plan	In class test
Outcomes Assessed	COM5-1, 5-2, 5-4, 5-7, 5-8	COM5-5, 5-6, 5-7, 5-8, 5-9	COM5-1, 5-2, 5-3, 5-4, 5-5

Course Outcomes

Com 5.1	applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
Com 5.2	analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
Com 5.3	examines the role of law in society
Com 5.4	analyses key factors affecting decisions
Com 5.5	evaluates options for solving problems and issues
Com 5.6	develops and implements plans designed to achieve goals
Com 5.7	researches and assesses information using a variety of sources
Com 5.8	explains information using a variety of forms
Com 5.9	works independently and collaboratively to meet individual and collective goals within specified timeframes

DRAMA

ELECTIVE

	Task 1	Task 2	Task 3	Task 4
Task Weighting	30%	30%	30%	10%
Week Due	Term 1 Week 10	Term 2 Week 6	Term 3 Week 7	Term 4 Week 8
Task Type	Monologue	Playbuilding	Script Writing	Duologue / Logbook
Outcomes Assessed	5.1.1, 5.1.3, 5.2.2, 5.3.3	5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.3.3	5.1.3, 5.1.4, 5.2.2, 5.3.3	5.1.4, 5.3.2, 5.3.1, 5.3.3

Course Outcomes

5.1.1	manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
5.1.2	contributes, selects, develops and structures ideas in improvisation and playbuilding
5.1.3	devises, interprets and enacts drama using scripted and unscripted material or text
5.1.4	explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
5.2.1	applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
5.2.2	selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
5.2.3	employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
5.3.1	responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
5.3.2	analyses the contemporary and historical contexts of drama
5.3.3	analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

Science Extension

ELECTIVE

	TASK 1	TASK 2	TASK 3
Task Weighting	40%	30%	30%
Week Due	T1 WK9	T2 WK10	T4 WK8
Task Type	Practical Task	2 nd Hand Investigation	Depth Study
Outcomes Assessed	Additional content	Additional content	Additional content

Course Outcomes - Additional content

- investigate characteristics of specific forces in terms of size and direction
- investigate some simple machines, eg levers, pulleys, gears or inclined planes
- trace the history of the development of particular devices or technologies, eg circuitry through to microcircuitry
- describe the scientific principles used in some traditional technologies used and developed by Aboriginal and Torres Strait Islander Peoples
- trace the history of pendulum-motion studies and its connection with timekeeping and setting standards of length
- debate intergenerational implications of the use of non-renewable energy resources
- research current ideas about the Earth's magnetic field and its effects
- investigate examples of how scientific knowledge has developed through collaboration of experts from across the disciplines of Science, eg space exploration and resource management
- describe the effect of the forces of the sun and moon on the hydrosphere
- investigate the role of forces and energy in the formation of different types of rocks and minerals
- describe some methods used by scientists to determine the relative age of rock layers
- debate the economic and environmental impacts of mining and resource exploration
- describe ways in which technology has increased the variety of made resources describe how people in occupations that involve the biological sciences use understanding and skills from across the disciplines of Science
- debate why society should support biological research
- design and construct simple keys to identify a range of living things
- classify, using a hierarchical system, a range of selected plants and animals to species level
- identify, using an example of an organism or group of organisms, where the classification has changed as a result of new evidence from technological developments, scientific discoveries and/or advances in scientific understanding
- research the contributions of Australian scientists to the study of human impact on environments and to local environmental management projects
- discuss how the observations and understanding of the structure, function and life cycles of native plants are used by Aboriginal and Torres Strait Islander Peoples
- research how a knowledge of physical properties of natural materials is used by Aboriginal and Torres Strait Islander Peoples in everyday life, eg tools, weapons, utensils, shelter, housing or bush medicine
- discuss the cost and benefits to society of the development of new materials
- investigate the nature of mineral crystals
- outline how some historical developments have contributed to evidence that has advanced our understanding of the particle model of matter
- investigate how the chemical properties of a substance will affect its use, eg flammability and ability to corrode
- explain the changes in pressure of gases in terms of increases or decreases in the frequency of particle collisions

	Task 1	Task 2	Task 3
Task Weighting	45%	30%	25%
Week Due	Term 2, Week 2	Term 3, Week 3	Term 4, Week 4
Task Type	Research and Report	Examination	Food Product Development
Outcomes Assessed	FT5-1, FT5-2, FT5-3, FT5-4, FT5-8, FT5-9, FT5 10, FT5-11, FT5-12	FT5-2, FT5-5, FT5-6, FT5-7, FT5-10, FT5-12, FT5-13	FT5-1, FT5-2, FT5-10, FT5-11, FT5-13

Course 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.

	Task 1	Task 2	Task 3
Task Weighting	25%	45%	30%
Week Due	Term 1 Week 9	Term 2 Week 8	Term 3 Week 8
Task Type	Source analysis Report	Advertisement Presentation	Visual Representation and Article
Outcomes Assessed	HTE 5.1, HTE 5.2, THE 5.5, HTE 5.6, HTE 5.7, HTE 5.8	HTE 5.3, HTE 5.4, HTE 5.5, HTE 5.6, HTE 5.7, HTE 5.8, HTE 5.10	HTE 5.1, HTE 5.3, HTE 5.4, HTE 5.6, HTE 5.8, THE 5.10

Course Outcomes

HTE 5-1	Applies an understanding of history, heritage, archaeology and the methods of historical inquiry
HTE 5-2	Examines the ways in which historical meanings can be constructed through a range of media
HTE 5-3	Sequences major historical events or heritage features, to show an understanding of continuity, change and causation
HTE 5-4	Explains the importance of key features of past societies or periods, including groups and personalities
HTE 5-5	Evaluates the contribution of cultural groups, sites and/or family to our shared heritage
HTE 5-6	Identifies and evaluates the usefulness of historical sources in an historical inquiry process
HTE 5-7	Explains different contexts, perspectives and interpretations of the past
HTE 5-8	Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HTE 5-9	Applies a range of relevant historical terms and concepts when communicating and understanding of the past
HTE 5-10	Selects and uses appropriate forms to communicate effectively about the past for different audiences

Industrial Technology – Engineering

ELECTIVE

	Task 1	Task 2		Task 3 & 4	
Task Weighting	15%	15%	20%	15%	35%
Week Due	Term 1 Week 7	Term 2 Week 4	Term 2 Week 6	Term 3 Week 6	Term 4 Week 7
Task Type	Design & Production	Research	Design & Analysis	Design	Development & Evaluation
Outcomes Assessed	IND5-1 IND5-2 IND5-7	IND5-5 IND5-9 IND5-10	IND5-1 IND5-3 IND5-4 IND5-8	IND5-2 IND5-5 IND5-9	IND5-1 IND5-3 IND5-4 IND5-6 IND5-7 IND5-8 IND5-10

Course 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

Industrial Technology – METALS

ELECTIVE

	Task 1	Task 2	Task 4
Task Weighting	15%	15%	40%
Week Due	Term 1 Week 11	Term 2 Week 5	Term 4 Week 7
Task Type	Production	Research	Exam
Outcomes Assessed	IND5-1 IND5-2 IND5-3	IND5-5 IND5-9 IND5-10	IND5-1, IND5-2 IND5-3, IND5-4 IND5-5, IND5-6 IND5-7, IND5-8

3

Course 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

Industrial Technology –

ELECTIVE

TIMBER

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	15%	15%	20%	15%	35%
Week Due	Term 1 Week 7	Term 2 Week 4	Term 2 Week 6	Term 3 Week 6	Term 4 Week 7
Task Type	Design & Production	Research	Design & Production	Design	Development & Evaluation
Outcomes Assessed	IND5-1 IND5-2 IND5-3	IND5-5 IND5-9 IND5-10	IND5-1 IND5-3 IND5-4 IND5-8	IND5-2 IND5-5 IND5-9	IND5-1 IND5-3 IND5-4 IND5-6 IND5-7 IND5-8 IND5-10

Course 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

French

ELECTIVE

	Task 1	Task 2	Task 3	Task 4
Task Weighting	25%	25%	25%	25%
Week Due	Term 1 Week 10	Term 2 Week 7	Term 3 Week 9	Term 4 Week 4
Task Type	Oral Presentation	Photobook	Listening Comprehension	Reading Comprehension
Outcomes Assessed	LFR5-1C, LFR5-5U	LFR5-6U	LFR5-2C, LFR5-3C	LFR5-7U, LFR5-8U

Course Outcomes

LFR5-1C	manipulates French in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
LFR5-2C	identifies and interprets information in a range of texts
LFR5-3C	evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
LFR5-5U	demonstrates how French pronunciation and intonation are used to convey meaning
LFR5-6U	analyses the function of complex French grammatical structures to extend meaning
LFR5-7U	analyses linguistic, structural and cultural features in a range of texts
LFR5-8U	explains and reflects on the interrelationship between language, culture and identity

Marine and Aquaculture

ELECTIVE

Technology

	Task 1	Task 2	Task 3
Task Weighting	40%	30%	30%
Week Due	T2W6	T3W7	T4W7
Task Type	Student research project	Practical assessment	Yearly Exam
Outcomes Assessed	MAR5- 4, 5, 6	MAR5-7, 8, 9	ALL

Course Outcomes

MAR5-1	identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships
MAR5-2	identifies, describes and evaluates the social and economic importance of marine ecosystems
MAR5-3	identifies, describes and evaluates the effects humans have had on the marine environment
MAR5-4	explains why aquaculture provides an economically sustainable source of food
MAR5-5	assesses the potential of aquaculture to sustain wild fish stocks and the aquatic environment
MAR5-6	evaluates the economic and environmental sustainability of aquacultural pursuits
MAR5-7	identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment
MAR5-8	identifies, describes and evaluates policies for monitoring and conserving the marine environment
MAR5-9	selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings
MAR5-10	demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations
MAR5-11	identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits
MAR5-12	identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment
MAR5-13	collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information
MAR5-14	recalls aspects of the marine environment using relevant conventions, terminology and symbols

Music

ELECTIVE

	Task 1	Task 2	Task 3	Task 4
Task Weighting	15%	30%	25%	30%
Week Due	Term 1, Week 7	Term 2, Week 6	Term 3, Week 7	Term 3, Week 7
Task Type	Performance	Performance & Listening	Composition	Performance & Listening
Outcomes Assessed	5.1-3, 5.11	P: 5.1-3, 5.11 L: 5.7-10	5.4-6, 5.12	P: 5.1-3, 5.11 L: 5.7-10

Course Outcomes

5.1	Performing	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	Compose	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	Listening	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	Value	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

	Task 1	Task 2	Task 3	Task 4
Component				
Task Weighting	25%	25%	25%	25%
Week Due	T1 W9	T2 W9	T3 W9	T4 W3
Task Type	Performance and appreciation	Composition and Rationale	Dance film and Viva voce	Research Task
Outcomes Assessed	5.1.1, 5.1.3	5.1.2, 5.2.1, 5.2.2	5.1.3, 5.2.2, 5.3.2	5.3.1, 5.2.1, 5.3.3

Course Outcomes

5.1.1	Demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
5.1.2	Demonstrates enhanced dance technique by manipulating aspects of the elements of dance
5.1.3	Demonstrates an understanding and application of aspects of performance quality and interpretation through performance
5.2.1	Explores the elements of dance as the basis of the communication of ideas
5.2.2	Composes and structures dance movement that communicates an idea
5.3.1	Describes and analyses dance as the communication of ideas within a context
5.3.2	Identifies and analyses the link between their performances and compositions and dance works of art
5.3.3	Applies understandings and experiences drawn from their own work and dance works of art

Physical Activity & SportStudies (PASS)

ELECTIVE

	Task 1	Task 2	Task 3
Component			
Task Weighting	30%	30%	40%
Week Due	Term 1 Week 9	Term 3 Week 4	Ongoing Yearly Practical (Feedback end of each term)
Task Type	Coaching exam	Olympics gala day presentation	Ongoing observation
Outcomes Assessed	5-5, 5-7, 5-8	5-7, 5-8, 5-9	PD5.4, 5.5, 5.11

Course 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.

ISTEM

ELECTIVE

	Task 1	Task 2	Task 3
Task Type	Research Portfolio	Project	Examination
Task Weighting	30%	30%	40%
Week Due	Term 2 Week 3	Term 3 Week 9	Term 4 Week 7
Outcomes Assessed	ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-10	ST5-1, ST5-2, ST5-8, ST5-9	ST5-2, ST5-3, ST5-5, ST5-9, ST5-10

Course Outcomes

ST5-1	designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems
ST5-2	demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts
ST5-3	applies engineering design processes to address real-world STEM-based problems
ST5-4	works independently and collaboratively to produce practical solutions to real-world scenarios
ST5-5	analyses a range of contexts and applies STEM principles and processes
ST5-6	selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems
ST5-7	selects and applies project management strategies when developing and evaluating STEM-based design solutions
ST5-8	uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences
ST5-9	collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions
ST5-10	analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment.

Visual Arts

ELECTIVE

	Task 1	Task 2	Task 3
Weighting	35%	30%	35%
Week Due	Part A: Term 1 Week 7 Part B: Term 2 Week 4	Term 3 Week 7	Term 4 Week 5
Task Type	Artwork & V/Diary Research	Artwork Rationale	Artwork & V/Diary Research
Outcomes Assessed	5.2, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.9, 5.10	5.1, 5.3, 5.5, 5.7, 5.8, 5.9

Course Outcomes

Artmaking	
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
Critical and Historical	
5.7	Applies their understanding of aspects of practice to critical and historical interpretations of art
5.8	Uses their understanding of the function of and relationships between artist – artwork – world audience in critical and historical interpretations of art
5.9	Demonstrates how the frames provide different interpretations of art
5.10	Demonstrates how art criticism and art history construct meaning



Queanbeyan High School

PRINCIPAL

Ms Jennifer Green

Yr9 Deputy Principal

Mrs Melinda Adderley

Head Teachers

ENGLISH/MUSIC

Mr Phillip Nimmo

MATHEMATICS

Ms Kerrie Jenkins

SCIENCE

Mrs. Simone Norrish

HSIE

Mr Ross Mackay

PDHPE

Mr Kyle Bray

TAS / VISUAL ARTS

Mr Luke Warwick

TEACHING AND LEARNING (Learning Centre)

Ms Trisha Long

SUPPORT

Year 9 Student Advisor

MR Rory Burt and Ms Anna Wilkey

