



Sydney  
Secondary  
College  
Balmain

# Stage 5 Year 9 Assessment Booklet 2023

Name:

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## Assessment Policy

### Supporting Success

Objectives of our assessment program:

- To monitor and report on student progress and attainment.
- To facilitate the involvement of students in the assessment of their own work.
- To facilitate communication between teachers and parents about their child's progress, development and learning needs.
- To enable teachers to monitor their own teaching approaches and methodologies.

### Strategies to assist student achievement in assessment tasks

A consistent application of this policy in year 9 will provide increased support of student success with their assessment tasks.

To assist a consistent application:

- Regular teacher professional learning.
- Year group presentations to students on assessment support and expectations.
- The assessment policy and outline is clearly available on the school's website to assist in keeping students and parents informed.
- Class teachers conduct introductory lessons with students leading them through scope and sequences, related assessment tasks and expectations of student participation.
- All tasks are clearly identified in course scope and sequences and assessment schedules.
- Use of the website to assist in keeping students and parents informed.
- Deliberate focus on celebrating and recognition of student success through school merits.
- Lifeskills outcomes can be met in a number of ways in consultation with parents, students and other significant individuals, as outlined in the student's individual learning plans.

### Course outlines and assessment schedules

Teachers will make available the outline for each course. These outlines will indicate the approximate timing of assessment tasks in relation to the sequence of the course topics.

Assessment schedules will be made available for each course in each year. The schedules will include:

- A list of outcomes being assessed.
- The assessment tasks with weightings mapped back to the outcomes being assessed.
- Tasks that all students doing the same course do within each year.

### Notification of assessment tasks

Assessment tasks for year 7-10 are prepared on the school's agreed *notification of assessment* proforma and are issued to the students as early as possible prior to a task. This will be with a minimum of two weeks' notice.

These notifications of assessments should:

- Clearly indicate the outcomes which are being assessed, the value of the task, the nature of the task, due date and marking criteria.
- Be uploaded to Sentral Parent Portal for respective year groups.
- Be discussed by the class teacher when distributed to reinforce approach and expectations.
- Indicate student feedback with consideration to scaffolds to guide assessment expectations.

### Supporting submission of tasks

#### Expectations

Expectations of students for successful completion of assessment tasks:

- Plan for their tasks using the assessment schedules.
- Refer to the assessment notifications and seek a copy if they were absent at the time of distribution.
- Seek further guidance from teachers asking questions that enable a deeper understanding of what the task requires.
- Complete all assessment tasks on time.
- Submit their own work, making a genuine and serious attempt.

- Complete each assessment task to the best of their ability.
- Ensure that any questions they have about the marks / grades / comments awarded for an individual piece of work are resolved at the time the work is handed back.
- Reflect on teacher comments and performance to develop strategies to improve in future tasks.
- Work without hindering the learning and work of other student with both hand in tasks and tests / examinations.

Grounds for rescheduling an assessment task include:

- Illness or valid injury.
- Authorised absence from school.
- Severe family disruption.
- Student involvement in an official school function.
- Other as approved by the Head Teacher of the KLA or the Deputy Principal.

Process for illness/misadventure applications & rescheduling tasks

- Rescheduling of tasks will be arranged where the grounds as detailed above have been met.
- The Head Teacher of the course is responsible for authorising the rescheduling of a task.
- All applications must be accompanied by a note from the parent / caregiver or a completed *Illness / Misadventure* form.
- Where a student was absent or had a legitimate reason to not hand in a task, the student must see the teacher or head teacher on the first day of return to school to hand in the task.
- Where a student was absent and had a legitimate reason to have missed a task, the student must see the teacher or head teacher on the first day of return to school to submit the task or organise a time to complete the task.

Process to manage missed or late submission of a task

The following procedures apply to students who missed or submitted a task late and it was not covered by illness/misadventure.

- A penalty will apply for any missed or late submission of an assessment task not covered in the above. Students will receive zero if the task is not submitted on the due date.
- In most instances, parents will be notified where a zero mark is given.
- Students will have their work marked and will be provided with feedback with the possible marks earned for the task.
- Students must submit all assessment tasks regardless of penalties applied.

Consistently not submitting assessment tasks by due dates could result in failure to satisfy course requirements. The students and their parents will receive official letters warning of such a determination in these cases.

Managing issues surrounding malpractice including suspected plagiarism

Defining Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as one's own.
- Using material directly from books, journals, CDs or the Internet without reference to the source.
- Building on the ideas of another person without reference to the source.
- Buying, stealing or borrowing another person's work and presenting it as one's own.
- Submitting work to which another person, such as a parent, coach or subject expert has contributed substantially.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- Breaching school examination rules.
- Not making a genuine effort with an assessment task.
- Assisting another student to engage in malpractice.

## Strategies to ensure the authenticity of student responses to tasks

Strategies that teachers can use:

- Thoroughly briefing all students in relation to the requirements of each task using the school's notifications of assessments.
- Considering allocating class time to the planning of a response to a task.
- Considering a process diary or journal that students use to show how their response or project or work was developed.
- Asking students to submit a task at critical points in its development.
- Having students submit their original drafts in addition to their final work.
- Incorporating student oral presentations on the progress of their work.
- Communicating clearly to students the extent of teacher, or other expert or outside, involvement permitted in the development of the work.

## Managing Issues of Malpractice

Issues of malpractice need to be:

- Investigated by the teacher and head teacher of the respective course who will provide the student(s) with an opportunity to address the issue.
- The Head Teacher will consult with the Deputy Principal to deliberate a course of action and communicate this to the student and the student's parents.
- If the malpractice is proven, a penalty, including consideration of a zero mark, will be given appropriate to the seriousness of the issue.

## Formal examination procedures

### General Examination Procedures

- In a number of courses students will sit examinations. There is no formal examination period in Year 9. Students in Year 10 will sit Yearly Examinations as indicated on the assessment planning calendar for Year 10.
- Students are expected to apply themselves in the examination until the designated writing time has elapsed. Students are encouraged to review their work if they finish early.
- Students are not to take any writing materials, pencil cases, books or other non-approved

materials into the examination. Answer paper will be provided for all assessment tasks as required. Approved equipment taken into the examination room must be carried in as separate items.

- Mobile phones are to be switched off before entering the examination room and kept in the student's bag which will remain in the hall. Failure to comply with this may be considered as malpractice in the examination.
- Students are expected to remain quiet and not to talk to or interfere with other students or their equipment once they enter the examination room.

### Misconduct in formal examinations and other assessment tasks

- Misconduct during any task or formal examination may be regarded as malpractice. Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment tasks. Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice.
- All class tasks including formal examinations must be attempted seriously. Non-serious attempts or inappropriate responses are an issue of malpractice.

### Technology and assessment tasks

Many assessment tasks submitted by students are prepared using technology and are either printed or uploaded for submission. Unfortunately, technology fails or breaks down at the most inopportune times. Faulty equipment, including printing issues are not an acceptable excuse for late submission.

To assist students in the utilisation of technology, the following guidelines should be considered:

- Always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly.
- Submit work using the learning platform as advised by your teacher, such as Edmodo.
- Print out copies of drafts and keep them while the assignment is in progress.
- Bring a copy of the file to school by saving on a cloud, email or on a USB.

## Appeals Process

Appeals concerning assessment procedures may only be based on the assessment process. While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgement of a teacher is not grounds for an appeal.

When a student feels that a decision applied to their work is not consistent with the school's assessment policy and procedures, they may appeal to the head teacher in the first instance.

Where a student feels that the appeal to the head teacher has not been considered, they may appeal to the Principal / Deputy Principal to determine if:

- The weightings specified by the school in its assessment program were followed and conform with NESA's requirements as detailed in the syllabus;
- The procedures used to determine the final assessment marks conform with the issued assessment program; and,
- There are no computational or other clerical errors in the determination of the assessment mark.

## Record of School Achievement (RoSA)

The RoSA provides information on completed Stage 5 courses including grades. It is a credential intended for use for students leaving school prior to the completion of the HSC. Students who leave school and satisfy eligibility requirements for the RoSA will receive the formal credential. All students have access to a record of their courses studied and their grades through Students Online which will be made available to them by the NSW Educational Standards Authority (NESA) at the end of year 10.

### Meeting Course Requirements

Stage 5 students (Years 9 and 10) must meet a number of requirements that include:

1. Satisfactory completion of courses required by NESA (Previously BOSTES).
2. Satisfactory record of application (effort) and achievement.
3. Achieve some or all of the course outcomes.

Satisfactory attendance and level of involvement and participation in class, which includes the satisfactory completion of assessment tasks, assignments, homework and class tasks is required.

The school may determine that, due to absence, course completion criteria may not be met. Attendance at school is critical for the satisfactory completion of a course. Students must attend until the final day of year 10 to qualify for the RoSA.

If a student is in danger of not completing a course satisfactorily, the student will be warned in writing in time for them to correct the problem and satisfactorily complete the course. Where a student is deemed not to have completed a course, they will receive an 'N' determination and may not be eligible for a RoSA.

## RoSA Reporting Credentials

The NSW Record of School Achievement (RoSA) is not a 'one point in time' document, but rather, a record of a student's achievements up until the time they choose to leave school. The NSW Educational Standards Authority (NESA) stores information provided to them by schools about student achievement and issues the RoSA electronically only when a student leaves school. Students who go on to complete the appropriate requirements will be awarded their HSC.

School-based assessment is used to award a school grade for each of the courses students have studied in Stage 5 (Years 9 and 10). Grades A – E are awarded based on the Course Performance Descriptors. (Note: In Mathematics, students will be awarded A10, A9, B8, B7, C6, C5, D4, D3 or E2). These grades indicate a student's full range of achievements in each course, providing a detailed report of the student's overall performance.

## Literacy and numeracy tests

Students intending to leave school before their HSC can take optional online literacy and numeracy tests. These tests are designed to show an overview of a student's level of achievement in these areas. The test results are reported separately from the RoSA and are not a requirement for award of the credential.

## Balmain Campus School Reports

To inform students, parents and caregivers of student progress, the school issues Half Yearly School Reports at the end of term 2 and Yearly Reports at the end of term 4.

In each subject, student progress will be indicated on the report in three ways.

- Overall progress and position in the group is indicated by an Assessment Mark. This is calculated by adding together the marks for the assessment tasks, using the weighting scale.
- Progress in the learning outcomes will be indicated using the Achievement Scale:

Achievement Scale	Achievement Description
<b>Outstanding Achievement</b>	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>High Achievement</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.
<b>Sound Achievement</b>	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.
<b>Basic Achievement</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>Limited Achievement</b>	The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills.

- Other information, including work habits, areas for improvement will be included in the teacher comment.



## Illness/misadventure form

This form must be submitted to the appropriate Head Teacher **on the day you return to school** or emailed to the school (Email address [balmain-h.school@det.nsw.edu.au](mailto:balmain-h.school@det.nsw.edu.au)). School phone number 9810 0471

Name: \_\_\_\_\_ Year: \_\_\_\_\_

\_\_\_\_\_

Teacher: \_\_\_\_\_

Subject: \_\_\_\_\_

Title of Task: \_\_\_\_\_ Due date of task: \_\_\_\_\_

Are you seeking special consideration for (circle) (a) illness OR (b) misadventure ?

Please provide details and reasons for your request. Attach all necessary medical certificates and other documents.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parent/caregiver's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

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### HEAD TEACHER USE ONLY:

Supporting evidence (attached):                      Yes                      No

Was the school notified of the absence?                      Yes                      No

Special consideration accepted                      Yes                      No

Action: \_\_\_\_\_

\_\_\_\_\_

Head Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_



## GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents. Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilise, and employ in a particular situation
<b>Appreciate</b>	Make a judgment about the value of
<b>Assess</b>	Make a judgment of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain/determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically (analyse/ evaluate)</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection <b>and</b> quality to (analysis/evaluation)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgment based on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationship between things evident; provide why and/or how
<b>Extract</b>	Choose relevant and /or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reason in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole

## Assessment Planning Calendar Term 1 2023

Week	Due this week
Week 4 13 Feb	PASS - Sports Education in Physical Education Program (ongoing to Week 10) (Line Y and Z)
Week 5 20 Feb	Work Education – White card training and goal setting (Line X)
Week 6 27 Feb	Industrial Technology – Engineering – Task 1 (Line X)
Week 7 6 Mar	HSIE (Mandatory) Empathy task
Week 8 13 Mar	Science - Dynamic Earth Model <b>NAPLAN Online</b>
Week 9 20 Mar	Italian - Multimodal Task (Speaking and Writing) (Line Y) Japanese - Multimodal Task (Speaking and Writing) (Line Z) Big History - Infographic (Line Y) <b>NAPLAN Online</b>
Week 10 27 Mar	PDHPE - Mental Health Fair Design and Technology – Practical & Folio (Line Y) Information and Software Technology – Task 1 (Line Y & Z) History Detectives - Archaeology Task (Line Y) Photography & Digital Media - Digital Imaging The Nuts & Bolts (Line X)
Week 11 3 Apr	English (Mandatory) Genre Task Marine Science 1 - Fish Biology Portfolio (Line X and Y)

## Assessment Planning Calendar Term 2 2023

Week	Due this week
Week 1 24 Apr	Global Action - Inquiry Skills and Fieldwork Task (Line Z)
Week 2 1 May	Food Technology – Task 1 (Line X and Z) Industrial Technology – Multimedia – Task 1 (Line Z) Com - Business - Media File (Line X and Z) Com - Law - Law & Society Quiz (Line X)
Week 3 8 May	Textile Technology – Task 1 (Line Y) Marine Science 1 – Aquarium Project Plan (Line Y and Z) Mathematics – Half Yearly and Examination Study Sheet
Week 4 15 May	Drama - Theatre Styles Performance (Line X) Music - Jazz Performance (Line X) Visual Design – Branded Graphic Design - Making Practice (Line X) iSTEM - Mechatronic Project (Line X and Y)
Week 5 22 May	Visual Arts - Myths & Monsters (Line Z) Italian - In-class test (Listening and Reading) (Line Y) Japanese - In-class test (Listening and Reading) (Line Z)
Week 6 29 May	Marine Science 1 - Aquarium Project Check-In (Line Y and Z) HSIE - Changing Places, Rights & Freedoms Task Work Education - Case Study (Line X)
Week 7 5 Jun	

Week 8 12 Jun	PDHPE - Recognising diversity and promoting inclusion
Week 9 19 Jun	English (Mandatory) – Critical Essay History Detectives - Research Task (Line Y)
Week 10 26 Jun	Marine Science 1 - Aquarium Project Report (Line Y and Z) Science - Practical Examination

## Assessment Planning Calendar Term 3 2023

Week	Due this week
Week 1 17 Jul	Global Action - Global Challenges Task (Line Z) Industrial Technology – Engineering – Task 2 (Line X) Com- Business - Research Task (Line X and Z) Com - Law - Scenario Task (Line X)
Week 2 24 Jul	PASS - Technology in Sport (Line Y and Z) Information and Software Technology – Task 2 (Line Y & Z) Big History - Research Task (Line Y)
Week 3 31 Jul	Visual Arts - The Additive Assemblage (Line Z) Industrial Technology – Multimedia – Task 2 (Line Z)
Week 4 7 Aug	Mathematics - Cross KLA Project PASS - Event Management (ongoing to Term 3 Week 10) (Line Y and Z)
Week 5 14 Aug	Photography & Digital Media – Photographic Themes (Line X) Music - Australian Music Musicology (Line X) Design and Technology – Research & Design (Line Y)
Week 6 21 Aug	Drama - Individual Project (Line X) Visual Design – Scene Zine Making Practice (Line X) Food Technology – Task 2 (Line X and Z)
Week 7 28 Aug	
Week 8 4 Sep	

<p>Week 9 11 Sep</p>	<p>Global Action - Investigative Study Research Task (Line Z) Marine Science 1 - Ecosystem Diorama (Line Y and Z) Work Education - Project Management Task (Line X)</p>
<p>Week 10 18 Sep</p>	<p>iSTEM - IOT Major Project (Line X and Y) Textile Technology - Task 2 (Line Y) HSIE - Sustainable Biomes Task History Detectives - Project Based Learning (Line Y)</p>

## Assessment Planning Calendar Term 4 2023

Week	Due this week
Week 1 9 Oct	PDHPE - Safe Relationships Design and Technology – Practical & Folio (Line Y) Information and Software Technology – Task 3 (Line Y and Z)
Week 2 16 Oct	English (Mandatory) – Speech or Podcast Science (Mandatory) – Yearly Assessment Big History - Life Task (Line Y)
Week 3 23 Oct	Com - Business - Mock Business Task (Line X and Z) Com - Law - Employment Research Task (Line X)
Week 4 30 Oct	Japanese - Yearly Examination (Line Z) Visual Arts - My Own Sculptural Adventure (Line Z) Drama - Playbuilding Performance (Line X) Music - Classical Music Composition (Line X) Food Technology – Task 3 (Line X and Z) Industrial Technology – Multimedia – Task 3 (Line Z)
Week 5 6 Nov	Italian - Yearly Examination (Line Y) Visual Design – Iconic Object Design Making Practice (Line X) Photography & Digital Media - Let the Lens Tell A Story (Line X) Industrial Technology – Engineering – Task 3 (Line X) Textile Technology – Task 3 (Line Y)

## ENGLISH (Mandatory)

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 11	Genre	Matrix Task	EN5-1A EN5-4B EN5-5C EN5-9E	25%
Class Component	Ongoing Semester 1	Literacy Focus	Short Answer & Unseen Texts	EN5-1A EN5-7D	10%
Task 2	Term 2 Week 9	Study of a Composer & Context	Critical Essay	EN5-1A EN5-7D EN5-8D	25%
Task 3	Term 4 Week 2	Power & the Individual	Speech or Podcast	EN5-2A EN5-3B EN4-4B	30%
Class Component	Ongoing Semester 2	Literacy Focus	Short Answer & Unseen Texts	EN5-1A EN5-7D	10%
<b>TOTAL</b>					100%

Delivered by: English Faculty

Head Teacher: Ms Gammie

NESA English Syllabus. Stage 5 outcomes:

EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies

EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning

EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

EN5-6C investigates the relationships between and among texts

EN5-7D understands and evaluates the diverse ways texts can represent personal 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



## HSIE (Mandatory)

Delivered by: HSIE Faculty

Head Teacher: Mr Arvidson

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 7	Movement of People	Empathy Task	HT5.1 HT5.2 HT5.4 HT5.7	25%
Class Component	Ongoing Semester 1	Participation and Engagement Communication Self and Peer Reflection	Active Citizenship	HT5.1 HT5.2 HT5.4 HT5.7	10%
Task 2	Term 2 Week 6	Changing Places and Rights and Freedoms	Board Games Task	HT5.8 HT5.10 GE5.2 GE5.3 GE5.6	30%
Task 3	Term 3 Week 9	Sustainable Biomes	Multimodal Task	GE5.1 GE5.4 GE5.5 GE5.8	25%
Class Component	Ongoing Semester 2	Participation and Engagement Communication Self and Peer Reflection	Active Citizenship	GE5.1 GE5.4 GE5.5 GE5.8	10%
<b>TOTAL</b>					<b>100%</b>

Class component active citizenship descriptor:

- Asking, answering and posing key inquiry questions
- Active participation in class discussions
- Working collaboratively, sharing skills and knowledge in completing work
- Reflecting upon learning through self and peer reflection
- Multimodal interaction, engagement and discernment

NESA Geography and History Syllabus. Stage 5 outcomes:

**Geography:**

GE5-1 Explains the diverse features and characteristics of a range of places and environment  
 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  
 GE5-8 Communicates geographical information to a range of audiences using a variety of strategies

**History:**

HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia  
 HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia  
 HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia  
 HT5-7 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  
 HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

## MATHEMATICS (Mandatory) 5.1

Delivered by: Mathematics Faculty

Head Teacher: Mrs Laga'aia

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 2 Week 3	Integers, Decimals, Fractions, Ratios and Rates Financial Mathematics Indices Expressions and Equations	Half Yearly Examination and Study Sheet	MA5.1-5NA, MA5.1-4NA, MA5.1-2WM	30%
Class Component	Ongoing Semester 1	All Semester One Topics	Class Participation, Mathematics Communication in Bookwork	MA5.1-1WM, MA5.1-2WM	10%
Task 2	Term 3 Week 4	Right-angled Triangles Length, Area, Surface Area and Volume	Assessment Task	MA5.1-10MG, MA5.1-8MG, MA5.1-1WM	20%
Task 3	Term 4 Week 3	Probability and Single Variable Data Analysis Linear Relationships	Yearly Examination and Study Sheet	MA5.1-13SP, MA5.1-12SP, MA5.1-3WM	30%
Class Component	Ongoing Semester 2	All Semester Two Topics	Class Participation Mathematics Reasoning in Bookwork	MA5.1-3WM	10%

**The outcome statements are on the next pages**

## MATHEMATICS (Mandatory) 5.2

Delivered by: Mathematics Faculty

Head Teacher: Mrs Laga'aia

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 2 Week 3	Integers, Decimals, Fractions, Ratios and Rates Financial Mathematics Indices Expressions and Equations	Half Yearly Examination and Study Sheet	MA5.1-9MG, MA5.2-7NA, MA5.1-9MG, MA5.1-4NA, MA5.2-7NA, MA5.2-5NA, MA5.2-2WM	30%
Class Component	Ongoing Semester 1	All Semester One Topics	Class Participation, Mathematics Communication in Bookwork	MA5.2-1WM MA5.2-2WM	10%
Task 2	Term 3 Week 4	Right-angled Triangles Length, Area, Surface Area and Volume	Assessment Task	MA5.1-10MG, MA5.2-13MG, MA5.1-9MG, MA5.1-8MG, MA5.2-11MG, MA5.2-1WM	20%
Task 3	Term 4 Week 3	Probability and Single Variable Data Analysis Linear Relationships	Yearly Examination and Study Sheet	MA5.1-13SP, MA5.2-17SP, MA5.1-12SP, MA5.1-4NA, MA5.2-15SP, MA5.2-9NA MA5.2-5NA, MA5.2-3WM	30%
Class Component	Ongoing Semester 2	All Semester Two Topics	Class Participation Mathematics Reasoning in Bookwork	MA5.2-3WM	10%

**The outcome statements are on the next pages**

## MATHEMATICS (Mandatory) 5.3

Delivered by: Mathematics Faculty

Head Teacher: Mrs Laga'aia

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 2 Week 3	Number and Algebra, Financial Mathematics, Equations and Inequalities, Indices and Surds, Quadratics Expressions and Algebraic Fractions	Half Yearly Examination and Study Sheet	MA5.2-4NA, MA5.3-5NA MA5.3-6NA, MA5.3-7NA, MA5.3-8NA, MA5.3-2WM	30%
Class Component	Ongoing Semester 1	Semester One Topics	Participation & Engagement, Communication, Self-Reflection in workbook	MA5.3-1WM, MA5.3-2WM	10%
Task 2	Term 3 Week 4	Measurement and Geometry, Trigonometry, Area Surface Area & Volume	Assessment Task	MA4-16MG, MA5.1-8MG, 10MG,11MG, MA5.2-12MG, MA5.2-13MG, MA5.3-13MG, MA5.3-14MG MA5.3-1WM	20%
Task 3	Term 4 Week 3	Probability, Statistics, Linear Relationship	Yearly Examination	MA5.1-13SP, MA5.1-12SP, MA5.2-15SP, MA5.2-17SP, MA5.1-6NA, MA5.2-9NA, MA5.3-8NA, MA5.3-3WM	30%
Class Component	Ongoing Semester 2	Semester Two Topics	Participation & Engagement, Communication, Self-Reflection in workbook	MA5.3-3WM	10%

**The outcome statements are on the next pages**

## **NESA Mathematics Syllabus. Stage 5.1 outcomes:**

All students are expected to complete the 5.1 outcomes by the end of stage 5.

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

## **NESA Mathematics Syllabus. Stage 5.2 outcomes:**

Students who demonstrate understanding of the 5.1 outcomes may proceed to study the 5.2 outcomes.

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  
MA5.2-4NA 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, using analytical and graphical techniques  
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  
MA5.2-11MG 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  
MA5.2-15SP 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

## NESA Mathematics Syllabus. Stage 5.3 outcomes:

Students who demonstrate understanding of the 5.2 outcomes may proceed to study the 5.3 outcomes.

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  
MA5.3-4NA draws, interprets and analyses graphs of physical phenomena  
MA5.3-5NA selects 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, rearranges literal equations  
MA5.3-8NA uses formulas to find midpoint, gradient, distance on the Cartesian plane, applies standard forms of the equation of a straight line  
MA5.3-9NA sketches and interprets a variety of non-linear relationships  
MA5.3-10NA recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems  
MA5.3-11NA uses the definition of a logarithm to establish and apply the laws of logarithms  
MA5.3-12NA uses function notation to describe and sketch functions  
MA5.3-13MG 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  
MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals  
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

## PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (Mandatory)

Delivered by: PDHPE Faculty

Head Teacher: Mr Hollywood

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 10	Heads Up	Theory – Mental Health Fair, Stall and Presentation	PD5.2 PD5.6 PD5.7	30%
Class Component	Ongoing Semester 1	Communication Participation/Engagement Self/Peer Reflection	Portfolio of Work Key Inquiry Questions Practical Lessons	PD5.2 PD5.7 PD5.9 PD5.11	10%
Task 2	Term 2 Week 8	Recognising Diversity	Integrated – Promoting Inclusion Presentation	PD5.4 PD5.5 PD5.12	30%
Task 3	Term 4 Week 1	Safe Relationships	In-class test - Extended response writing	PD5.2 PD5.9 PD5.10	20%
Class Component	Ongoing Semester 2	Communication Participation/Engagement Self/Peer Reflection	Portfolio of Work Key Inquiry Questions Practical Lessons	PD5.1 PD5.5 PD5.7 PD5.9 PD5.11	10%
<b>TOTAL</b>					<b>100%</b>

NESA PDHPE Syllabus. Stage 5 outcomes:

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

## SCIENCE (Mandatory)

Delivered by: Science Faculty

Head Teacher: Ms El-Rakshy

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 8	Dynamic Earth	Model	SC5-ES SC5-WS	25%
Class Component	Ongoing Semester 1	Dynamic Earth Coordination Health and Disease	Class work Communication and Participation	SC5-ES SC5-LW SC5-WS	10%
Task 2	Term 2 Week 10	Energy Efficiency	Practical Examination	SC5-PW SC5-WS	25%
Task 3	Term 4 Week 2	All Topics	Yearly Assessment	SC5-ES SC5-PW SC5-CW SC5-LW SC5-WS	30%
Class Component	Ongoing Semester 2	Energy Efficiency Sustainable Ecosystems The Periodic Table	Class work Communication and Participation	SC5-PW SC5-ES SC5-LW SC5-CW SC5-WS	10%
<b>Total</b>					<b>100%</b>

### NESA Science Syllabus. Stage 5 outcomes:

SC5-4WS develops questions or hypotheses to be investigated scientifically

SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually & 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



## BIG HISTORY (Elective)

Delivered by: HSIE Faculty

Head Teacher: Mr Arvidson

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 9	What is Big History? Big Bang	Infographic	1.1 1.2, 2.1, 4.3	25%
Class Component	Ongoing Semester 1	Participation and Engagement Communication Self and Peer Reflection	Active Citizenship	1.1, 1.2, 2.1, 4.3	10%
Task 2	Term 3 Week 2	Stars Light Up New Chemical Elements	Research Task	2.2, 3.1, 3.3, 4.1	25%
Task 3	Term 4 Week 2	Earth and the Solar System Life	Create a Species – Project Based Learning	3.1, 3.2 4.2, 4.3	30%
Class Component	Ongoing Semester 2	Participation and Engagement Communication Self and Peer Reflection	Active Citizenship	3.1, 3.2, 4.2, 4.3	10%
<b>TOTAL</b>					<b>100%</b>

Class component active citizenship descriptor:

- Asking, answering and posing key inquiry questions
- Active participation in class discussions
- Working collaboratively, sharing skills and knowledge in completing work
- Reflecting upon learning through self and peer reflection
- Multimodal interaction, engagement and discernment

Big History Stage 5 Outcomes:

<p>1.1 identifies and describes philosophical terms and concepts in appropriate contexts</p> <p>1.2 uses philosophical concepts to analyse a range of differing philosophical viewpoints and perspectives</p> <p>1.3 evaluates the usefulness of philosophical concepts to support and/or refute a range of differing claims of knowledge and perspectives</p> <p>2.1 identifies types of evidence and discipline based claims of knowledge of the universe used in addressing essential philosophical questions</p> <p>2.2 explains and assesses the role of evidence and discipline based claims of knowledge of the universe used in addressing essential philosophical questions</p> <p>3.1 identifies and describes appropriate philosophical concepts to address relevant questions, cases, problems and claims of knowledge</p> <p>3.2 Constructs philosophical questions and/or problems using appropriate philosophical concepts</p> <p>3.3 analyses differing philosophical viewpoints, perspectives and claims of knowledge using evidence and relevant sources of information from a variety of different texts</p> <p>4.1 locates and selects relevant sources of information and evidence from across a range of disciplines and formats</p> <p>4.2 evaluates the usefulness of relevant sources of information and evidence across a range of disciplines to respond to essential philosophical questions and assess claims of knowledge</p> <p>4.3 selects and uses appropriate oral, written, and other forms, including ICT, to communicate effectively to different audiences</p>
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## COMMERCE -BUSINESS (Elective)

Delivered by: HSIE Faculty

Head Teacher: Mr Arvidson

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 2 Week 2	Consumer Decisions	Media File	COM5.1 COM5.2 COM5.3 COM5.7	25%
Class Component	Ongoing Semester 1	Participation and Engagement Communication Self and Peer Reflection	Active Citizenship	COM5.1 COM5.2 COM5.3 COM5.7	10%
Task 2	Term 3 Week 1	21 <sup>st</sup> Century Workplace	Research Task	COM5.1 COM5.4 COM5.7 COM5.8	25%
Task 3	Term 4 Week 3	Promoting and Selling and Running a Business	Collaborative Mock Business Task	COM5.5 COM5.6 COM5.8 COM5.9	30%
Class Component	Ongoing Semester 2	Participation and Engagement Communication Self and Peer Reflection	Active Citizenship	COM5.5 COM5.6 COM5.8 COM5.9	10%
<b>TOTAL</b>					<b>100%</b>

Class component active citizenship descriptor:

- Asking, answering and posing key inquiry questions
- Active participation in class discussions
- Working collaboratively, sharing skills and knowledge in completing work
- Reflecting upon learning through self and peer reflection
- Multimodal interaction, engagement and discernment

NESA Commerce Syllabus. Stage 5 outcomes:

COM5.1 applies consumer, financial, business, legal 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, business, legal and employment contexts

COM5.3 examines the role of law in society

COM5.4 analyses key factors affecting commercial and legal decisions

COM5.5 evaluates options for solving commercial and legal problems and issues

COM5.6 monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues

COM5.7 researches and assesses commercial and legal information using a variety of sources

COM5.8 explains commercial and legal information using a variety of forms including information and communication technologies

COM5.9 works independently and collaboratively to meet individual and collective goals within specified timelines

## COMMERCE -LEGAL (Elective)

Delivered by: HSIE Faculty

Head Teacher: Mr Arvidson

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 2 Week 2	Law, Society and Political Involvement	Quiz	COM5.1 COM5.2 COM5.3 COM5.7	25%
Class Component	Ongoing Semester 1	Participation and Engagement Communication Self and Peer Reflection	Active Citizenship	COM5.1 COM5.2 COM5.3 COM5.7	10%
Task 2	Term 3 Week 1	Law in Action	Scenario Task	COM5.1 COM5.4 COM5.7 COM5.8	25%
Task 3	Term 4 Week 3	Employment and Work futures	Research Task	COM5.5 COM5.6 COM5.8 COM5.9	30%
Class Component	Ongoing Semester 2	Participation and Engagement Communication Self and Peer Reflection	Active Citizenship	COM5.5 COM5.6 COM5.8 COM5.9	10%
<b>TOTAL</b>					<b>100%</b>

Class component active citizenship descriptor:

- Asking, answering and posing key inquiry questions
- Active participation in class discussions
- Working collaboratively, sharing skills and knowledge in completing work
- Reflecting upon learning through self and peer reflection
- Multimodal interaction, engagement and discernment

NESA Commerce Syllabus. Stage 5 outcomes:

COM5.1 applies consumer, financial, business, legal 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, business, legal and employment contexts

COM5.3 examines the role of law in society

COM5.4 analyses key factors affecting commercial and legal decisions

COM5.5 evaluates options for solving commercial and legal problems and issues

COM5.6 monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues

COM5.7 researches and assesses commercial and legal information using a variety of sources

COM5.8 explains commercial and legal information using a variety of forms including information and communication technologies

COM5.9 works independently and collaboratively to meet individual and collective goals within specified timelines

## DESIGN AND TECHNOLOGY (Elective)

Delivered by: TAS Faculty

Head Teacher: Mr Tilley

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 10	Materials Technology Polymers	Practical and Folio	DT5.1 DT5.3 DT5.8	25%
Class Component	Ongoing Semester 1	Participation, Engagement & Collaboration	Active Citizenship	DT5.7	10%
Task 2	Term 3 Week 5	Market to Market	Research and Design	DT5.1 DT5.5 DT5.6 DT5.10	25%
Task 3	Term 4 Week 1	Student Negotiated Design	Practical and Folio	DT5.2 DT5.4 DT5.9 DT5.10	30%
Class Component	Ongoing Semester 1	Participation, Engagement & Collaboration	Active Citizenship	DT5.7	10%
<b>TOTAL</b>					<b>100%</b>

NESA Industrial Technology Syllabus. Stage 5 outcomes:

DT5.1	Analyses and applies a range of design concepts and processes
DT5.2	Applies and justifies an appropriate process of design when developing design ideas and solutions
DT5.3	Evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments
DT5.4	Analyses the work and responsibilities of designers and the factors affecting their work
DT5.5	Evaluates designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design
DT5.6	Develops and evaluates creative, innovative and enterprising design ideas and solutions
DT5.7	Uses appropriate techniques when communicating design ideas and solutions to a range of audiences
DT5.8	Selects and applies management strategies when developing design solutions
DT5.9	Applies risk management practices and works safely in developing quality design solutions
DT5.10	Selects and uses a range of technologies competently in the development and management of quality design solutions

## DRAMA (Elective)

Delivered by: Drama Faculty

Head Teacher: Ms Thompson

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 2 Week 4	Theatre Styles	Performance	5.1.1 5.1.2 5.1.3	30%
Class Component	Ongoing Semester 1	Communication	Rehearsal & Coursework	5.2.3 5.3.2	10%
Task 2	Term 3 Week 6	Elements of Production	Individual Project	5.2.2 5.3.1	20%
Task 3	Term 4 Week 4	Small Screen Drama	Play building Performance	5.1.4 5.2.1	30%
Class Component	Ongoing Semester 2	Communication Participation Self-Reflection	Rehearsal & Coursework	5.3.3	10%
<b>TOTAL</b>					<b>100%</b>

NESA Drama Syllabus. Stage 5 outcomes:

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

## FOOD TECHNOLOGY (Elective)

Delivered by: TAS Faculty

Head Teacher: Mr Tilley

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 2 Week 2	Food in Australia	Research Assignment & Practical	FT5.6 FT5.8 FT5.9	30%
Class Component	Ongoing Semester 1	Participation, Engagement & Collaboration	Active Citizenship	FT5.1 FT5.2 FT5.5	10%
Task 2	Term 3 Week 6	Food Selection & Health	Research Assignment	FT5.1 FT5.2 FT5.5 FT5.11	30%
Task 3	Term 4 Week 4	Food For Special Occasions	Research Assignment & Practical	FT5.3 FT5.6 FT5.7	20%
Class Component	Ongoing Semester 2	Participation, Engagement & Collaboration	Active Citizenship	FT5.1 FT5.2 FT5.5	10%
<b>TOTAL</b>					<b>100%</b>

NESA Food Technology Syllabus. Stage 5 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

## GLOBAL ACTION (Elective)

Delivered by: HSIE Faculty

Head Teacher: Mr Arvidson

Task	Due date	Topic	Type of task	Outcomes	Weighting
Task 1	Term 2 Week 1	Physical Geography and Oceanography	Geographical Inquiry Skills and Fieldwork	GEE5-1, GEE5-2, GEE5-4, GEE5-7, GEE5-8	25%
Class component	Semester 1 Ongoing	Participation and engagement Communication Self and Peer reflection	Active Citizenship	GEE5-1, GEE5-2, GEE5-4, GEE5-7, GEE5-8	10%
Task 2	Term 3 Week 1	Global Citizenship	Active Engagement in Global Challenges	GEE5-3, GEE5-4, GEE5-6, GEE5-9	30%
Task 3	Term 3 Week 9	Political Geography	Investigative Study Research Task	GEE5-5, GEE5-6, GEE5-7, GEE5-9	25%
Class component	Semester 2 Ongoing	Participation and engagement Communication Self and Peer reflection	Active Citizenship	GEE5-3, GEE5-4, GEE5-5, GEE5-6, GEE5-7, GEE5-9	10%
					100%

Class component active citizenship descriptor:

- Asking, answering and posing key inquiry questions
- Active participation in class discussions
- Working collaboratively, sharing skills and knowledge in completing work
- Reflecting upon learning through self and peer reflection
- Multimodal interaction, engagement and discernment

NESA Elective Geography Syllabus 2019. Stage 5 outcomes:

GEE5-1 explains the diverse features and characteristics of a range of places, environments and activities  
 GEE5-2 explains geographical processes and influences that form and transform places and environments  
 GEE5-3 analyses patterns associated with natural phenomena and human activity at a range of scales  
 GEE5-4 assesses the interactions and connections between people, places and environments that impact on sustainability  
 GEE5-5 accounts for contemporary geographical issues and events that impact on places and environments  
 GEE5-6 explains how perspectives of people and organisations influence a range of geographical issues  
 GEE5-7 analyses management strategies and the roles and responsibilities of individuals, groups and governments in response to geographical issues  
 GEE5-8 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry  
 GEE5-9 communicates geographical information to a range of audiences using a variety of strategies and geographical tools

## HISTORY DETECTIVES (Elective)

Delivered by: HSIE Faculty

Head Teacher: Mr Arvidson

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 10	Historical Investigation	Archaeology Multimodal Task	HTE5.1 HTE5.4 HTE5.5 HTE5.10	25%
Class Component	Ongoing Semester 1	Participation and Engagement Communication Self and Peer Reflection	Active Citizenship	HTE5.1 HTE5.4 HTE5.5 HTE5.10	10%
Task 2	Term 2 Week 9	Modern History	Research Task	HTE5.3 HTE5.7 HTE5.9	25%
Task 3	Term 3 Week 10	Archaeology	Project Based Learning	HTE5.2 HTE5.3 HTE5.6 HTE5.8	30%
Class Component	Ongoing Semester 2	Participation and Engagement Communication Self and Peer Reflection	Active Citizenship	HTE5.2 HTE5.3 HTE5.6 HTE5.8	10%
<b>TOTAL</b>					<b>100%</b>

Class component active citizenship descriptor:

- Asking, answering and posing key inquiry questions
- Active participation in class discussions
- Working collaboratively, sharing skills and knowledge in completing work
- Reflecting upon learning through self and peer reflection
- Multimodal interaction, engagement and discernment

NESA History Elective Syllabus Stage 5 outcomes:

HTE5.1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry

HTE5.2 examines the ways in which historical meanings can be constructed through a range of media

HTE5.3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation

HTE5.4 explains the importance of key features of past societies or periods, including groups and personalities

HTE5.5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage

HTE5.6 identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process

HTE5.7 explains different contexts, perspectives and interpretations about the past

HTE5.8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry.

HTE5.9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

HTE5.10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences



## INDUSTRIAL TECHNOLOGY – ENGINEERING (Elective)

Delivered by: TAS Faculty

Head Teacher: Mr Tilley

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 6	Bridge	Research Task	IND5.2	20%
Class Component	Ongoing Semester 1	Participation, Engagement & Collaboration	Active Citizenship	IND5.1 IND5.2 IND5.10	10%
Task 2	Term 3 Week 1	Trebuchet	Design Folio & Project,	IND5.2 IND5.3 IND5.4	30%
Task 3	Term 4 Week 5	Mechanisms and Structures	Design Folio, Project, Presentation	IND5.1 IND5.2 IND5.6	30%
Class Component	Ongoing Semester 2	Participation, Engagement & Collaboration	Active Citizenship	IND5.1 IND5.8 IND5.9	10%
<b>TOTAL</b>					<b>100%</b>

NESA Industrial Technology Syllabus. Stage 5 outcomes:

IND5.1	identifies, assesses and manages the risks and WHS issues associated with the use of a range of materials, hand tools, machine tools and processes
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	selects 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 – MULTIMEDIA (Elective)

Delivered by: TAS Faculty

Head Teacher: Mr Tilley

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 2 Week 2	Multimedia Animation	Design Folio Project	IND5.1 IND5.5	30%
Class Component	Ongoing Semester 1	Participation, Engagement & Collaboration	Active Citizenship	IND5.6 IND5.10	10%
Task 2	Term 3 Week 3	Multimedia AR/VR	Folio Project	IND5.2 IND5.3	25%
Task 3	Term 4 Week 4	Multimedia Graphic Design	Folio Project	IND5.4 IND5.7	25%
Class Component	Ongoing Semester 2	Participation, Engagement & Collaboration	Active Citizenship	IND5.8 IND5.9	10%
<b>TOTAL</b>					<b>100%</b>

NESA Industrial Technology Syllabus. Stage 5 outcomes:

IND 5.1	identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of equipment, materials, hand tools, machine tools and processes
IND 5.2	applies design principles in the modification, development and production of projects
IND 5.3	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND 5.4	Selects, justifies and uses a range of relevant and associated materials for specific applications
IND 5.5	selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND 5.6	identifies and participates in collaborative work practices in the learning environment
IND 5.7	applies and transfers skills, processes and materials to a variety of contexts and projects
IND 5.8	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND 5.9	describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND 5.10	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

## INFORMATION AND SOFTWARE TECHNOLOGY (Elective)

Delivered by: TAS Faculty

Head Teacher: Mr Tilley

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 10	Internet and web site Development	Project	5.1.1 5.2.3 5.5.2	25%
Class Component	Ongoing Semester 1	Participation, Engagement & Collaboration	Active Citizenship	5.1.2 5.5.2	10%
Task 2	Term 3 Week 2	Robotics	Design Folio and Project	5.2.1 5.3.2 5.5.1	30%
Task 3	Term 4 Week 1	Game Making Multimedia	Design Folio and Project	5.2.2 5.2.3 5.4.1	25%
Class Component	Ongoing Semester 2	Participation, Engagement & Collaboration	Active Citizenship	5.3.2 5.5.2	10%
<b>TOTAL</b>					<b>100%</b>

NESA Information and Software Technology Syllabus. Stage 5 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
5.2.3	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

## iSTEM (Elective) - Mechatronics and IOT

Delivered by: Maths Faculty

Head Teacher: Mrs Laga'aia

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 2 Week 4	Mechatronics	Minor Project	5.1.1, 5.1.2 5.3.2, 5.4.2 5.5.1, 5.6.1 5.6.2, 5.8.1	30%
Class Component	Ongoing Semester 1	Participation and Engagement Reflection and Evaluation Communication	Completion of Classroom Tasks. Teacher Observation and Evaluation. Ongoing Assessment.	5.1.2, 5.3.2 5.6.2, 5.8.1	10%
Task 2	Term 3 Week 10	Internet of Things (IOT)	Major Project	5.1.1, 5.3.2 5.4.1, 5.4.2 5.5.1, 5.5.2 5.6.2, 5.8.1	30%
Task 3	Term 4 Week 5	Mechatronics and Internet of Things	Examination	5.1.1, 5.2.1 5.2.2, 5.3.1 5.3.2, 5.4.2 5.5.2	20%
Class Component	Ongoing Semester 2	Participation and Engagement Reflection and Evaluation Communication	Completion of Classroom Tasks. Teacher Observation and Evaluation. Ongoing Assessment	5.1.2, 5.3.2 5.6.2, 5.8.1	10%
TOTAL					100%

### **iSTEM Stage 5 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 solutions

**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

## ITALIAN (Elective)

Delivered by: Language Faculty

Head Teacher: Mr Hollywood

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 9	Italy and Its Regions	Multimodal Task: Speaking and Writing	LIT5-1C LIT5-4C LIT5-5U	25%
Class Component	Ongoing Semester 1	Speaking, Listening, Reading and Writing Italian	Class Work	LIT5-1C LIT5-2C LIT5-6U LIT5-7U LIT5-8U	10%
Task 2	Term 2 Week 5	Eating Healthy	In-class test: Listening and reading	LIT5-2C LIT5-3C LIT5-6U	25%
Task 3	Term 4 Week 5	All Topics	Yearly Examination	LIT5-2C LIT5-3C LIT5-4C LIT5-5U LIT5-7U	30%
Class Component	Ongoing Semester 2	Speaking, Listening, Reading and Writing Italian	Class Work	LIT5-1C LIT5-2C LIT5-5U LIT5-7U LIT5-8U	10%
<b>TOTAL</b>					<b>100%</b>

NESA Italian Syllabus. Stage 5 outcomes:

LIT5-1C manipulates Italian in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate  
 LIT5-2C identifies and interprets information in a range of texts  
 LIT5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences  
 LIT5-4C experiments with linguistic patterns and structures to compose texts in Italian, using a range of formats for a variety of contexts, purposes and audiences  
 LIT5-5U demonstrates how Italian pronunciation and intonation are used to convey meaning  
 LIT5-6U analyses the function of complex Italian grammatical structures to extend meaning  
 LIT5-7U analyses linguistic, structural and cultural features in a range of texts  
 LIT5-8U explains and reflects on the interrelationship between language, culture and identity

## JAPANESE (Elective)

Delivered by: Language Faculty

Head Teacher: Mr Hollywood

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 9	Special Events in Japan	Multimodal Task: Speaking and Writing	LJA5-4C LJA5-6U LJA5-9U	25%
Class Component	Ongoing Semester 1	Speaking, Listening, Reading and Writing Japanese	Class Work	LJA5-3C LJA5-8U	10%
Task 2	Term 2 Week 5	Hobbies and Interests	In-class test: Listening and Reading	LJA5-1C LJA5-5U	25%
Task 3	Term 4 Week 4	All Topics	Yearly Examination	LJA5-2C LJA5-4C LJA5-7U	30%
Class Component	Ongoing Semester 2	Speaking, Listening, Reading and Writing Japanese	Class Work	LJA5-3C LJA5-8U	10%
<b>TOTAL</b>					<b>100%</b>

NESA Japanese Syllabus. Stage 5 outcomes:

LJA5-1C manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

LJA5-2C identifies and interprets information in a range of texts

LJA5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

LJA5-4C experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences

LJA5-5U demonstrates how Japanese pronunciation and intonation are used to convey meaning

LJA5-6U demonstrates understanding of how Japanese writing conventions are used to convey meaning

LJA5-7U analyses the function of complex Japanese grammatical structures to extend meaning

LJA5-8U analyses linguistic, structural and cultural features in a range of texts

LJA5-9U explains and reflects on the interrelationship between language, culture and identity

## MARINE 1 (Elective)

Delivered by: Science Faculty

Head Teacher: Ms El-Rakshy

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 11	Fish Biology	Portfolio	MAR5-9 &10 MAR5-13 &14	20%
Class Component	Ongoing Semester 1	Core 1, Fish Biology, and Aquarium Design Construction and Maintenance	Tank maintenance Theoretical work Swimming Skills Excursion activities	MAR5-9 &10 MAR5-13 &14	10%
Task 2	Term 2 Weeks 3,6,10	Aquarium Design Construction and Maintenance, and Managing Water Quality	Plan Check-In Report	MAR5-9 &10 MAR5-13 &14	40%
Task 3	Term 3 Week 9	Marine and Aquatic Ecosystems	Diorama	MAR5-1 MAR5-10 MAR5-13 &14	20%
Class Component	Ongoing Semester 2	Managing Water Quality, Saving Water Environments, Aquaculture	Tank maintenance Theoretical work Excursion activities	MAR5-1 MAR5-5&6 MAR5-7 MAR5-9 &10 MAR5-13 &14	10%
<b>TOTAL</b>					<b>100%</b>

NESA Marine and Aquaculture Technology Content Endorsed Course. Stage 5 Syllabus outcomes:

MAR5-1	identifies and describes a range of marine ecosystems and investigates their complex interrelationships.
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
MAR5-9	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
MAR5-13	collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information
MAR5-14	recalls aspects of the marine environment using relevant conventions, terminology, and symbols

## MUSIC (Elective)

Delivered by: CAPA Faculty

Head Teacher: Ms Thompson

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 2 Week 4	Jazz	Performance	5.1 5.2 5.3	30%
Class Component	Ongoing Semester 1	Communication Participation Self-Reflection	Rehearsal & Coursework	5.10 5.11	10%
Task 2	Term 3 Week 5	Australian Music	Musicology	5.7 5.8	20%
Task 3	Term 4 Week 4	Classical Music	Composition	5.4 5.5 5.6	30%
Class Component	Ongoing Semester 2	Communication Participation Self-Reflection	Rehearsal & Coursework	5.9 5.11	10%
TOTAL					100%

NESA Music Syllabus. Stage 5 outcomes:

5.1	performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
5.2	performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
5.3	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
5.4	demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
5.5	notates own compositions, applying forms of notation appropriate to the music selected for study
5.6	uses different forms of technology in the composition process
5.7	demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
5.8	demonstrates an understanding of musical literacy 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



## PHOTOGRAPHY AND DIGITAL MEDIA (Elective)

Delivered by: CAPA Faculty

Head Teacher: Ms Thompson

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 10	Digital Imaging the Nuts & Bolts	Practical	5.1 5.4	20%
Class Component	Ongoing Semester 1	The Digital Darkroom	Inspiration to process	5.3 5.7	10%
Task 2	Term 3 Week 5	Photographic Themes	Practical	5.5	30%
Task 3	Term 4 Week 5	Let the Lens Tell The Story	Practical	5.2	30%
Class Component	Ongoing Semester 2	Communication Participation Presentation	Art Criticism & Aesthetics	5.8 5.9	10%
<b>TOTAL</b>					<b>100%</b>

NESA Photography and Digital Media Syllabus. Stage 5 outcomes:

5.1	develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
5.2	makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
5.3	makes photographic and digital works informed by an understanding of how the frames affect meaning
5.4	investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
5.5	makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
5.6	selects appropriate procedures and techniques to make and refine photographic and digital works
5.7	applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of photographic and digital works
5.9	uses the frames to make different interpretations of photographic and digital works

## PHYSICAL ACTIVITY AND SPORTS STUDIES (Elective)

Delivered by: PDHPE Faculty

Head Teacher: Mr Hollywood

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 4 (ongoing to Week 10)	Sports Education in Physical Education Program	Practical – student led sessions	PASS5.2 PASS5.5 PASS5.9	30%
Class Component	Ongoing Semester 1	Communication Participation/Engagement Self/Peer Reflection	Portfolio of Work Key Inquiry Questions Practical Lessons	PASS5.4 PASS5.5 PASS5.7 PASS5.9	10%
Task 2	Term 3 Week 2	Technology, Participation & Performance	Theory – Critical Research Task	PASS5.6 PASS5.7 PASS5.10	20%
Task 3	Term 3 Week 4 (ongoing to Week 10)	Event Management	Integrated – Social Sport Event Planning	PASS5.7 PASS5.8 PASS5.10	30%
Class Component	Ongoing Semester 2	Communication Participation/Engagement Self/Peer Reflection	Portfolio of Work Key Inquiry Questions Practical Lessons	PASS5.8 PASS5.10	10%
<b>TOTAL</b>					<b>100%</b>

NESA Physical Activity and Sports Studies Content Endorsed Course. Stage 5 Syllabus 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 perspective
PASS5.5	demonstrates actions and strategies that contribute to enjoyable participation and skillful performance
PASS5.6	evaluates the characteristics of enjoyable 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.

## TEXTILES TECHNOLOGY – FASHIONABLE ART (Elective)

Delivered by: TAS Faculty

Head Teacher: Mr Tilley

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 2 Week 3	Furnishing and Textile Art	Practical & Folio	TEX 5-4 TEX5-8 TEX5-10	30%
Class Component	Ongoing Semester 1	Participation, Engagement & Collaboration	Active Citizenship	TEX 5-11	10%
Task 2	Term 3 Week 10	Contemporary Perspectives on Textiles Designs	Contemporary Designer Study and Sewing Folio	TEX 5-3 TEX 5-4 TEX 5-8	20%
Task 3	Term 4 Week 5	Apparel	Practical & Folio	TEX 5-5 TEX 5-9 TEX 5-12	30%
Class Component	Ongoing Semester 2	Participation, Engagement & Collaboration	Active Citizenship	TEX 5-10	10%
<b>TOTAL</b>					<b>100%</b>

### NESA Textiles Technology Syllabus. Stage 5 outcomes

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

## VISUAL ARTS (Elective)

Delivered by: CAPA Faculty

Head Teacher: Ms Thompson

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 2 Week 5	Myths and Monsters	Artmaking	5.2 5.4 5.6	30%
Class Component	Ongoing Semester 1	Communication Participation	Art History Course work	5.7	10%
Task 2	Term 3 Week 3	The Additive Assemblage	Artmaking	5.1 5.4	20%
Task 3	Term 4 Week 4	My Own Sculptural Adventure	Artmaking	5.1 5.5 5.6	30%
Class Component	Ongoing Semester 2	Communication Participation	Art Criticism/ Course work	5.8	10%
<b>TOTAL</b>					<b>100%</b>

NESA Visual Arts Syllabus. Stage 5 outcomes:

5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
5.2	makes artworks informed by their understanding of the function of and relationships between 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 & 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 & 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

## VISUAL DESIGN (Elective)

Delivered by: CAPA Faculty

Head Teacher: Ms Thompson

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 2 Week 4	Branded Graphic Design	Making Practice	5.1 5.2	30%
Class Component	Ongoing Semester 1	Communication Participation Self Reflection	Visual Design Diary	5.7 5.8	10%
Task 2	Term 3 Week 6	Scene Zine	Making Practice	5.4 5.5	20%
Task 3	Term 4 Week 5	Iconic Object Design	Making Practice	5.3 5.6	30%
Class Component	Ongoing Semester 2	Communication Participation Self Reflection	Visual Design Diary & Peer Evaluation	5.9 5.10	10%
<b>TOTAL</b>					<b>100%</b>

NESA Visual Design Syllabus. Stage 5 outcomes:

5.1	develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks
5.2	makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
5.3	makes visual design artworks informed by an understanding of how the frames affect meaning
5.4	investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks
5.5	makes informed choices to develop and extend concepts and different meanings in their visual design artworks
5.6	selects appropriate procedures and techniques to make and refine visual design artworks
5.7	applies their understanding of aspects of practice to critically and historically interpret visual design artworks
5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of visual design artworks
5.9	uses the frames to make different interpretations of visual design artworks
5.10	constructs different critical and historical accounts of visual design artworks

## WORK EDUCATION (Elective)

Delivered by: HSIE Faculty

Head Teacher: Mr Arvidson

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 5	What is Work and Workplace Safety?	White Card Training and Goal Setting	WE5.1 WE5.2 WE5.3 WE5.6	20%
Class Component	Ongoing Semester 1	Participation and Engagement Communication Self and Peer Reflection	Active Citizenship	WE5.1 WE5.2 WE5.3 WE5.6	10%
Task 2	Term 2 Week 6	Preparing for the Workplace, Work Place Rights and Responsibilities and Work Place Issues	Case Study	WE5.4 WE5.5 WE5.9 WE5.10	30%
Task 3	Term 3 Week 9	Community Participation	On Site Project Management Task	WE5.6 WE5.7 WE5.8	30%
Class Component	Ongoing Semester 2	Participation and Engagement Communication Self and Peer Reflection	Active Citizenship	WE5.6 WE5.7 WE5.8	10%
<b>TOTAL</b>					<b>100%</b>

Class component active citizenship descriptor:

- Asking, answering and posing key inquiry questions
- Active participation in class discussions
- Working collaboratively, sharing skills and knowledge in completing work
- Reflecting upon learning through self and peer reflection
- Multimodal interaction, engagement and discernment

NESA Work Education Syllabus. Stage 5 outcomes:

WE5.1	Analyses employment trends and changes in the nature of work
WE5.2	Analyses current workplace issues and their implications
WE5.3	Examines the roles of diverse organisations in Australian community
WE5.4	Evaluates the roles and responsibilities of individuals within the Australian community
WE5.5	Explains the roles of education, employment and training organisations
WE5.6	Assesses personal goals, attributes and values in the context of education, training and employment
WE5.7	Explains skills, attributes and entrepreneurial behaviours in a range of contexts
WE5.8	Assesses options for career development and managing transitions
WE5.9	Selects and analyses relevant information from a variety of sources
WE5.10	Selects and uses appropriate forms to communicate information about the world of work for different audiences

