Queanbeyan High School

High Expectations – High Achievement

Year 10 Assessment Booklet

2023

NSW EDUCATION STANDARDS AUTHORITY

NSW GOVERNMENT Education


assessment
verbs
reporting
challenge
levels
descriptors
transparency
feedforward
feedback
standards
attributes
criteria
validity
balance
tasks
teaching
certification
weighting
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fairness
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equity
reliability
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learning

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Further Reading

The information provided in this booklet is intended as a concise summary of the most relevant information regarding HSC assessment policy and processes. It is not comprehensive and staff, students and parents are encouraged to access the following resources for further information:

- NSW Education Standards Authority Website: www.educationstandards.nsw.edu.au
- Assessment Certification Examination (ACE) Manual Website: https://ace.nesa.nsw.edu.au
- QHS Senior (10-12) Misadventure Form available on the school website

Introduction

The information in this booklet is designed to provide students and parents with a summary of the assessment outline and expectations of Year 10. The information on the following pages is not comprehensive but designed to be a quick reference for the most relevant information.

Staff, Students and Parents are encouraged to read the information contained within this booklet carefully and ensure they understand all assessment requirements.

Pattern of Study

In Year 10, 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	Industrial Technology – Metals, Industrial Technology - Timber, Marine Studies,Music, Physical Activity & Sport Studies
Line 2	Agriculture, Food Technology, Industrial Technology – Timber, Mathematics Extension, Visual Arts
Line 3 *Combined 9/10 elective*	Aboriginal Studies, Child Studies, Commerce, Drama, French, History Elective, Information Software Technology, Science Extension STEM, Textile Technology

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.

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, it's 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. They also receive a presentation from a member of the senior executive at the start of the year to clarify assessment processes and expectations.

Students are expected to refer to this booklet for any information regarding assessment tasks. The 'Frequently Asked Questions' at the end of this booklet is 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. In line with NESA policy, should students not submit tasks by the due date they will receive an automatic zero which could put the satisfactory completion of their course in jeopardy.

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.

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 and available on the NESA website. These assessment requirements and procedures 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 for access by staff, students and parents:

- Year 10 Assessment Booklet (this booklet)
- Guide to Year 10 Assessment – PowerPoint presentation
- Misadventure Form (10-12)
- A link to relevant websites such as NESA and ACE.

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.

Record of School Achievement (RoSA) Grades

Courses satisfactorily completed in Year 10 (and any electives completed in Year 9) will appear on a students 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).

The only exception to this is Mathematics. In Year 10, there are three various levels of Mathematics a student can study, called 5.1, 5.2 or 5.3. All students study the 5.1 course. Most students are exposed to the 5.2 course, while some students are exposed to the more challenging 5.3 course. This allows schools to deliver the appropriate level of Mathematics to their students.

Students receive a ROSA grade for Mathematics ranging from A10 down to E2, taking into account which level of Mathematics they are studying. Only those students who are studying the 5.3 course outcomes are able to receive the higher RoSA grades. It is possible for a student following a 5.1/5.2 pathway to receive an A on their school report for that course, but only a C6 on their ROSA grade (as the RoSA grades compare students across all levels of mathematics studied).

RoSA grades are determined on course rankings at the end of the year which are in turn affected by late or non-submission of tasks. It is therefore important to realize that students who do not submit assessment tasks on time are directly affecting the RoSA grade that they receive.

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 10, the courses that students study are listed as part of their ROSA (Record of School Achievement). Schools are required to follow NESA rules and regulations regarding a students' 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 NESA requirements, but will receive a zero mark. In general, successful completion of a ROSA course in Year 10 is a prerequisite for entry into the Preliminary Course in Year 11.

N- warning letters can also be sent for students who are not demonstrating a sustained diligence 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.

Assessment Tasks

Assessment tasks will be clearly designated. All tasks are included in individual subject schedules and at least two weeks notice will be given to students via a "Notice of Assessment Task Form". Students will be required to sign upon receipt and submission of these tasks. All tasks should be clearly outlined in the notice and give information pertaining to the nature of the task, the outcomes being assessed and the marking schedule giving individual component weightings.

Completion of Assessment tasks

i) The NSW Education Standards Authority (NESA) expects students to undertake all assessment tasks set. The minimum requirement is that the student must make a genuine attempt at assessment tasks which contribute in excess to 50% of available marks. The Principal is required to certify that the course has been studied satisfactorily. Unsatisfactory attendance may lead to the non-completion of a course(s).

ii) **Assessment tasks such as essays, assignments, fieldwork reports etc which are to be completed in the student's own time must be submitted on the due date or the task will incur a zero mark.** Students are still required to submit the task, even if a zero mark has been awarded, to satisfactorily complete NESA requirements.

iii) **For "in-school" assessment tasks such as formal examinations, class and practical tests, oral presentations etc, students must attend on the day specified. If an assessment examination or in-class task is missed, a zero mark will be awarded automatically.** Students will be given the opportunity to complete the task at a later date, but a zero mark will still apply unless an appeal is submitted and upheld.

iv) If a student is absent from school on the due date of an assessment task because of a legitimate school activity (e.g. sporting excursion) the student must submit the task before going on the excursion. **The due date is only the last day on which the task could be submitted.**

v) A non-serious attempt at an assessment task will be regarded as a non-attempt and will be awarded a zero mark. Responses submitted which are of a trivial, frivolous or offensive nature may be regarded as non-serious. Completing only the Multiple-Choice section of an examination will be deemed a non-serious attempt.

vi) VET Work Placement is NOT a valid reason for submitting a task late. Students are still expected to submit all assessments tasks by their due date. Failure to do so will result in a zero mark.

vii) The school is required to keep a record of all assessment marks each student gains, and a record of what each mark was for. NESA requires that these marks remain confidential.

It is not possible for a student or parent to add up the marks for the assessment tasks and average them to arrive at the final assessment mark. A process of adding weighted scores and moderation takes place for the final marks to be determined.

The school is not required to keep documentary evidence of work submitted by all student's e.g. test answers, essays, tapes etc. In the normal course of events, these would have been returned to students shortly after assessment. (It is at this time students must query teachers with any concerns they may have about the marks awarded for the task. The teacher will consider any query and make a final decision, while providing constructive feedback to the student). If students are not satisfied with the outcome of this, they should discuss their concerns with the Head Teacher of that subject.

Absence from Assessment tasks

i) In the event of non-attendance on the day of an assessment task, the student or their parent/guardian must notify the school of the student's absence as early as possible. In the case of absence due to illness, a medical certificate is required. This notification must be confirmed in writing to the Principal.

ii) Where a candidate is unable to complete an assessment task on or by the assigned date, the students must complete a misadventure form available from the Head Teacher of the relevant faculty at the first available opportunity. In exceptional circumstances, where the completion of the original or a substitute task is not feasible, the Principal may authorise the use of an estimate based on other appropriate evidence.

iii) Students seeking an extension must apply in writing no less than 5 school days prior to the task being due using the Misadventure Form. Individual cases will be considered by the class teacher, head teacher and the Principal before a final decision is made. It cannot be assumed that extensions are granted automatically.

Prolonged Absences

i) In cases of prolonged absences, which will affect multiple tasks (eg. sick the week of Trial Examinations), the student is required to complete a Misadventure form and submit it directly to the Deputy Principal.

ii) In some cases, the student will be required to complete the tasks at the first possible convenience. In other cases, the assessment will be determined using completed tasks for that student only. This is at the discretion of the Senior Executive.

iii) Where a student is inconvenienced due to misadventure the school should be notified as early as possible to organise alternate arrangements.

Plagiarism and Malpractice

i) Plagiarism or the unacknowledged copying from any secondary sources will incur a mark of zero.

ii) Unless given specific instructions from teachers, students are expected to follow the 'Guide to Referencing' provided at the end of this booklet when referencing other sources in assessment tasks

iii) Further information regarding exact activities which count as malpractice can be found on the ACE website: http://ace.NESA.nsw.edu.au/ace-9023

Technological Failure

i) Computer/printer failure is not an automatic excuse for inability to complete tasks on the due date. It is the student's responsibility to back-up any work in progress, and keep a hard copy of the text.

ii) Extensions will only be considered if students can provide proof of work completed and can outline the direction of their work to the teacher.

Disability Provisions

i) Some students may have additional HSC examination needs related to a physical condition, visual impairment, hearing loss, or trouble expressing ideas in writing. Disability Provision Application forms are available at the school. Students wishing to apply for disability provisions should see their Year Advisor, Mrs Prexl, any member of the executive or Learning and Support Team.

ii) The deadline for disability provisions applications is approximately **early April**.

iii) Should some other unexpected event or circumstances that will negatively affect a student's performance in the HSC Examinations arise after the deadline, students or their parents should contact the school as there are special avenues for provisions for these incidents.

Calendar of Tasks

Term 1

Week 1			**Friday 27th – Staff Development Day**
Week 2	A	*30/1 – 3/2*	
Week 3	B	*6/2-10/2*	
Week 4	A	*13/2-17/2*	
Week 5	B	*20/2-24/2*	
Week 6	A	*27/2-3/3*	Mathematics 5.2/5.3
Week 7	B	*6/3-10/3*	Industrial Technology-Timber
Week 8	A	*13/3-17/3*	History Mathematics Extension
Week 9	B	*20/3-24/3*	English Science Extension History Elective Aboriginal Studies
Week 10	A	*27/3-31/3*	Mathematics 5.1/5.2 Commerce Drama French Textiles IST STEM
Week 11	B	*3/4-7/4*	Industrial Technology – Metal Music Visual Arts

Calendar of Tasks

Term 2

Week 1	A	*24/4-28/4*	
Week 2	B	*1/5-5/5*	PDHPE
Week 3	A	*8/5-12/5*	Agriculture Food Technology
Week 4	B	*15/5-19/5*	PASS Marine Industrial Technology-Timber Child Studies
Week 5	A	*22/5-26/6*	History, Mathematics Extension
Week 6	B	*29/5-2/6*	Science Commerce Drama
Week 7	A	*5/6-9/6*	Mathematics 5.1/5.2, Mathematics 5.2/5.3, Visual Arts
Week 8	B	*12/6-16/6*	Hist. Elective French Textiles IST Aboriginal Studies Industrial Technology-Timber
Week 9	A	*19/6-23/6*	English Industrial Technology – Metal Music
Week 10	B	*26/6-30/6*	Science Extension

Calendar of Tasks

Term 3

Week 1	A	*17/7-21/7*	
Week 2	B	*24/7-28/7*	
Week 3	A	*31/7-4/8*	Industrial Technology-Timber
Week 4	B	*7/8-11/8*	Food Technology Visual Arts
Week 5	A	*14/8-18/8*	Mathematics 5.1/5.2 Mathematics 5.2/5.3 Child studies
Week 6	B	*21/8-25/8*	PASS Marine Industrial Technology-Timber Music
Week 7	A	*28/8-1/9*	Commerce Drama Mathematics Extension Agriculture
Week 8	B	*4/9-8/9*	Geography Science
Week 9	A	*11/9-15/9*	Mathematics 5.2/5.3 Mathematics 5.1/5.2 STEM French Textiles IST History Elective Aboriginal Studies
Week 10	B	*18/9-22/9*	English Industrial Technology - Metal

Calendar of Tasks

Term 4

Week 1	A	*9/10-13/10*	
Week 2	B	*16/10-20/10*	Marine Industrial Technology-Timber Music
Week 3	A	*23/10-27/10*	Geography PDHPE Visual Arts Agriculture Food Technology
Week 4	B	*30/10-3/11*	Science English French Textiles Child studies
Week 5	A	*6/11-10/11*	Industrial Technology - Metals
Week 6	B	*13/11-17/11*	Mathematics Extension
Week 7	A	*20/11-24/11*	
Week 8	B	*27/11-1/12*	Drama STEM Science Extension
Week 9	A	*4/12-8/12*	
Week 10	B	*11/12-15/12*	**Friday 15th December - Last Day of School for students**
Week 11	A	*18/12-22/12*	**Staff Development Days**

English

CORE

	Task 1	Task 2	Task 3	Task 4
Task Weighting	25%	25%	25%	25%
Week Due	Term 1 Week 9	Term 2 Week 9	Term 3 Week 10	Term 4 Week 4
Task Type	Multimodal Text Composition	Extended Response	Representation and Student Rationale	Topic Test
Outcomes Assessed	EN5-2A EN5-3B EN5-9E	EN5-1A EN5-4B EN5- 5C	EN5-4B EN5-5C EN5-8D EN5-9E	EN5-5C EN5-6C EN5-7D

Course 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, strategiesand 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 effectson meaning
EN5 – 4B	Effectively transfers knowledge, skills and understanding of language concepts intonew and different contexts
EN5 – 5C	Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
EN5-6C	Investigates the relationships between and among texts
EN5 – 7D	Understands and evaluates the diverse ways texts can represent personal and public worlds
EN5 – 8D	Questions, challenges and evaluates cultural assumptions in texts and their effectson meaning
EN5 – 9E	Purposefully reflects on, assesses and adapts their individual and collaborativeskills with increasing independence and effectiveness

Mathematics 5.2/5.3

CORE

(10MATA class only)

	Task 1	Task 2	Task 3	Task 4
Task Weighting	25%	25%	25%	25%
Week Due	Term 1 Week 6	Term 2 Week 7	Term 3 Week 5	Term 3 Week 9
Task Type	Investigation	Topic Test 1	Topic Test 2	Topic Test 3
Outcomes Assessed	MA5.2-11MG MA5.2-12MG MA5.3-13MG MA5.3-14MG	MA5.2-9NA MA5.2-10NA MA5.3-8NA MA5.3-9NA	MA5.2-13MG MA5.3-15MG	MA5.2-15SP MA5.2-16SP MA5.3-18SP

*Note: Stage 5.1 content is assumed knowledge and can be examined at any time throughout the Year 10 5.2/5.3 course.

Working Mathematically

MA5.2 – 1WM Selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2 – 2WM Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2 – 3WM Constructs arguments to prove and justify results
MA5.3 – 1WM Uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
MA5.3 – 2WM Generalises mathematical ideas and techniques to analyse and solve problems efficiently
MA5.3 – 3WM Uses deductive reasoning in presenting arguments and formal proofs

Number and Algebra

MA5.2 – 4NA Solves financial problems involving compound interest
MA5.2 – 5NA Recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2 – 6NA Simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2 – 7NA Applies index laws to operate with algebraic expressions involving integer indices
MA5.2 – 8NA Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations
MA5.2 – 9NA Uses the gradient-intercept form to interpret and graph linear relationships
MA5.2 – 10NA Connects algebraic and graphical representations of simple non-linear relationships
MA5.3 – 4NA Draws, interprets and analyses graphs of physical phenomena
MA5.3 – 5NA Elects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3 – 6NA Performs operations with surds and indices
MA5.3 – 7NA Solves complex linear, quadratic, simple cubic and simultaneous equations and rearranges literal equations
MA5.3 – 8NA Uses formulas to find midpoint, gradient and distance on the Cartesian plane and applies standard forms of the equation of a straight line
MA5.3 – 9NA Sketches and interprets a variety of non-linear relationships

Measurement and Geometry

MA5.2 – 11MG Calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2 – 12MG Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2 – 13MG Applies trigonometry to solve problems, including problems involving bearings
MA5.2 – 14MG Calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.3 – 13MG Applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
MA5.3 – 14MG Applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
MA5.3 – 15MG Applies Pythagoras' Theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions

Statistics and Probability

MA5.2 – 15SP Uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2 – 16SP Investigates relationships between two statistical variables, including their relationship over time
MA5.2 – 17SP Describes and calculates probabilities in multi-step chance experiments
MA5.3 – 18SP Uses standard deviation to analyse data

Mathematics 5.1/5.2

CORE

(10MATB, 10MATC, 10MATD classes)

	Task 1	Task 2	Task 3	Task 4
Task Weighting	25%	25%	25%	25%
Week Due	Week 10 Term 1	Week 7 Term 2	Week 5 Term 3	Week 9 Term 3
Task Type	Topic Test	Topic Test	Investigation - Data	Topic Test
Outcomes Assessed	MA5.1-6NA MA5.2-9NA	MA5.1-10MG MA5.2-13MG	MA5.1-12SP MA5.2-15SP MA5.2-16SP	MA5.1-13SP MA5.2-17SP

*Note: Stage 4 and Year 9 5.1 content are assumed knowledge and can be examined at any stage throughout the course

Working Mathematically

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
MA5.2 – 1WM Selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2 – 2WM Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2 – 3WM Constructs arguments to prove and justify results

Number and Algebra

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
MA5.2 – 4NA Solves financial problems involving compound interest
MA5.2 – 5NA Recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2 – 6NA Simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2 – 7NA Applies index laws to operate with algebraic expressions involving integer indices
MA5.2 – 8NA Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations
MA5.2 – 9NA Uses the gradient-intercept form to interpret and graph linear relationships
MA5.2 – 10NA Connects algebraic and graphical representations of simple non-linear relationships

Measurement and Geometry

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
MA5.2 – 11MG Calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2 – 12MG Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2 – 13MG Applies trigonometry to solve problems, including problems involving bearings

Statistics and Probability

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
MA5.2 – 15SP Uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2 – 16SP Investigates relationships between two statistical variables, including their relationship over time
MA5.2 – 17SP Describes and calculates probabilities in multi-step chance experiments

Science

CORE

	Task 1	Task 2	Task 3
Task Weighting	40%	30%	30%
Week Due	Term 2 Week 6	Term 3 Week 8	Term 4 Week 4
Task Type	Student Research Project	Practical assessment	Yearly Exam
Outcomes Assessed	**SC5-WS4, SC5-WS5, SC5-WS6, SC5-WS7, SC5-WS9**	**SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS**	**ALL**

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

Semester 2 - 2022

	Task 1	Task 2
Task Weighting	50%	50%
Week Due	Week 8, Term 3	Week 3, Term 4
Task Type	Fieldwork Presentation	Topic Test – Sources and Skills
Outcomes Assessed	GE5-1, GE5-2, GE5-4,GE5-5, GE5-7, GE5- 8	GE 5-2, GE 5-3,GE5-4,GE5-6, 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
GE5-4	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

History

Semester 1 - 2022

CORE

	Task 1	Task 2
Task Weighting	50%	50%
Week Due	Week 8, Term 1	Week 5, Term 2
Task Type	Topic Test - Overview & Historical skills	Digital Time Capsule
Outcomes Assessed	HT5-3, HT5-5, HT5-6, HT5-7, HT5-9,HT5-10	HT5-1, HT5-2, HT5-4,HT5-8, 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
HT5-3	explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT5-4	explains and analyses the causes and effects of events and developments in the modern world and Australia
HT5-5	identifies and evaluates the usefulness of sources in the historical inquiry process
HT5-6	uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
HT5-7	explains different contexts, perspectives and interpretations of the modern world and Australia
HT5-8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HT5-9	applies a range of relevant historical terms and concepts when communicating an understanding of the past
HT5-10	selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Personal Development, Health & Physical Education

CORE

	Task 1	Task 2	Task 3
Task Weighting	25%	30%	45%
Week Due	Week 2, Term 2	Week 3, Term 4	Ongoing– Feedback each term
Task Type	Research Project	Yearly Exam	Practical
Outcomes Assessed	PD5.2	PD5.1, 5.2, 5.7	PD5.4, 5.5, 5.11

Course Outcomes

5.1	analyses how they can support their own and others' sense of self
5.2	evaluates their capacity to reflect on and respond positively to challenges
5.3	analyses factors that contribute to positive, inclusive and satisfying relationships
5.4	adapts, transfers and improvises movement skills and concepts to improve performance
5.5	composes, performs and appraises movement in a variety of challenging contexts
5.6	analyses attitudes, behaviours and consequences related to health issues affecting young people
5.7	analyses influences on health decision making and develops strategies to promote health and safe behaviours
5.8	critically analyses health information, products and services to promote health
5.9	formulates goals and applies strategies to enhance participation in lifelong physical activity
5.10	adopts roles to enhance their own and others' enjoyment of physical activity

Aboriginal Studies

ELECTIVE

	Task 1	Task 2	Task 3
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	T2W3	T3W7	T4W3
Task Type	SRP	Practical	Yearly 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	performs plant and animal management practices safely and in cooperation with others

Child Studies

ELECTIVE

	Task 1	Task 2	Task 3
Task Weighting	45%	25%	25%
Week Due	Week 4, Term 2,	Week 5, Term 3	Week 4, Term 4
Task Type	Practical / Report	Case Study	Exam
Outcomes Assessed	CS5-1, CS5-2, CS5-3, CS5-5, CS5-8, CS5-9, CS5-11, CS5-12	CS5-2, CS5-5, CS5-8, CS5-9, CS5-10 , CS5-11	CS5-1, 2, 5, 8, 11 OR CS5-2, 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

Commerce

ELECTIVE

	Task 1 – Research Task	Task 2 – Plan your own business	Task 3 – The Economic & Business Environment Test
Task Weighting	30%	40%	30%
Week Due	Week 10 Term 1	Week 6 Term 2	Week 7 Term 3
Task Type	Consumer & Financial Task	My Business Rules	Topic 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

French

ELECTIVE

	Task 1	Task 2	Task 3	Task 4
Unit of Work	Welcome to the French Classroom (Weeks 1-5) and Introducing Me (Weeks 6-10)	Who's important in my life?	A Table: Food and Birthday	French History and Culture
Task Description	Oral Presentation	Photobook	Listening Comprehension	Reading Comprehension
Task Weighting	25%	25%	25%	25%
Week Due	Term 1 Week 10	Term 2 Week 8	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

Drama

ELECTIVE

	Task 1	Task 2	Task 3	Task 4
Task Weighting	30 %	30 %	30 %	10 %
Week Due	Week 10 Term 1	Week 6 Term 2	Week 7 Term 3	Week 8 Term 4
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, dramatictechniques, theatrical conventions and technologies.
5.2.1	applies acting and performance techniques expressively and collaboratively to communicatedramatic 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, theatricalconventions and technologies to create dramatic meaning.
5.3.1	responds to, reflects on and evaluates elements of drama, dramatic forms, performancestyles, dramatic techniques and theatrical conventions
5.3.2	analyses the contemporary and historical contexts of drama
5.3.3	analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

Food Technology

ELECTIVE

	Task 1	Task 2	Task 3
Task Weighting	45%	35%	20%
Week Due	Term 2, Week 3	Term 3, Week 4	Term 4, Week 3
Task Type	Report and Practical	Examination	Case Study and Practical
Outcomes Assessed	FT5-1, FT5-5, FT5-8, FT5-10, FT5-11	FT5-2, FT5-3, FT5-4, FT5-7, FT5-12, FT5-13	FT5-6, FT5-8, FT5-9, FT5-12, 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.

History (Elective)

ELECTIVE

	Task 1 – History, Heritage and Archaeology Task	**Task 2** – Historical Investigation Task	**Task 3** – Thematic Study Task
Task Weighting	25%	45%	30%
Week Due	W9T1	W8T2	W9T3
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 (Metal)

ELECTIVE

	Task 1	Task 2	Task 3	Task 4
Task Weighting	15%	15%	30%	40%
Week Due	Term 1 Week 11	Term 2 Week 9	Term 3 Week 10	Term 4 Week 5
Task Type	Production	Research	Production	Examination
Outcomes Assessed	IND5-1, 5-2, 5-3	IND5-5, 5-9, 5-10	IND5-3, 5-4, 5-5, 5-6, 5-7, 5-8	IND5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8

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 (Timber)

ELECTIVE

	Task 1	Task 2		Task 3	
Task Name	**Carry All (Carcass)**	**Wood-turning Lathe**		**Inlaid Bedside Cabinet**	
		Multimedia Presentation	Carry All (Handle)	CAD Model	Prototype
Task Weighting	20%	15%	15%	20%	30%
Week Due	Term 1 Week 7	Term 2 Week 4	Term 2 Week 8	Term 3 Week 6	Term 4 Week 4
Task Type	Design & Production	Research	Design & Production	Design	Development & Evaluation
Outcomes Assessed	IND5-1 IND5-3 IND5-4 IND5-8	IND5-5 IND5-9 IND5-10	IND5-3 IND5-4 IND5-7	IND5-2 IND5-5 IND5-9 IND5-10	IND5-1 IND5-6 IND5-3 IND5-7 IND5-4 IND5-8

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 producequality 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 qualityof 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 culturalissues locally and globally

Information & Software Technology

ELECTIVE

	Task 1	Task 2	Task 3
Task Weighting	30%	30%	40%
Week Due	Term 1 Week 10	Term2 Week 8	Term 3 Week 8
Task Type	Project 1	Project 2	Project 3 & Practical Skills
Outcomes Assessed	5.1.1, 5.2.1, 5.2.2, 5.5.2	5.2.2, 5.3.2, 5.4.1, 5.5.1	5.1.2, 5.3.1, 5.5.2, 5.5.3

Course 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

Marine & Aquaculture Studies

ELECTIVE

	Task 1	Task 2	Task 3
Task Weighting	20%	30%	30%
Week Due	T2W4	T3W6	T4W2
Task Type	2nd Hand Investigation	Project	Exam
Outcomes Assessed	MAR5- 4, 5, 6	MAR5-7, 8, 9	Mar, 1,2 3,5 ,10,11, 14

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

Mathematics Extension

ELECTIVE

	Task 1	Task 2	Task 3	Task 4
Task Weighting	30%	20%	30%	20%
Week Due	Week 8 Term 1	Week 5 Term 2	Week 7 Term 3	Week 6 Term 4
Task Type	Topic test 1	Investigation 1	Topic Test 2	Investigation 2
Outcomes Assessed	MA5.3-5NA MA5.3-6NA MA5.3-9NA MA-5.3-11NA	MA5.3-10NA MA5.3-13MG MA5.3-14MG	MA5.3-15MG	MA5.3-9NA MA5.3-12NA

Course Outcomes

MA5.3-6NA	Performs operations with surds and indices
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
MA5.3-18SP	Uses standard deviation to analyse data
MA5.3-19SP	Investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes
MA5.3-13MG	Applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
MA5.3-14MG	Applies formulas to find the volume of right pyramids, right cones, spheres and related composite solids
MA5.2-5NA	Recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.3-5NA	Selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3-7NA	Solve complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.3-15MG	Applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
MA5.3-9NA	Sketches and interprets a variety of non-linear relationships
MA5.3-12NA	Uses function notation to describe and sketch functions

Music

ELECTIVE

	Task 1	Task 2	Task 3	Task 4
Task Weighting	**15%**	**30%**	**25%**	**30%**
Week Due	Term 1, Week 11	Term 2, Week 9	Term 3, Week 6	Term 4, Week 2
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

Physical Activity & Sport Studies (PASS)

ELECTIVE

	Task 1	Task 2	Task 3
Task Weighting	30%	30%	40%
Week Due	Week 4, Term 2	Week 6, Term 3	Ongoing Yearly Practical– (Feedback at end of each term)
Task Type	Body in Action	Fitness Time	Ongoing Observation
Outcomes Assessed	5-1	5-2, 5-5, 5-8, 5-10	5-5, 5-6, , 5.7, 5.9

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.

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	2nd 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

STEM

ELECTIVE

	Task 1	Task 2	Task 3
Task Type	Research Portfolio	Project	Quiz
Task Weighting	30%	30%	40%
Week Due	Term 1 Week 10	Term 3 Week 9	Term 4 Week 8
Outcomes Assessed	5.1.1, 5.3.1, 5.4.2, 5.5.1, 5.5.2, 5.7.1	5.1.2, 5.2.2, 5.3.2, 5.4.1, 5.6.2, 5.8.1	5.1.1, 5.2.2, 5.3.1, 5.5.2, 5.6.1, 5.7.1

Course Outcomes

5.1.1	develops ideas and explores solutions to STEM based problems
5.1.2	demonstrated initiative, entrepreneurship, resilience and cognitive flexibility through the completion of practical STEM based activities
5.2.1	describe how scientific and mechanical concepts relate to technological and engineering practice
5.2.2	applies cognitive processes to address real world STEM based problems in a variety of contexts
5.3.1	applies a knowledge and understanding of STEM principles and processes
5.3.2	identifies and uses a range of technologies in the development of solutions to STEM based problems
5.4.1	plans and manages projects using an iterative and collaborative design process
5.4.2	develops skills in using mathematical, scientific and graphical methods whilst working as a team
5.5.1	applies a range of communication techniques in the presentation of research and design solution
5.5.2	critically evaluates innovative, enterprising and creative solutions
5.6.1	selects and uses appropriate problem solving and decision making techniques in a range of STEM contexts
5.6.2	will work individually or in teams to solve problems in STEM contexts
5.7.1	demonstrates an appreciation of the value of STEM in the world in which they live
5.8.1	understands the importance of working collaboratively, cooperatively and respectfully in the completion of STEM activities

Textiles

ELECTIVE

	Task 1	Task 2	Task 3	Task 4
Task Name	Inspired Bags	Time for Bed	Furnishings	Samples Portfolio
Task Weighting	25%	25%	35%	15%
Week Due	Term 1 Week 10	Term 2 Week 8	Term 3 Week 9	Term 4 Week 4
Task Type	Folio & Product	Folio & Product	Folio & Product	Portfolio
Outcomes Assessed	**TEX5-1, TEX5-2, TEX5-4, TEX5-5, TEX5-8**	**TEX5-1, TEX5-2, TEX5-4, TEX5-8**	**TEX5-9, TEX5-10, TEX5-11, TEX5-12,**	**TEX5-3, TEX5-6, TEX5-7**

Course Outcomes

TEX5-1	explains the properties and performance of a range of textile items
TEX5-2	justifies the selection of textile materials for specific end uses
TEX5-3	explains the creative process of design used in the work of textile designers
TEX5-4	generates and develops textile design ideas
TEX5-5	investigates and applies methods of colouration and decoration for a range of textile items
TEX5-6	analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
TEX5-7	evaluates the impact of textiles production and use on the individual consumer and society
TEX5-8	selects and uses appropriate technology to creatively document, communicate and present design and project work
TEX5-9	critically selects and creatively manipulates a range of textile materials to produce quality textile items
TEX5-10	selects appropriate techniques and uses equipment safely in the production of quality textile projects
TEX5-11	demonstrates competence in the production of textile projects to completion
TEX5-12	evaluates textile items to determine quality in their design and construction

Visual Art

ELECTIVE

	Task 1	Task 2	Task 3	Task 4
Task Weighting	30%	20%	25%	25%
Week Due	Wk 11, Term 1	Wk 7, Term 2	Wk 4, Term 3	Wk 3, Term 4
Task Type	*Artwork V/Diary Research*	Research	Artwork Rationale	*Artwork Visual Diary / Rationale*
Outcomes Assessed	5.2, 5.4, 5.6, 5.9	5.7, 5.8, 5.9, 5.10	5.1, 5.3, 5.4, 5.5	5.1, 5.5, 5.7, 5.8, 5.9

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

Frequently Asked Questions

The information in this section has been provided in a question-answer format for ease of reading. Staff, students and parents are encouraged to refer to NESA's website and the ACE manual for further information regarding assessment.

1. **What is meant by assessment?**
   Assessment is the measurement of actual student performance in various tasks. It is not a measure of their potential performance or an estimate of their general ability.

2. **What must I do to have satisfactorily completed a course?**
   The NSW Education Standards Authority (NESA) expects students to have:

(a) Followed the course developed or endorsed by NESA; and

(b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school. This clause will apply to any students who continually hand in class work late, truant or who are absent without justification, as determined by the NSW Department of Education ;

(c) Achieved some of all of the course outcomes; and/or

(d) Completed all assessment tasks. However, if you fail to attempt assessment tasks worth 50% or more of the final assessment mark, you will be awarded a zero for that course.
Where a candidate has failed to satisfactorily study a course, the Principal will:

(a) Apply a "N" (Non-completion) determination and advise NESA accordingly. Courses which were not satisfactorily completed will not be printed on HSC or Result Notices. This may result in a student being ineligible for the aware of a Higher School Certificate.

(b) Advise the candidate of the submission and the right of appeal

3. **What happens if I feel I cannot submit an assessment task on time and have a valid reason?**
   If you feel you have a valid reason for the late submission of an assessment task, then you must approach your teacher, where possible at least five (5) days prior to the due date, giving your reasons in writing, using the school's misadventure form. This must be signed by your parent. A time extension may be granted in legitimate cases.

4. **What happens if I fail to attempt or submit a task on time without a valid reason?**
   You will be awarded a zero for that task.

5. **What is the process for submitting an assessment task?**
   Tasks must be handed to the class teacher at the beginning of the lesson for the relevant course on the due date, unless other arrangements have been specified by the teacher on the Assessment Notification. Students must sign the Assessment Task Register to indicate they have submitted the task.

6. **What happens if I fail to attempt or submit a task?**
   If you have a valid reason for a non-attempt (and completed the Misadventure Form), then you will either receive an extension or a substitute task to complete. Where this is not feasible, an estimate may be given based on your performance in other tasks after discussion with the Principal. If the explanation is not accepted, you will be awarded a zero for that task.

7. What are valid reasons?

It is up to students to demonstrate that they had a valid reason for the non-attempt or non-submission of an assessment task. The legitimacy of the reason given will initially be determined by the head teacher in consultation with the class teacher on the basis of fairness to all students in the group. This will also be approved by the Principal.

8. What if I am absent when an assessment task is notified?

It is your responsibility to ask your teacher about any assessment tasks which may have been notified in your absence. This needs to be done during the first day of your return to school after an absence. It is your responsibility to refer to the assessment schedules provided in this booklet.

9. What happens if I know I am going to be absent for an assessment task?

You should notify your teacher as soon as possible, in writing (using the misadventure form). This must be done at least five (5) full school days prior to the due date. Your parent or caregiver must also sign the misadventure form. A time extension may be granted in some cases.

10. What happens if I am unable to sit for an examination?

If you are going to be absent for an examination (eg. Half-yearly or Trial HSC examination) you must notify your class teacher, the head teacher of that course and the year advisor, to make arrangements to sit for the examination(s) at an alternate date. If this date is before the rest of the cohort you will be required to sign a confidentiality clause.

If you are ill, it is necessary to contact the school immediately. A Doctor's certificate is required to cover an absence from an examination and this should be attached to the Misadventure Form which appears at the back of this booklet. A copy of the Misadventure Form is also available on the school website. You need the meet with your class teacher(s) to arrange a date to complete the examination(s) which must be within one (1) week of your return to school.

If you are ill prior to or during the HSC examination period you must obtain a Doctor's Certificate and contact the Principal to obtain a NESA Illness/Misadventure Form.

11. Will my parents or caregiver be informed of any non-attempt?

Yes they will. Any such communication, including official warnings give to you, will be maintained as records at school.

12. Will my general behavior throughout the year be taken into account for assessment purposes?

Your behaviour may affect your ability to meet the NESA requirement that 'students apply themselves with diligence and sustained effort'. In addition, unsatisfactory participation in learning by a student over 17 years of age can result in expulsion.

13. Are there specific behaviours which will affect my assessment?

Yes, any of the following actions may incur a zero mark for any assessment task (this is at the discretion of the senior executive):

a) Cheating during an assessment task;
b) Copying from another student and claiming that work as your own;
c) Presenting an assignment which is clearly not your own work, this includes work completed by another individual on your behalf;
d) Allowing other students to copy your work;
e) Copying material with no due acknowledgement;
f) Disrupting an assessment task; and/or
g) Truancy or absence from an assessment task without providing a satisfactory explanation.

14. What if I don't make a serious attempt at an assessment task?
Dependent on the nature of the disruption, only one warning may be given.

A non-serious attempt may lead to a student being awarded a zero for that task. Non-serious attempts may result from the attempt being so poor as to be considered non-serious or as a result of the use of derogatory remarks, obscene language, and insufficient evidence of the student's own work, etc. The head teacher, in consultation with the teacher involved, will determine if the attempt is non-serious.

15. Can I leave an examination or set assessment task prior to the time set for its completion?
No, except with the supervisor's permission in legitimate emergencies.

16. Am I entitled to a review of my final assessment?
Yes, the school has review procedures to examine legitimate cases. You should first approach the relevant head teacher. If that is not satisfactory then you should see the deputy principal. If the matter is still not resolved then a panel comprising the Principal, Deputy Principal, the relevant head teacher and year advisor will examine the matter and come to a final decision.

17. When may I lodge an appeal against a final HSC assessment?
You have three (3) days from the time you are notified of your final assessment rank in which to lodge a formal, written appeal. No appeals will be considered after this date. A Student Appeal Form is available from head teachers and the Deputy Principal.

18. Am I entitled to a re-assessment of an individual assessment task?
Yes, if the mark and rank is not what the student expected, then the student may approach his/her teacher for a re-assessment within two (2) full school days after results have been received.
If illness has affected your performance during the task, you must inform your class teacher (and in the case of examinations, the supervising teacher) immediately. A medical certificate may be required.
If the teacher, in consultation with the head teacher, feels there is just cause for re-assessment, then it may take place. The results of any such re-assessment are final and will not be considered just cause for the re-assessment of other students.

If you need to appeal a head teacher's decision refer to the answer to Question 17 above.

19. Will I be warned if my certificate is at risk?
Yes, you will be warned in writing. Your parents or caregiver will be advised and you will be required to provide a written acknowledgement of the warning.

20. How much warning will I get for each assessment task?
A minimum of two (2) weeks notification should be provided to any assessment task being given. This document may be regarded by a teacher of any course as sufficient notice of the due dates and the nature of upcoming assessment tasks. The published dates in this book should not be altered by a teacher without you being given sufficient notice of the change. A change of date for a task may be allowed after reference has been made to the overall assessment schedule summary (page 13-15 of this document), the school calendar and consultation with the relevant head teacher.

21. What happens if a teacher/faculty wishes to vary the assessment requirements given to you?
This is allowable, as occasionally a task may need to be rescheduled or reset. However, the new date must be negotiated with the students in that course before it is changed.

22. What feedback will I be given on my performance?
For each task you will be told your assessment mark/grade and your ranking in that task. You will also be informed of your cumulative ranking for that course.

23. How do I submit assessment tasks?
It is the responsibility of students to submit work for assessment during normal class time directly to the teacher or at the time specified by the class teacher. Students and teachers should ensure that receipt of the task is noted on the Assessment Task Register.

24. Where can I check the schedule of assessment tasks and/or seek advice?
This booklet sets out the schedule of assessment tasks for all subjects and the relevant features of the school's policy for Higher School Certificate Assessment. You should retain it and refer to it if any questions or problems arise. Teachers, head teachers, the school counselor, the deputy principal and the principal should all be able to provide additional advice. A copy of this document is also able to be accessed on the school's website.

25. How does my assessment result affect my final course mark?
The assessment mark is moderated against the student's performance in the HSC examination, after taking into account the student's final course ranking from the school. The moderated assessment mark and examination mark are given equal weight in the determination of the student's HSC course mark, which is then used to calculate the ATAR.

Assessment tasks in VET courses are used to determine your achievement of competencies. There is no correlation between the achievement of competencies in VET courses and the ATAR. The HSC VET examination marks are recorded on your HSC and may be used to calculate your ATAR.

Guide to Referencing

A part of your learning at school may involve completing an assignment or project. You may need to use information created, collected or written by other people to include in your assignment.

When you use sources of information, such as books, websites, newspapers and magazines, your teacher may ask you to attach details about those sources to your work. This is called referencing. Some people call these details a bibliography.

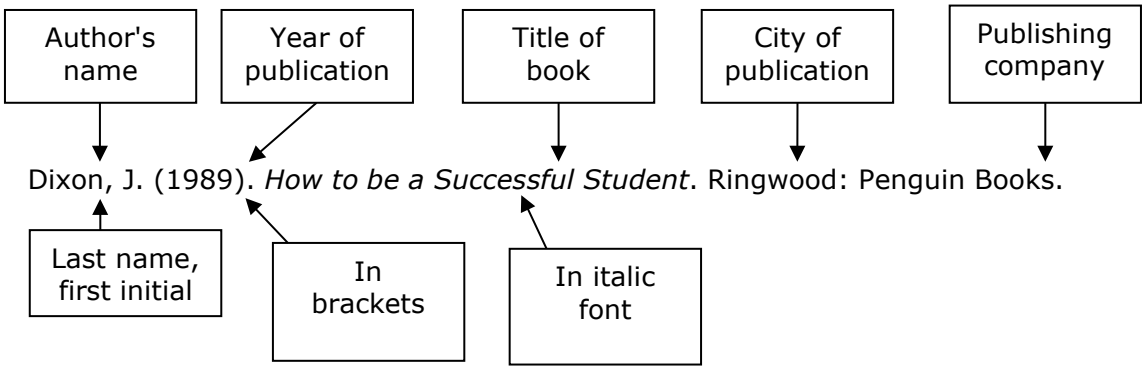
Here are some hints on how to write this list of resources.

1. The reference list or bibliography is at the end of your completed work.

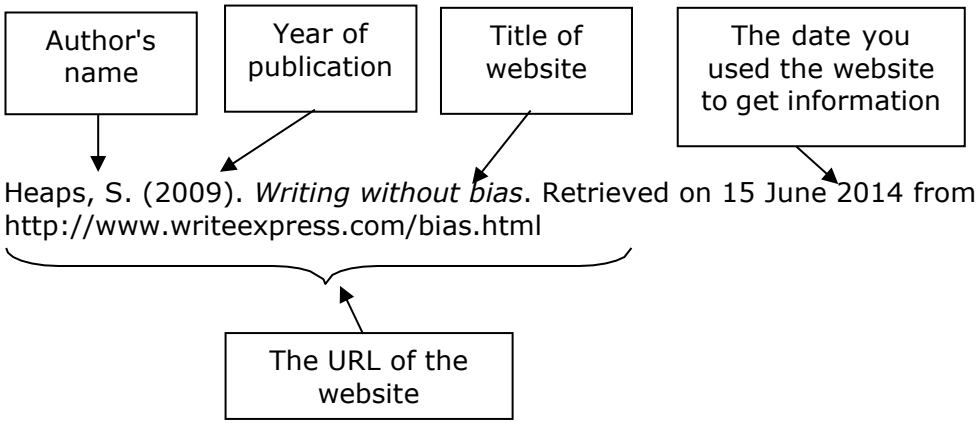
2. It begins on a new page and has the title ***References****.*

3. There are different types of sources of information. The examples below show how to set out the reference for each type of source.

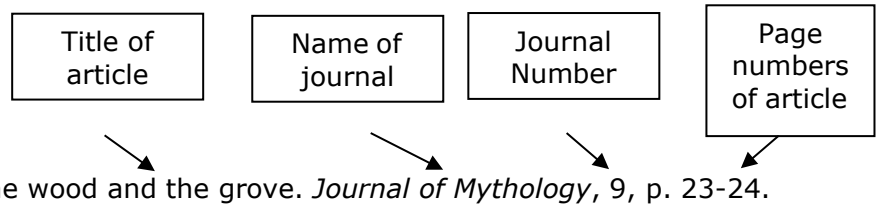
Printed books:



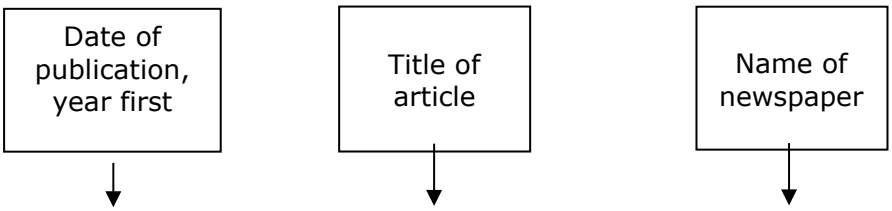
Websites:



Printed journal articles:

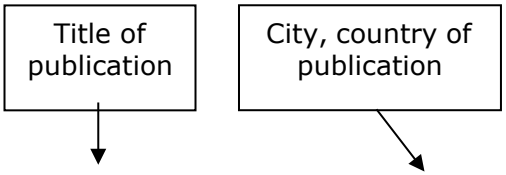


Printed newspaper or magazine articles:



Leech, G. (2002, September 19). Call for a research shake-up. *The Australian*, p. 13.

Government Publications:



Department of Defence. (2009). *The loss of HMAS Sydney II*. Canberra, Australia.

Dictionaries and Encyclopaedias:

McFarlane, I. (1999). *Encyclopaedia of Australian Rock and Pop*. St Leonards: Allen & Unwin.

or if there is no author named ...

The Cambridge Encyclopaedia of the Human Body. (2004). Cambridge: Cambridge University Press.

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4. Sorting your sources:

   The list is sorted **alphabetically by the first entry** in the reference (usually the author's last name).

   Ignore the words "the" or "a" at the beginning of a title.

   For the examples you have seen, this is how the reference list would be written...

References

The Cambridge Encyclopaedia of the Human Body. (2004). Cambridge: Cambridge University Press. (Ignore the word "The" at the beginning of the title.)

Department of Defence. (2009). *The loss of HMAS Sydney II*. Canberra, Australia.

Dixon, J. (1989). *How to be a Successful Student*. Ringwood: Penguin Books.

Heaps, S. (2009). *Writing without bias*. Retrieved on 15 June 2014 from http://www.writeexpress.com /bias.html

Leech, G. (2002, September 19). Call for a research shake-up. *The Australian*, p. 13.

McFarlane, I. (1999). *Encyclopaedia of Australian Rock and Pop*. St Leonards: Allen & Unwin.

Reid, J and Sand, R. (1987). The wood and the grove. *Journal of Mythology*, 9, p. 23-24.

Queanbeyan High School

MISADVENTURE FORM
(10-12)

Confidential

Students are responsible for the completion of Page One of the Misadventure Form and to ensure that it is handed to the Faculty Head Teacher. It is the student's responsibility to follow upon the outcome of this application.

- If applying for misadventure due to illness or misadventure on the day of an in-class task, this form must be completed and returned to the Faculty Head Teacher within 2 school days of returning to school.
- If applying for misadventure for ongoing reasons which have affected your performance on an assessment task, this form should be submitted to your teacher 5 school days BEFORE the due date.

STEP ONE – *student to complete*

Name:	**Year:**
Course:	**Teacher:**
Task:	**Date Due:**

Reason for this application: *(Tick appropriate)*

☐ Seeking extension due to… ☐ Absence ☐ Non-completion ☐ Under-achievement

☐ Illness ☐ Accident/Misadventure ☐ Procedure ☐ Special circumstances

Details:

Attach supporting documents such as medical certificates. The signature and endorsement of the Principal, DP or counsellor may be substituted for details in this part.

……

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……

Medical Certificate from_____*(doctor)* **Attach a copy.**

_____ _____ _____ _____

Signature of student Date Signature of Parent/Guardian Date

STEP TWO – *Faculty to complete*

1. **Class Teacher's comment:**

……

……

……

2. **Head Teacher's Decision:**

☐ **Supported**		☐ **Not Supported**
Resolution Agreement: *(Tick outcome)* ☐ Extension of time without penalty, OR ☐ Set a substitute task, OR ☐ Give an estimate based on the evidence, OR ☐ Modify requirements of current task ☐ Other: _____ **New Completion Date:** _____ *(if applicable)*	**OR**	☐ Issue N-warning letter (task not submitted), OR ☐ Send zero-mark letter (task submitted late), OR ☐ Original due date remains (extensions not supported), OR ☐ Original mark remains (under-achievement not supported) ☐ Other: _____

Head Teacher Comments:

……

……

……

Signed: _____ _____ _____

(Student) *(Head Teacher)* *(Principal)*

Note: This misadventure form is to be filed in the relevant Monitoring Folder and a copy placed in the students file.

STEP THREE – APPEAL TO PRINCIPAL – *Student to complete*

A student may appeal the decision in Step 2. Outline reasons for appeal below:

……

……

……

Principal's Decision	☐ Supported	☐ Not Supported

Principal Signature: _____ **Date:** _____

Queanbeyan High School

Contact Information

PRINCIPAL
Ms Jennifer GREEN
Phone: (02) 6297-2088

Y10 Deputy Principal

Mr Dean LEITE

Head Teachers

ENGLISH/MUSIC/DRAMA
Mr Phillip NIMMO

MATHEMATICS
Mrs Kerrie JENKINS

SCIENCE/AGRICULTURE
Mr Mitch ANDREW

HSIE/LOTE
Mr Kavindra BISNATH

PDHPE
Ms Kyle BRAY

TAS / VISUAL ARTS
Mr Luke WARWICK

LEARNING CENTRE
Ms Geraldine PREXL

SUPPORT
Mrs Naomi FEENEY

Year 10 Student Advisor
Mr Thomas HANSEN