Sydney Secondary College Balmain

Stage 5 Year 10 Assessment Booklet 2021

Student Name: _____

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Year 9 & 10 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 years 9&10 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 the 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.

1. 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.
2. Progress in the learning outcomes will be indicated using the Achievement Scale:

Achievement Scale	Achievement Description
Outstanding Achievement	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.
High Achievement	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.
Sound Achievement	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.
Basic Achievement	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Limited Achievement	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.

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

Sydney Secondary College Balmain

Illness/misadventure form

This form must be submitted to the appropriate Head Teacher **on the day you return to school**. or faxed to the school (Fax number 9555 7340). 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: _____

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.

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

Assessment planning calendar Term 1 2021

Week	Due this week
Week 1-3 8 Feb	
Week 4 15 Feb	
Week 5 22 Feb	
Week 6 1 Mar	
Week 7 8 Mar	
Week 8 16 Mar	Drama – Performance Marine and Aquaculture Technology – Experience and Employment Expo Music – Performance Science – Depth Study
Week 9 22 Mar	Child Studies – Creating a Children's TV show Earth Citizens – Save our Seas: Field Task English – Creative Writing & Reflection Statement French – Multimodal Presentation History (Elective) – Historical Profile Work Education – Career Plan and Goal Setting
Week 10 29 Mar	Commerce – Consumer Awareness Presentation Japanese – Spoken Interaction PDHPE – Practical assessment – Netball

Assessment planning calendar Term 2 2021

Week	Due this week
Week 1 19 Apr	Big History – Sustaining our Future – Project Based Learning task Information & Software Technology – Project 1 Philosophy – Comparative Essay
Week 2 26 Apr	Geography – Investigation and Comparative Study Food Technology – Research Assignment Visual Arts - Artmaking
Week 3 3 May	History – Essay and Source Analysis Industrial Technology – Engineering – Prototype and Research Report & Ongoing Assessment Photography & Digital Media – Practical
Week 4 10 May	Mathematics - Half Yearly Examination Graphics Technology – Practical Manual and CAD Drawing Industrial Technology – Timber – Practical Task
Week 5 17 May	French – In Class Test
Week 6 24 May	Work Education – Mock Interview and CV
Week 7 31 May	English – Multimodal iSTEM – Design Folio & Presentation Music – Appreciation PASS – Integrated Coaching Session
Week 8 7 Jun	
Week 9 14 Jun	Child Studies – Research Task PASS – Coaching session plan, presentation and self-reflection Science – Practical Examination
Week 10 21 Jun	Earth Citizens- Game Maker Task Information & Software Technology – Project 2 PDHPE – Integrated Task: Dance

Assessment planning calendar Term 3 2021

Week	Due this week
Week 1 12 Jul	Philosophy – Comparative Writing Adaptation
Week 2 19 Jul	Big History – Personality Study History (Elective) –Source Analysis
Week 3 26 Jul	Visual Arts - Artmaking
Week 4 2 Aug	Japanese– Story Book
Week 5 9 Aug	Mathematics – Common Assessment Photography & Digital Media - Practical
Week 6 16 Aug	Food Technology – Research Assignment
Week 7 23 Aug	History – Virtual Site Study Drama – Performance iSTEM – Scientific Depth Study Marine and Aquaculture Technology – Research Report
Week 8 30 Aug	Geography – Human Wellbeing Photographic Essay Work Education – Exploring Post School Options
Week 9 6 Sep	Commerce – Research Report and Stock Market Challenge Industrial Technology – Engineering – Practical and Research & Test and Report Work Education – Exploring Post School Options
Week 10 13 Sep	Industrial Technology – Timber – Practical/Design Task Work Education – Exploring Post School Options

Assessment planning calendar Term 4 2021

Week	Due this week
Week 1 4 Oct	Graphics Technology – Practical Design Task and Folio Philosophy – Project Based Assessment
Week 2 11 Oct	
Week 3 18 Oct	Yearly Examination Week – All courses
Week 4 25 Oct	
Week 5 1 Nov	
Week 6 8 Nov	
Week 7 15 Nov	
Week 8 22 Nov	
Week 9 29 Nov	
Week 10 and 11 6 & 13 Dec	

ENGLISH (Mandatory)

Delivered by: English Faculty Head Teacher: Ms Simic

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 9	Narratives	Creative Writing & Reflection Statement	EN5-1A EN5-4B EN5-7D EN5-9E	25%
Class Component	Ongoing Semester 1	Communication	Persuasive & Reflective Writing	EN5-3B EN5-5C EN5-9E	10%
Task 2	Term 2 Week 7	Shakespeare	Multimodal	EN5-2A EN5-6C EN5-7D EN5-8D	25%
Task 3	Term 4 Week 3	Media & Society	Yearly Examination: (Short Answer Questions & Extended Response)	EN5-2A EN5-3B EN5-5C EN5-8D	30%
Class Component	Ongoing Semester 2	Communication	Persuasive & Reflective Writing	5N5-3B EN5-5C EN5-9E	10%
TOTAL					100%

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

GEOGRAPHY (Mandatory)

Delivered by: HSIE Faculty Head Teacher: Mr Arvidson

Task	Due Date	Topic	Type of Task	Outcomes Assessed	Weighting
Task 1	Term 2 Week 2	Environmental Change and Management	Investigative and Comparative Study: Urban Development	GE5-1 GE5-3 GE5-5 GE5-8	25%
Class Component	Ongoing Semester 1	Participation and engagement Communication Self and Peer Reflection	Active Citizenship	GE5-1 GE5-3 GE5-5 GE5-8	10%
Task 2	Term 3 Week 8	Human Wellbeing	Human Wellbeing Photographic Essay	GE5-2 GE5-6 GE5-7 GE5-8	25%
Task 3	Term 4 Week 3	Environmental Change and Management Human Wellbeing	Yearly Examination	GE5-2 GE5-4 GE5-5 GE5-6	30%
Class Component	Ongoing Semester 2	Participation and engagement Communication Self and Peer Reflection	Active Citizenship	GE5-2 GE5-4 GE5-5 GE5-6	10%
TOTAL					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 Geography Syllabus Stage 5 outcomes:

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	
GE5-5	Accounts for perspectives of people and organisations on a range of geographical issues
GE5-6	Assesses management strategies for places and environments for their sustainability Analyses differences in human wellbeing and ways to improve human wellbeing
GE5-7	Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
GE5-8	Communicates geographical information to a range of audiences using a variety of strategies

HISTORY (Mandatory)

Delivered by: HSIE Faculty Head Teacher: Mr Arvidson

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 2 Week 3	WW1	Essay and Source Analysis	HT5-4 HT5-5 HT5-7	25%
Class Component	Ongoing Semester 1	Participation and engagement Communication Self and Peer reflection	Active Citizenship	HT5-4 HT5-5 HT5-7	10%
Task 2	Term 3 Week 7	WW2 Holocaust	Virtual Site Study	HT5-6 HT5-8 HT5-9 HT5-10	25%
Task 3	Term 4 Week 3	WW1 WW2 Holocaust	Yearly Examination	HT5-3 HT5-4 HT5-6 HT5-7	30%
Class Component	Ongoing Semester 2	Participation and engagement Communication Self and Peer reflection	Active Citizenship	HT5-3 HT5-4 HT5-6 HT5-7	10%
TOTAL					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

NSW History Syllabus Stage 5 outcomes:

HT5-1	Explains and assesses the historical forces and factors that shaped the modern world and Australia
HT5-2	Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
HT5-3	Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT5-4	Explains and analyses the causes and effects of events and developments in the modern world and Australia
HT5-5	Identifies and evaluates the usefulness of sources in the historical inquiry process
HT5-6	Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
HT5-7	Explains different contexts, perspectives and interpretations of the modern world and Australia
HT5-8	Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HT5-9	Applies a range of relevant historical terms and concepts when communicating an understanding of the past
HT5-10	Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

MATHEMATICS (Mandatory) 5.1

Delivered by: Mathematics Faculty Head Teacher: Ms Rafla

Task	Date due	Topic	Type of Task	Weighting
Task 1	Term 2 Week 4	Algebra and Equations Financial Maths Probability Properties of Geometrical figures	Half Yearly Examination	30%
Class Component	Ongoing Semester 1	Classwork Homework Reflection	Communication Participation Reflection	10%
Task 2	Term 3 Week 5	Statistics Surface Area and Volume Further Equations Linear Graphs	Common Assessment	20%
Task 3	Term 4 Week 3	All Year 9 and Year 10 Mathematics core content topics & Trigonometry, Coordinate Geometry	Yearly Examination	30%
Class Component	Ongoing Semester 2	Classwork Homework Reflection	Communication Participation Reflection	10%
TOTAL				100%

Outcomes for each task:

Task	Outcomes assessed in 5.1 classes
1	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-4NA, MA5.1-6NA, MA5.1-7NA, MA5.2-6NA, MA5.1-5NA, MA5.1-13SP, MA5.1-11MA
2	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-5NA, MA5.1-6NA, MA5.1-7NA, MA5.1-9MG, MA5.1-8MG
3	Stage 5.1 outcomes

The outcome statements are listed on the next page.

MATHEMATICS (Mandatory) 5.2

Delivered by: Mathematics Faculty Head Teacher: Ms Rafla

Task	Date due	Topic	Type of task	Weighting
Task 1	Term 2 Week 4	Algebra and Equations Further Algebra Properties of Geometric Figures Probability Simultaneous Equations	Half Yearly Examination	30%
Class Component	Ongoing Semester 1	Classwork Homework Reflection	Communication Participation Reflection	10%
Task 2	Term 3 Week 5	Linear & Non-linear equations Statistics Surface Area & Volume	Common Assessment	20%
Task 3	Term 4 Week 3	All Year 9 and Year 10 Mathematics core content topics.	Yearly Examination 2 hours	30%
Class Component	Ongoing Semester 2	Classwork Homework Reflection	Communication Participation Reflection	10%
TOTAL				100%

Note: these are the topics we anticipate will be assessed. The Assessment Notification Sheet, issued two weeks prior to each task, will contain any topic changes.

Outcomes for each task:

Task	Outcomes assessed in 5.2 classes
1	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.1-13SP, MA5.2-17SP, MA5.2-6NA, MA5.2-8NA, MA5.2-14MA
2	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-9NA, MA5.2-10NA, MA5.2-4NA, MA5.2-11MG, MA5.2-12MG, 5MA5.2-15SP
3	All Stage 5.1, 5.2 outcomes

The outcome statements are listed on the next page.

MATHEMATICS (Mandatory) 5.3

Delivered by: Mathematics Faculty Head Teacher: Ms Rafla

Task	Date due	Topic	Type of task	Weighting
Task 1	Term 2 Week 4	Properties of Geometric Figures Probability Quadratic Equations Surds Financial Mathematics	Half Yearly Examination	30%
Class Component	Ongoing Semester 1	Classwork Homework Reflection	Communication Participation Reflection	10%
Task 2	Term 3 Week 5	Linear & Non-Linear Further Equations Properties of Geometric figures Statistics Trigonometry	Common Assessment	20%
Task 3	Term 4 Week 3	All Year 9 and Year 10 Mathematics core content topics.	Yearly Examination 2 hours	30%
Class Component	Ongoing Semester 2	Classwork Homework Reflection	Communication Participation Reflection	10%
TOTAL				100%

Note: these are the topics we anticipate will be assessed. The Assessment Notification Sheet, issued two weeks prior to each task, will contain any topic changes.

Outcomes for each task:

Task	Outcomes assessed in 5.3 classes
1	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-16MA, MA5.2-14MA, MA5.3-19SP, MA5.2-17SP, MA5.2-4NA, MA5.3-5NA
2	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.2-15SP, MA5.2-16SP, MA5.3-18SP, MA5.3-8NA, MA5.3-9NA, MA5.2-9NA, MA5.2-10NA, MA5.3-15MG, MA5.2-13MG, MA5.3-13MG, MA5.3-14MG, MA5.2-11MA, MA5.2-12MG
3	All Stage 5.1, 5.2, 5.3 outcomes

NSW Mathematics Syllabus for the Australian curriculum. Stage 5.3 outcomes. *Students who demonstrate understanding of the 5.3 outcomes can then study the 5.3 outcomes.*

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	Recognizes direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA	Simplifies algebraic fractions, and expands and factorizes 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 & interprets formal definitions and generalisations when explaining solutions &/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,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	Recognizes, 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 volumes of right pyramids, right cones, spheres & 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
MA5.3-17MG	Applies deductive reasoning to prove circle theorems and to solve related problems
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 Sutton

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 10	Invasion Games	Practical Invasion - Netball	PD5.4, PD5.5,	30%
Class Component	Ongoing Semester 1	Communication Participation/Engagement Self/Peer Reflection	Portfolio of work Key Inquiry Questions Practical Lessons	PD5.1, PD5.5, PD5.8, PD5.11	10%
Task 2	Ongoing until Term 2 Week 10	Lifelong Physical Activity	Integrated: Dance	PD5.1, PD5.4 PD5.8, PD5.11	30%
Task 3	Term 4 Week 3	All	Yearly Examination	PD5.2 PD5.3 PD5.9	20%
Class Component	Ongoing Semester 2	Communication Participation/Engagement Self/Peer Reflection	Portfolio of work Key Inquiry Questions Practical Lessons	PD5.1, PD5.2, PD5.4, PD5.8, PD5.11	10%
TOTAL					100%

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	Depth Study	Depth Study	SC5-5WS,	20%
Class Component	Ongoing Semester 1	Participation Engagement Communication	Lab Safety Skills In-class Projects	SC4-WS, LW, PW, CW, ES	10%
Task 2	Term 2 Week 9	Chemical Reactions	Practical Examination	SC5-CW, SC5-WS, SC5-PW	30%
Task 3	Term 4 Week 3	All Stage 5 Topics	Yearly Examination	SC5-PW SC5-LW, SC5-CW, SC5-WS, SC5 - ES	30%
Class Component	Ongoing Semester 2	Participation Engagement Communication	Lab Safety Skills In-class Projects	SC4-WS, LW, PW, CW, ES	10%
TOTAL					100%

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 and collaboratively
SC5-6WS	Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
SC5-7WS	Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5-8WS	Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5-9WS	Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC5-10PW	Applies models, theories and laws to explain situations involving energy, force and motion
SC5-11PW	Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5-12ES	Describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
SC5-13ES	Explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
SC5-14LW	Analyses interactions between components and processes within biological systems
SC5-15LW	Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16CW	Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17CW	Discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

BIG HISTORY (Elective)

Delivered by: HSIE Faculty Head Teacher: Mr Arvidson

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 2 Week 1	Early Humans Agriculture and Civilisations	Sustaining our Future – PBL	1.2, 2.1, 3.1, 3.3	25%
Class Component	Ongoing Semester 1	Participation and Engagement Communication Self and Peer Reflection	Active Citizenship	1.2, 2.1, 3.1, 3.3	10%
Task 2	Term 3 Week 2	Expansion and Interconnection	Personality Study	1.2, 2.1, 4.1, 4.3	25%
Task 3	Term 4 Week 3	Early Humans Agriculture and Civilisations Expansion and Interconnection Acceleration The Future	Yearly Examination	1.2, 2.1, 3.2, 4.2	30%
Class Component	Ongoing Semester 2	Participation and Engagement Communication Self and Peer Reflection	Active Citizenship	1.3, 2.1, 3.2,4.2	10%
TOTAL					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

Big History Stage 5 Outcomes:

1.1 Identifies and describes philosophical terms and concepts in appropriate contexts
1.2 Uses philosophical concepts to analyse a range of differing philosophical viewpoints and perspectives
1.3 Evaluates the usefulness of philosophical concepts to support and/or refute a range of differing claims of knowledge and perspectives
2.1 Identifies types of evidence and discipline-based claims of knowledge of the universe used in addressing essential philosophical questions
2.2 Explains and assesses the role of evidence and discipline-based claims of knowledge of the universe used in addressing essential philosophical questions
3.1 Identifies and describes appropriate philosophical concepts to address relevant questions, cases, problems and claims of knowledge
3.2 Constructs philosophical questions and/or problems using appropriate philosophical concepts
3.3 Analyses differing philosophical viewpoints, perspectives and claims of knowledge using evidence and relevant sources of information from a variety of different texts
4.1 Locates and selects relevant sources of information and evidence from across a range of disciplines and formats
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
4.3 Selects and uses appropriate oral, written, and other forms, including ICT, to communicate effectively to different audiences

CHILD STUDIES (Elective)

Delivered by: TAS Faculty Head Teacher: Ms Tilley

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 9	Media and technology in childhood	Creating a children's TV show	CS5.3, CS5.4, CS5.5, CS5.8, CS5-9	30%
Class Component	Ongoing Semester 1	Work Participation	Ongoing assessment	CS5.5 CS5.10	10%
Task 2	Term 2 Week 9	Appreciating Diversity	Research Task	CS5.2, CS5.8, CS5.9, CS5.11	30%
Task 3	Term 4 Week 3	Catering for the individual needs of children	Yearly Examination	CS5.1, CS5.2, CS5.5	20%
Class Component	Ongoing Semester 2	Work Participation	Ongoing assessment	CS5.2, CS5.5, CS5.9	10%
TOTAL					100%

NESA Child Studies Syllabus Stage 5 outcomes:

CS5.1 Identifies the characteristics of a child at each stage of growth and development

CS5.2 Describes the factors that affect the health and wellbeing of the child

CS5.3 Analyses the evolution of childhood experiences and parenting roles over time

CS5.4 Plans and implements engaging activities when educating and caring for young children within a safe environment

CS5.5 Evaluates strategies that promote the growth and development of children

CS5.6 Describes a range of parenting practices for optimal growth and development

CS5.7 Discusses the importance of positive relationships for the growth and development of children

CS5.8 Evaluates the role of community resources that promote and support the wellbeing of children and families

CS5.9 Analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing

CS5.10 Demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts

CS5.11 Analyses and compares information from a variety of sources to develop an understanding of child growth and development

CS5.12 Applies evaluation techniques when creating, discussing and assessing information related to child growth and development

COMMERCE (Elective)

Delivered by: HSIE Faculty Head Teacher: Mr Arvidson

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 10	Consumer Choice	Consumer Awareness Presentation	5.1, 5.2, 5.3, 5.7, 5.8	25%
Class Component	Ongoing Semester 1	Participation and Engagement Communication Self and Peer Reflection	Active Citizenship	5.1, 5.2, 5.3, 5.7, 5.8	10%
Task 2	Term 3 Week 9	Personal Finance and Investing	Research Report and Stock Market Challenge	5.4, 5.5, 5.6, 5.9	25%
Task 3	Term 4 Week 3	All Topics	Yearly Examination	5.6, 5.7, 5.8, 5.9	30%
Class Component	Ongoing Semester 2	Participation and Engagement Communication Self and Peer Reflection	Active Citizenship	5.6, 5.7, 5.8, 5.9	10%
TOTAL					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 Commerce Syllabus Stage 5 outcomes:

5.1 Applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts

5.2 Analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts

5.3 Examines the role of law in society

5.4 Analyses key factors affecting commercial and legal decisions

5.5 Evaluates options for solving commercial and legal problems and issues

5.6 Monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues

5.7 Researches and assesses commercial and legal information using a variety of sources

5.8 Explains commercial and legal information using a variety of forms including information and communication technologies

5.9 Works independently and collaboratively to meet individual and collective goals within specified timelines

DRAMA (Elective)

Delivered by: CAPA Faculty Head Teacher: Mrs Harrington

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 8	Realism	Performance	5.2.1, 5.2.3	30%
Class Component	Ongoing Semester 1	Rehearsal & Coursework	Communication Participation Self-Reflection	5.1.3, 5.3.2	10%
Task 2	Term 3 Week 7	Theatre Styles	Play building Performance	5.1.1, 5.1.2, 5.2.2	30%
Task 3	Term 4 Week 3	Australian Theatre	Yearly Examination	5.3.3, 5.3.2,	25%
Class Component	Ongoing Semester 2	Communication Participation Self-Reflection	Rehearsal & Coursework	5.1.4, 5.3.1	10%
TOTAL					100%

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.

EARTH CITIZENS (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	Oceanography	Save Our Seas: Field Task	GEE5.2 GEE5.4 GEE5.8 GEE5.9	25%
Class Component	Ongoing Semester 1	Participation and engagement Communication Self and Peer reflection	Active Citizenship	GEE5.2 GEE5.4 GEE5.8 GEE5.9	10%
Task 2	Term 2 Week 10	Interactions and Patterns	Game Maker Task	GEE5.1 GEE5.5 GEE5.8 GEE5.9	25%
Task 3	Term 4 Week 3	All Topics	Yearly Examination	GEE5.6 GEE5.7 GEE5.8 GEE5.9	30%
Class Component	Ongoing Semester 2	Participation and engagement Communication Self and Peer reflection	Active Citizenship	GEE5.6 GEE5.7 GEE5.8 GEE5.9	10%
TOTAL					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. 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

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 Equity	Research Assignment	FT 5.6 FT 5.8 FT 5.9	30%
Class Component	Ongoing Semester 1	Work Participation	Communication Participation	FT 5.1 FT 5.2 FT 5.5	10%
Task 2	Term 3 Week 6	Food for Special Needs	Research Assignment	FT 5.7 FT 5.8 FT 5.9	30%
Task 3	Term 4 Week 3	Food Equity Food for Special Needs Food Trends	Yearly Examination	FT 5.3 FT 5.6 FT 5.7	20%
Class Component	Ongoing Semester 2	Work Participation	Communication Participation	FT5.1 FT5.2 FT5.5	10%
TOTAL					100%

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

FRENCH (Elective)

Delivered by: Language Faculty Head Teacher: Mr Sutton

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 9	Celebrations, Invitations & Suggestions	Multimodal Presentation	LFR5-1C LFR5-4C LFR5-5U	25%
Class Component	Ongoing Semester 1	Speaking, Listening, Reading & Writing French	Class Task	LFR5-4C LFR5-7U	10%
Task 2	Term 2 Week 5	Daily Routines at Home & Work	In-class Test	LFR5-2C LFR5-3C	25%
Task 3	Term 4 Week 3	All topics	Yearly Examination	LFR5-6U LFR5-8U	30%
Class Component	Ongoing Semester 2	Speaking, Listening, Reading & Writing French	Class Task	LFR5-4C LFR5-7U	10%
TOTAL					100%

NESA French Syllabus. Stage 5 outcomes:

LFR5-2C Identifies and interprets information in a range of texts

LFR5-3C Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

LFR5-4C Experiments with linguistic patterns and structures to compose texts in French, using a range of formats for a variety of contexts, purposes and audiences

LFR5-1C Manipulates French in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

LFR5-5U Demonstrates how French pronunciation and intonation are used to convey meaning

LFR5-7U Analyses linguistic, structural and cultural features in a range of texts

LFR5-8U Explains and reflects on the interrelationship between language, culture and identity

GRAPHICS 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 4	Granny Flat Architecture	Practical Manual & CAD Drawing	GT5.1 GT5.2 GT5.3 GT5.4 GT5.9	30%
Class Component	Ongoing Semester 1	Course Work Street/City Scape	Ongoing Course Work	GT5.1 GT5.3 GT5.5	10%
Task 2	Term 4 Week 1	Student Negotiated Own Choice Module - Major work and Design Folio	Practical Design Task	GT5.6 GT5.7 GT5.8 GT5.11 GT5.12	40%
Task 3	Term 4 Week 3	Course Topics	Yearly Examination	GT5.1 GT5.3 GT5.5	10%
Class Component	Ongoing Semester 2	Course Topics	Class work	GT5.4 GT5.9 GT5.10	10%
TOTAL					100%

NESA Industrial Technology Syllabus. Stage 5 outcomes:

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

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	Personality Study	Historical Profile	E5.1, E5.7, E5.9, E5.10	25%
Class Component	Ongoing Semester 1	Participation and Engagement Communication Self and Peer reflection	Active Citizenship	E5.1, E5.7, E5.9, E5.10	10%
Task 2	Term 3 Week 2	Historical Investigation	Source Analysis	E5.2, E5.3, E5.6, E5.8	25%
Task 3	Term 4 Week 3	All Topics	Yearly Examination	E5.4, E5.5, E5.6, E5.9	30%
Class Component	Ongoing Semester 2	Participation and Engagement Communication Self and Peer reflection	Active Citizenship	E5.4, E5.5, E5.6, E5.9	10%
TOTAL					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 History Elective Syllabus Stage 5 outcomes:

E5.1	Applies an understanding of history, heritage, archaeology and the methods of historical inquiry
E5.2	Examines the ways in which historical meanings can be constructed through a range of media
E5.3	Sequences major historical events or heritage features, to show an understanding of continuity, change and causation
E5.4	Explains the importance of key features of past societies or periods, including groups and personalities
E5.5	Evaluates the contribution of cultural groups, sites and/or family to our shared heritage
E5.6	Identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process
E5.7	Explains different contexts, perspectives and interpretations about the past
E5.8	Selects and analyses a range of historical sources to locate information relevant to an historical inquiry.
E5.9	Applies a range of relevant historical terms and concepts when communicating an understanding of the past
E5.10	Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

INDUSTRIAL TECHNOLOGY–ENGINEERING STUDIES (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	Control Systems Hydraulics Report	Prototype and Research Report	IND5-2 IND5-5 IND5-7	30%
Class Component	Ongoing Semester 1	Work Participation	Communication Participation	IND55-1 IND5-6	10%
Task 2	Term 3 Week 9	Alternative Energy Sources and Report	Practical and Research Task Test and Report	IND5-8 IND5-9 IND5-10	30%
Task 3	Term 4 Week 3	Control Systems Alternate Energy	Yearly Examination	IND5-5 IND5-7 IND5-9	20%
Class Component	Ongoing Semester 2	Work Participation	Communication Participation	IND5-1 IND5-6	10%
TOTAL					100%

NESA Industrial Technology Syllabus Stage 5 outcomes:

IND5-1	Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.
IND5-2	Applies design principles in the modification, development and production of projects
IND5-3	Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND5-4	Selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5	Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND5-6	Identifies and participates in collaborative work practices in the learning environment
IND5-7	Applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-8	Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-9	Describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-10	Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

INDUSTRIAL TECHNOLOGY–TIMBER (Elective)

Delivered by: TAS Faculty Head Teacher: Mr Tilley

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 2 Week 4	Chest of Drawers	Practical Task	5.1.2 5.2.2 5.5.1	30%
Class Component	Ongoing Semester 1	Work Participation	Communication Participation	5.1.1 5.4.2 5.7.1	10%
Task 2	Term 3 Week 10	Major Work & Construction Folio	Practical/Design Task	5.3.4 5.4.1 5.6.1	40%
Task 3	Term 4 Week 3	Course Topics	Yearly Examination	5.3.2 5.5.1 5.7.2	10%
Class Component	Ongoing Semester 2	Work Participation	Communication Participation	5.1.2 5.2.2 5.5.1	10%
TOTAL					100%

NESA Industrial Technology Syllabus Stage 5 outcomes:

5.1.1	Identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes
5.1.2	Applies OHS practices to hand tools, machine tools, equipment and processes
5.2.1	Applies design principles in the modification, development and production of projects
5.2.2	Identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
5.3.1	Justifies the use of a range of relevant and associated materials
5.3.2	Selects and uses appropriate materials for specific applications
5.4.1	Selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
5.4.2	Works cooperatively with others in the achievement of common goals
5.5.1	Applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects
5.6.1	Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
5.7.1	Describes, analyses and uses a range of current, new and emerging technologies and their various applications
5.7.2	Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

INFORMATION & SOFTWARE 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 1	Robotics & Automated Systems	Project 1	5.2.2 5.4.1 5.5.1	30%
Class Component	Ongoing Semester 1	Work Participation	Communication Participation	5.1.2 5.5.1	10%
Task 2	Term 2 Week 10	Artificial Intelligence Simulation and Modelling	Project 2	5.1.2 5.2.1 5.5.3	30%
Task 3	Term 4 Week 3	Course Topics	Yearly Examination	5.1.1 5.2.3 5.3.1	20%
Class Component	Ongoing Semester 2	Work Participation	Communication Participation	5.3.2 5.5.2	10%
TOTAL					100%

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

5.2.2 Designs, produces and evaluates appropriate solutions to a range of challenging problems

5.2.3 Critically analyses decision-making processes in a range of information and software solutions

5.3.1 Justifies responsible practices and ethical use of information and software technology

5.3.2 Acquires and manipulates data and information in an ethical manner

5.4.1 Analyses the effects of past, current and emerging information and software technologies on the individual and society

5.5.1 Applies collaborative work practices to complete tasks

5.5.2 Communicates ideas, processes and solutions to a targeted audience

iSTEM (Elective)

Delivered by: Science and TAS Faculty Head Teacher: Ms El-Rakshy

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 2 Week 7	Mechatronics 1 and 2	Design Folio Presentation	5.1.2 5.2.2 5.3.2 5.4.1 5.5.1 5.5.2	30%
Class Component	Ongoing Semester 1	Participation and Engagement Reflection and Evaluation Communication	Teacher Observation and Evaluation Ongoing Assessment	5.6.2 5.7.1 5.8.1	10%
Task 2	Term 3 Week 7	Motion and Aerodynamics	Scientific Depth Study	5.2.1 5.3.1 5.3.2 5.4.2 5.5.2	30%
Task 3	Term 4 Week 3	Mechatronics	STEM Skills Test	5.1.1 5.3.1 5.6.1	20%
Class Component	Ongoing Semester 2	Participation and Engagement Reflection and Evaluation Communication	Teacher Observation and Evaluation Ongoing Assessment	5.6.2 5.7.1 5.8.1	10%
TOTAL					100%

NESA iSTEM Endorsed Course Syllabus Stage 5 Outcomes:

5.1.1 Develops ideas and explores solutions to STEM based problems
5.1.2 Designs and investigates different approaches in the development of engineered solutions
5.2.1 Describe how scientific and mechanical concepts relate to technological and engineering practice
5.2.2 Applies and transfers acquired scientific and mechanical knowledge to subsequent learning experiences 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 Uses mathematical, scientific and graphical methods related to technology and engineering
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 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 role and potential of STEM in the world in which they live
5.8.1 Understands the contribution of STEM disciplines to the economic well-being of nations

JAPANESE (Elective)

Delivered by: Language Faculty Head Teacher: Mr Sutton

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 10	Time, Invitations and Suggestions	Spoken Interaction	LJA5-1C LJA5-4C LJA5-5U	25%
Class Component	Ongoing Semester 1	Speaking, Listening, Reading and Writing Japanese	Class Mark	LJA5-3C LJA5-6U LJA5-8U	10%
Task 2	Term 3 Week 4	Describing People, Places and Things	Story Book	LJA5-4C LJA5-9U	25%
Task 3	Term 4 Week 3	All topics studied this year	Yearly Examination	LJA5-2C LJA5-4C LJA5-3U	30%
Class Component	Ongoing Semester 2	Speaking, Listening, Reading and Writing Japanese	Class Mark	LJA5-3C LJA5-6U LJA5-8U	10%
TOTAL					100%

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 AND AQUACULTURE TECHNOLOGY (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 8	Core 2 Maritime Industries and Employment	Experience and Employment Expo	MAR5-8 MAR5-9&10 MAR5-11&12 MAR5-13&14	25%
Class Component	Ongoing Semester 1	Active Participation and Communication	In-class Projects Excursion	MAR5-7&8 MAR5-9&10 MAR5-11&12 MAR5-13&14	10%
Task 2	Term 3 Week 7	Marine Mammals	Research Report	MAR5-7&8 MAR5-11&12 MAR5-13&14	25%
Task 3	Term 4 Week 3	All modules	Yearly Examination	MAR5-5 MAR5-7&8 MAR5-9&10 MAR5-11&12 MAR5-13&14	30%
Class Component	Ongoing Semester 2	Active Participation and Communication	In-class Projects Excursion	MAR5-5 MAR5-7&8 MAR5-9&10 MAR5-11&12 MAR5-13&14	10%
TOTAL					100%

NESA Marine and Aquaculture Technology Stage 5 outcomes:

MAR5-5: assesses the potential of aquaculture to sustain wild fish stocks and the aquatic environment
MAR5-7: identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment
MAR5-8: identifies, describes and evaluates policies for monitoring and conserving the marine environment
MAR5-9: selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings
MAR5-10: demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations
MAR5-11: identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits
MAR5-12: identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment
MAR5-13: collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information
MAR5-14: recalls aspects of the marine environment using relevant conventions, terminology and symbols

MUSIC (Elective)

Delivered by: CAPA Faculty Head Teacher: Mrs Harrington

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 8	Jazz Fusion	Performance	5.2, 5.3	30%
Class Component	Ongoing Semester 1	Rehearsal & Coursework	Communication Participation Self-Reflection	5.3, 5.8	10%
Task 2	Term 2 Week 7	Music of the Romantic Period	Appreciation	5.1	30%
Task 3	Term 4 Week 3	Australian Music	Yearly Examination	5.5, 5.7	20%
Class Component	Ongoing Semester 2	Rehearsal & Coursework	Communication Participation Self-Reflection	5.4, 5.12	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
5.12	Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

PHILOSPHY – SCHOOLS OF THOUGHT (Elective)

Delivered by: English Faculty Head Teacher: Ms Simic

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 2 Week 1	Modernism	Comparative Essay	O5.1, O5.2, O5.7	25%
Class Component	Ongoing Semester 1	Coursework	Literary Journal	O5.2, O5.3, O5.4, O5.5, O5.6, O5.7	10%
Task 2	Term 3 Week 1	Neo Colonialism	Comparative Writing Adaptation	O5.1, O5.2, O5.3, O5.4	30%
Task 3	Term 4 Week 1	Personal Interest	Project Based Assessment	O5.1, O5.3, O5.5, O5.6	25%
Class Component	Ongoing Semester 2	Coursework	Class Participation and Discussion	O5.1, O5.2, O5.4, O5.7	10%
TOTAL					100%

Philosophy – Schools of Thought Syllabus Stage 5 outcomes:

O5.1	Develop an understanding of the relationship between texts and the context of different eras/time periods
O5. 2	Gain an appreciation of the way in which texts can be seen as cultural products of both their authors and their times
O5.3	Engage in detailed textual interpretation of a number of texts and develop an understanding of how language forms and/or techniques shape the meaning of these pieces
O5.4	Challenge and evaluate some of the cultural assumptions that exist in texts and consider alternative readings of some texts
O5.5	Come to a personal view about valuing texts and their eras/time periods based on their own context preferences
O5.6	Engage with the texts in a number of ways, including writing essays and engaging in creative writing
O5.7	Gain enjoyment and appreciation through exposure to different texts and their ideas, values and contexts

PHOTOGRAPHY AND DIGITAL MEDIA (Elective)

Delivered by: CAPA Faculty Head Teacher: Mrs Harrington

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 2 Week 3	Art n About	Practical	5.1, 5.4	25%
Class Component	Ongoing Semester 1	Coursework	Communication Participation Self-Reflection	5.6, 5.5	10%
Task 2	Term 3 Week 5	The Moving Image	Practical	5.2, 5.3	30%
Task 3	Term 4 Week 3	FWD & RWD	Yearly Examination	5.7, 5.8	25%
Class Component	Ongoing Semester 2	Coursework	Communication Participation Self-Reflection	5.9, 5.10	10%
TOTAL					100%

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
5.10	Constructs different critical and historical accounts of photographic and digital works

PHYSICAL ACTIVITY AND SPORTS STUDIES (Elective)

Delivered by: PDHPE Faculty Head Teacher: Mr Sutton

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Ongoing until Term 2 Week 7	Coaching	Integrated: Coaching session plan, presentation and self-reflection	PASS5.5 PASS5.6 PASS5.7	30%
Class Component	Ongoing Semester 1	Communication Participation/Engagement Self/Peer Reflection	Portfolio of work Key Inquiry Questions Practical Lessons	PASS5.7 PASS5.9	10%
Task 2	Term 2 Week 9	Body systems & Energy for Physical Activity	Practical: Muscle identification & energy systems testing	PASS5.1 PASS5.9	30%
Task 3	Term 4 Week 3	All	Yearly Examination	PASS 5.1 PASS 5.2 PASS 5.5	20%
Class Component	Ongoing Semester 2	Communication Participation/Engagement Self/Peer Reflection	Portfolio of work Key Inquiry Questions Practical Lessons	PASS5.8 PASS5.10	10%
TOTAL					100%

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.

VISUAL ARTS (Elective)

Delivered by: CAPA Faculty Head Teacher: Mrs Harrington

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 2 Week 3	Sculpture Organica Mechanica	Artmaking	5.1, 5.2, 5.6	30%
Class Component	Ongoing Semester 1	Communication Participation Self-Reflection	Theory & Visual Design Diary	5.8	10%
Task 2	Term 3 Week 2	Nothing left to Sea	Artmaking	5.3, 5.4, 5.5	30%
Task 3	Term 4 Week 3	Place and Purpose	Yearly Examination	5.7, 5.8, 5.9, 5.10	20%
Class Component	Ongoing Semester 2	Communication Participation Self-Reflection	Visual Arts Diary & Peer Evaluation	5.9	10%
TOTAL					100%

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

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 9	Learning in the Work Place	Career Plan and Goal Setting	5.6, 5.7, 5.9, 5.10, 5.11	20%
Class Component	Ongoing Semester 1	Participation and engagement Communication Self and Peer reflection	Active Citizenship	5.6, 5.7, 5.9, 5.10, 5.11	10%
Task 2	Term 2 Week 6	Work Place Readiness	Mock Interview and CV	5.1, 5.2, 5.7, 5.8	30%
Task 3	Term 3 Week 8-10	Exploring Post School Pathways	Work Placement and Reflection	5.3, 5.4, 5.5, 5.8	30%
Class Component	Ongoing Semester 2	Participation and engagement Communication Self and Peer reflection	Active Citizenship	5.3, 5.4, 5.5, 5.8	10%
TOTAL					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 Work Education Syllabus Stage 5 outcomes:

5.1	Identifies and interprets employment trends and changes in the nature of work
5.2	Identifies and analyses current workplace issues
5.3	Defines and assesses the roles and responsibilities of diverse organisations within the community
5.4	Examines and evaluates the relationships between diverse organisations in the community
5.5	Evaluates and articulates the roles and responsibilities of individuals within the community in a range of contexts
5.6	Identifies and articulates the purpose and roles of education, employment and training organisations
5.7	Constructs and communicates personal goals and values using knowledge of the education, training and employment systems
5.8	Develops, records and evaluates personal values, skills, knowledge and attributes that lead to effective participation in work and society
5.9	Develops and evaluates options for a range of effective transition plans
5.10	Locates, selects and organises relevant information from a variety of sources
5.11	Selects, uses and evaluates appropriate oral, written and other forms of communication effectively with a range of audiences