

St Clair High School



Courtesy, Consideration & Commonsense

Year 9

Assessment Booklet 2020

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Welcome to Year 9

Year 9 is a key time to establish a positive attitude towards assessment for learning as you begin your secondary education at St Clair High School.

The purpose of this booklet is to provide information and guidance to our community about St Clair High School's assessment and homework requirements for Year 9 during 2020 to help you plan for assessment.

It informs you of all the tasks, the due dates of each task and provides support structures to our community for students to achieve their best, aligned with our school values of P.R.I.D.E.

We hope that all students and parents will take the time to read through this information together, in order to help you understand the school's expectations regarding assessment and assist you in organising the time for students to complete necessary homework and assessment tasks successfully.

How can parents/caregivers help?

- Take an active interest in your child's homework and assessment tasks.
- Support your child in setting aside time each day for their study.
- Provide a dedicated and quiet place for homework and study if possible.
- Communicate with teachers about any concerns about the nature of the tasks or your child's approach to homework and assessment tasks.
- Encourage your child to read and take an interest in current events.
- Alert the school, as early as possible, to any circumstances which may need to be taken into consideration when homework and assessment tasks are being set or marked.
- If you have any questions about the information contained in this booklet, please contact the Head Teacher of the relevant faculty.

Remember to put the tasks that you have due on the calendar so you don't forget when one is due.

Mr G Masera

Year Adviser

Attendance

Although attendance will not be used by itself as an indicator of students' progress, a student whose attendance is of concern is at risk of non-completion of required course work and experiences, whether that attendance is explained or unexplained.

Where a student has been unable to maintain or make up work that was missed during absences, class teachers will use their professional judgement in determining whether the student is at risk.

Periods of extended leave must be approved by the Principal. The student is required to maintain a satisfactory level of course work whilst absent and must negotiate with faculty Head Teachers in regard to formal assessment.

It is the responsibility of the student to prove that they are meeting all the requirements for their courses if their attendance is called into question.

Support Personnel



Mr G Masera
Year Adviser



Mr J Katic
Assistant Year Adviser



Mrs J Tegart
Principal



Mrs S Beslic
Deputy Principal



Ms H Brennan (Rel)
Head Teacher Welfare



Mr Andrew Vidler
School Counsellor



Miss Belinda Sun
School Counsellor



Mr Josh Piper
School Chaplin

Assessment Tasks

Why are assessment tasks so important?

Assessment is one opportunity to show what you know and what you can do.

Your assessment tasks will help to identify your strengths and areas for further development so that teachers can focus on what you need to learn to be successful at school. You will also find out about areas to concentrate on to improve. They are identified to measure how well students have achieved the outcomes of a particular course.

How will students be assessed?

There are assessment tasks in each subject that are mentioned in the following Assessment Schedules.

Some examples of the assessment tasks that you will complete are:

- Formal examinations
- Creative work
- Excursion
- Reports
- Assignments
- Unit tests
- Field studies
- In class assessment tasks
- Essays
- Presentations
- Collaborative (group) work
- Peer assessments

Reporting – Outcomes

All assessment tasks contribute towards your final grade and achievement level in each subject you study. The results of this work will be shown in your semester reports.

Each assessment task will include:

- A description of the task
- The course outcomes being assessed
- How the task will be marked

Time Management

What is study?

Study is revising class work to keep it fresh for completing summative assessment tasks. You are expected to use your own initiative and time management skills to plan ahead for this. Use the information that is provided in this booklet and your calendar to plan time to complete additional study.

NOTE: You are required to complete classwork, homework and assessment tasks regularly. Use your calendar to record when all tasks are due.

When is it best to complete tasks?

- The best time to do your homework is soon after you arrive home from school.
- Sitting down to complete assessment tasks doesn't just happen ... you have to **plan** your time.
- Ask your parents and/or teachers early for help if you have difficulty understanding the task required.

School Assessment Procedures

Completion of Assessment Tasks

Your class teachers will keep records of the assessment task being submitted. When you have missed a lesson, it is your responsibility to check with your class teacher to see if any relevant information about an assessment task has been provided and arrange to catch up on the work. Your friends in class could also assist.

An assessment task receipt sheet will be signed by each student at the time an assessment is handed out. In a formal examination, students will complete an examination attendance slip for each subject.

Lateness and Absence

In the case of unavoidable absence when a task is due to be handed in, the student should try to ensure that the task is received by the teacher that day. If this is not possible, then a medical certificate or a note from a parent/caregiver must accompany the assessment task and be handed to your teacher on the day you return.

Unexplained absences are unacceptable because it may be seen as an advantage.

Requests for extension must be made to the Head Teacher prior to the due date of the assessment task with a valid reason for the extension.

Late tasks will still be marked by the teacher so that you can benefit from the teacher's feedback and outcome will be assessed.

Study and Homework

Study can be described as a general time devoted to homework, revision, research or assessment preparation at home or at another suitable venue or a program of preparation for written assessment.

Homework can be described as the work teachers ask students to do or complete at home.

Regardless of the description used these are important aspects of student learning and progress at school. Homework and study are important parts of a student's learning program. Homework and study are both effective in enhancing students' learning.

Students should:

- Be alert and not too tired
- Choose a location where distractions are minimised
- Allocate a regular study time each day
- Undertake a combination of homework, research and revision
- Use a study calendar – organisation is important
- Read widely including books, websites, newspapers, novels and journals.

Study/homework enables:

- Reinforcement of concepts learnt in the classroom
- Completion of work begun in class
- Revision of work completed or attempted in class
- Development of student research, analysis, summary, and note taking skills among others
- Development of a regular pattern of work
- Development and honing of time management and planning skills

Homework may include:

- Revision of current work
- Completion of worksheets
- Reviewing relevant news or current affairs
- Interviewing family members or neighbours
- Completing a project
- Rewriting sections of classwork in students' own words
- Discussions with family members about issues or activities arising from class work
- Reading newspapers and periodicals related to class studies
- Preparation of speeches and oral presentations based on research
- Use of computers for research
- Undertaking assignments
- Completing tables
- Preparation of a glossary of terms used commonly in a unit of work
- Drafting or rewriting poems, short stories or other creative writing pieces.

Hints for carrying out research

1. Research tasks should always be completed using the sub-headings given and in the order given. Students should not simply copy down information from a book or the internet and present it as their own. This is called plagiarism; copying work from another student is also plagiarism. Marks/grades will be negatively impacted by this or a zero will be awarded for the assignment/research task if plagiarism occurs. The purpose of a research task is determining whether students can locate, select and organise information for themselves.
2. Students should not rely on one source of information as it may be biased or incomplete. Students should use at least two sources of information and they should not all be the same, that is, not all Internet sites or all books. The types of information sources students can use include: encyclopaedias, books, the internet, magazines, newspapers and textbooks.
3. Before submitting work for marking, students are advised to have another person (eg parents) proof read and spell check an assignment.
4. Students should always use metric measurements. Australia is a metric country so size, weight, distance and dimension information should be given in metric measurements. If your source uses the imperial (inches, pounds) system it is a student's responsibility to change the figures unless presenting historical information or direct quotes.
5. All maps, pictures, diagrams or graphs must have a caption/description/heading.
6. All assignments and research tasks, whether or not it is specifically stated in the instructions, should include a bibliography.
7. Students should make sure their name is on all work submitted for marking.
8. Students must read and implement the instructions for presentation of a task or assignment carefully.
9. Student are encouraged to utilise the homework centre every Wednesday after school 2.45pm - 3.45pm located in the IC Research Centre.
10. Students who have learning difficulties are encouraged to access the learning support team.
11. If for any reason an assignment is not submitted on time due to illness or misadventure, documentary evidence is required from parents/carers or a medical certificate is to be provided.

Hints for Taking and Using Notes

Taking notes is a skill students will use in many different ways. The notes students take may be from a variety of sources including a book, lecture, lesson, video program, from field work, an experiment or an interview. The notes taken may range from a few key words on a card to a detailed set of carefully organised sheets of reference material.

The point to remember about note taking is the purpose. Students need to think about the reason they are taking or making notes. The key aims in note taking are:

- Brevity: to make a summary of ideas, explanations and examples in few words.
- Clarity: to write in a way that is clear to the reader.
- Organisation: to use headings, subheadings, sections, diagrams to organise notes.

Hints for Note Taking

These hints will help students develop and improve note-taking skills:

- Use phrases, single words and symbols. It is best not to write complete sentences.
- Number the points.
- Use headings, subheadings to organise notes clearly.
- Instead of writing on paper, try cards or a small notebook.
- Consider typing notes to allow ease of updating.
- Put a clear title on each set of notes.
- Use visual cues (such as arrows, boxes, diagrams and sketches) to make the information clearer and more vivid.
- If you make notes electronically, ensure you back up your files regularly.

Using Notes in a Written Answer

One of the most likely uses for notes is to provide information when writing a short description/explanation or answers to questions. Organise the information gathered into a logical sequence.

One of the most important skills in using notes to answer questions, whether short or long, is knowing what to include. However, it is tempting to try and include all the information. By discarding some information that is not relevant to the question or task, the answer will be improved significantly.

Hints for Oral Presentations

Many subjects ask students to present the findings of research as an oral presentation. Consequently, developing and practising public speaking skills is essential for such tasks.

The fear of speaking to a large group is very common, and there are ways of overcoming it. One way is to carefully plan and prepare a presentation.

1. Students should clearly understand the purpose of the oral presentation being prepared. The most common purpose of an oral presentation is to inform an audience.
 2. Know the audience; The more a student knows about the audience the more appropriate and focused the oral presentation will be. For example: if the audience already has a good knowledge of the topic some information may not be needed in the presentation.
 3. Organise the information well. The most successful oral presentations have a structure similar to an extended response or essay; that is, they have an introduction, a body and a conclusion.
- **Introduction:** The first part of an oral presentation tells the audience the topic. It is best to communicate this in a way that gains the audience's attention and relaxes the speaker. A good way to do this is to make a formal opening statement that outlines the focus of the presentation. Humour can be used to gain the audience's attention or a visual aid such as a picture, a slide or video extract.
 - **Body:** The body of the oral presentation should be the focus of the presentation. It develops the main ideas and supports them with examples, quotations, analogies and statistical information. These will make the presentation more interesting and memorable.
 - **Conclusion:** Let the audience know when the end of the presentation is near by using words such as 'in conclusion' or 'to sum up'. In the conclusion, briefly highlight the main points made during the presentation.

Using Speaker's Notes

Rather than simply reading a prepared speech, it is often more effective to use a series of words or phrases that act as cues for a presentation. Make sure, however, that the words or phrases are written in large print and that there are not too many points on a page. It is also a good idea to number the points. Different colours and highlighter pens may prove useful in these notes.

Delivering Your Oral Presentation

To avoid stage fright, students should check through these points before delivering an oral presentation:

- Know the topic thoroughly
- Use numbered points on small, palm sized, speaking cards
- Practise the speech several times, especially if there is a set time limit
- Do not rush the presentation, speak slowly and clearly
- Use appropriate gestures and maintain good posture
- Make eye contact with members of the audience
- Vary voice tone/modulation throughout the presentation
- Stand still.

Hints for Multimedia Presentations

Multimedia presentations combine various types of media, including text, graphics, clip art, digital photographs, video sound effects and music.

The most widely used multimedia presentation tool is PowerPoint. PowerPoint is a powerful software tool used for presenting information in a slide-show format. A PowerPoint display is usually supported by an oral presentation.

Main features of a PowerPoint presentation

- **Text** – think about what needs to be included, and choose an appropriate font, size and colour. Use the same font throughout the presentation. It is important not to include too much text on each slide.
- **Sounds** – sound effects can be used when text and/or objects appear in each slide, as well as during slide transition. Be careful however, too much sound can detract from the oral presentation.
- **Content** – avoid overcrowding. Include only key points. Use the narration to add detail.
- **Animation** – text and objects can be animated, as can the transition between slides, but be careful not to overdo it.
- **Slide layout and background** – readymade designs can be used from the PowerPoint software or custom designs can be made using different colour backgrounds and effects. It is important that only one background style or theme is used throughout the presentation. This helps to avoid confusion.
- **Illustrations** – use a variety of illustrations to make the slides interesting and informative, including clip art, digital images (photographs taken with a digital camera, scanned photographs, the Internet, CD-ROM collections of digital images) and maps.

A guide for successful PowerPoint Presentations

General guidelines:

- Plan the PowerPoint presentation carefully.
- Use a common design template throughout the presentation.
- Limit the number of slides used – too many slides can bore and confuse the audience.
- Include only essential information.
- Standardise the position, colour and styles of headings, text and images.
- Use colours that contrast; for example, yellow or white text on a dark blue background works well.
- Be consistent with sound effects, transitions and animations.

Text guidelines:

- Generally, it is best to have no more than six lines of text per slide, with no more than six words per line.
- Avoid long sentences.
- Use a larger font to highlight key points.
- Select a suitable font size – in the range of 18 to 48 point.
- Avoid fancy fonts as they can be hard to read.

Clip art, Photographs and graphics:

- Ensure these balance the slide and enhance and complement the text, not overwhelm it.
- Present any data as a graphic.
- Include no more than two graphics per slide.

Presenting your PowerPoint presentation:

- Practise and time your presentation.
- Speak confidently and clearly.
- Remember to include a bibliography.

Guide to Bibliographies and Referencing

What is it?

A bibliography is a list of resources you have used in researching an assignment. It is placed at the end of your work and is organised alphabetically by the author's surname or title, if there is no author. There are different systems of writing bibliographies

Why is it important?

A bibliography describes the resources precisely enough to enable a reader to locate it and verify the information if necessary.

It shows how much research you have done and how you have used the information you have found. It prevents you from being accused of plagiarism (taking someone else's ideas and using them as you own).

How to prepare a bibliography.

Follow the examples listed below for the resources you have used. Note carefully the punctuation, especially date in brackets after the author's name, full stop after the authors initial and the place of publication and commas after surname, each name, article title, book title and publisher. The title can be underlined or written in italics.

It's a good idea to write down the bibliographic details that you need when you have the resource. Prepare a draft of your bibliography to make sure you have all you need and that it is correctly organised, before making a final copy.

Referencing or citing in the text.

In your written work, you need to acknowledge:

1. Direct references – whenever you quote directly from any source you are using. After the quote you include the author's surname, publication year and page number. Eg. Dr Milton said, "....." (Milton, 1997, pg 34) or (Milton et al 1997, pg 34) when there are two or more authors.
2. Indirect references – whenever you refer to ideas from someone else's writing (even if you are using your own words). At each point in the text that refers to a particular resource, you insert the author's surname and publication year E.g.: James Kellaway (1997) believes that

The full bibliography details of citations are given in the bibliography.

Examples

Books with one author	Dixon, J. (1988) <u>How to be a successful student</u> , Penguin Books. Ringwood. Vic.
Books with two or more authors	Leeder, S.R. Larsen, A.E. & Larsen, M.K. (1996) <u>Presenting Australia's National Parks</u> , Child & Henry, Brookvale.
Books with an editor and no author	Morgan. J. (ed.) (1993) How to be a successful author , Penguin Books, Ringwood.
Books with no author	<u>Penguin dictionary of synonyms</u> . (1996) Penguin. New York
Reference books	<u>The Cambridge Encyclopedia of Human Evolution</u> . (1992) Cambridge University Press. Cambridge.
Article in a journal	Burns, S. (1989) "There's more than one way to learn", <u>Australian Wellbeing</u> , No 33, October, 99. 42-44.
Article with no author	'The Reef in Brief' (1995) <u>Wildlife Australia</u> , Autumn, pp. 18-19
Article in a newspaper	Legge, Kate. (1987) 'Labour to cost the Keating Factor', <u>Times on Sunday</u> , 1 Feb., p.2
CD Rom	Guinness Disc of Records (CD ROM), (1996), Britannica Software, London
Video	<u>The Great Barrier Reef</u> (video recording), (1998), Australian Videos, Adelaide
Motion Picture	<u>The Comedic Fall</u> (motion picture), (1964), Englewood, New Jersey, Prاتفall Releases.
Television (or radio) production	'What are we going to do with the money?' (television program), <u>Four Corners</u> , 8 August 1982, ABC Television.
World Wide Web Site. The format is as follows: Author's surname, initials. (Date) Title (Internet), Place of publication (if known), Publisher (if known), URL (accessed date)	Martin. Suzanne. (16 August 1999) <u>Feminism Today</u> (online), www.fem.org/feminismtoday.html (accessed 11 November, 2005).
Email – the format is as follows: Sender's surname, initials (sender's email address), (Day, month, year) Subject of message. Email to (recipient's Email address)	Lowman. D. (deborah@pbsinc.com.au), (4, April. 19898) <u>Internet referencing, (awill@dva.gov.au)</u> .
Primary source e.g. person	Interview with Nola Archer about her World War II experiences, 6 March 2000, St Clair.
Primary sources e.g. case study	Questionnaire and survey of Year 10 eating habits, June 2000, St Clair High School

STAGE 5 2020-2021

RECORD OF SCHOOL ACHIEVEMENT (RoSA)

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up to and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

SATISFACTORY COMPLETION OF COURSES

You will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that you have:

- a) followed the course developed or endorsed by the Board, and
- b) applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes.

ASSESSMENT FOR LEARNING

Assessment for learning involves using assessment activities or tasks as a regular part of the teaching and learning process to clarify students' understanding of concepts and to support their further learning and the development of deeper understanding.

All assessment activities can be used to support learning and to provide feedback to you that will enable you to actively monitor and evaluate your own learning.

COURSE PERFORMANCE DESCRIPTORS

A set of Course Performance Descriptors is an assessment and reporting tool to assist teachers across the state in making sound and consistent judgments about overall student achievement at the end of a course.

Course Performance Descriptors are a series of positive statements which summarise observable and measurable features of student achievement and assist teachers to award grades to students based on descriptions of typical achievement from elementary to excellent.

Course Performance Descriptors describe the main features of a typical student’s performances at the end of Stage Five studies. The Areas of Assessment consist of the knowledge and skills objectives from the syllabus. In using these descriptors, schools ‘match’ each of their students to the descriptor column which best fits the student’s overall achievement in the course. The corresponding grade for that descriptor is then awarded to the student. In this way, schools across the state can be sure that students receive the appropriate grade.

The General Performance Descriptors listed below are a generic set of descriptors indicating five levels of achievement. They were the basis upon which subject specialists developed their Course Performance Descriptors for each course.

GENERAL PERFORMANCE DESCRIPTORS

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills in new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

ATTENDANCE

For you to complete your studies, satisfactory attendance is very important. As a guide, if a student’s attendance falls below 85% of a school’s programmed lesson time for a course, the Principal may determine that, as a result of all the absences, the subjects and courses may not be completed and this course will be indicated as unsatisfactory.

MONITORING OF PROGRESS AND THE REVIEW PROCESS

Your progress will be monitored closely. Remember to try hard to do your personal best, participate in class activities, complete all tasks on time and attend all lessons.

Twice each term (in Week 5 and week 10), the Principal and Deputy Principals will collect information about students causing concern. This information includes attendance data, records of letters sent to parents, behaviour notifications, and advice from teachers and Head Teachers. After this information is evaluated, at-risk students and their parents will attend meetings to develop plans for student improvement.

This review will also be used to identify students whose efforts, work and progress are commendable. If any of your teachers nominate you, your parents will receive a letter of commendation.

LIFE SKILLS COURSES

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

- a) followed the program developed from the KLA Curriculum Frameworks for the Generic Life Skills courses; and
- b) applied him/her with diligence and sustained effort to the set tasks and experiences of the individual program of study;
- c) achieved some or all of the course outcomes in his/her individual program.

There are no indicative hour requirements for any individual program of study based upon the Curriculum Frameworks for the Generic Life Skills courses in each KLA.

Generic Life Skills courses may be offered to those students who have, in conjunction with the relevant Faculty Head Teacher, been assessed by the Support Teacher Learning Assistance (STLA) as in significant need. Parent liaison forms part of this process.

No grades will be awarded for Life Skills courses. These are reported through the achievement of outcomes listed on the Student Profile.

ADMINISTRATION OF ASSESSMENT TASKS – NOTICE OF TASKS

The *Assessment* schedules for all core subjects (including English, all courses of Mathematics, Science and Australian History/Civics and Australian Geography/Civics) and *Elective Subjects* are included in this volume and will be followed as listed.

If these schedules are varied, students will be notified in writing of any amendments.

ADMINISTRATION OF ASSESSMENT TASKS – SUBMITTING TASKS

Students submit or complete tasks on the due day at the start of the relevant lesson. Tasks that are submitted late will receive a ZERO score.

ADMINISTRATION OF ASSESSMENT TASKS – LATE SUBMISSION OF TASKS AND ABSENCE FROM TASKS

Any student absence (lateness or full day) which prevents a student from completing or submitting a task at the start of the lesson on the due date is subject to the appeal process outlined below. The student completes or submits the task but receives ZERO (0) marks until the appeal is considered.

If the appeal is rejected the ZERO (0) score remains. If the appeal is upheld, the task will receive the marks it earns from being marked as usual.

ADMINISTRATION OF ASSESSMENT TASKS – MALPRACTICE IN TASKS

Any instances of cheating, gross disruption, disobedience, copying or submitting work other than one's own, will receive ZERO (0) marks. An appeal can then be lodged if necessary.

If the appeal is rejected the ZERO (0) score remains. If the appeal is upheld, the task will receive the marks it earns from being marked as usual.

ADMINISTRATION OF ASSESSMENT TASKS – EXTENSIONS

The Faculty Head Teacher may grant an extension of time. No class teacher is to grant an extension as this is unfair to the greater number of students.

STAGE 5 ASSESSMENT POLICY: APPEAL PROCESS

If any assessment task is missed, is overdue or any other problem arises, the Illness/ Misadventure/ Application for Extension Appeal Process MUST be followed. Any student in these circumstances receives a ZERO mark until proven otherwise. Any decision made outside of this process is invalid and unfair.

Illness/Misadventure Appeals

If you cannot attend school on the day of an assessment task to submit it or perform the task in person because of a 'valid' reason (illness or misadventure) you **must** do the following:

1. **Ring the school on the day**, let the office know your name, the course in which you have an assessment task and the reason you will not be at school.
2. **Collect an Illness/Misadventure Appeal form** from the **Head Teacher** of the subject/ course where you missed the task before school on the morning you return to school.
3. **Complete the Illness/ Misadventure Appeal form** filling in all details, outlining your reasons and adding all documentation or evidence from a health professional or another relevant person

(e.g. counsellor or police officer). In the case of illness, health professionals should describe the student's symptoms and describe how these symptoms could prevent the student's attendance at school to complete/submit an assessment task. A parent signature must be on each form before it is processed.

4. **Give the completed Illness/ Misadventure Appeal form to the relevant Head Teacher *before school on the next day after your parents have signed it.*** On the day of your return, discuss with the Head Teacher when you will do the task missed or a substitute task. You must be prepared to do the task or a substitute task on the day you return or at a time arranged by the Head Teacher. Return to school when you are best ready to perform well on such tasks. The result of your efforts on this task will depend on the success of your appeal. If it is not successful, a zero mark stands.
5. **The Head Teacher makes a written recommendation and transfers the completed Illness/ Misadventure form to the relevant Deputy Principal.** He/she sights a medical certificate, notes it on the form and the student submits it to the Roll Office.
6. **The Year Adviser and relevant Deputy Principal meet** to discuss all appeals.
7. **Head Teachers will be notified of the decision by the relevant Deputy Principal. Students will be notified of the result of their appeal by the Head Teacher/Classroom Teacher.**
8. In the case of an unsuccessful appeal, **the classroom teacher will notify the parents in writing of the zero mark.** If successful, the completed assessment task will be marked as usual and the mark will stand. If a student is physically unable to complete a task (e.g. an accident), the Head Teacher will generate a mark for that task in line with other proven performances.

Remember that if you do not complete or submit an assessment task on the due date and your appeal is unsuccessful, you will receive zero marks for the task and you will be seen as not satisfying the course completion criteria for the value and nature of that assessment task.

NO APPEAL FORM = ZERO MARKS. The task must still be completed.

If any assessment task is missed, is overdue or any other anomaly arises, the Illness/ Misadventure/ Application for Extension Appeal Process MUST be followed. Any student in these circumstances receives a ZERO mark until proven otherwise. YOU HAVE FIVE SCHOOL DAYS FROM THE DUE DATE OF THE TASK TO LODGE AN APPEAL.

Assessment Schedules

The assessment schedule included in this booklet indicate the major components in each course. The outcomes relate directly to the task and will be measured using the marking criteria. Use the marking criteria as a guide to get the best results. It is recommended that you go through your schedules and use your calendar listing due dates to assist you with planning your time. Dates are generally indicated as weeks only, so that a suitable lesson within the week may be allocated for all classes.

- Child Studies
- Commerce
- Drama
- English
- Food Technology
- HSIE
- History Elective
- Industry Technology – Engineering
- Industry Technology – Metal
- Industry Technology - Timber
- iSTEM
- Mathematics
- Music
- Personal Development, Health and Physical Education
- Physical Activity and Sport Studies (PASS)
- Science
- Visual Arts

Child Studies

Task	Task Description	Skills/Component/Topic	Outcomes	Due Date
1	Floor Plan of a Nursery and a Layette	Preparing for parenthood	3.3, 4.2, 4.3	Term 1 Week 8
2	Magazine article	Newborn Care	1.2, 1.3, 2.3, 3.1, 3.2	Term 2 Week 8
3	Practical Project and written report	Play and the Developing Child	2.1, 2.2, 3.2	Term 4 Week 1
4	Yearly exam		1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	Term 4 Exam Week

Outcomes	Description
1.1	identifies the characteristics of a child at each stage of growth and development
1.2	describes the factors that affect the health and wellbeing of the child
1.3	analyses the evolution of childhood experiences and parenting roles over time
2.1	plans and implements engaging activities when educating and caring for young children within a safe environment
2.2	evaluates strategies that promote the growth and development of children
2.3	describes a range of appropriate parenting practices for optimal growth and development
3.1	discusses the importance of positive relationships on the growth and development of children
3.2	evaluates the role of community resources that promote and support the wellbeing of children and families
3.3	analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
4.1	demonstrates a capacity to care for children in a positive, understanding and tolerant manner in a variety of settings and contexts
4.2	analyses and compares information from a variety of sources to develop an understanding of child growth and development
4.3	applies appropriate evaluation techniques when creating, discussing and assessing information related to child growth and development
V1.1	appreciates the roles of caregivers in the growth and development of children
V2.1	appreciates the diverse beliefs, values, attitudes and family structures in our community

Commerce

Task	Task Description	Skills/Component/Topic	Outcomes	Due Date
1	Research Task	Topic: Consumer and Financial Decisions Skills: Gathering and processing relevant information; developing evidence-based conclusions/decisions and reasoned arguments	COM5-1; COM 5-4; COM5-7	Week 6, Term 1
2	Exam – Case Study Analysis	Topic: The Economic and Business Environment Skills: analysing familiar and new situations; evaluating options	COM5-1; COM5-2; COM5-5	Week 5, Term 2
3	Amazing Race Program / Tour Itinerary	Topic: Option Topic – Travel Skills: developing questions; analysing familiar and new situations; evaluating options; developing and implementing plans; working independently and collaboratively	COM5-5; COM5-6; COM5-7; COM5-9	Week 4, Term 3
4	Investing Scenarios and Writing Task	Topic: Option Topic – Investing Skills: analysing familiar and new situations; evaluating options; working independently and collaboratively	COM5-4; COM5-5; COM5-8	Week 10, Term 3
5	Extended Writing Response	Topic: Law, Society and Political Involvement Skills: developing evidence-based conclusions/decisions and reasoned arguments, working independently and collaboratively	COM5-1; COM5-2; COM5-3	Week 6, Term 4

Outcome	Description – Semester 1
COM5-1	applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
COM5-2	analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
COM5-4	analyses key factors affecting decisions
COM5-5	evaluates options for solving problems and issues
COM5-7	researches and assesses information using a variety of sources

Outcome	Description – Semester 2
COM5-1	applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
COM5-2	analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
COM5-3	examines the role of law in society
COM5-5	evaluates options for solving problems and issues
COM5-6	develops and implements plans designed to achieve goals
COM5-8	explains information using a variety of forms
COM5-9	works independently and collaboratively to meet individual and collective goals within specified timeframes

Drama

Task	Task Description	Topic	Outcomes	Timing
1	Improvisation	Intro and Improvisation	5.1.2, 5.1.3, 5.2.1	Term 1 Week 9
2	Logbook	Intro and Improvisation	5.3.1, 5.3.2	Term 1 Week 9
3	Melodrama Script and Performance	Melodrama	5.1.1,5.1.3, 5.2.3, 5.1.2	Term 2 Week 8
4	Group Performance	Scripts and Stagecraft	5.1.1, 5.1.4, 5.2.2, 5.2.3	Term 3 Week 9
5	Logbook	Scripts and Stagecraft	5.3.3	Term 3 Week 9
6	Mime Performance and Exam	Mask and Mime	5.2.1,5.2.2, 5.3.1,5.3.2, 5.3.3, 5.1.4	Term 4 Week 7

Outcome	Description
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 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
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.

English

Task	Task Description	Skills/Component/Topic	Outcomes	Due Date
1	Extended Response	Topic: Close Study of a Novel	1, 4, 7	Term 1 Week 10
2	Half Yearly Exam	Topics: Close Study of a Novel, 'Adversity' Component: reading, writing The exam will consist of the following: Paper 1: reading and short response Paper 2 Section I: reading and short response Paper 2 Section II: Creative response	Paper 1: 3, 6 Paper 2 Section I: 1 Paper 2 Section II: 2, 5, 8	Term 2 Exam period
3	Group Presentation	Topic: There's Something About Shakespeare Component: speaking and representing	1, 3, 5	Term 3 Week 9
4	Yearly Exam	Topics: There's Something About Shakespeare and Change Components: reading, writing The exam will consist of the following: Paper I Section I: reading and short response Paper I Section II: Extended response Paper 2 Section I: reading and short response Paper 2 Section II: extended response	Paper 1 Section I: 2, 6 Paper 1 Section II: 4, 5 Paper 2 Section I: 7, 8 Paper 2 Section II: 1, 4, 7	Term 4 Exam period

In addition to these Formal Assessment Tasks students in Year 9 will complete class based assessments throughout each term. These tasks assist in gathering evidence of ongoing student learning while providing students with multiple opportunities to demonstrate the extent of their knowledge, understanding and skills.

These tasks may take the form of: diary entries, letters, reflection tasks, oral presentations, extended responses, listening tasks, reading and short answer and visual representations.

Outcome	Description
EN5-1A	responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN5-2A	effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
EN5-3B	selects and uses language form, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
EN5-4B	effectively transfer knowledge, skills and understanding of language concepts into new and different contexts
EN5-5C	thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in arrange 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 effects on meaning
EN5-9E	purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Food Technology

Task	Task Description	Skills/Component/Topic	Outcomes	Due Date
1	Research Report	Food Selection and Health	FT5-6, FT5-7, FT5-8, FT5-9, FT5-11, FT5-12, FT5-13	Term 1 Week 10
2	Report and Practical	Food Service and Catering	FT5-1, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11	Term 3 Week 3
3	Research, portfolio and practical	Food for special occasions	FT5-1, FT5-6, FT5-7, FT5-8, FT5-10, FT5-11	Term 4 Week 8
4	Yearly exam		FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-12, FT5-13	Term 4 Exam Week

Outcomes	Description
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



School Name: St Clair High School Assessment Schedule

COURSE: STAGE 5 - HOSPITALITY

2020

Assessment Events for Certificate I in Hospitality SIT10216		Cluster A	Cluster B	Cluster C	Cluster D
		Getting Ready for Work	Prepare and Serve Espresso Coffee	Well Catered For	Spice of Life
		Week: Term:	Week: Term:	Week: Term:	Week: Term:
Code	Unit of Competency				
SITXWHS001	Participate in safe work practices	X			
SITXFSA001	Use hygienic practices for food safety	X			
SITHFAB005	Prepare and serve espresso coffee		X		
TLIE1005	Carry out basic workplace calculations			X	
SITHCCC003	Prepare sandwiches			X	
BSBWOR203	Work effectively with others			X	
SITXCCS001	Provide customer information and assistance				X

N.B. Competency outcomes must be entered onto Schools Online by the due date. All Cluster tasks must be completed, and assessed by Term 4 Week 5.

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate I in Hospitality SIT10216 or a Statement of Attainment towards a Certificate I in Hospitality SIT10216.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. In addition to Assessment Events, some assessment may occur in an informal setting in the classroom. Competency assessment is graded as "Achieved" or "Not Achieved". This means a course mark is not allocated.

Task	Task Description	Skills/Component/Topic	Outcomes	Due Date
1	Extended response	Changing Places – Badgery’s Creek airport	GE5-3, GE5-4, GE5-5	Week 10, T1
2	Exam – assessing wellbeing	Human Wellbeing	GE5-6, GE5-7, GE5-8	Exam period, T2
3	Source analysis + essay	Making a Nation	HT5-1, HT5-7, HT5-9	Wk 5, T3
4	Exam	Making a Nation/Rights and Freedoms	HT5-1, HT5-4, HT5-6	Exam period, T4

Semester 1	
Outcomes	Description
GE5-3	locates and describes the diverse features and characteristics of a range of places and environments
GE5-4	describes processes and influences that form and transform places and environments
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

Semester 2	
Outcomes	Description
HT5-1	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 motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
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

Industrial Technology - Engineering

Task	Task Description	Skills/Component/Topic	Outcomes	Due Date
1	Task 1 Research Assignment	Engineering materials	IND5-4, IND5-7	T1 - Wk9
2	Task 2 Project 1 LED Torch	Design Folio Design Product	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9	T1 - Wk10
3	Task 3 Project 2 Bridge Building	Design Folio Design Product	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9	T2 - Wk9
4	Task 4 Project 3 Lego Robotic	Design folio Design product	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9, IND5-10	T3 - Wk10
5	Task 5 Theory Exam		IND5-1, IND5-4, IND5-9	T4 - Wk5
6	Task 6 Project 4 Solar Car	Design folio Design product	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9, IND5-10	T4 - Wk9

Outcome	Description
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

Task	Task Description	Skills/Component/Topic	Outcomes	Due Date
1	Research Assignment	Hardwood, Softwood, adhesives and abrasives	IND5-4	T1 – Wk9
2	Project 1	Design Folio Processes	IND5-1, IND5-3, IND5-4, IND5-7, IND5-8	T1 – Wk10
3	Project 2	Design Folio Design Product	IND5-1, IND5-3, IND5-4, IND5-7, IND5-8, IND5-9	T2 – Wk9
4	Theory Exam		IND5-1, IND5-4, IND5-7, IND5-9	T3 – Wk8
5	Project 3	Design Folio Design Product	IND5-1, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9, IND5-10	T4 – Wk5

Outcome	Description
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

Task	Task Description	Skills/Component/Topic	Outcomes	Due Date
1	STEM challenges Portfolio	Stem Fundamentals Topic #1 and #2	5.1.1, 5.1.2, 5.4.1, 5.4.2, 5.6.1,5.6.2,5.8.1	Term 1 Week 10
2	Half yearly Exam	Stem Fundamentals	<u>Outcomes:</u> 5.2.1 5.3.1	T2 Wk 5
3	Balsa wood CO2 Dragster car Research and portfolio and model	Aerodynamics	5.1.1, 5.1.2, 5.2.1, 5.2.2 , 5.5.2, 5.6.2	Term 3 Week 9
4	Lego challenges design portfolio- Sumobot	Mechatronics	5.1.1, 5.1.2 5.2.1, 5.2.2,5.3.1, 5.5.2, 5.6.2,	Term 4 Week 5

Outcomes	Descriptions
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
5.4.1	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
5.5.2	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
5.8.1	understands the importance of working collaboratively, cooperatively and respectfully in the completion of STEM activities

Mathematics 5.3

Task	Task Description	Skills/Component/Topic	Outcomes	Due Date
1	Surface Area and Volume Assignment	Surface Area and Volume	MA5.1-8MG, MA5.1-9MG, MA5.2-11MG, MA5.3-12MG, MA5.2-12MG, MA5.3-14MG, MA5.3-16MG	Term 1 Week 6
2	Half-Yearly Examination	Formal Examination: Surface Area, Volume, Pythagoras' Theorem & Surds, Products & Factors	MA5.1-8MG, MA5.1-9MG, MA5.2-11MG, MA5.3-12MG, MA5.2-12MG, MA5.3-14MG, MA5.3-16MG, MA5.3-6NA, MA5.2-6NA, MA5.3-5NA	Term 2 Week 5-6
3	Yearly Examination	Formal Examination: Trigonometry, Indices, Geometry, Equations, Investigating Data, Coordinate	MA5.1-10MG, MA5.2-13MG, MA5.3-15MG, MA5.1-5NA, MA5.2-7NA, MA5.1-9MG, MA5.3-6NA, MA5.2-14MG, MA5.2-8NA, MA5.3-7NA, MA5.1-12SP, MA5.2-15SP, MA5.1-7NA, MA5.2-5NA, MA5.2-9NA, MA5.2-10NA, MA5.3-8NA	Term 4 Week 5-6

At end of each unit the topic will be assessed according to each outcome. The following scope and sequence outlines the Unit of work, outcomes assessed and approximate time for completion for each topic.

TERM 1

1	2	3	4	5	6	7	8	9	10	
SURFACE AREA MA5.1-8MG, MA5.1-9MG, MA5.2-11MG, MA5.3-12MG				VOLUME MA5.2-12MG, MA5.3-14MG, MA5.3-16MG			PYTHAGORAS' THEOREM & SURDS MA5.3-6NA			

TERM 2

1	2	3	4	5	6	7	8	9	10
PRODUCTS & FACTORS MA5.2-6NA, MA5.3-5NA					TRIGONOMETRY MA5.1-10MG, MA5.2-13MG, MA5.3-15MG			INDICES MA5.1-9MG, MA5.1-5NA,	

TERM 3

1	2	3	4	5	6	7	8	9	10
INDICES MA5.2-7NA, MA5.3-6NA		GEOMETRY MA5.2-14MG		EQUATIONS MA5.2-8NA, MA5.3-7NA			INVESTIGATING DATA MA5.1-12SP, MA5.2-15SP		

TERM 4

1	2	3	4	5	6	7	8	9	10
COORDINATE GEOMETRY MA5.1-7NA, MA5.2-5NA, MA5.2-9NA, MA5.2-10NA, MA5.3-8NA				PROBABILITY MA5.1-13SP, MA5.2-17SP			CONGRUENT & SIMILAR FIGURES MA5.1-11MG, MA5.2-14MG, MA5.3-16MG		

Mathematics 5.3

Outcome	Description
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.3-13MG	applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
MA5.3-6NA	performs operations with surds and indices
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.3-5NA	selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.3-15MG	applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices
MA5.1-9MG	interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.3-7NA	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-7NA	graphs simple non-linear relationships
MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving direct proportion
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
MA5.3-8NA	uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments
MA5.1-11MG	describes and applies the properties of similar figures and scale drawings
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.3-16MG	proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals

Mathematics 5.2/5.1

Task	Task Description	Skills/Component/Topic	Outcomes	Due Date
1	Surface Area and Volume Assignment	Surface Area & Volume	MA5.1-8MG, MA5.1-9MG, MA5.2-11MG, MA5.2-12MG,	Term 1 Week 6
2	Half-Yearly Examination	Formal Examination: Surface Area & Volume, Pythagoras' Theorem, Algebra	MA5.1-8MG, MA5.2-11MG, MA5.2-12MG, MA4-16MG, MA5.2-6NA,	Term 2 Week 5-6
3	Yearly Examination	Formal Examination: Trigonometry, Indices, Geometry, Equations, Investigating Data	MA5.1-10MG, , MA5.2-13MG, MA5.1-5NA, MA5.2-7NA, MA5.1-9MG, MA5.2-14MG, MA5.2-8NA, MA5.1-12SP, MA5.2-15SP	Term 4 Week 5-6

At end of each unit the topic will be assessed according to each outcome. The following scope and sequence outlines the Unit of work, outcomes assessed and approximate time for completion for each topic.

TERM 1

1	2	3	4	5	6	7	8	9	10
SURFACE AREA & VOLUME					PYTHAGORAS' THEOREM			ALGEBRA	
MA5.1-8MG, MA5.2-11MG, MA5.2-12MG					MA4-16MG			MA5.2-6NA	

TERM 2

1	2	3	4	5	6	7	8	9	10
ALGEBRA		TRIGONOMETRY				INDICES			
MA5.2-6NA		MA5.1-10MG				MA5.1-5NA, MA5.2-7NA, MA5.1-9MG			

TERM 3

1	2	3	4	5	6	7	8	9	10
GEOMETRY			EQUATIONS				INVESTIGATING DATA		
MA5.2-14MG			MA5.2-8NA				MA5.1-12SP, MA5.2-15SP		

TERM 4

1	2	3	4	5	6	7	8	9	10
COORDINATE GEOMETRY & GRAPHS				PROBABILITY			CONGRUENT & SIMILAR FIGURES		
MA5.1-6NA, MA5.1-7NA, MA5.2-5NA, 5.2-9NA, 5.2-10NA				MA5.1-13SP, MA5.2-17SP			MA5.1-11MG, MA5.2-14MG		

Mathematics 5.2/5.1

Outcome	Description
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA4-16MG	applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices
MA5.1-9MG	interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.1-4NA	solves financial problems involving earning, spending and investing money
MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-7NA	graphs simple non-linear relationships
MA5.2-9NA	uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-5NA	recognizes direct and indirect proportion, and solves problems involving direct proportion
MA5.2-10NA	connects algebraic and graphical representations of simple non-linear relationships
MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments
MA5.1-11MG	describes and applies the properties of similar figures and scale drawings
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar

Music

Task	Task Description	Skills/Component/Topic	Outcomes	Due Date
1	Performances of: 1. My Island Home 2. Toccata	Performance Develop knowledge, understanding and skills in the musical concepts through performing as a means of self-expression, interpreting musical symbols and developing solo and/or techniques	5.1, 5.2, 5.3, 5.10, 5.11, 5.12	1. Term1 2. Term 2
2	Lion King Composition	Composition Develop knowledge, understanding and skills in the musical concepts through composing as a means of self-expression, musical creation and problem-solving	5.4, 5.5, 5.6, 5.10, 5.11, 5.12	Term 3 Week 8-9
3	Listening Exam	Aural Develop knowledge, understanding and skills in the musical concepts through listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts	5.7, 5.8, 5.10, 5.11, 5.12	Term 4 Week 2
4	Accumulative Written Exam + Book work	Musicology Develop knowledge, understanding and skills in the musical concepts through music analysis .	5.7, 5.9, 5.11, 5.12	1. Term2 Week 4 2. Term 4 Week 4

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

Personal Development, Health and Physical Education (PDHPE)

Task	Task Description	Skills/Component/Topic	Outcomes	Due Date
1	Developing Respectful Relationships (10 marks) Practical Component (10 marks)	<ul style="list-style-type: none"> - Responding positively to challenges - Inclusivity, equity, respect in relationships - Movement proficiency, participation, engagement 	PD5-1, PD5-2, PD5-3, PD5-4, PD5-5, PD5-10, PD5-11	Week 6 Term 1
2	Half-Yearly examination (15 marks) Practical Component (15 marks)	<ul style="list-style-type: none"> - Developing respectful relationships, Connecting with communities - Movement proficiency, participation, engagement 	PD5-1, PD5-2, PD5-3, PD5-4, PD5-5, PD5-10, PD5-11	Week 6 Term 2
3	Image and wellbeing (10 marks) Practical Component (10 marks)	<ul style="list-style-type: none"> - Health, safety, wellbeing - Health practices, behaviours, resources - Movement proficiency, participation, engagement 	PD5-5, PD5-5, PD5-7, PD5-8, PD5-9, PD5-11	Week 6 Term 3
4	Yearly Examination (15 marks) Practical Component (15 marks)	<ul style="list-style-type: none"> - Developing respectful relationships, Connecting with communities - Health, safety, wellbeing, Health practices and behaviours - Movement proficiency, participation and engagement 	PD5-1-PD5-11	Week 6 Term 4

Outcome	Description
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 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 personalized plans to enhance health and participation in a lifetime of physical activity.
PD5-9	Assesses, 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.

Physical Activity and Sport Studies (PASS)

Task	Task Description	Skills/Component/Topic	Outcomes	Due Date
1	Body Systems (15 marks) Practical Component (10 marks)	<ul style="list-style-type: none"> - Structure of body systems - Energy and physical activity - Interrelationships between body systems Hydration and physical activity	1.1, 4.4 3.1, 3.2, 4.1, 4.3	Week 5 Term 1
2	Physical Fitness (15 marks) Practical Component (10 marks)	<ul style="list-style-type: none"> - Physical fitness - Physical activity - Developing physical fitness Measurement and evaluation	1.1, 1.2, 4.2 3.1, 3.2, 4.1, 4.3	Week 5 Term 2
3	Technology, Participation and Performance (15 marks) Practical Component (10 marks)	<ul style="list-style-type: none"> - Contribution of technology to participation and performance - Impact of technology - Ethical implications of technology Evaluation and management of technology	4.4 3.1, 3.2, 4.1, 4.3	Week 5 Term 3
4	Event Management (15 marks) Practical Component (10 marks)	<ul style="list-style-type: none"> - Structures and formats - Enterprise and organisational skills Roles in event management	3.2, 4.2 3.1, 3.2, 4.1, 4.3	Week 5 Term 4

Outcome	Description
1.1	discusses factors that limit and enhance the capacity to move and perform analyses the benefits of participation and performance
1.2	analyses the benefits of participation and performance in physical activity and sport
2.1	discusses the nature and impact of historical and contemporary issues in physical activity and sport
2.2	analyses physical activity and sport from personal, social and cultural perspectives
3.1	demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
3.2	evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
4.1	works collaboratively with others to enhance participation, enjoyment and performance
4.2	works collaboratively with others to enhance, participation, enjoyment and performance.
4.3	performs movement skills with increasing proficiency
4.4	analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Science

Task	Task Description	Skills/Component/ Topic	Outcomes	Due Date
1	Ecosystems Skills and assessment Practical	Ecosystems	SC5-6WS, SC5-7WS, SC5-14LW	Term 1 Week 5
2	Cell Coordination research task	Cell Coordination	SC5-14LW	Term 1 Week 10
3	Half -Yearly Exam	1.Ecosystems 2.Cell Coordination 3.Waves	SC5-10PW, SC5-14LW, SC5-9WS	Term 2 During Examination Per
4	Combustion Practical Task	Chemical reactions	SC5-17CW	Term 3 Week 6
5	Yearly Exam	Atoms and Periodic Table, Chemical reactions Electricity and Plate Tectonics	SC5-10PW, SC5-16CW, SC5-12ES,	Term 4 During Examination Period

Outcomes	Descriptions
SC5-6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually
SC5-7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence based arguments and conclusions
SC5-14LWS	Analyses interactions between components and processes within biological systems
SC5-15LWS	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-10PWS	applies models, theories and laws to explain situations involving energy, force and motion
SC5-14LWS	Analyses interactions between components and processes within biological systems
SC5-9WS	Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17CW	Discuss the importance of chemical reactions in the production of a range of substances and the influence of society and the development of new materials
SC5-7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
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
SC5-12ES	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

Visual Arts

Task	Task Description	Skills/Component/Topic	Outcomes	Due Date
1	Theory Booklet	Critical/Historical Study 20	5.7, 5.8, 5.9, 5.10	Term 2 Week 3
2	Body of Work/VAPD	Art Making (20 + 10) 30	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Term 2 Week 4
3	Theory Booklet	Critical/Historical 20	5.7, 5.8, 5.9, 5.10	Term 3 Week 9
4	Body of Work/VAPD	Art Making (20 + 10) 30	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Term 4 Week 2

Outcomes	Description
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 the artist – artwork – world – audience
5.3	makes artworks informed by an understanding of how the frames affect meaning
5.4	investigates the world as a source of ideas, concepts and subject matter in the visual arts
5.5	makes informed choices to develop and extend concepts and different meanings in their artworks
5.6	demonstrates developing technical accomplishment and refinement in making artworks
5.7	applies their understanding of aspects of practice to critical and historical interpretations of art
5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
5.9	demonstrates how the frames provide different interpretations of art
5.10	demonstrates how art criticism and art history construct meanings

Individual Assessment Calendar – Term 1

	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
January 27 - February 2	1		School development day				
February 3-9	2						
February 10-16	3				Swimming Carnival		
February 17-23	4						
February 24 - March 1	5						
March 2-8	6						
March 9-15	7	School Photos					
March 16-22	8						
March 23-29 March	9					Harmony Day	
March 30- April 5	10						
April 6-12	11						
April		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays
April		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays

Individual Assessment Calendar – Term 2

	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
April 27- May 3	1	School development day					
May 4-10	2						
May 11-17	3						
May 18-24	4						
May 25-31	5						
June 1-7	6						
June 8-14	7	Queen's Birthday					
June 15-21	8						
June 22-28	9						
June 29- July 5	10						
July		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays
July		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays

Individual Assessment Calendar – Term 3

	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
July 22-26	1	School development day					
July 29 - August 2	2						
August 5-9	3						
August 12-16	4						
August 19-23	5						
August 26-30	6						
September 2-6	7						
September 9-13	8						
September 16-20	9						
September 23-27	10						
September		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays
October		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays

Individual Assessment Calendar – Term 4

	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
October 12-18	1						
October 19-25	2						
October 26 - Nov 1	3						
November 2-8	4						
November 9-15	5						
November 16-22	6						
November 23-29	7						
November 30 - Dec 6	8						
December 7-13	9						
December 14-20	10						
Christmas Holidays							



Education
Public Schools