Sydney Secondary College Balmain

Stage 5 Year 9 Assessment Booklet 2024

Student Name: _____

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 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 students 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

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
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.

- 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 emailed to the school (Email address 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: _____

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 2024

Week	Due this week
Week 4 22 Feb	
Week 5 29 Feb	Work Education – White card training and goal setting (Line X)
Week 6 4 Mar	Industrial Technology – Engineering – Task 1 (Line Y and Z)
Week 7 11 Mar	HSIE (Mandatory) Empathy task **NAPLAN Online Tuesday to Friday**
Week 8 18 Mar	**NAPLAN Online All Week**
Week 9 25 Mar	Chinese - In-class test listening and reading Japanese - In-class test: listening and reading Hiragana and Katakana Big History - Infographic (Line Y) **NAPLAN Online - Monday only**
Week 10 1 April	PDHPE Task 1: Mental Health Fair **(Thursday 4th April)** Design and Technology – Practical & Folio (Line X) Computing Technology – Task 1(Line X & Z) History Detectives - Archaeology Task (Line Y) Photography & Digital Media - Digital Imaging The Nuts & Bolts (Line Y) Marine 1 - Portfolio/ Board Game
Week 11 8 April	English (Mandatory) Matrix Task iSTEM - Project and Showcase Marine Science 1 - Fish Biology Portfolio (Line X and Y) PASS Task 1: Australian Sporting Identity

Assessment Planning Calendar Term 2 2024

Week	Due this week
Week 1 29 Apr	
Week 2 6 May	Food Technology – Task 1 (Line X, Y 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 13 May	Textile Technology – Task 1 (Line Z) Marine Science 1 – Aquarium Plan (Line X and Y) Mathematics - Common Assessment and Validation Test
Week 4 20 May	Philosophy: Task 1 - Presentation (Line X) Visual Arts - Myths and Monsters (Line Y)
Week 5 27 May	Industrial Arts - Timber - Task 1 (Line X) Science - Practical Examination Chinese - Multimodal: Speaking and writing self-introduction, my profile Japanese- Multimodal: Speaking and writing self-introduction, my profile
Week 6 3 June	Marine Science 1 - Aquarium Check-In Test (Line X and Y) HSIE - Changing Places, Rights & Freedoms Task Work Education - Case Study (Line X)
Week 7 10 June	
Week 8 17 June	
Week 9 24 June	English (Mandatory) – Critical Essay History Detectives – Research Task (Line Y)
Week 10 1 July	Marine Science 1 – Aquarium Report (Line X and Y) PASS Task 2: Technology, Participation and Performance iSTEM - iSTEM pathway - skills accreditation

Assessment Planning Calendar Term 3 2024

Week	Due this week
Week 1 22 July	Industrial Technology – Engineering – Task 2 (Line Y and Z) Commerce: Business - Research Task (Line X and Z) Commerce: Law - Scenario Task (Line X)
Week 2 29 July	Computing Technology – Task 2 (Line X & Z) Big History - Research Task (Line Y)
Week 3 5 August	Industrial Technology – Multimedia – Task 2 (Line Y)
Week 4 12 August	Mathematics - Examination and Study Sheet Visual Arts - Triple A (Line Y) PASS - Event Management (ongoing to Term 3 Week 10) Philosophy Task 2 - Community of Inquiry (Line X)
Week 5 19 August	Design and Technology – Research & Design (Line X)
Week 6 26 August	Food Technology – Task 2 (Line X, Y and Z)
Week 7 2 Sept	Science - Dynamic Earth Model
Week 8 9 Sept	Photography & Digital Media – Photographic Themes (Line Y)
Week 9 16 Sept	Marine Science 1 - Diorama & Poster HSIE - Sustainable Biomes Task Work Education - Project Management Task (Line X)
Week 10 23 Sept	iSTEM - IOT Major Project (Line X and Y) Textile Technology – Task 2 (Line Z) Industrial Arts- Timber - Task 2 (Line X) History Detectives - Project Based Learning (Line Y) PDHPE Task 2: Recognising diversity /Safe Relationships PDHPE Task 3: Movement skills PASS - Event Management

Assessment Planning Calendar Term 4 2024

Week	Due this week
Week 1 14 Oct	PDHPE - Safe Relationships Design and Technology – Practical & Folio (Line Y) Computing Technology – Task 3 (Line X and Z) iSTEM - Major Project and Showcase
Week 2 21 Oct	English (Mandatory) – Podcast Big History - Life Task (Line Y)
Week 3 28 Oct	Mathematics - Examination and Study Sheet Commerce: Business - Mock Business Task (Line X and Z) Commerce: Law - Employment Research Task (Line X) Philosophy Task 3: Viva Voce (Line X) Chinese - Examination
Week 4 4 Nov	Science - Yearly Examination Japanese - Yearly Examination Chinese - Yearly Examination Visual Arts - My Own Sculptural Adventure (Line Y) Food Technology – Task 3 (Line X, Y and Z) Industrial Technology – Multimedia – Task 3 (Line Y) Industrial Technology – Engineering – Task 3 (Line X) Textile Technology – Task 3 (Line Y) Industrial Technology- Timber Task 3 (Line X)
Week 5 11 Nov	Photography & Digital Media - Let the Lens Tell The Story (Line Y) Year 9 Camp 11-13 Nov
Week 6 18 Nov	
Week 7 25 Nov	
Week 8 2 Dec	

ENGLISH (Mandatory)

Delivered by: English Faculty Head Teacher: Ms Gammie

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 11	Speculative Fiction or Horror	Matrix Task	ECA-01 RVL-01 ECB-01	25%
Class Component	Ongoing Semester 1	Literacy Focus	Short Answer & Unseen Texts	URC-01 URA-01	10%
Task 2	Term 2 Week 9	Novel Study: Context	Critical Essay	URA-01 URB-01 ECB-01	25%
Task 3	Term 4 Week 2	Perspectives: Film Study	Podcast	URA-01 ECA-01 RVL-01	30%
Class Component	Ongoing Semester 2	Literacy Focus	Short Answer & Unseen Texts	URC-01 URA-01	10%
TOTAL					100%

NESA English Syllabus. Stage 5 outcomes:

EN5-RVL-01	uses a range of personal, creative and critical strategies to interpret complex texts
EN5-URA-01	analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures
EN5-URB-01	evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes
EN5-URC-01	investigates and explains ways of valuing texts and the relationships between them
EN5-ECA-01	crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning
EN5-ECB-01	uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

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%
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 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) - Core, Standard, Advanced

Delivered by: Mathematics Faculty Head Teacher: Mr McDermott

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 2 Week 3	2D Spatial Relations (Geometrical Representations, Working With Triangles)	Common Assessment (20%) and Validation Test (10%)	MAO-WM-01, A5-GEO-C-01, MA5-TRG-C-01, MA5-LIN-C-01, MA5-MAG-C-01 **Path Outcomes** MA5-GEO-P-01, MA5-NET-P-01, MA5-LIN-P-01, MA5-IND-P-02	30%
Class Component	Ongoing Semester 1	All Semester One Topics	Participation & Engagement, Communication, Self-Reflection	MAO-WM-01	10%
Task 2	Term 3 Week 4	3D Spatial Relations (Prisms and Cylinders) Multiplicative Relationships (Index Laws)	Examination and Study Sheet	MAO-WM-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-ALG-C-01, MA5-EQU-C-01, MA5-MAG-C-01, MA5-IND-C-01 **Path Outcomes** MA5-ARE-P-01, MA5-VOL-P-01, MA5-EQU-P-02, MA5-IND-P-01, MA5-IND-P-02	20%
Task 3	Term 4 Week 3	Linear Relationships (Financial Mathematics, Constant Rates of Change) Uncertainty (Making Predictions)	Examination and Study Sheet	MAO-WM-01, MA5-FIN-C-01, MA5-EQU-C-01, MA5-LIN-C-01, MA5-LIN-C-02, MA5-PRO-C-01, MA5-DAT-C-01 **Path Outcomes** MA5-LIN-P-01, MA5-EQU-P-02, MA5-RAT-P-01, MA5-PRO-P-01	30%
Class Component	Ongoing Semester 2	All Semester Two Topics	Participation & Engagement, Communication, Self-Reflection	MAO-WM-01	10%

The outcome statements are listed on the following page.

NESA Mathematics Syllabus outcomes:

Outcome	Description	*Level
MAO-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly	Core
MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money	Core
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation	Core
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions	Core
MA5-ALG-P-01	simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions	Advanced
MA5-ALG-P-02	selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions	Advanced
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction	Core
MA5-EQU-P-02	solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations	Advanced
MA5-IND-C-01	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases	Core
MA5-IND-P-01	applies the index laws to operate with algebraic expressions involving negative-integer indices	Advanced
MA5-IND-P-02	describes and performs operations with surds and fractional indices	Advanced
MA5-RAT-P-01	identifies and solves problems involving direct and inverse variation and their graphical representations	Standard, Advanced
MA5-LIN-C-01	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools	Core
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form	
MA5-LIN-P-01	describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems	Adv
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems	Core
MA5-ARE-C-01	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids	Core
MA5-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders	Core
MA5-MAG-C-01	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures	Core
MA5-ARE-P-01	applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems	Standard, Advanced
MA5-VOL-P-01	applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids	Standard, Advanced
MA5-NET-P-01	solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits	Standard
MA5-GEO-P-01	establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes	Advanced
MA5-DAT-C-01	compares and analyses datasets using summary statistics and graphical representations	Core
MA5-PRO-C-01	solves problems involving probabilities in multistage chance experiments and simulations	Core
MA5-PRO-P-01	solves problems involving Venn diagrams, 2-way tables and conditional probability	Advanced

*Level: All Stage 5 students will be assessed on Core outcomes. Stage 5 Standard students will be assessed on Standard Path outcomes. Stage 5 Advanced students will be assessed on Advanced Path Outcomes.

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (Mandatory)

Delivered by: PDHPE Faculty Head Teacher: Ms Touchard

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	PD5.1 PD5.2 PD5.6	30%
Class Component	Ongoing Semester 1	Communication Participation/Engagement Self/Peer Reflection	Classwork Key Inquiry Questions Practical Lessons	PD5.2 PD5.7 PD5.9 PD5.11	10%
Task 2	Term 3 Week 10	Recognising diversity /Safe Relationships	In-class test - Extended response writing	PD5.2 PD5.3 PD5.6 PD5.7 PD5.9 PD5.10	30%
Task 3	Term 3 Week 10	Movement Skills	Practical Assessment	PD5.1 PD5.3 PD5.10 PD5.11	20%
Class Component	Ongoing Semester 2	Communication Participation/Engagement Self/Peer Reflection	Classwork Key Inquiry Questions Practical Lessons	PD5.1 PD5.5 PD5.7 PD5.9 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 2 Week 5	Energy Efficiency	Practical Examination	SC5-PW SC5-WS	25%
Class Component	Ongoing Semester 1	Energy Efficiency Coordination Disease	Class work Participation	SC5-PW SC5-LW SC5-WS	10%
Task 2	Term 3 Week 7	Dynamic Earth	Model	SC5-ES SC5-WS	25%
Task 3	Term 4 Week 4	All Topics	Yearly Examination	SC5-ES SC5-PW SC5-CW SC5-LW SC5-WS	30%
Class Component	Ongoing Semester 2	Dynamic Earth Sustainable Ecosystems The Periodic Table	Class work Participation	SC5-PW SC5-ES SC5-LW SC5-CW SC5-WS	10%
				TOTAL	100% 1

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%
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

CHINESE (Elective)

Delivered by: Language Faculty Head Teacher: Ms Ragan

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 9	Introduction to China	In-class test: Listening and reading Chinese	ML5-INT-01 ML5-UND-01 ML5-CRT-01	25%
Class Component	Ongoing Semester 1	Speaking, Listening, Reading and Writing Chinese	Class Work	ML5-INT-01 ML5-UND-01 ML5-CRT-01	10%
Task 2	Term 2 Week 5	All about me	Multimodal Task: Speaking and Writing self introduction, my profile	ML5-INT-01 ML5-UND-01 ML5-CRT-01	25%
Task 3	Term 4 Week 5	All Topics	Yearly Examination	ML5-INT-01 ML5-UND-01 ML5-CRT-01	30%
Class Component	Ongoing Semester 2	Speaking, Listening, Reading and Writing Chinese	Class Work	ML5-INT-01 ML5-UND-01 ML5-CRT-01	10%
TOTAL					100%

NESA Chinese Syllabus Stage 5 outcomes:

ML5-INT-01	Exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
ML5-UND-01	Interprets and responds to information, opinions and ideas in texts to demonstrate understanding
ML5-CRT-01	Creates a range of texts for familiar communicative purposes by using appropriate language

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	21st 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%
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:

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 - LAW (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%
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:

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

COMPUTING 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 6	Analysing Data	Project and Documentation	CT5-EVL-01 CT5-COM-01 CT5-DAT-02	25%
Class Component	Ongoing Semester 1	Participation, Engagement & Collaboration	Active Citizenship	CT5-SAF-01 CT5-DAT-01	10%
Task 2	Term 3 Week 1	Mechatronics	Research Report	CT5-THI-01 CT5-EVL-01 CT5-DAT-02	25%
Task 3	Term 4 Week 4	Mechatronics Project	System Model and Documentation	CT5-DPM-01 CT5-OPL-01 CT5-THI-01	30%
Class Component	Ongoing Semester 2	Participation, Engagement & Collaboration	Active Citizenship	CT-COL-01 CT5-DAT-01 CT5-EVL-01	10%
TOTAL					100%

NESA Computing Technology Syllabus. Stage 5 outcomes:

CT5-COM-01	communicates ideas, processes and solutions using appropriate media
CT5-DAT-01	explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts
CT5-DAT-02	acquires, represents, analyses and visualises simple and structured data
CT5-COL-01	manages, documents and explains individual and collaborative work practices
CT5-DES-01	designs and creates user interfaces and the user experience
CT5-DPM-01	applies iterative processes to define problems and plan, design, develop and evaluate computing solutions
CT5-EVL-01	understands how innovation, enterprise and automation have inspired the evolution of computing technology
CT5-SAF-01	selects and applies safe, secure and responsible practices in the ethical use of data and computing technology
CT5-THI-01	applies computational, design and systems thinking to the development of computing solutions

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%
TOTAL					100%

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

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%
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

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%
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:

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	Design Principles	Design Folio & Project	IND5.2 IND5.5 IND5.6	20%
Class Component	Ongoing Semester 1	Participation, Engagement & Collaboration	Active Citizenship	IND5.1 IND5.2 IND5.10	10%
Task 2	Term 3 Week 1	Structures	Design Folio & Project	IND5.2 IND5.3 IND5.4	30%
Task 3	Term 4 Week 4	Mechanisms	Design Folio, Project, Presentation	IND5.1 IND5.2 IND5.7	30%
Class Component	Ongoing Semester 2	Participation, Engagement & Collaboration	Active Citizenship	IND5.1 IND5.8 IND5.9	10%
TOTAL					100%

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 selects identifies and participates in
IND5.6	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%
TOTAL					100%

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

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 5	Project Design & Student WHS	Design Folio & Project	IND5.1 IND5.2 IND5.3	20%
Class Component	Ongoing Semester 1	Participation, Engagement & Collaboration	Active Citizenship	IND5.5 IND5.6 IND5.8	10%
Task 2	Term 3 Week 10	Project Design & Evaluation	Design Folio & Project	IND5.4 IND5.5 IND5.6	30%
Task 3	Term 4 Week 4	Course Topics	Yearly Examination	IND5.1 IND5.8 IND5.9	30%
Class Component	Ongoing Semester 2	Participation, Engagement & Collaboration	Active Citizenship	IND5.6 IND5.9 IND5.10	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 equipment, 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	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

iSTEM (Elective) - MEDTECH AND BRAIN COGNITION

Delivered by: Mathematics Faculty Head Teacher: Mr McDermott

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 11	Design Thinking	Project and Showcase	ST5-1, ST5-2, ST5-3, ST5-4, ST5-6, ST5-8 ST-9	25%
Class Component	Ongoing Semester 1	Participation, Engagement Reflection, Evaluation, Communication	Completion of Classroom Tasks. Teacher Observation and Evaluation. Ongoing Assessment.	ST5-2, ST5-4 ST5-5, ST5-6	10%
Task 2	Term 2 Week 10	Become an Expert	iSTEM pathway - skills accreditation	ST5-4, ST5-6, ST5-8, STS-10	25%
Task 3	Term 4 Week 1	Innovation	Major Project and Showcase	ST5-1, ST5-2, ST5-3, ST5-4, ST5-6, ST5-8	30%
Class Component	Ongoing Semester 2	Participation, Engagement Reflection, Evaluation, Communication	Completion of Classroom Tasks. Teacher Observation and Evaluation. Ongoing Assessment.	ST5-2, ST5-4 ST5-5, ST5-6	10%
TOTAL					100%

iSTEM Stage 5 Outcomes

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

iSTEM (Elective) - WOMEN IN STEM

Delivered by: Mathematics Faculty Head Teacher: Mr McDermott

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 11	Design Thinking	Project and Showcase	ST5-1, ST5-2, ST5-3, ST5-4, ST5-6, ST5-8 ST-9	25%
Class Component	Ongoing Semester 1	Participation, Engagement Reflection, Evaluation, Communication	Completion of Classroom Tasks. Teacher Observation and Evaluation. Ongoing Assessment.	ST5-2, ST5-4 ST5-5, ST5-6	10%
Task 2	Term 2 Week 10	Become an Expert	iSTEM pathway - skills accreditation	ST5-4, ST5-6, ST5-8, STS-10	25%
Task 3	Term 4 Week 1	Innovation	Major Project and Showcase	ST5-1, ST5-2, ST5-3, ST5-4, ST5-6, ST5-8	30%
Class Component	Ongoing Semester 2	Participation, Engagement Reflection, Evaluation, Communication	Completion of Classroom Tasks. Teacher Observation and Evaluation. Ongoing Assessment.	ST5-2, ST5-4 ST5-5, ST5-6	10%
TOTAL					100%

iSTEM Stage 5 Outcomes

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

JAPANESE (Elective)

Delivered by: Language Faculty Head Teacher: Ms Ragan

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 9	Introduction to Japan	In-class test: Listening and Reading Hiragana and Katakana	ML5-INT-01 ML5-UND-01 ML5-CRT-01	25%
Class Component	Ongoing Semester 1	Speaking, Listening, Reading and Writing Japanese	Class Work	ML5-INT-01 ML5-UND-01 ML5-CRT-01	10%
Task 2	Term 2 Week 5	Self-introduction	Multimodal Task: Speaking and Writing	ML5-INT-01 ML5-UND-01 ML5-CRT-01	25%
Task 3	Term 4 Week 4	All Topics	Examination	ML5-INT-01 ML5-UND-01 ML5-CRT-01	30%
Class Component	Ongoing Semester 2	Speaking, Listening, Reading and Writing Japanese	Class Work	ML5-INT-01 ML5-UND-01 ML5-CRT-01	10%
TOTAL					100%

NESA Japanese Syllabus. Stage 5 outcomes:

ML5-INT-01	Exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
ML5-UND-01	Interprets and responds to information, opinions and ideas in texts to demonstrate understanding
ML5-CRT-01	Creates a range of texts for familiar communicative purposes by using appropriate language

MARINE SCIENCE 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 10	Fish Biology	Portfolio Board Game	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 First Aid 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 Test Report	MAR5-9 &10 MAR5-13 &14	40%
Task 3	Term 3 Week 9	Marine and Aquatic Ecosystems	Diorama Poster	MAR5-1 MAR5-10 MAR5-13 &14	20%
Class Component	Ongoing Semester 2	Managing Water Quality, Aquatic Ecosystems, Aquaculture Fish Harvesting	Tank maintenance Theoretical work & Excursion activities	MAR5-1 MAR5-5&6 MAR5-9 &10 MAR5-13 &14	10%
TOTAL					100%

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

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 8	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%
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

PHILOSOPHY (Elective)

Delivered by: English Faculty Head Teacher: Ms Gammie

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 2 Week 4	Introduction to Philosophy	Video Presentation	PH5-1 PH5-3 PH5-7	25%
Class Component	Ongoing Semester 1	Class work	E-portfolio of reflective writing	PH5-8	10%
Task 2	Term 3 Week 4	Logic, Argument and Critical Reasoning	Group Task: Community of Inquiry	PH5-5 PH5-6 PH5-9	25%
Task 3	Term 4 Week 3	Ethics	Viva Voce	PH5-2 PH5-3 PH5-4	30%
Class Component	Ongoing Semester 2	Class work	E-portfolio of reflective writing	PH5-8	10%
TOTAL					100%

NESA English Syllabus. Stage 5 outcomes:

PH5-1	examines key philosophical thinkers, problems and arguments
PH5-2	develops an understanding of models of ethical decision making
PH5-3	explores the role of philosophy as an agent of personal or social change
PH5-4	researches and assesses information using a variety of sources
PH5-5	identifies key factors affecting decisions
PH5-6	constructs logical arguments based on critical reasoning
PH5-7	communicates ideas effectively using a variety of modes
PH5-8	reflects on values, beliefs and assumptions
PH5-9	works independently and in the communities of inquiry to explore philosophical questions

PHYSICAL ACTIVITY AND SPORTS STUDIES (Elective)

Delivered by: PDHPE Faculty Head Teacher: Ms Touchard

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 11	Australia's Sporting Identity	Theory Task - Athlete case study	PASS5.2 PASS5.8 PASS5.10	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 2 Week 10	Technology, Participation & Performance	Theory – Critical Research Task	PASS5.6 PASS5.7 PASS5.9	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%
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.

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 4	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%
TOTAL					100%

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 4	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 4	Triple A	Artmaking	5.1 5.5	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%
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 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, Workplace Rights and Responsibilities and Workplace 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%
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:

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